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IMPACT OF DIGITAL TECHNOLOGY ON LEARNING TO ENHANCE THE EMPLOYABILITY SKILLS OF HIGHER EDUCATION GRADUATES

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Abstract
This topic is now all the more poignantly relevant due to the current global economic crisis. Around the world, people are re-skilling and up-skilling themselves in the hopes of becoming more competitive in the labor market. Skills and knowledge are the dynamic forces of economic growth and social development for a country. Countries with higher and better levels of education and skills are more likely to adjust effectively to the challenges and opportunities of the world. This study investigates the extent to which the Employability skill development through Information and Communication Technology (ICT) and higher education system and prevailing in India. Skill shortage remains one of the major constraints to continued growth of the Indian economy. The development of employability skills has dominated the educational research the recent years. Employability skills have defined as a range of abilities or competencies that you may develop during your life through your education, training, work experience, interests and extra-curricular activities. Hence, the recent day scenario is that the applicant who is multi-tasking can sustain and gain in employment. The present study analyzes employability higher education and skill development through ICT. The Data required for the study has been collected from both the primary and secondary sources. The results of the study revealed that Skill development have had greater impact on both economic and social aspects of the Graduates. This paper, thus, forwards sustainable approaches to strengthen the creativity of grassroots inventors and innovators engaged in developing Skill development Programmes to employment problems.

Keywords: Employability, Higher Education, Skill Training, ICT, Economic Growth, UGC, Make in India, Human Resource Development, National Capacity Building.

Introduction

> *"The aim of the education system should be to create employment-generators rather than employment-seekers, apart from building research capability", and "The graduates who come out of universities need to have specialization-linked employment potential,"*
>
> ***~Bharat ratnaDr.A.P.J. Abdul Kalam***

Economic empowerment for marginalized people is one of the core interests driving Information and Communication Technology (ICT) practice and scholarship. Employability provides a more appropriate construct to explore if, as well as the extent to which, ICT skills play a role in helping low-income groups improve their economic opportunities. The youth of India constitute 28 percent of the Country's population and never before have there been so many young people; never again is there likely to be such potential for economic and social progress. How we meet the needs and aspirations of young people will define the common future. India as a developing Country needs to invest heavily in young people's education and health and protect their rights. Education, in its broadest sense, may be defined as a process designed to inculcate the knowledge, skills and attitudes necessary to enable individuals to cope effectively with their environment. Higher education has a longstanding engagement with the national economy. Employability refers to the potential a graduate has for obtaining, and succeeding in, graduate-level positions. There is a need to recognize that the co- and extra-curricular achievements of students contribute to a graduate's employability. Higher education is very important for a developing country like India and it is encouraging to increasing human development. The Indian higher education system has witnessed significant expansion in recent years, both in terms of the number of institutions as well as the student enrollment.

Higher Education Institutions (HEIs) under the Umbrella of NSDC, UGC & Make in India initiative. India has more than 400 universities and over 20,000 colleges, of which almost half were set up in the last decade. Higher education and employment is intertwined though for few, it may be different. HEIs are also busy to develop ways to make their graduates employable. The performance of HEIs at the end of the day will depend on the success of its graduates to the race of employment. Within the framework of continuous changes in technology, work processes and global institutional transformations, firms strive to secure competent and skilled labour. The paper presents some real life example of developing employability skills within the graduates undertaken by some benchmarking HEIs. The discussion is very much helpful for HEIs, educators, academia and market regulators for managing employability for the betterment of the society. The issue of employability becomes strategic thrust for educators and prioritized issue for regulators. A good management of HEIs will bring inconceivable success is the conclusion drawn in the paper. Furthermore the study explores employability skills development in the Indian HEIs and the difficulties associated with it considering work-placements structure and current attitudes especially in the area of accounting education.

The formal system of skilled workforce creation by way of Industrial Training Institutes/ Industrial schools produces only 2 percent people. It is very meager when compared to the skilled workforce of 47 percent in China and 80 percent in Japan. Livelihood opportunities are affected by supply and demand mismatch. On the supply side, India is failing to create enough job opportunities; and on the demand side, professionals entering the job market are lacking in skill sets. This results to the rising unemployment rates along with low employability issues. Skilling is the key to unlock this mismatch between the existing educational scenario and the industrial requirement. Employability is improved by a good academic record plus skills and attributes that enable you to adapt and manage the constantly changing work environment. 85 percent of those passing out from engineering colleges were not employable. To improve the condition University Grants Commission (UGC) and the Ministry of Human Resource Development (MHRD) had made plans to start community courses and skill-based courses for all engineering students. UGC is planning to bring in a lot of skill-based courses and ensure that all the engineering students, Chemical, Electronics and Automobile branches learn the skills before they passed out from colleges and became employable.

The UGC, which had taken over all technical institutions in the country from the All India Council of Technical Education (AICTE) after a Supreme Court order, would introduce National Skill Qualification Framework (NSQF) and National Vocational Educational Qualification Framework (NVEQF) to provide mobility to the students. The UGC and the MHRD would also roll out Rashtriya Ucchatar Shiksha Abhiyan (RUSA) or Higher Education Mission on an outlay of Rs.50, 000 crore. While the UGC had been allotted Rs.25, 000 crore, the MHRD would distribute the balance to self-financing engineering colleges, which had basic parameters and met the performance-based indicators. As quality human resource was missing in the engineering colleges, the UGC had proposed to create 5,000 posts and the MHRD 1,000 posts and initiate an Inter-University Centre for training the faculty.“The Colleges should have quality teachers and the students should imbibe something from them,” he emphasised. Universities focused on theoretical study, in terms of mark system but industries are expecting the manpower in terms of good attitude, commitment, self- responsibility, quick learner and in short an smart or an intelligent guy. The study finds out the overall status of Skill capacity available, skill requirement, skill gap and initiatives taken by Government of India for Skill Development.

Literature Review

Puneet Sood(2017) in their researched and fond that slowdown and knowledge economy has changed the requirements at work and today’s world of work requires smart workers with better skills therefore concerning Employability Skills in HR strategies and policies. The study was tried to highlight and review that how the job requirements changed according to various global developments and how Employability Skills are remodeled and defined in different time frames. **Emmanuel J. Munishi(2016)** the study was, to explores factors contributing to lack of employable skills among Technical and Vocational Education graduates in Tanzania and recommend ways of training technical graduates who are more labour market responsive. The study utilizes Historical Dialectical Materialism approach, which suggests looking into the past and present in order to properly understand why

contemporary technical education graduates lack employable skills and how to fix the problem. **Gowsalya, G., & Ashok Kumar, M. (2015)** the study investigated the existing literature in the field of Employability skill prevailing in India. The focus of the literature survey was to review these employability skills like analytical skills, self-understanding, general management and work culture, leadership and problem solving ability and communication. The employability skill analyzed in this literature survey included MBA graduates, Engineering graduates as well as the University students also ranks in the employability skill of the respondents were in a need to improve the existing district.

Chithra. R (2013) in her study entitled "Employability Skills -A Study On The Perception Of The Engineering Students And Their Prospective Employers" The purpose of the study was to know the perception of Employers as well as the employees towards employability skills required for entry level engineering graduates in multinational software companies. It is an exploratory study. Two sets of questionnaires were developed to assess the percept ion of skill set required by employers and graduate students. The study reveals that there is significant difference between the perception of students and their employers. The study concluded that, the students with work experience have better awareness of the employability skills than the students with no work experience. Enhancing the skills and application of knowledge through specific training will enable the workers to perform their jobs in the best possible manner and that is the need of the hour. **Rizvi & Gorur (2011)** argued that neglect of research and considering teaching and research as a separate activity has led to absence of tradition of debate informed by evidence and research into Indian higher education. Rizvi & Gorur, 2011 argued that competitive federalism contributes to poor results of reforms. The state governments want to retain their control and identity and conflict with state and central level political parties. This has reduced the utility of the UGC as a central regulator. **National Knowledge Commission report (2006)**pointed out that the existing framework, rather than fostering accountability, constrains the supply of good-quality institutions whilst excessively regulating the existing institutions in the wrong places and is not conducive to innovation or creativity'. These findings are backed up by another report which describes the Indian higher education sector as: 'Over-regulated and under-governed'. At the same time, quantity expansion has also been grossly inadequate, making the challenges daunting on dual fronts of quantity and quality**. Twelfth Five Year Plan (2012-2017)** this report suggested that accountability indicators designed to ensure quantity were inhibiting the quality of graduates, particularly in relation to their creative and entrepreneurial skills. It also pointed out that higher education system in India can scale up in quality and reach only by creating competition with transparent regulation. Some of the proposed solutions include legitimizing distance education, fostering public-private partnership models, deregulating higher education and tweaking the skill and employment ecosystem. While stressing the importance of Indian higher education challenges in the context of globalization following objectives are set forth.

Employability as Achievement and Reflection of Learning

Employability is a set of achievements, understandings and personal attributes that make individuals more likely to gain employment and be successful in their chosen occupations. The student exhibits employability in respect of a job if he or she can demonstrate a set of achievements relevant to that job. The Higher Studies graduate who has a vestigial grasp of quantitative techniques would not, for example, be appropriate for a market research post in which statistical analysis would figure strongly. He or she might, however, make a valuable contribution in human relations. This illustrates the context-dependence of employability. A repertoire of attributes and achievements may have a general value, but may well prove insufficient for some specific situations. On the perspective being taken here, employability is a (multi-faceted) characteristic of the individual. It is, after all, the individual whose suitability for a post is appraised. Most good learners in higher education are reflective because reflection is part of the process of good quality learning. The language of reflection needs to become commonplace in higher education. Reflection is a key contributor to employability, both in its own right, and in its role in underpinning other employability achievements.

National Skill Development Policy

As India is a growing knowledge society which also has maximum population in the age group of 20-25years, it has created (in 2008) a Coordinated Action on Skill Development with a three tier institutional structure

consisting of (1) P.M.'s National Council (2) National Skill Development Coordination Board (NSDCB), and (3) National Skill Development Corporation (NSDC). P.M.'s National Council on Skill development has formed a policy in the form of "core principles" and has given a vision to create 500 million skilled people by 2022. About 20 ministries of the Union Government of India have created infrastructure for skill development in their respective areas. Most state governments have also set up state skill development missions (SSDM) as nodal bodies to anchor the skill development agenda in the state. While some states have formed the SSDM as a society or corporation under the Chief Secretary or Chief Minister, others have housed it under relevant departments such as labour, human resource development or planning.

Role of ICT in Skill Development and Enhancing Employability

Information and Communication Technology (ICT) can contribute to universal access to education, equity in education, the delivery of quality learning and teaching, teachers' professional development and more efficient education management, governance and administration. Information and communication technologies (ICTs) such as Internet are increasingly viewed as a vital infrastructure for all sectors of the economy. Already, employment in the ICT industry and employment of ICT specialist accounts for up to 5% of total employment in developing countries and ICT intensive-users account for more than 20% of all workers. In addition, the emerging "green" economy is a "smarter" economy that has increased demand for ICT-skilled jobs not only in the ICT sector, but more rapidly across the wider non-ICT economy. Further, as brought out in the CII aided study by Wheebox, Wheebox(Web-based and Hybrid Efficient Examination Box) is India's leading talent assessment company helping Enterprise, Government and Academic Institutions globally to measure and identify talent. At Wheebox we understand that finding the right talent is the overarching initiative that supports organizational growth and stability. ICT plays an important role for employability. The further creation of new jobs can only occur, if the right mix of skills and competencies are available in the job market. The present study investigates skill developed graduates trained by various skill development programmes conducted and trained by Government of India - Ministry of MSME, Educational institutions, companies and private training centres, training academies such as Tamil Nadu skill Development Corporation, ICT Academy, MSME Development Institute, Chennai, RACE Academy, Career Development Centre HCL Ltd., NIIT, Wheebox, Microsoft Corporation, etc. They are training arm to the graduates and given a complete spectrum of quality training programmes on software, hardware, networking, industrial /project training, language skills and various other new-age courses as per the trends & demands of the industry. These programmes helped students learn technologies and groom themselves from the Industry Experts. They have been associated with governmental bodies in a number of social and skill enhancement projects. Through active collaboration with the industry, they have the capability to deliver enterprise IT training solutions fully customized to the requirements of their clients.

ICT Academy

ICT Academy is an initiative of the Government of India in collaboration with the state Governments and industries. ICT Academy is a not-for-profit society, and a joint venture under the Public-Private-Partnership (PPP) model that endeavors to train the higher education teachers and students thereby exercises on developing the next generation teachers and industry ready students.ICT Academy was started to meet the skill requirements of the industry and generate more employment especially in tier 2 and 3 towns, the rural parts of the country. The organization was formed with representations from the State Government of Tamil Nadu, leading companies in the ICT industry and National Association of Software Services Companies NASSCOM in India. With training of teachers and students as the primary objective, ICT Academy has been working through a seven pillar program in the areas of Faculty Development, Student Skill Development, Entrepreneurship Development, Youth Empowerment, Industry-Institute Interaction, Digital Empowerment and Research & Publications In the last 9 years, ICT Academy has strived on every aspect to provide a holistic service to every stakeholder of the education ecosystem in developing the next generation of talent pool in India to make them industry ready employees, innovators, entrepreneurs and leaders.ICT Academy is recently endorsed and recommended by NITI Aayog (National Institution for Transforming India Aayog), the National Planning body of Government of India as one of the unique organization for dissemination and replication, which is aligned to the Skill India Vision of the

Government of India.Through its various initiatives, ICT Academy has been part of strengthening the India's four important visions on Skill India, Digital India, Startup India and Make in India.

Tamil Nadu as the innovation hub and knowledge capital of India on the strength of world class institutions in various fields and best human talent by creating readily employable resources with skills in demand in the industry , to train nearly 10,000 Graduating Students in the IT & ITES Sector through ICT Academy. The initiative is to train the rural students in the latest skills in technology which is in demand in the Industry. ICT Academy designed the courses taking into consideration the latest employability trends in the IT & ITES Sector. The courses are developed with inputs and guidance on the content from the Industry, thereby making it an industry driven content. The initiative is to benefit 10000 rural Engineering, Arts & Science students of the Government and Private Institutions. Ongoing projects of Tamil Nadu skill Development Corporation through ICT Academy,

1 Training in technology and soft skills for IT & ITES sector for graduating students of engineering, arts & science colleges.
2 Employability skill training for unemployed youth in retail - sales & management.
3 Employability skill training for unemployed youth telecom sector.
4 Employability skill training for unemployed youth in advanced BFSI.
5 Advanced IT & ITES skill training for unemployed graduated computer science & engineering youth with international certification.

University Grants Commission (UGC)

The UGC was formally established only in November 1956 as a statutory body of the Government of India for the coordination, determination and maintenance of standards of university education in India. To meet the Government of India's target of imparting necessary skills to about 500 million people by 2022, UGC is implementing three schemes:

1 Community Colleges.
2 B.Voc Degree Programme.
3 Deen Dayal Upadhyay Centres for Knowledge Acquisition and Up-gradation of Skilled Human Abilities and Livelihood (KAUSHAL).

The University Grants Commission (UGC) has approved 98 skill-based community colleges from all over the country in year 2014. Sixteen of these colleges are from Maharashtra, thirteen are from Tamil Nadu, fourteen from Assam and eleven from Kerala. There are courses of duration ranging between six months to two years and include certificate, diploma and advanced diploma courses. Some of the course that are being offered are hospitality and tourism, power plant, chemistry, information technology, Automobile management, food processing, horticulture, healthcare, cast iron foundry. This scheme of community colleges has been introduced by the UGC community college scheme announced in the XII 5-year plan. Till date 150 community colleges and 127 colleges for B.Voc and Degree programmes have been recognized. The Commission hopes to curb the rising unemployment problem in India by providing nationally standardized and acceptable skill-based programmes. To give a push to skill-based vocations, the UGC has also revised its guidelines in accordance with the National Skills Qualification Framework for integrating skill and vocational development with mainstream general education in universities and colleges.

Make in India - A Change Indicator

The newly formed government in India has also realized the urgent need to develop more and more skilled manpower in the country. Therefore, recently, Prime Minister Mr. Narendra Modi has launched 'Make in India' program (A major new national program designed to transform India into a global manufacturing hub.) Stressing that labour reforms and skill development is essential for the success of the 'Make in India' campaign; Prime Minister has launched six new labour schemes including:

1 A unified web portal where employers can submit a single compliance report for 16 labour laws.
2 A new labour inspection scheme (**Shramev Jayate Karyakram).**
3 Unique account number facility for EPFO members.
4 A new skill development and apprenticeship scheme and
5 A revamped **Rashtriya Swasthya Bima Yojana**.

"Skill development is a big opportunity for India," he said, adding that the revamped apprenticeship scheme and industrial training Institutes have a total of 34 lakh seats. Skill-based training is going to be the backbone of the Make in India initiative. The government must strive hard to increase the number of skilled workers in order to successfully compete with other nations. Our demographic dividend is a huge asset; we should now take all possible steps to ensure better facilities for skill formation. With the launch of the Make-in-India initiative, vocational education has been pushed to the forefront. However, Make in India is acting as a motivational force and initiating reforms in various segments that were in deep sleep till now. Therefore, overall impact and gain from this vision is yet to be realized in practical.

Need of the Study

In the backdrop of India's employment scenario it becomes imperative to formulate a National Policy on Skill Development and initiate a Program of Action.

1 The result of this research would help the graduates to have better understanding of employability behavior of Higher education and skill development.
2 The study helps the graduates by creating awareness about the skill development.
3 The study also enables the graduates to focus the employment preference and expectations on the job which they offer.
4 This study will help to acquire good placement of the graduates.

Objectives of the Study

The overall objective of the study is to know the employability behavior of Higher education and skill development among the Trichy District. To attain this overall objective, the study aims at the following specific objectives:

1 To study and assess the status of graduates and their employability skills and competencies in Trichy District organizational context.
2 To find out the socio- economic profile of the respondents who are trained and untrained by Career Development Centres in Trichy District.
3 To critically analyse the impact of skill development programmes on the income level of the graduates after training.
4 To examine and explore important skills and competencies for graduates for employability in a cross culturalorganizational context.
5 5. To reveal and explore Government policies for higher education and skill development for graduates.
6 To know the impact of carrier development centres in skill development programmes.

Hypotheses Tested

From the above objectives the following hypotheses are framed and empirically tested.

H_0: There is no significant difference between the income pattern of the trained and untrained graduates by carrier development centers.
H_0: There is no significant difference between the expenditure pattern of the trained and untrained graduates by carrier development centers.

Research Methodology

The nature of the study is descriptive analytical research. The study is based on both the primary and secondary sources.

Primary Data: Primary data have been collected from various graduates trained by career development centre of Trichy District by issuing questionnaires and getting it filled by them. The collected data was classified and analyzed cautiously. Questionnaire is constructed, in such away objectives are clear to the respondents. In this research, the questionnaire was formed as a direct and structured one. All questions in questionnaire were close ended questions. Open-ended question has been used only for deriving suggestions from the respondents. The method used for collecting requisite data is "Convenience Sampling", which is a type of non-probability sampling technique.

Secondary Data: Secondary data obtained through scanning of available literature on the subject from various libraries and institutes, various magazines, newspapers, journals etc. Interviews and group discussions with knowledgeable people in this field were consulted. The relevant data from various sources has been collected and the updated report has been compiled.

Research Design: The research design is to meet out the objective. The research study has carried out at Trichy District. The sampling unit of the study is combination of trained graduates as well as untrained graduates. The sampling technique used to collect facts is convenience sampling. The number of samples taken for research study is 150 respondents. The data has been collected through structured questionnaire.

Sample Size: 150 individual graduates were interviewed by scheduled method through convenience sampling method.

Tools and Techniques of Data Analysis: The Statistical Analysis carried out in the study is being done using MS-Excel and SPSS (Statistical Package for Social Science) Software. The Statistical techniques like: Percentage, ANOVA- test. Analyzed & interpreted data have been presented in the form of tables.

Data Analysis and Interpretation

Table 1: Demographic Characteristics of the Respondents

Characteristics	Particulars	Frequency	Percentage
Age	23-30	80	53.34
	30-40	38	25.33
	Above 40	32	21.33
Gender	Male	97	64.67
	Female	53	35.33
Highest Qualification	Ph.D.	20	13.33
	M.E./M.Tech./M.B.A/M.C.A.	43	28.67
	M.A. /M.Sc. /M.Com.	35	23.33
	B.A. /B.Sc. /B.E. /B.Tech.	52	34.67
Community	BC	105	70.00
	MBC	17	11.33
	SC	28	18.67

Experience	2-5 years	52	34.67
	6-10 years	57	38.00
	Above 10 years	41	27.33
Occupation	Senior Academicians	28	18.67
	HR Managers/Recruiters	35	23.33
	Management Consultants	32	21.33
	Supervisors	55	36.67
Monthly Income	10000-15000	7	4.67
	15001-35000	89	59.33
	Above 35000	54	36.00
Source: Primary Data from the Field Surveyy			

- Of the total respondents, more than half of the respondents (53.34 percent) belonged to the age group of 23years to 30 years, about one fourth of the respondents (25.33 percent) belonged to the age group of 30 years to 40 years and more than one fifth of the respondents (21.33 percent) belonged to the age group above 40 years.
- Of the total sample, more than half of the respondents (64.67 percent) were male and more than one third of the respondents (35.33 percent) female.
- With regard to the educational qualification, more than one third of the respondents (34.67percent) completed bachelor degree, more than one fourth of the respondents (28.67 percent) completed Master degree in professional course, and more than one fifth of the respondents (23.33percent) completed Master degree in arts and science and 13.33 percent awarded Doctor of Philosophy.
- Of the total graduates, more than half of the respondents (70 percent) belonged to backward community, about one fifth of the respondents (18.67 percent) were from Scheduled cast and 11.33 percent were most back ward community.
- Of the total sample, more than one third of the respondents (38 percent) were gaining experience between 6 years to 10 years, more than one third of the respondents (34.67percent) were gaining experience between 2 years to 5 years and more than one fourth of the respondents (27.33percent) were gaining experience above 10 years.
- With regard to the occupation, more than one third of the respondents (36.67 percent) worked as supervisors, more than one fifth of the respondents (23.33percent) worked as HR Managers/Recruiters, more than one fourth of the respondents (21.33 percent) worked as Management Consultants, and less than one fifth of the respondents (18.67 percent) worked as Senior Academicians.
- Of the total respondents, more than half of the respondents (59.33 percent) were earning between Rs. 15001 to 35000, more than one third of the respondents (36 percent) were earning above Rs.35000 and only 4.67 percent of the respondents were earning between Rs.10000 to 15000.

Table 2: Average Monthly Income of the Respondents

Classification	Untrained Graduates		Trained Graduates		Total
	Frequency	Percentage	Frequency	Percentage	
10000-15000	3	4.00	4	5.33	7
15001-25000	9	12.00	5	6.67	14

25001-30000	30	40.00	24	32.00	54
30001-35000	10	13.33	11	14.67	21
Above35000	23	30.67	31	41.33	54
Total	75	100.00	75	100.00	150

Source: Primary Data from the Field Survey

ANOVA						
Source of Variation	SS	df	MS	F	P-value	F critical
Between Groups	1009	4	252.25	21.37712	0.002411	5.192168
Within Groups	59	5	11.8			
Total	1068	9				

Source: Computed

Inference: Now the impact of Skill development/Career development centres on income generation of the respondents is statically tested by one way analysis of variance has been employed to test. From the above result, it is obvious that the calculated value of "F" is greater than the critical "F" value, (21.37>5.19), Based on the ANOVA- test, the null hypothesis H_0 is rejected and the alternate hypothesis H_1 is accepted. It is concluded that there is significant difference between income earned by the trained and untrained respondents.

Table 3: Average Monthly Expenditure of the Respondents

Classification	Untrained Graduates		Trained Graduates		Total
	Frequency	Percentage	Frequency	Percentage	
10000-15000	26	34.67	17	22.67	43
15001-25000	22	29.33	24	32.00	46
25001-30000	18	24.00	20	26.67	38
30001-35000	3	4.00	11	14.66	14
Above35000	6	8.00	3	4.00	9
Total	75	100.00	75	100.00	150

Source: Primary Data from the Field Survey

ANOVA						
Source of Variation	SS	df	MS	F	P-value	F critical
Between Groups	593	4	148.25	9.151235	0.01602	5.192168
Within Groups	81	5	16.2			
Total	674	9				

Source: Computed.

Inference: It can be stated that the trained graduates have increased the level of expenditure due to high level of income. Therefore it can be concluded that the Skill development/Career development centres have really brought about a significant changes in the expenditure pattern of the respondents. To test the significant in the level of increase in expenditure of respondents, one way analysis of variance has been employed to test. From the above result, it is obvious that the calculated value of "F" is greater than the critical "F" value, (9.15>5.19), Based on the calculated values, the null hypothesis H_0 is rejected and the alternate hypothesis H_2 is accepted. It is concluded that there is a significant change in the level of expenditure by the trained and untrained respondents.

Conclusion

A concerted effort has been made in this paper to present the socio-economic conditions of Trichy District and socio-economic background of the selected respondents. Youth development activities must be given importance in combating poverty and to increase the economic growth and for better standard of living. Promoting youth employment and employability requires important integrated effort that includes actions in the areas of education, skills development, job supply and support for young low-income entrepreneurs, particularly in the knowledge intensive sectors. It is clear that there is an extensive potential for ICTs to generate employment for young people. The research study has established the need empowerment through skills acquisition. Research identified that formal training (education) was not providing graduates with the relevant competencies for the world of work and suggested in terms of the potential for poverty reduction, it is probably more important to have done a skill development than to have completed formal college education. The paper concluded that the majority of skill development is acquired in the informal economy, specifically within training. Applying ICTs in education is a key to provide young people with ICT skills. The participation of young people in the development and implementation of initiatives involving the use of ICTs to generate employment is likely to be a key factor in the success of such initiatives.

Developing ICT skills, especially in combination with the training experience itself, can advance immigrant student's employability in several ways. In addition to developing basic digital competence, the training helps expand and reinforce their social networks while imparting confidence in their ability to continue to learn. ICT training can also help overcome language barriers, a significant factor in finding employment. The process of language acquisition can be facilitated through ICT in various ways, including e-learning as well as the non formal learning that occurs in digital literacy courses. Private sector plays a major role is overcoming the gaps in Government policies. However, their motive is to expand and scale up their very own enterprises. Thus, their process of skill development may vary. Investing only on technology is not the solution of the young population's problems, investing on social and human capital makes a better change.

Future Scope of the Study

Think tank for improving employability skill should be set up, for that study must be conducted make the frame work .A specific course work may be chosen. The participation and expectation of the stake holders may be identified for the improved of the curriculum. To make 'Make in India' project successful, youth of the nation should be empowered with formal education, technical and vocational training to meet the Industrial requirement as per global standard. Evaluation study may be concluded on the implementation of certain new teaching methodologies for the specific modify-made course for the academic curriculum. India was the only market in a four-nation study where a majority of employees were found to be concerned about the impact of technology on their jobs in the future. There has been much talk that if we can educate our youth and provide them with skills, we will be able to reap the benefits of our country's positive demographic profile.

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