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(USIT202)

(Core Subject)

F.Y.B.Sc. (Information Technology) Semester II

Harish G. Narula

Khushboo Shah

Sandeep Kamble

Anjali A. Gaikwad

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Harish G. Narula, Khushboo Shah, Sandeep Kamble, Anjali A. Gaikwad

(Semester II - F.Y. B. Sc. (Information Technology) (Mumbai University))

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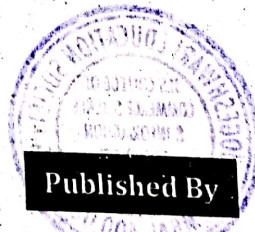
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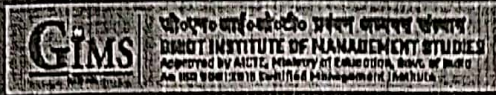
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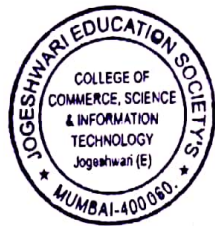
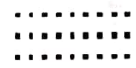




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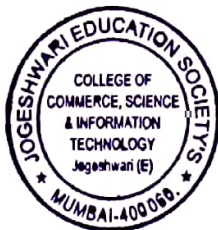
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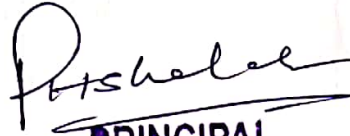


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INTERNET ADDICTION: IS IT ALL IN YOUR BRAIN?

Archana Prasad Dhawade

Research Scholar, JIT University, Rajasthan

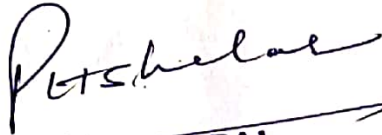
Abstract: With the growing importance of Internet in everyday life, more and more people are accessing various online resources each day. It is observed that problematic internet use is due to the extensive availability of internet. It's a fact that utmost youthful people spend their precious time on Internet without knowing its negative impact on their mental and physical health. By reviewing and assaying many research articles related to the topic Internet addiction and reading few cases on Internet addiction, we present substantiation that are suitable to give an overview of the main themes and predilection covered by applicable studies. In this study, we will try to understand all the concept related to internet addiction and we will also try to find out the answer of the following questions: (1) What makes Internet use addictive? (2) What are the cause of Internet addiction? (3) What are the effects of Internet addiction? (4) What are the types of Internet addiction? (5) What are the signs of Internet addiction? (6) What are the control strategies to overcome Internet Addiction? (7) Who is more likely to be affected by Internet Addiction? (8) What is Internet addiction disorder? (9) What is digital detox boot camp? The main findings from this literature, though not conclusive, but will help the experimenter and policymakers to gain a better understanding of the problem faced by the youth due to internet addiction and necessity to develop remedies to lessen the dependence miracle.

Keywords: INternet, Internet Addiction, Internet Addiction Disorder, Technology, Detox Boot Camp

OLA ELECTRIC SCOOTER- RIDE INTO THE FUTURE MOBILITY

Prof. Shweta Kishore¹, Dz. Supriya Lakhangaonkar²




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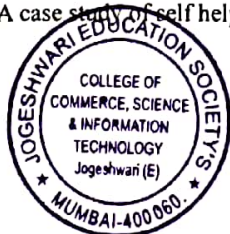
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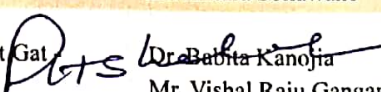


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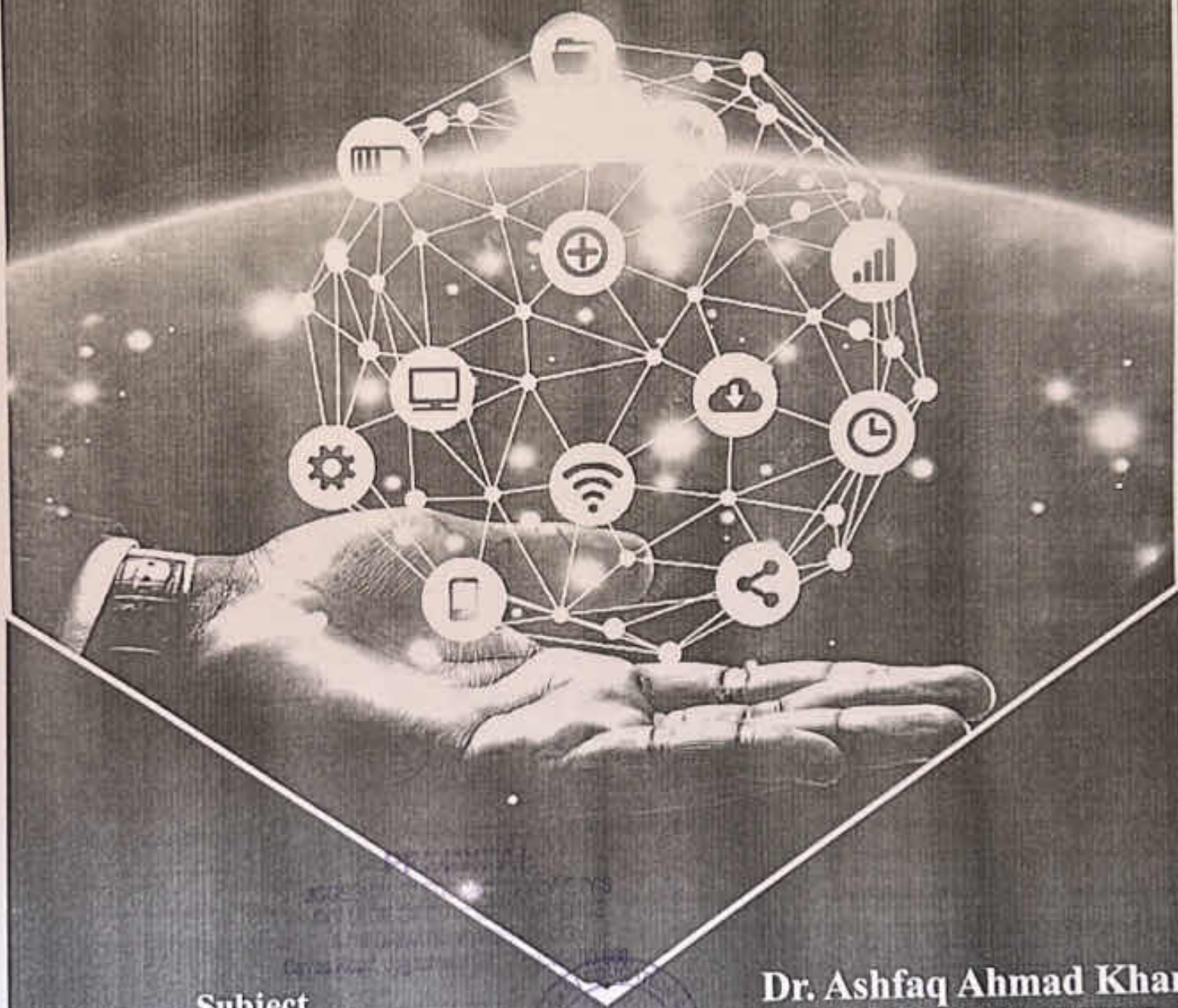


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A Survey of Employability Skills Among College Students: An Exploratory Factor Analysis Study

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Abstract

Employability skills are the soft skills that allow you to work well with others, apply knowledge to solve problems and fit into any work environment. Graduate employability has become a key driver for universities, all over the world. An attempt in this research study has been made to study various skills which help to improve employability skills of graduates, and thus contribute to improving graduate employment outcomes. For the study, a self-structured questionnaire consisting of 39 statements was used for collecting primary data from 250 graduating students. 3 factors with 16 items, emerged from the results of exploratory factor analysis viz. adaptability skills, communication skills and critical thinking and problem-solving skills. These three factors together accounted for a 59.34 percent variance. The result of this study provides a validated and reliable variable for the employability skills of students that can be used for future research.

Keywords: Exploratory Factor Analysis, Employability Skills, Adaptability Skills, Communication Skills, Critical Thinking and Problem-Solving Skills

Introduction:

Employability is the set of competent attributes that help one to get a job, while employability skills are the skills that help one attain the level of employability that is needed to remain in the same state. They are transferable skills that a person can learn, unlearn and relearn in order to be employed for a specific job.

Graduate employability has become a key driver for universities, in response to increasing pressure from governments and employer groups. Universities all over the world are adopting a range of generic skill-based learning outcomes, which when embedded into degree programs, are expected to increase graduate employability and therefore improve graduate employment outcomes. "Today the performance indicator generally used to determine the value of higher education by the governments and international rankings is the employment rate of graduates." (Teichler, 2009) Singh (2022) in his study shows that there is a direct

correlation between skills and employability in the industry. The study shows that students who scored better in learning agility, business communication, and emotional intelligence grew to managerial positions twice as fast to those who performed well in domain knowledge and average soft skills. Similarly, students who ranked higher on critical thinking and numerical ability grew faster in profiles such as Senior Analyst and big data. Creativity, critical thinking, analytical skills originality, and initiative are other sets of skills that can help aspirants achieve their career goals.

On World Youth Skills Day, 15th July 2021, Prime Minister Narendra Modi highlighted an initiative termed as "Going Online as Leaders (GOAL)" with an objective to set India's employability landscape at par with the talent demands globally.

Hence there is a need to identify different factors underlying employability skills. Keeping this objective in view, researchers have applied exploratory factor analysis

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in this study, to ascertain the factors that constitute employability skills among students.

Skill Gap in the Indian Higher Education System:

The government of India (January 2023) points out that India is a young nation with 65 percent of its population below the age of 35 years. This present demographic dividend presents an opportunity that must be leveraged to create a high-quality skilled workforce, to cater to global workforce demand.

The India Skills Report (ISR) 2022 is a merger of two distinct studies from Wheebox National Employability Test (WNET) which analyzed the employability among 3 lakh youth across various educational and professional domains in India and the India Hiring Intent Survey, conducted for 150 corporates across 15+ industries. The WNET, assessed the employability amongst students evaluating the job-readiness for the market in India, while the India Hiring Intent Survey 2022 studied the hiring trend and preferences of employers in top industries.

The outcomes of the survey were –

- ❖ WNET discovered that in the year 2022, 51.3 percent of Indian youth were unemployable. This percentage had increased with respect to the year 2021.

- ❖ Institutes struggle to prepare their students to battle the challenges of the business world. The curricula reflected outdated course material, irrelevant to the ongoing happenings in the industry, leading to a severe dearth of employable talent across India.

- ❖ Top companies in India are adopting new recruitment strategies centered around specific soft skills like communication, agility, proactiveness, and empathy. However, HEIs seldom educate their students on these parameters.

- ❖ Among the 150 corporations surveyed across 15+ industries and sectors, 75 percent of corporate leaders expressed that there was a skill gap in their industry. 67 percent of Banking, Financial Services, and Insurance (BFSI) employers also reported a skill gap deficit. The skill gap deficit was 100 percent in the retail industry.

- ❖ We need to prepare the students for the age of digital acceleration. They need to be trained in soft skills to tackle global changes and to be able to impart knowledge in a collaborative manner which are the requisites of a modern workplace. Problem-solving, critical thinking, presentation skills, corporate agility, time management,

and problem-solving abilities are other soft skills which paired with the domain knowledge and experience of a candidate become an invaluable asset for an organization.

- ❖ IT skills in particular are shaping up the job ecosystem with focus on the latest technologies. Employers want adaptable individuals who can learn, relearn and unlearn as the demands of the job continue to dictate new trends. To contend in the modern economy, it is important to upskill one's knowledge with the latest technology tools, that is from basic HTML knowledge to advanced Python coding.

- ❖ There are 10 million students occupying the higher education space but 95 percent of these students don't have access to education that can help them build a well-rounded career. Most of educational institutions, struggle to keep up with the requirements of the industry, failing which they continue to teach students concepts that are no longer relevant to the industry's needs in current times.

ISR 2022 concludes by stating that although technology-driven infrastructure is the foundation of modern enterprises, the core catalyst of digital age skilling is a human-first approach. Nowadays, companies expect individual ownership over a hierarchy culture, because the adoption of technologies and tools available can function when everybody in the organization is involved. They should focus on the value-added contribution of employees and their unique skill sets. The key skills required as per ISR 2022 to excel in the digital age are – communication skills, social media, data analytics and interpretation, critical thinking skills, knowledge management, strategy planning, teamwork and adaptability, ethics and responsibility, creativity and social intelligence in particular, are likely to be essential skills for most new jobs created between now and 2030; because these skills give humans a clear advantage over machines and software, and offer protection against developments in automation.

The Objective of the Study:

To identify the constructs related to Employability Skills.

Significance of the study:

Various research studies point out one thing in common that is, the employment policy is changing from 'employment rate' to 'employability' which means that the shift from quantity to quality has posed an urgent question, that is how to effectively enhance and shape the employability of graduates through training and practicing. Keeping this



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objective in view the researchers have applied exploratory factor analysis, to ascertain the factors that constitute the employability skills of graduating students.

Research Methodology:

An exploratory, quantitative and inferential research was conducted to study the perception of undergraduate students about the challenges of current education system and their relation with the employability skills of the students. The variables in the study are communication skills, critical thinking and problem-solving skills and adaptability skills and challenges faced by students with the current education system which includes – teaching methodology, educational framework, practical exposure and access to resources.

Universe of the study: College students from Suburban Mumbai.

Sample size: 250 college students from Suburban Mumbai.

Sampling: A stratified random sampling method was used to collect data from the respondents.

Instrument of data collection: Self-administered questionnaire consisting of 39 statements.

Data Collection: Primary data was collected online; it was sourced by personally distributing and retrieving completed questionnaires from the respondents.

Data Analysis:

The study examines employability skills of students which contribute to improve graduate employment outcomes. A self-structured questionnaire consisting of 39 statements was used for collecting primary data from 250 graduating students. Five-point Likert Scale consisting of; Strongly Disagree, Disagree, Neither Disagree nor Agree, Agree and Strongly Agree was asked to know how much the respondents agree or disagree with the statements. The data collected was analysed using SPSS version 21. A set of 39 items representing the employability skills of students were tested using factor analysis. Three factors viz. Adaptability skills, Communication skills, and Critical thinking and problem-solving skills with 16 items were identified as a result of Exploratory Factor Analysis.

Table 1: Profile of Respondents

Gender	Number of respondents	Percentage (%)
Male	90	36
Female	160	64
Total	250	100

Source: Researcher's compilation from primary data

Among the 250 respondents interviewed, 64 percent were female respondents and 36 percent were male respondents.

Table 2: Descriptive Statistics

Code	Item	Mean	Std. Deviation
CS_1	I find it easy to explain information to others	3.292	1.19518
CS_3	I am reasonably confident while replying in an interview/Viva	3.048	1.1537
CS_6	I am comfortable replying to teacher's questions in class without worrying about communication skills	3.324	1.2875
CS_3	I am comfortable asking questions in class without worrying about communication skills	3.288	1.32117
CS_7	I am able to speak comfortably in front of a formal group/public	3.104	1.25258
PS_2	I can visualize how ideas and techniques can be used to arrive at the best possible solution	3.544	1.0356
PS_3	I can analyse other's ideas by evaluating advantages and disadvantages logically	3.564	1.09302
PS_4	I like to make critical comparison between alternatives/options before arriving at decisions	3.428	1.17402
PS_5	When I try to solve a complex problem, I thoroughly evaluate a range of suggestions before arriving at a conclusion	3.556	1.0368
PS_7	When assigned with a new project, I can come up with innovative or different way of accomplishing the task.	3.496	1.20946
AS_3	I openly accept challenges and changes	3.632	1.13025
AS_4	I can adjust behaviour and language in dealing with individuals based on situation	3.668	1.20815
AS_5	I can handle pressure in difficult circumstances	3.38	1.19722
AS_2	I am always flexible and open to new ideas	3.632	1.15359
AS_12	I am open to learn new skills required to complete a task	3.972	1.09911
AS_41	I can effectively handle conflicts with team members	3.424	1.17119

Source: Researcher's compilation from primary data

Table 2 exhibits the Code numbers, Mean, and Standard deviation of different items selected under the latent construct of employability skills. Three constructs were identified through exploratory factor analysis as mentioned in Table 5. Among the items selected under communication skills, CS-6 registered the highest mean of 3.324. Among Critical thinking and problem-solving skills, PS-3 witnessed the highest mean of 3.564, and AS-12, under Adaptability skill, scored the highest mean i.e., 3.972. The data were further analysed using the data reduction



technique of exploratory factor analysis.

The exploratory factor analysis technique is used to identify the interrelationship among the items of employability skills. In this factor analysis, principal component analysis with varimax rotation was performed to identify the latent constructs on all items. In the process of exploratory factor analysis, those items are selected which meet the specified standard of EFA test forming a cluster with minimum information loss (Hair, Black, Babin, Anderson & Tatham, 2006). Kaiser-Meyer-Olkin and Bartlett's test of sphericity was used in the study to measure sampling adequacy in order to check the ratio of the case to variable ratio for the purpose of analysis. Bartlett's test of sphericity should reveal significant results at (P<0.05) (Hair, Black, Babin & Anderson, 2010). The value of KMO ranges between 0 to 1. The generally acceptable value of KMO should be above 0.6 (Zainudin, 2012). Total variance explained was also examined as an extraction process of items to reduce them into a manageable number before further analysis. In this process, items with eigenvalues exceeding 1.0 are extracted into different components (Zainudin, 2012; Pallant 2007). Communality is as the proportion of common variance found in a particular variable. Higher communality represents a higher amount of variance in the variable. The acceptable level of communality is 0.5 and above. The Cronbach alpha value of 0.6 and above indicate better internal consistency (Zainudin, 2012).

Table 3: Communalities

Items	Extraction	Items	Extraction
AS_2	.387	PS_4	.370
AS_3	.632	PS_5	.665
AS_4	.652	CS_3	.513
AS_5	.364	CS_6	.640
AS_11	.570	CS_5	.682
AS_12	.390	PS_7	.514
PS_2	.560	CS_1	.514
PS_3	.520	CS_7	.620

Source: Researcher's compilation from primary data

An exploratory factor analysis was run, which extracted three constructs with 16 items. The remaining items were omitted from the analysis owing to low communality, negative determinants, and low factor loading. Communalities for all the 16 items are above the standard

measure of 0.5 as mentioned in Table 3. The Kaiser Meyer Olkin Measure of Sampling Adequacy (MSA), which measures the adequacy of the data for factor analysis, was 0.917 which is very well above the standard level of 0.8. Bartlett's Test of Sphericity revealed significant results with a p-value of 0.000 as mentioned in the table.

Table 4: KMO and Bartlett's Test

Kaiser-Meyer-Olkin Measure of Sampling Adequacy		.917
Bartlett's Test of Sphericity	Approx. Chi-Square	1691.553
	df	120
	Sig.	.000

Source: Researcher's compilation from primary data

Three constructs extracted under exploratory factor analysis together accounted for 59.341% variance with eigen value of above 1 for each construct. For a reliable measure of internal consistency, Cronbach's Alpha should be 0.7 or higher. Cronbach alpha value for each construct is also above standard value of 0.7 indicating better internal consistency of items selected under each construct. Items with factor loading above 0.5 were considered for analysis as shown in Table 5.

Table 5: Matrix of components after rotation, percentages of explained variance and Cronbach's alpha of three dimensions extracted. (Rotated Component Matrix')

Domain/Item	Components with Factor Loading		
	1	2	3
Factor 1: AS			
AS_4	.781		
AS_5	.743		
AS_8	.703		
AS_12	.691		
AS_2	.600		
AS_11	.571		
Factor 2: CS			
CS_3		.791	
CS_7		.754	
CS_9		.680	
CS_6		.600	
CS_1		.628	
Factor 3: PS			
PS_5			.712
PS_7			.727
PS_4			.719
PS_2			.652
PS_3			.541
Eigen Value	6.738	1.442	1.313
% of Variance	42.111	9.021	8.209
Cumulative %	42.111	51.132	59.341
Cronbach Alpha Value	.876	.823	.807
Determinant	.001		
Extraction Method: Principal Component Analysis			
Rotation Method: Varimax with Kaiser Normalization			
3 components extracted.			
Rotation in 10 iterations			

Source: Researcher's compilation from primary data

Description of the scale items:

Factor 1 - Adaptability Skills: Adaptability is a soft skill that means that one easily adjusts to changing circumstances. They reflect how a person works and interacts with others in the workplace. (Kaplan, et al., 2023). Adaptability set of skills defines the capacity of an individual to change his actions, course, or way to deal with getting things done to suit another circumstance. The statements extracted in Table 5 under factor one, comprise statements that express the Adaptability skills of respondents. These variables are thus denoted by a factor labeled- 'Adaptability Skills' in the study. This factor is most important as it accounts for 42.11 percent of the total variance with an eigenvalue of 6.73 and Cronbach alpha value of 0.86.

Factor 2 - Communication Skills: Communication skills are the abilities one uses when giving and receiving different kinds of information. It involves listening, speaking, observing and empathising. These skills allow one to understand others and be understood by others. The second factor comprises five statements that express the Communication skills of respondents. These variables are thus denoted by a factor labelled- 'Communication Skills' in the study. This is the second most important factor in the study with 9.02 percent of total variance with an eigenvalue of 1.44 and a Cronbach alpha value of 0.82.

Factor 3 - Critical thinking and Problem-Solving Skill: Critical thinking is a mental process of actively and skilfully conceptualizing, applying, analysing, synthesizing and evaluating information to reach an answer or conclusion. Problem-solving is the result of critical thinking. It involves discovering and analysing the problem with the goal of finding the best possible solution to overcome the obstacle. Statements identified under the third factor expresses the Critical thinking and Problem-solving Skill of respondents. These are denoted by a factor of critical thinking and problem-solving skills in the study. This

factor accounts for 8.21 percent of the total variance with an eigenvalue of 1.31 and Cronbach alpha value of 0.81.

Conclusion:

"Employability skills are the soft skills that allow you to work well with others, apply knowledge to solve problems, and fit into any work environment" (Doyle, 2020). "Development of employability skills is aimed at the removal of the disconnect between demand and supply of skilled manpower, skill- gradation and building of new skills and innovative thinking not only for existing jobs but also jobs of the future" Government of India (January 2023). The present study contributes to the measurement of employability skills. It prepares the students for the job market and to face the challenges of the corporate sector. Data from 250 respondents was analyzed using SPSS 21. A set of 39 items representing the employability skills of students were tested using factor analysis, results of the study revealed three-factor model with 16 items being valid and can be used for further analysis. Three factors namely, Adaptability skills, Communication skills and Critical thinking and problem-solving skills were identified as a result of Exploratory Factor Analysis. These three factors together accounted for a 59.34% variance. The results of this study provide a validated and reliable variable for the employability skills of students that can be used for future research.

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Emerging Technologies in Business Management

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New Normal to New Future – NEP 2020 a Shared Vision of G20: A Journey Towards Bridging the Employability Skills Gap

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Abstract

The G20 countries recognise the importance of promoting employability skills among graduating students to address the skill gap and prepare the workforce for the 21st century economy. Employability skills such as communication, teamwork, problem-solving and critical thinking are essential for graduates to succeed in today's job market. The G20 has taken various initiatives to promote these skills, such as improving access to quality education and training programmes, developing vocational education and training systems, and promoting entrepreneurship and innovation. However, in every sector, organisations worldwide are struggling to find talent with the most in-demand skills. Companies have noticed huge skill gaps, and hence, it is essential to identify efficient futuristic solutions. There is a need for upskilling, reskilling and empowering the youth at an early phase to make them employable and meet the skill demands of the industry.

The present study was conducted using quantitative and qualitative analyses. The primary data was collected from 250 respondents through a structured questionnaire. For hypotheses testing, Kendall's tau correlation test and Spearman's rank correlation test were used. The study concluded that there is a significant positive correlation between teamwork and adaptability skills (TWAS), critical thinking and problem-solving skills (CTPSS) and the four challenges of the education system, viz. teaching methodology (TM), educational framework (EF), practical exposure (PE) and access to resources (AR). The qualitative analysis reveals that there is a gap in the current learning outcomes, which must be bridged by undertaking major reforms. The National Education Policy 2020 proposed revisions in the present education system to create a new system, which is also aligned with the vision of G20 to promote education and skill development for economic growth.

Keywords: Adaptability Skills, Critical Thinking Skills, Employability Skills, G20, National Education Policy 2020, Problem-solving Skills, Teamwork.



Introduction

Employability measures a graduate's potential to obtain and perform in a job. It is the relationship between a student seeking a job and the myriad of factors in the employment sector along with the actions undertaken in the world of work (Holmes, 2013). The importance of technology has witnessed a steady climb in the past few decades. With this, there has also been a change in the industry's expectations with respect to the required job skills. India is a young nation with 65 percent of its population below the age of 35 years. This demographic dividend presents an opportunity that can be leveraged to create a high-quality skilled workforce to cater to global workforce demand (Government of India, 2022).

Employability refers to a set of attributes that help one to get a job, e.g., the ability to accept and learn, problem-solving skills, communication skills, positive attitude, digital competence and technical know-how. In order to meet the evolving industry expectations, a set of emerging skills should be the main focus in education. *India Skills Report 2022* (p. 11) states that there is a direct correlation between skill competency and employability in industry. Employability skills such as communication, teamwork, problem-solving and critical thinking are essential for graduates to succeed in today's job market.

As the world's leading economies, the G20 countries recognize the importance of promoting employability skills among graduating students to address the skill gap and prepare the workforce for the 21st century economy. The G20 has taken various initiatives to promote employability skills among graduating students, such as improving access to quality education and training programmes, developing vocational education and training systems, and promoting entrepreneurship and innovation. However, in every sector, organizations worldwide are struggling to find talent with the most in-demand skills. There is a need for upskilling, reskilling and empowering the youth at an early phase to make them employable and meet the skill demands of the industry.

Problem Statement

In order to survive, businesses require employees who exhibit important behavioural skill sets, thereby contributing to enhancing the work culture. These skills prepare the students for the new job roles, especially in the aftermath of the COVID crisis. The existing educational environment and teaching methods used in colleges need to equip students with skills like teamwork, adaptability, critical thinking and problem-solving so as to make them employable.

An attempt is made in this research paper to match skilling of the graduating students to the talent demand and supply in growing India.

Objectives of the Study

1. To list the desired graduate outcomes and current education system. To comprehend the skills presented by *Indian Skills Report (ISR) 2022* to make the graduate students from Indian higher education institutions (HEIs) employable.
2. To conduct an empirical study on the perception of undergraduate students about the challenges of the current education system and their relation with the level of 'teamwork and adaptability skills' and 'critical thinking and problem-solving skills' of the students.
3. To present the aspirational goals of National Education Policy 2020, which aligns with the vision of G20.

Hypotheses

- **Hypothesis 1**
H₀: There is no significant correlation between the perception of students about the teaching methodology and their level of teamwork and adaptability skills.
- **Hypothesis 2**
H₀: There is no significant correlation between the perception of students about the educational framework and their level of teamwork and adaptability skills.
- **Hypothesis 3**
H₀: There is no significant correlation between the perception of students about practical exposure and their level of teamwork and adaptability skills.
- **Hypothesis 4**
H₀: There is no significant correlation between the perception of students about access to resources and their level of teamwork and adaptability skills.
- **Hypothesis 5**
H₀: There is no significant correlation between the perception of students about the teaching methodology and their level of critical thinking and problem-solving skills.
- **Hypothesis 6**
H₀: There is no significant correlation between the perception of students about the educational framework and their level of critical thinking and problem-solving skills.

- **Hypothesis 7**
H₇: There is no significant correlation between the perception of students about practical exposure and their level of critical thinking and problem-solving skills.

- **Hypothesis 8**
H₈: There is no significant correlation between the perception of students about access to resources and their level of critical thinking and problem-solving skills.

The desired outcomes from graduates of the 21st century are listed below: Bring creativity and innovation to the job and work Possess critical high-order thinking as required for the job and research Have more in-depth knowledge to be able to face real-life situations Possess problem-solving abilities in order to cope with disruptive technology

- Are able to work in interdisciplinary teams Have good communication skills, which are required for lifelong learning Are able to increase social and moral awareness, which will contribute towards social involvement after seventy-six years of independence, the Indian higher education system not only continues with the philosophy of British imperialism, but also possesses some more defects that have been added over the years. The National Education Policy 2020 (NEP 2020) lists some major problems faced by the higher education system in India:
- Less emphasis on development of cognitive skills and learning outcomes Limited teacher autonomy Inadequate mechanisms for merit-based career management Lesser emphasis on research and publications Fragmented ecosystem Rigid separation of disciplines Limited access to students Medium of instruction Suboptimal governance and leadership Ineffective regulatory system The gap between the current state of learning outcomes and the expected requirements must be bridged through undertaking major reforms that bring the highest quality, equity and integrity into the system of higher education.

A New Age of Skilling (India Skills Report 2022)

Today, the world is run by data. Recruiters no longer hire employees based solely on qualifications, rather they look for skills like communication, teamwork and adaptability and project experience. The India Skills Report (ISR) decodes the skills required to be employable in the industry. ISR 2022 is a merger of two distinct studies from Wheelbox National Employability Test (WNET), which analysed the employability among 3 lakh youth across

various educational and professional domains in India, and the India Hiring Intent Survey, conducted among 150 corporates across 15+ industries. The WNET assessed the employability amongst students (evaluating the job-readiness in the Indian market), while the India Hiring Intent Survey 2022 studied the hiring trends and preferences of employers in top industries.

The survey analysis revealed the following:

- 51.3 percent of Indian youth were unemployable in 2022, marking a Y-o-Y increase, as discovered by WNET.
- The curricula reflected outdated course material, irrelevant to the ongoing happenings in the industry, leading to a severe dearth of employable talent across India. Institutes are struggling to prepare their students to battle challenges of the business world.
- The top companies in India are adopting recruitment strategies focusing on specific soft skills like communication, agility, proactiveness and empathy. However, HEIs seldom educate their students on these parameters.
- 75 percent of corporate leaders expressed that there was a skill gap in their industry, 67 percent of banking, financial services and insurance (BFSI) employers also reported a skill gap deficit. The skill gap deficit was 100 percent in the retail industry.
- Students need to be prepared for the age of digital acceleration and trained in soft skills to tackle the global changes. Problem solving, critical thinking, presentation skills, corporate agility and time management are other soft skills, which paired with domain knowledge and experience, become an invaluable asset for an organisation.
- Focus on the latest digital technologies and IT skills are shaping the job ecosystem. Employers want adaptable individuals who can learn, relearn and unlearn as the demands of the job continue to dictate new trends.
- Though there are more than 10 million students occupying the higher education space, 95 percent do not have access to education that can help them build a well-rounded career. Most of the educational institutions are struggling to keep up with the requirements of the industry, failing which they continue to teach students concepts that are no longer relevant to the industry. The need of the hour is to recognise the importance of upskilling; this can be achieved by updating course content and curriculum as per industry needs.

The ISR 2022 states that although technology-driven infrastructure is the foundation of modern enterprises, the core catalyst of digital age skilling is a human-first approach. Nowadays, companies expect individual

ownership over a hierarchy culture as the available technologies and tools can function effectively only when everybody in the organisation is involved. The key skills required to excel in the digital age are communication, social media, data analytics and interpretation, critical thinking, knowledge management, strategy planning, teamwork and adaptability, ethics and responsibility, and creativity and social intelligence. The latter in particular are likely to be essential skills for most new jobs created between now and 2030 as these skills give humans advantage over machines, and software, and offer protection against developments in automation.

On the World Youth Skills Day (15th July 2021), Prime Minister Narendra Modi highlighted an initiative termed as "Going Online As Leaders (GOAL)" with an objective to set India's employability landscape at par with the talent demands globally.

Literature Review

To understand the skills required by graduates to make them employable, a review of literature was conducted and the following factors were identified as affecting the overall graduate employability.

Huang X et al. (2022) focused on human development as a vital aspect of employability of finance and trade graduates in higher education vocational colleges. Descriptive statistical analysis and exploratory factor analysis were used to identify the classification of educational practices and employability. The findings revealed that the graduates with high motivation for learning could enhance their soft skills and get internships to develop stronger professional skills.

Singh (2022) in his study revealed that there is a direct correlation between skills and employability in the industry. Creativity, critical thinking, analytical skills, originality and initiative are the other set of skills that can help aspirants achieve their career goals.

Paschal & Srivastav (2022) reviewed job satisfaction and the role of NEP 2020 (as it emphasises work happiness and providing students with the necessary skills) as a stimulus for reforming the educational system to increase future generations' employability.

Sajjad, Mohiul and Tania (2021) attempted to identify the factors that affect the overall graduate employability (OGE) of the private university graduates of Bangladesh. The exploratory research was conducted on 360 employees and the study revealed that academic performance (AP), personality (PE), communication skills (CS) and teamwork and problem-solving skills (TPSS) positively and significantly influence OGE skills.

leadership and motivational skills (LMS) and technical skills (TS) had an insignificant influence over OGE.

Aron & Saxena (2018) reviewed various models developed by scholars in different countries and concluded that equal importance is given to both technical as well as personal attributes. The study focused on sustainability, which is achieved by professionals who can provide practical solutions through innovation and best practices.

Clarke (2018) prepared a model of graduate employability and discovered that problem solving, critical thinking and teamwork are important and have an influence on the perceived employability of graduates.

Nishad N. and Krishna R. (2013) in their study mentioned that in addition to academic skills, various other skills play a pivotal role in helping a fresh graduate fit into the workplace. Technical educational institutes should assess their curriculum and help students get employment. It is important for college administrators and employers to strive for open channels of communication and continuous dialogue in order to recognise, discuss and resolve the discrepancies.

Research Methodology

An exploratory, descriptive and inferential research was conducted to study the perception of undergraduate students about the behavioural skills imparted and the challenges presented by the current education system. The skills are teamwork and adaptability skills (TWAS) and critical thinking and problem-solving skills (CTPSS) and the challenges include teaching methodology (TM), educational framework (EF), practical exposure (PE) and access to resources (AR). The study involves 250 college students from suburban Mumbai. A stratified random sampling method was used to collect data from the respondents using a 5-point Likert scale in the questionnaire. Efforts were made by the researchers to explain each and every statement to the respondents. They also conducted personal interviews. Both quantitative and qualitative analyses were used in the study.

Data Analysis and Interpretation

The data analysis has been divided into two sections: quantitative analysis and qualitative analysis. The quantitative analysis includes results from the reliability test, normality test and correlation test.

Table 1: Reliability Test Results

Sr. No.	Variable	No. of Items	Cronbach Alpha Value
1	Teamwork and Adaptability Skills (TWAS)	6	.856
2	Perception of Students about Teaching Methodology (TM)	8	.866
3	Perception of Students about Educational Framework (EF)	6	.897
4	Perception of Students about Practical Exposure (PE)	7	.898
5	Perception of Students about Access to Resources (AR)	8	.870

Source: Researchers' compilation through SPSS

Interpretation: The result of Cronbach's alpha test values for all the variables as shown in Table 1 is greater than 0.7. Therefore, it is interpreted that all the parameters or statements are reliable for measuring the respective variables.

Normality of Data

It is also important to test the normality of data before hypothesis testing. Distribution of data decides the test to be selected for inferential analysis. Normality of data, in this study, was tested via the Shapiro-Wilk Test as mentioned in Table 2.

Table 2: Test of Normality

Variable	Five Point Rating Scale with Code	Null Hypothesis for Normality Test	Normality Test	p-value	Result of Normality
Teamwork and Adaptability Skills (TWAS)	1 Strongly Disagree 2 Disagree 3 Neutral 4 Agree 5 Strongly Agree	The distribution of TWAS is normal with a mean of 3.615 and SD of 0.886	Shapiro-Wilk Test	.000	Reject null hypothesis
Critical thinking and problem-solving skills (CTPSS)	1 Strongly Disagree 2 Disagree 3 Neutral 4 Agree 5 Strongly Agree	The distribution of CTPSS is normal with a mean of 3.518 and SD of 0.820	Shapiro-Wilk Test	.000	Reject null hypothesis
Perception of students about teaching methodology (TM)	1 Strongly Disagree 2 Disagree 3 Neutral 4 Agree 5 Strongly Agree	The distribution of perception of students about TM is normal with a mean of 3.455 and SD of 0.896	Shapiro-Wilk Test	.000	Reject null hypothesis

Variable	Five Point Rating Scale with Code	Null Hypothesis for Normality Test	Normality Test	p-value	Result of Normality
Perception of students about educational framework (EF)	1 Strongly Disagree 2 Disagree 3 Neutral 4 Agree 5 Strongly Agree	The distribution of perception of students about EF is normal with a mean of 2.799 and SD of 1.072	Shapiro-Wilk Test	.000	Reject null hypothesis
Perception of students about practical exposure (PE)	1 Strongly Disagree 2 Disagree 3 Neutral 4 Agree 5 Strongly Agree	The distribution of perception of students about PE is normal with a mean of 2.914 and SD of 1.049	Shapiro-Wilk Test	.000	Reject null hypothesis
Perception of students about access to resources	1 Strongly Disagree 2 Disagree 3 Neutral 4 Agree 5 Strongly Agree	The distribution of perception of students about AR is normal with a mean of 2.676 and SD of 0.932	Shapiro-Wilk Test	.002	Reject null hypothesis

Source: Researchers' compilation through SPSS

The p value for all the variables is less than the critical p value 0.05. Hence, we reject the null hypothesis and state that the data is not normally distributed in all the above cases.

Correlation Analysis

Since data is not normally distributed for all the variables, the non-parametric Kendall's Tau Correlation test and Spearman's Rank correlation test is used for testing the significance of the correlation between two variables.

The following conclusions are derived on the basis of the applied test as presented in Table 3.

Table 3: Results from the Correlation Analysis

Variables	Test	Correlation Coefficient	Sig (2-tailed)	Accept/Reject Null Hypothesis
Perception of students about teaching methodology (TM) and teamwork and adaptability skills (TWAS)	Kendall's tau_b Spearman's rho	.268 .356	.000 .000	Reject Reject

Variables	Test	Correlation Coefficient	Sig. (2-tailed)	Accept/Reject Null Hypothesis
2. Perception of students about educational framework (EF) and teamwork and adaptability skills (TWAS)	Kendall's tau_b	.197	.000	Reject
	Spearman's rho	.258	.000	Reject
3. Perception of students about practical exposure (PE) and teamwork and adaptability skills (TWAS)	Kendall's tau_b	.177	.000	Reject
	Spearman's rho	.237	.000	Reject
4. Perception of students about access to resources (AR) and teamwork and adaptability skills (TWAS)	Kendall's tau_b	.146	.001	Reject
	Spearman's rho	.196	.002	Reject
5. Perception of students about teaching methodology (TM) and critical thinking and problem-solving skills (CTPSS)	Kendall's tau_b	.224	.000	Reject
	Spearman's rho	.299	.000	Reject
6. Perception of students about educational framework (EF) and critical thinking and problem-solving skills (CTPSS)	Kendall's tau_b	.127	.005	Reject
	Spearman's rho	.157	.013	Reject
7. Perception of students about practical exposure (PE) and critical thinking and problem-solving skills (CTPSS)	Kendall's tau_b	.108	.016	Reject
	Spearman's rho	.140	.027	Reject
8. Perception of students about access to resources (AR) and critical thinking and problem-solving skills (CTPSS)	Kendall's tau_b	.164	.000	Reject
	Spearman's rho	.215	.001	Reject

Source: Researchers' compilation through SPSS

- Kendall's Tau Correlation coefficient value between variables perception of students about TM and TWAS is 0.268 ($p = 0.00 < 0.01$) and Spearman's Rank Correlation coefficient value between variables perception of students about TM and TWAS is 0.356 ($p = 0.00 < 0.01$). This indicates that there exists a positive and significant correlation between these variables.
- Kendall's Tau Correlation coefficient value between variables perception of students about EF and TWAS is 0.197 ($p = 0.00 < 0.01$) and Spearman's Rank Correlation coefficient value between variables perception of students about EF and TWAS is 0.258 ($p = 0.00 < 0.01$). This indicates that there exists a positive and significant correlation between these variables.
- Kendall's Tau Correlation coefficient value between variables perception of students about PE and TWAS is 0.177 ($p = 0.00 < 0.01$) and Spearman's Rank Correlation coefficient value between variables perception of students about PE and TWAS is 0.237 ($p = 0.00 < 0.01$). This indicates that there exists a positive and significant correlation between these variables.
- Kendall's Tau Correlation coefficient value between variables perception of students about AR and TWAS is 0.146 ($p = 0.00 < 0.01$) and Spearman's Rank Correlation coefficient value between variables perception of students about AR and TWAS is 0.196 ($p = 0.00 < 0.01$). This indicates that there exists a positive and significant correlation between these variables.
- Kendall's Tau Correlation coefficient value between variables perception of students about AR and TWAS is 0.146 ($p = 0.00 < 0.01$) and Spearman's Rank Correlation coefficient value between variables perception of students about AR and TWAS is 0.196 ($p = 0.00 < 0.01$). This indicates that there exists a positive and significant correlation between these variables.
- Kendall's Tau Correlation coefficient value between variables perception of students about TM and CTPSS is 0.224 ($p = 0.00 < 0.01$) and Spearman's Rank Correlation coefficient value between variables perception of students about TM and CTPSS is 0.299 ($p = 0.00 < 0.01$). This indicates that there exists a positive and significant correlation between these variables.
- Kendall's Tau Correlation coefficient value between variables perception of students about TM and CTPSS is 0.224 ($p = 0.00 < 0.01$) and Spearman's Rank Correlation coefficient value between variables perception of students about TM and CTPSS is 0.299 ($p = 0.00 < 0.01$). This indicates that there exists a positive and significant correlation between these variables.
- Kendall's Tau Correlation coefficient value between variables perception of students about EF and CTPSS is 0.127 ($p = 0.00 < 0.01$) and Spearman's Rank Correlation coefficient value between variables perception of students about EF and CTPSS is 0.157 ($p = 0.00 < 0.05$). This indicates that there exists a positive and significant correlation between these variables.
- Kendall's Tau Correlation coefficient value between variables perception of students about PE and CTPSS is 0.108 ($p = 0.00 < 0.05$) and Spearman's Rank Correlation coefficient value between variables perception of students about PE and CTPSS is 0.140 ($p = 0.00 < 0.05$).

This indicates that there exists a positive and significant correlation between these variables.

- Kendall's Tau Correlation coefficient value between variables perception of students about AR and CTPSS is 0.164 ($p = 0.00 < 0.01$) and Spearman's Rank Correlation coefficient value between variables perception of students about AR and CTPSS is 0.215 ($p = 0.00 < 0.01$). This indicates that there exists a positive and significant correlation between these variables.

Hence, we reject all the null hypotheses as there is a significant positive correlation between the variables. Since the correlation coefficient falls in the range of 0.10 to 0.29, there is a small association between the variables (Cohen, 2003).

Discussion

The gap between the current state of learning outcomes and what is required must be bridged by undertaking major reforms. It should bring the highest quality, equity and integrity into the system of higher education.

The National Education Policy 2020 (NEP 2020) is a comprehensive policy framework based on the foundational pillars of access, equity, quality, affordability and accountability, that aims to bring transformation in the education system in India. The policy proposes the revision and revamping of all aspects of the education structure to create a new system that is aligned with the aspirational goals of 21st century education and SDG 4, which aspires to provide inclusive and equitable quality education to everyone and promote lifelong learning opportunities by 2030. It is also aligned with G20's goals of promoting quality education and ensuring that students are prepared for the job market. The policy envisions an education system that is holistic, flexible, multidisciplinary and research-oriented, with an emphasis on creativity, critical thinking and problem solving. NEP 2020 also aims to promote universal access to quality education and equity and inclusion in the education system.

The qualitative analysis is summarised as aspirational goals of NEP 2020 that align with the vision of G20 in promoting sustainable economic growth, reducing inequality, fostering innovation and international cooperation, and promoting environmental sustainability and lifelong learning.

1. **Quality Universities and Colleges:** NEP 2020 aspires to improve the quality of education at all levels, from early to higher education. The policy emphasises the use of technology, innovative teaching methods and teacher training to achieve this goal. It recognises the need for a

robust and reliable assessment system to measure learning outcomes and promote competency-based education along with the requirement for formative assessment and the use of technology in assessment to ensure quality education. This aligns with G20's goal of promoting quality education and ensuring that students are prepared for the job market.

2. **Institutional Restructuring and Consolidation:** NEP 2020 aims to transform the higher education system in India by promoting the establishment of multidisciplinary universities, promoting research and innovation, and encouraging internationalisation. The policy also aims to promote academic and administrative autonomy for universities and boost accreditation and ranking systems. It intends to lead to the development of vibrant communities of scholars and peers, enable students to become well-rounded across disciplines (including artistic, creative and analytic subjects), develop active research communities across disciplines (including cross-disciplinary research) and increase resource efficiency (both material and human across higher education). This aligns with G20's goal of promoting higher education as a means of sustainable economic growth and job creation.

3. **Interdisciplinary and Multidisciplinary Learning:** NEP 2020 aims to promote interdisciplinary and multidisciplinary learning. Integrating humanities and arts with science, technology, engineering and mathematics (STEM) will lead to positive learning outcomes, including creativity and innovation, critical thinking and higher-order thinking capacities, problem-solving abilities, teamwork, communication skills, in-depth learning and mastery of curricula, increase in social and moral awareness, etc. This will also improve research. HEIs can consider establishing an Academic Bank of Credit (ABC) to digitally store the academic credits of students earned in different courses. This aligns with G20's goal of promoting cross-disciplinary collaboration.

4. **International Cooperation:** NEP 2020 aims to promote internationalisation of education by strengthening international cooperation, encouraging collaborations between Indian and foreign universities, exchanging best practices and promoting student and faculty mobility. This aligns with G20's goal of promoting global economic cooperation and enhancing people-to-people exchanges.

5. **Capacity Building and Teacher Empowerment:** NEP 2020 recognises the crucial role of teachers in the education system and aims to empower them with training, professional development opportunities and career advancement options. The policy also aims to promote teacher



autonomy, creativity and innovation in the classroom. It recommends initiatives to achieve best, motivated and capable faculty in HEIs like moderate teaching duties, reasonable student-teacher ratio, freedom of faculties to design their own curriculum and pedagogical approach and incentivisation of excellence through appropriate rewards, promotions, recognitions and movement into institutional leadership. This aligns with G20's goal of promoting human capital development and ensuring quality education.

6. Promotion of Equity and Inclusion in Higher Education: NEP 2020 recognises the need to promote equity and inclusion in the education system and aims to promote social and gender equity, and provide access to education to all. The policy aims to bridge the gap between urban and rural areas as well as between different socio-economic groups with special emphasis on socio-economically disadvantaged groups (SEDG). The government should include measures like earmarking government funds for the education of SEDG, enhancing access by establishing more high-quality HEIs, and providing financial assistance and scholarships. This aligns with G20's goal of promoting inclusive economic growth and reducing inequality.

7. Vocational Education: NEP 2020 recognises the need to strengthen vocational education and training to meet the demands of the job market. The policy aims to integrate vocational education with mainstream education and provide multiple pathways for students to pursue their careers. By 2025, at least 50 percent of learners of HEIs shall have exposure to vocational education. This is in alignment with Sustainable Development Goal 4 and will help to realise the full potential of India's demographic dividend. HEIs will also be allowed to conduct short-term certificate courses in various skills. This aligns with G20's goal of investing in education and skill development for creating more job opportunities.

8. Quality Academic Research, Entrepreneurship and Innovation: NEP 2020 emphasises the importance of research and development (R&D) in education and aims to promote a research-oriented culture, entrepreneurship and innovation and encourage the establishment of incubation centres, start-ups and research centres in educational institutions. It intends to foster critical thinking, problem-solving and creativity skills among students by promoting interdisciplinary research, using technology in research and establishing research universities and collaborations between industry and academia. The policy envisions the establishment of a National Research Foundation

(NRF) to fund competitive and peer-reviewed proposals across all disciplines, facilitate research at academic institutions, recognise outstanding research and act as a liaison between researchers, the government and industry. This aligns with G20's goal of promoting research, innovation and entrepreneurship as a driver of economic growth.

9. Transformation of the Regulatory System of Higher Education: NEP 2020 specifies that the regulatory system governing higher education needs to ensure that the different functions of regulation, accreditation, funding and academic standard setting are performed by distinct, independent and empowered bodies. It proposes the setting up of four independent verticals, namely the National Higher Education Regulatory Council (NHERC), the National Accreditation Council (NAC), the Higher Education Grants Council (HEGC) and the General Education Council (GEC), within one umbrella institution, the Higher Education Commission of India (HECI). The functioning will be based on transparent public disclosures and use of technology to reduce human interface. This aligns with G20's goal of promoting quality education.

10. Effective Governance and Leadership for HEIs: NEP 2020 emphasises the need for effective governance and accountability in the education system. The policy aims to establish a National Education Commission, strengthen regulatory bodies and promote transparency and accountability in the management of educational institutions. Measures will be taken at all HEI levels to ensure leadership of the highest quality and promote an institutional culture of excellence. This aligns with G20's goal of promoting good governance.

11. Lifelong Learning: NEP 2020 recognises the need for lifelong learning and aims to promote continuous learning and upskilling. The policy encourages the use of digital platforms and flexible learning pathways to enable individuals to pursue their education and career goals. This aligns with G20's goal of promoting human capital development as a means of sustainable development.

12. Cultural and Linguistic Diversity: NEP 2020 recognises the importance of promoting cultural and linguistic diversity in education and aims to promote multilingualism, the study of local languages and the preservation of cultural heritage. This aligns with G20's goal of promoting cultural diversity and dialogue.

13. Digital Infrastructure: NEP 2020 recognises the importance of digital infrastructure in education and aims to improve digital connectivity,

digital content and digital literacy. This aligns with G20's goal of promoting digital transformation.

14. **Environmental Sustainability:** NEP 2020 recognises the importance of environmental sustainability in education and aims to promote environmental education, awareness and action. The policy also aims to promote sustainable practices in the design, construction and management of educational institutions. This aligns with G20's goal of promoting environmental sustainability.

15. **Public-Private Partnerships:** NEP 2020 recognises the importance of public-private partnerships in education and aims to promote collaboration between the government, private sector and civil society. The policy encourages private investment in education, the establishment of public-private partnership schools and the promotion of corporate social responsibility in education. This aligns with G20's goal of promoting inclusive economic growth and creating more job opportunities.

Conclusion

The quantitative analysis reveals a significant positive correlation between teamwork and adaptability skills (TWAS), critical thinking and problem-solving skills (CTPSS) and the four aspects of the education system, viz. teaching methodology (TM), educational framework (EF), practical exposure (PE) and access to resources (AR). The qualitative analysis shows that there is a gap in the current learning outcomes, which must be bridged by undertaking major reforms. The National Education Policy 2020 proposes to transform the present education system, thereby making it more relevant to the job and skill demands of the 21st century.

NEP 2020 reflects a shared vision of the G20 to promote sustainable economic growth, reduce inequality, foster innovation and international cooperation, and promote human capital development and environmental sustainability. The policy aims to revamp the education system in India to make it more holistic, flexible, multidisciplinary and research-oriented. It recognises the importance of promoting cultural and linguistic diversity, advancing entrepreneurship and innovation, and ensuring inclusivity and equity in education. It also emphasises the need to strengthen the assessment system, promote public-private partnerships and strengthen the school and higher education system in India.

The successful implementation of NEP 2020 can lead to a better-educated and skilled population in India, which will contribute to

India's global competitiveness and promote overall social and economic development.

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