

**ENGLISH LANGUAGE
PROFICIENCY AMONG
RURAL YOUTH: NEED FOR
BETTER EMPLOYABILITY**

**"Employability is Directly
Proportionate to Ability."**

English Language Proficiency among Rural Youth: Need for Better Employability



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Preface

In the pursuit of progress and prosperity, an undeniably potent force exists – the power of language. Language has the remarkable ability to break barriers, bridge divides, and unlock a world of opportunities. It is with immense pride and a sense of profound purpose that we introduce this book, an anthology of wisdom and revelation, emanating from the crucible of knowledge shared during the national-level multidisciplinary seminar on "English Language Proficiency among Rural Youth: Need for Better Employability."

As seasoned writers and scholars, we have dedicated our lives in exploring the intricate tapestry of socioeconomic issues that shape our world. Throughout our journey, we have witnessed the transformative potential that language proficiency bestows upon individuals, transcending the confines of geography and social strata. Through the mastery of language, particularly English, doors to education, empowerment, and enlightenment are flung open, unleashing the boundless potential that resides within every soul.

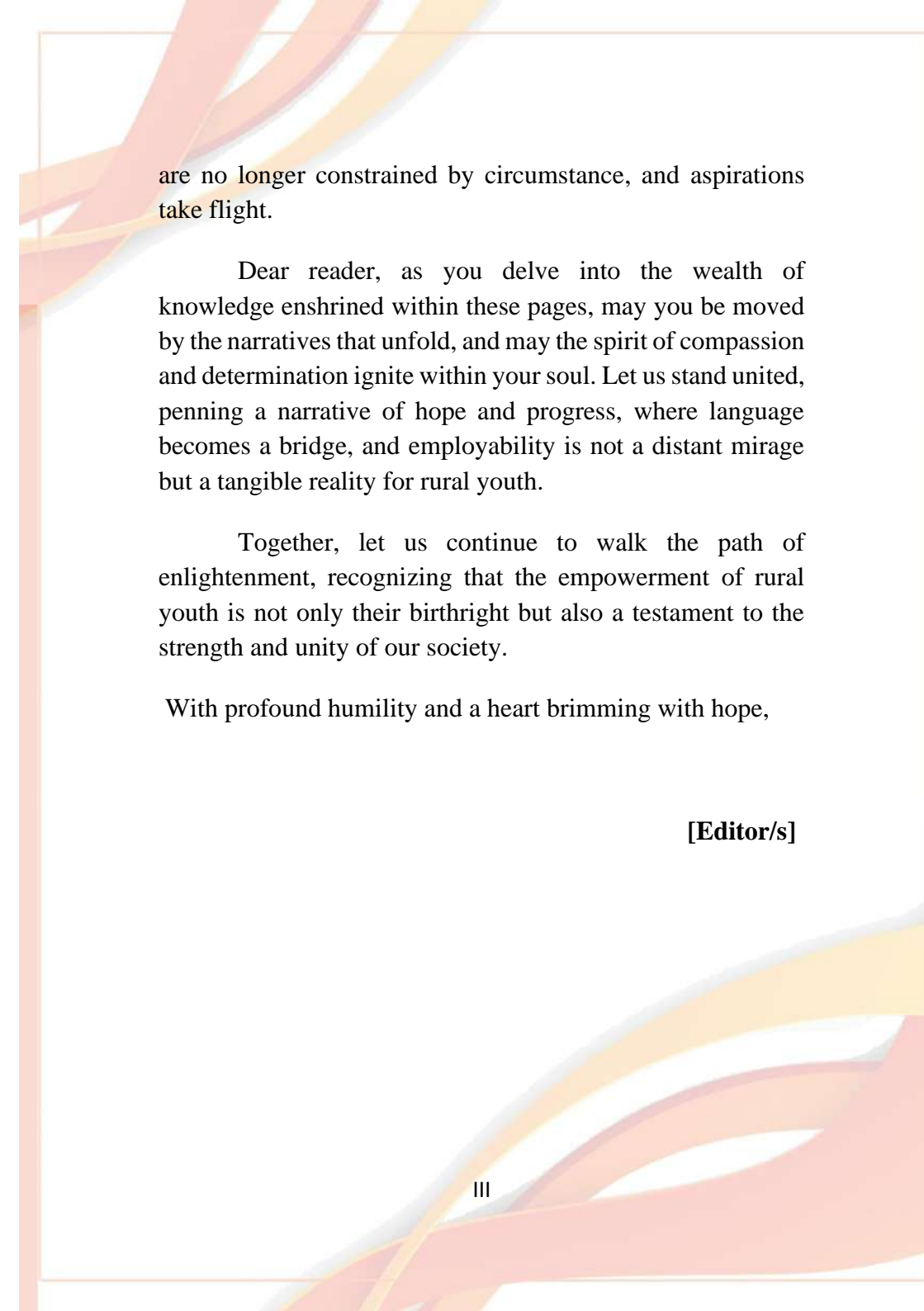
The theme of this seminar strikes at the very core of our societal fabric. In the rustic embrace of rural landscapes, lie the dreams and aspirations of countless young minds eager to transcend the shackles of limited opportunities. In today's globalized and fiercely competitive world, proficiency in the

English language has emerged as a pivotal determinant of success, offering a gateway to greater employability and personal growth.

This book stands as a testament to the indomitable spirit of those who participated in the seminar, their collective endeavours to illuminate the path for rural youth and their unwavering commitment to fostering a more inclusive society. The pages that follow, brimming with insights, research, and recommendations, constitute a treasure trove for scholars, educators, policymakers, and all those driven by a shared vision of empowering rural youth through language proficiency.

The research articles/papers presented within these pages are not mere ink on paper; they are beacons of hope, emanating rays of enlightenment into the lives of countless souls. To the scholars who contributed their wisdom and expertise, we offer our sincere gratitude. Your diligent efforts to explore innovative methodologies, challenges, and solutions shall undoubtedly resonate in the hearts of rural youth and inspire a generation to rise above adversity.

In traversing the realms of socioeconomic issues, we have come to understand that change is not a distant apparition; it is the collective responsibility of each individual, each community, and each institution. By enhancing English language proficiency among rural youth, we embark upon a journey of empowerment, where dreams



are no longer constrained by circumstance, and aspirations take flight.

Dear reader, as you delve into the wealth of knowledge enshrined within these pages, may you be moved by the narratives that unfold, and may the spirit of compassion and determination ignite within your soul. Let us stand united, penning a narrative of hope and progress, where language becomes a bridge, and employability is not a distant mirage but a tangible reality for rural youth.

Together, let us continue to walk the path of enlightenment, recognizing that the empowerment of rural youth is not only their birthright but also a testament to the strength and unity of our society.

With profound humility and a heart brimming with hope,

[Editor/s]

Foreword

It is with great pleasure and anticipation that I introduce this book, which serves as a testament to the significant strides made in the realm of English language proficiency among rural youth. The culmination of the one-day national-level multidisciplinary seminar on "English Language Proficiency among Rural Youth: Need for Better Employability" organized by Shiksha Mandal's Govindram Seksaria College of Commerce, Wardha - Department of English, has paved the way for a comprehensive exploration of this vital subject.

In today's globalized and competitive world, English language skills have become increasingly crucial for professional success and personal growth. Recognizing the need to address the gap in English language proficiency among rural youth, this seminar emerged as a beacon of hope, providing a platform for scientists, academicians, and teachers passionate about the English language. Their collective wisdom and experience shed light on the challenges faced by rural youth and offered innovative solutions to enhance their employability prospects.

Under the esteemed patronage of Mr. Shekhar Bajaj, President of Shiksha Mandal, Wardha, and Mr. Sanjay Bhargava, Chairman of Shiksha Mandal, Wardha, this seminar stood as a testament to the unwavering commitment

of the academic community towards empowering rural youth. Their support ensured the success of this event and emphasized the importance of bridging the gap between rural and urban areas in terms of language proficiency.

The seminar witnessed a convergence of esteemed experts and scholars in the field of English language teaching and learning. Through insightful presentations, engaging panel discussions, and interactive sessions, they explored innovative methodologies, best practices, and cutting-edge research aimed at equipping rural youth with the necessary linguistic skills to excel in today's competitive job market. Their expertise and guidance have been invaluable in shaping the discourse and framing the recommendations presented within this book.

One of the key highlights of this seminar was the opportunity it provided for rural youth to enhance their English language skills. By opening the doors to a brighter future, this event offered them a chance to break free from the shackles of limited opportunities and embrace a world of possibilities. The dedication and enthusiasm displayed by these young individuals served as a testament to their unwavering commitment to personal growth and advancement.

This book serves as a comprehensive compilation of the research papers submitted by scholars who participated in the seminar. By publishing these papers in a national

publication with an ISBN, we ensure the wider dissemination of the valuable knowledge shared during the event. The pages that follow encompass a wealth of insights, ideas, and recommendations that will undoubtedly shape the discourse on English language proficiency among rural youth.

I would also like to express my appreciation to the Indian Council of Social Science Research (ICSSR), New Delhi, for their generous sponsorship of this event. Their support has been pivotal in realizing the objectives of this seminar and furthering the cause of enhancing English language proficiency among rural youth.

Dear readers, I invite you to delve into the pages of this book, filled with insightful research and valuable recommendations. May it inspire you to contribute to the ongoing efforts aimed at bridging the language divide and creating a more inclusive society, where every individual, regardless of their background, has equal opportunities for personal and professional growth.

Dr. Arundhati Ninawe
Principal,
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Wardha

Foreword

A century-old Shiksha Mandal's G. S. College of Commerce, Wardha, has taken a potential topic as the title for the book "English Language Proficiency among Rural Youth: Need for Better Employability". The demand for communication is high in the ever-changing scenario of employment. The changing times have witnessed the growing importance of the English language in all walks of life. With great pleasure and enthusiasm, I write the foreword for the book "English Language Proficiency among Rural Youth: Need for Better Employability." This book addresses a crucial issue the youth in rural areas faces the need to enhance their English language skills to improve their employability prospects. You are holding in your hand your life-changing book. I now see the significant initial step taken on a journey that would enable the youth "rural youth" and enrich their language competence to improve their employability.

Young job seekers face higher rates of unemployment, under-employment and unstable employment than older groups. In this Era, Communicative English is more universally and widely circulated among the masses and it's known as an international / Universal language that connects people in nooks and corners of the world. It takes a significant place in higher education, media, and administration of private and government organizations.

Young Minds from rural areas and in small towns have different linguistic practices with scanty knowledge of English. Its competency is a requisite for improving employment prospects. It is the language of better education, more exciting opportunities, and competitive advantages. Across the world reigning the crust of globalization and Technology the Global Language of communication is the Lingua Franca of the world.

English dominates the world as no language ever has.

Employability is related to the attributes of an individual required to the interstate and progress in the world of our work ensuring the "key competencies" careers advice and understanding about the job or embedded in the education system to remain employable it is high time to realize that employability stands for the required skills to be meet up with the market demand.

Good academic and technically efficient persons failed to qualify for job interviews in a lack of linguistic aptitude in expressing thoughts effectively. I believe the book and its articles in it will help the graduates to be employable-ready by deciphering the hurdles and solutions provided in the research articles. Already in a promising way, the state governments have taken steps to enhance the communication skill of students by introducing advanced curricula and updating student skills in various schemes.

Refreshing ideas and renovating thoughts discussed in our viable chapters may aid our student community to upgrade their skills. Looking into the perspective with perseverance learning the subject will aid to master the language. The language competency in rural youth and improving job readiness tactics discussed in the book are appreciable. I firmly believe that this book will serve as a guiding light for young graduates seeking to improve their employability. By deciphering the hurdles and providing practical solutions, it unlocks the potential of rural youth, enabling them to take significant steps toward a brighter future. The book's valuable content, combined with the efforts of state governments in enhancing communication skills through advanced curricula and skill development schemes, sets the stage for positive change.

I extend my best wishes to the authors, the team, and most importantly, to the readers. May this book inspire and empower the youth, nurturing their linguistic aptitude and unlocking a world of opportunities. Together, let us embark on a journey that leads to enhanced language competence, improved job readiness, and a brighter future for rural youth.

Dr. T. Menaka

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Acknowledgements

In the vast expanse of possibilities, we find ourselves at the convergence of two worlds - the realm of theoretical wisdom and the domain of pragmatic action. It is with unparalleled delight and a sense of profound purpose that we, the esteemed editorial board, introduce this tome of knowledge, an opus that stands as a testament to the remarkable strides achieved in the sphere of English language proficiency among rural youth. This monumental endeavour takes root in the resplendent culmination of the national-level multidisciplinary seminar on "English Language Proficiency among Rural Youth: Need for Better Employability," orchestrated under the aegis of Shiksha Mandal's Govindram Seksaria College of Commerce, Wardha - Department of English.

In the pulsating fabric of today's globalized and fiercely competitive world, the ability to communicate eloquently in English has emerged as the beacon illuminating the path to professional eminence and personal growth. It is with keen discernment that we recognize the pressing need to address the chasm in English language proficiency among rural youth. This August seminar surfaced as a guiding light, beckoning forth scientists, academicians, and educators whose hearts resonate with the rhythm of the English language. In their collective wisdom and experience, they bestowed a radiant illumination upon the challenges that beset

rural youth and ushered in innovative solutions to fortify their employability prospects.

Our heartfelt appreciation extends like tendrils of gratitude towards the Indian Council of Social Science Research (ICSSR), New Delhi, for their generous sponsorship, a gleaming beacon that illuminated the path towards realizing the seminar's noble objectives. Their benevolence has been an integral facet of our endeavour to enhance English language proficiency among rural youth.

We must commend unflinchingly our patrons Mr. Shekhar Bajaj, President of Shiksha Mandal, Wardha, and Mr. Sanjay Bhargava, Chairman of Shiksha Mandal, Wardha, for their resolute patronage who stands as an awe-inspiring monument to the indomitable commitment of the academic community towards uplifting rural youth. Their unwavering support and belief in the power of education to mould destinies emboldened this momentous occasion, reiterating the imperativeness of bridging the urban-rural language divide. Their patronage embodies a shared ethos of progress and compassion, where the upliftment of rural youth takes centre stage in the pursuit of a more equitable society.

Within the hallowed precincts of the seminar, luminary experts and scholars of the English language pedagogy assembled, their minds alight with fervour to explore ground-breaking methodologies, exemplar practices, and cutting-edge research - all designed to endow rural youth

with the resplendent linguistic acumen required to excel in today's arduous job market. Their expertise and sagacity etched indelible impressions upon the discourse, sculpting the edifice of recommendations that grace the pages of this magnum opus. Among the myriad glimmers of this seminar, a radiant gem shone forth, illuminating the pathway for rural youth to invigorate their English language dexterity. Through these hallowed doors, a gateway to a brighter tomorrow beckoned, casting off the fetters of constrained opportunities and ushering in a realm of boundless potential. The dedication and ardour evinced by these young trailblazers served as an enduring testament to their unwavering devotion to personal growth and triumph.

This compendium of erudition stands as an awe-inspiring testament, bearing witness to the collective wisdom encapsulated in the research papers submitted by the erudite scholars who graced the seminar. By bestowing upon these seminal works the honour of publication in a national arena, adorned with the prestigious ISBN, we fervently ensure the dissemination of this treasure trove of knowledge far and wide. The pages that lie before you effervesce with a cornucopia of insights, ideas, and recommendations, destined to shape and reverberate through the halls of discourse on English language proficiency among rural youth.

Our profound gratitude cascades forth, the relentless dedication of Dr. Arundhati Ninawe, the visionary Principal of Govindram Seksaria College of Commerce, Wardha. Her

indomitable leadership and unwavering commitment breathe life into this academic congregation, fusing a diverse tapestry of luminaries and enthusiasts alike, and igniting the flames of knowledge were kindled, and the embers of change were stoked. To her, we extend our deepest gratitude for her profound contribution to the cause of rural empowerment.

We stand humbled before the readers of this volume, for it is your unwavering interest, relentless engagement, and profound commitment that illuminate the compass of our journey. With hearts brimming with hope and anticipation, we beseech you to immerse yourselves in the vast ocean of knowledge found within these pages. May it kindle within you an ardent desire to actively contribute to our shared pursuit of bridging the language chasm and nurturing a society that is unbounded by background - a society where each soul, regardless of origin, stands poised to embrace boundless opportunities for personal and professional growth.

With pens held high, we, the distinguished editorial board, pledge to continue this odyssey of transformation, as we work harmoniously towards empowering rural youth, unlocking the very essence of their potential. Together, we script a resplendent narrative that shall resonate through the corridors of time.

In the spirit of collaborative aspiration.

[The Editorial Board]

Editorial

Language proficiency is a critical skill that opens doors to a world of opportunities. In today's globalized and competitive landscape, the ability to communicate effectively in English has become increasingly vital, not only for personal growth but also for professional success. Recognizing this, Shiksha Mandal's Govindram Seksaria College of Commerce, Wardha - Department of English, in association with the Indian Council of Social Science Research (ICSSR), New Delhi, is organizing a national-level multidisciplinary seminar on the theme of "English Language Proficiency among Rural Youth: Need for Better Employability."

The primary objective of this seminar is to address the pressing need for enhanced English language skills among rural youth, thereby bolstering their employability prospects. Rural areas are often underserved in terms of educational resources and opportunities. As a result, many talented individuals from these regions face barriers when it comes to accessing quality education & securing suitable employment. By focusing on improving English language proficiency, this seminar aims to bridge the gap & empower rural youth with a valuable skillset that can significantly enhance their employability.

The seminar will provide a platform for scientists, academicians, and teachers who are passionate about the English language to come together and share their expertise.

Through insightful presentations, panel discussions, and interactive sessions, esteemed experts and scholars in the field of English language teaching and learning will impart valuable knowledge and best practices. Participants will have the unique opportunity to learn from these seasoned professionals and gain insights into the latest developments in English language education.

One of the key highlights of this event is the opportunity it presents for rural youth to enhance their English language skills. By actively participating in the seminar, they can acquire knowledge, engage in meaningful discussions, and benefit from the expertise of renowned scholars. Such exposure and learning experiences will undoubtedly augment their confidence and competence in using the English language, significantly increasing their chances of securing suitable employment. This empowerment of rural youth will not only transform their lives but also contribute to the overall development of their communities.

Furthermore, this seminar also strives to support young individuals aspiring to pursue further education, particularly in fields where English serves as the official language. Equipping them with strong English language skills, will facilitate their academic journey and provide a solid foundation for future endeavours. Access to quality education should not be hindered by linguistic barriers, and this seminar aims to remove such obstacles, enabling rural youth to explore a wider range of educational opportunities.

In an endeavour to ensure the wide dissemination of the valuable knowledge shared during the seminar, Shiksha Mandal's Govindram Seksaria College of Commerce, Wardha - Department of English is pleased to announce that all research papers submitted by scholars will be published in a book with an ISBN in a national publication. This book will serve as a valuable resource for researchers, educators, policymakers, and anyone interested in English language education. It will capture the essence of the seminar and provide a comprehensive understanding of the strategies, challenges, and innovations related to enhancing English language proficiency among rural youth.

We commend the organizers for their vision and dedication in addressing this crucial issue. By focusing on English language proficiency, this seminar holds the potential to transform lives and create a more inclusive society. We encourage academicians to actively participate in this national-level multidisciplinary seminar & contribute to the discourse on empowering rural youth through enhanced English language skills. The publication of the research papers in a book ensures that the insights gained during the seminar reach a wider audience and have a lasting impact. Let us collectively work towards unlocking the employability potential of rural youth by equipping them with the necessary language skills and empowering them to pursue their dreams.

The Board of Editors

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1

Empowering Rural Youth in India: Unlocking Better Employability through English Language Proficiency

Ms. Snehal Khadge



She is working as an Assistant Professor with extensive experience in the field of management and engineering. Currently working at Govindram Seksaria College of Commerce, Wardha, and previously at Priyadarshini Lokmanya Tilak Institute of Management Studies & Research, Nagpur, and Tulsiramji Gaikwad-Patil College of Engineering & Technology, Nagpur. She has actively contributed to the academic community, having published research papers at various International conferences. She also possesses valuable skills in academic advisement, classroom management, and student assessment. Her passion for education, adaptability, and strong work ethic makes her an effective and dedicated educator.

Abstract: English language competency is increasingly regarded as a necessary skill for employability and socio-economic success in a globalised environment. However, in India, there is a large discrepancy in English language abilities between rural and urban areas, providing hurdles to rural youth employability chances. This research paper investigates the specific challenges faced by rural youth in acquiring English language proficiency, investigates the implications for their employability, and proposes strategies

and interventions tailored to the Indian context to bridge the language gap and improve rural youth employability.

***Keywords:** English language, rural youth, employability, India, education, language gap, interventions*

1. Introduction: Because of the diversity of India's linguistic landscape and the importance of English as a worldwide language, English language competency is critical for rural youth seeking improved employment possibilities. This paper gives an overview of the Indian backdrop and emphasises the importance of bridging the English proficiency gap among rural youth.

2. Disparities in English Language Proficiency in Rural and Urban India:

Several reasons contribute to the discrepancy in English language ability between rural and urban locations in India:

2.1 Infrastructure and Resources for Education: Rural India frequently faces obstacles such as inadequate infrastructure, insufficient money, and a shortage of qualified English language teachers. These constraints make it difficult to provide quality English language teaching in rural schools.

2.2 Socio-economic Factors:

Socio-economic factors such as poverty, limited access to educational resources, and parental educational background can all have an impact on rural youth's access to English

language learning opportunities, resulting in lower language proficiency levels compared to their urban counterparts.

2.3 Cultural and Linguistic Contexts: The linguistic diversity of India, with different regional languages and dialects, might make English language acquisition difficult for rural adolescents. Cultural influences and a predilection for regional languages might limit exposure to and practice of the English language.

3. The Effects of Limited English Language Proficiency on Employment in India:

This section investigates the implications of limited English language competency for rural youth employability in India:

3.1 Employment Opportunities Are Limited: English language abilities are frequently required for positions in industries such as IT, hospitality, tourism, customer service, etc. Rural youngsters with inadequate English language proficiency confront challenges to employment in these fields, restricting their career choices.

3.2 Reduced Job Market Competence: In a competitive job market, candidates with high English language abilities have an edge over those with limited proficiency. Rural kids may experience difficulties competing for jobs in cities, hurting their employability and potential for upward mobility.

3.3 Constraints to Occupational Mobility: English language proficiency is essential for occupational mobility and professional advancement. Limited proficiency might limit rural kids to low-skilled occupations, making it harder

for them to advance in their careers and obtain higher-paying ones.

4. Obstacles to Rural Youth Acquiring English Language Proficiency in India:

This section focuses on the specific obstacles that rural youth in India encounter when learning English:

4.1 Inadequate English Language Education: Rural schools frequently lack well-trained English language teachers, proper teaching materials, and modern teaching approaches, all of which hurt the quality of English language education in rural areas.

4.2 Limited Exposure to English Language: In rural India, opportunities for regular exposure to English language usage may be limited. The absence of English-speaking communities, language immersion programs, and English-medium contexts might make it difficult to apply and reinforce English language skills.

4.3 Limited Digital Literacy Skills: In rural India, access to technology and digital resources is frequently limited. Rural youth's capacity to improve their English language abilities is hampered by a lack of access to online language learning platforms, digital tools, and resources.

4.4 Cultural and Psychological Variables:

Cultural and psychological variables, such as a preference for regional languages and a lack of enthusiasm or confidence in learning English, might function as impediments to language acquisition among rural youngsters. To overcome these

challenges, it is necessary to address attitudes, and cultural beliefs, and create a helpful learning environment.

5. Interventions and Strategies to Improve English Language Proficiency in the Indian Context:

This section examines potential Indian-specific techniques and initiatives for closing the English language competence gap among rural youth.

5.1 Improving the Quality of English Language Education in Rural Schools: Improving the quality of English language education in rural schools can encourage successful language acquisition through improved teacher training, updated curricula, and interactive teaching methods.

5.2 Innovative Pedagogical Approaches: Using innovative teaching methods such as task-based learning, language games, and culturally relevant materials, rural kids can be engaged and their English language abilities improved.

5.3 Technology-Assisted Language Learning: Using technology, such as mobile applications, interactive multimedia, and online platforms, rural kids can have self-paced learning opportunities and access to high-quality English language materials.

5.4 Supportive Atmosphere for English Language Learning: Engaging the local community, involving parents, community leaders, and volunteers, and organizing language practice sessions or language exchange programs can help to

establish a supportive atmosphere for English language learning in rural locations.

5.5 Government Initiatives and Partnerships: The government can play an important role in improving English language proficiency among rural youth by investing in rural education infrastructure, providing resources for English language learning, promoting teacher training programs, and fostering public-private partnerships.

6. Government Responsibility and Policy proposals for India: The Indian government should be responsible to make specific policy proposals to overcome the problems that rural youth experience in obtaining English language proficiency:

6.1 Strengthening Rural Education Infrastructure: To encourage English language learning in rural areas, the government should invest appropriate funding to build educational infrastructure, such as schools, libraries, and technology resources.

6.2 Promoting Teacher Training and Professional Development: To improve pedagogical abilities and teaching efficacy, the government should implement comprehensive training programs and professional development initiatives for English language instructors in rural areas.

6.3 Collaborations: Collaboration between the government, educational institutions, and commercial sector organisations can successfully harness resources, knowledge, and technology to execute English language programs for rural youth.

6.4 Bridging the Digital Divide: To enable access to online English language learning resources, efforts should be made to bridge the digital divide by improving internet connectivity, giving access to computers and devices, and assuring the affordability of technology in remote regions.

6.5 Creating Support Programmes for Rural Young: The government should create support programs, scholarships, mentorship networks, and career guidance initiatives that are expressly meant to motivate and assist rural young in learning English and enhancing their employability.

7. Conclusion:

The conclusion summarises the important findings and emphasises the essential importance of bridging the English language proficiency gap among India's rural young. Rural youth can improve their employability prospects and contribute to India's socio-economic growth by implementing tailored strategies and interventions that focus on quality education, community engagement, technology integration, and government support.

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2

Significant Role of Government Policies in Promoting Employability for Students



Dr. Revati Bangre

She is presently working as an Assistant Professor at G.S. College of Commerce, Wardha. She has an experience of 18 years in Computer and Management. She has been awarded a PhD on the topic “An analytical study of IT service marketing from the perspective of Indian IT Companies”. She has published 10 papers at the International and National Levels including online journals.

Abstract

Government policies play a crucial role in promoting employability for students. By implementing appropriate policies, governments can create an environment that supports the development of skills and knowledge necessary for students to succeed in the job Market. This paper goes on to give an overview of some government initiatives and policies for the enhancement of skills in students to create their demand in the job market. It also highlights some ways in which government policies can promote employability for students and also aim as providing information that the effectiveness of various policies relies on their proper implementation and regular evaluation.

Introduction:

Governments around the world have implemented various initiatives to enhance employability and address unemployment challenges. The specific initiatives implemented by governments may vary from country to country, depending on the socioeconomic context and employment challenges they face. Here are some common government initiatives aimed at improving employability:

Skill Development Programs: Governments often establish skill development programs to equip individuals with the necessary skills and competencies demanded by the job market. These programs provide vocational training, apprenticeships, and on-the-job training to enhance employability in specific industries

Job Placement Services: Governments establish job placement services or employment agencies that connect job seekers with potential employers. These services assist with job searches, resume writing, interview preparation, and career counselling.

Entrepreneurship and Start-up Support: Governments may provide support and incentives to encourage entrepreneurship and start-ups. This can include access to funding, business development resources, mentorship programs, and tax benefits to promote self-employment and job creation.

Workforce Development Boards: Some governments establish workforce development boards or agencies that collaborate with employers, educational institutions, and community organizations to identify skill gaps, develop training programs, and align education with industry needs.

Subsidized Employment Programs: Governments may implement subsidized employment programs that provide wage subsidies to employers who hire individuals facing employment challenges. These programs help incentivize employers to hire and train individuals who may have difficulty finding work.

Job Fairs and Career Expos: Governments often organize job fairs and career expos to bring together job seekers and employers. These events provide opportunities for networking, job interviews, and information about available employment opportunities.

Financial Support for Education: Governments may offer financial assistance, such as scholarships, grants, or low-interest loans, to support individuals in pursuing higher education or vocational training. This helps individuals acquire the necessary qualifications and skills for better employment prospects.

Sector-Specific Initiatives: Governments may focus on specific sectors or industries to promote employment opportunities. They may offer tax incentives, grants, or infrastructure development to attract investment and create

jobs in targeted industries such as technology, renewable energy, or healthcare.

Job Retraining Programs: Governments recognize the need to adapt to changing job market demands. They may establish job retraining programs to assist individuals in transitioning to new industries or acquiring updated skills to remain employable in evolving sectors.

Collaborations with the Private Sector: Governments often collaborate with the private sector to develop initiatives that address employability challenges. Public-private partnerships can facilitate job creation, skills development, and training programs that align with industry needs.

Employment Policies of the Indian Government for Students

India's first national employment policy has the dual goals of creating an environment that will encourage the creation of new businesses, which will increase employment opportunities, and also improve the skills of the workforce that already exists. Various long-term plans, projects, and policies are being made to make the nation self-sufficient and create jobs. Below is a summary of the Government's Employment Generation Schemes and Employment Promotion Programmes for students:

Education and curriculum reforms: Governments can introduce reforms in the education system to align it with the

needs of the job market. This can involve updating the curriculum to include relevant and up-to-date skills, promoting vocational education and training programs, and fostering a strong foundation in science, technology, engineering, and mathematics (STEM) subject.

Skill development programs: Governments can establish skill development programs and initiatives to provide students with practical skills that are in demand in the job market. These programs may include apprenticeships, internships, on-the-job training, and vocational courses to enhance employability.

Entrepreneurship support: Governments encourage entrepreneurship among students by offering support in the form of funding, mentorship programs, business incubators, and simplified regulations. This helps students develop an entrepreneurial mindset and create job opportunities for themselves and others.

Industry-academia collaboration: Governments facilitate collaboration between educational institutions and industries to bridge the gap between theoretical knowledge and practical skills required by employers. This can be achieved through partnerships, joint research projects, and guest lectures by industry experts.

Job placement services: Governments can establish job placement services and career guidance centres to assist students in finding suitable employment opportunities. These services can provide career counselling, job search support,

resume writing assistance, and interview preparation to enhance students' chances of securing employment.

Financial incentives and scholarships: Governments can provide financial incentives and scholarships to encourage students to pursue fields that are in high demand or areas of national importance. This can help students overcome financial barriers and increase their employability in specific sectors.

Support for disadvantaged students: Governments can implement policies that specifically target disadvantaged students, such as those from low-income backgrounds, ethnic minorities, or individuals with disabilities. These policies can include scholarships, mentoring programs, and additional support services to ensure equal access to education and employment opportunities.

Continuous learning and upskilling: Governments can promote lifelong learning and upskilling by providing opportunities for individuals to update their skills throughout their careers. This can be done through initiatives like adult education programs, online learning platforms, and subsidies for professional development courses.

Online Platform Support

However, in general, governments often launch various online platforms or portals to provide services and support to the youth population. These portals typically aim to address

the needs and aspirations of young people, including areas such as education, employment, entrepreneurship, skill development, and overall youth empowerment. These portals may offer features such as:

- 1) Job and internship listings: Providing a platform where youth can find information about available job opportunities, internships, and apprenticeships.
- 2) Skill development resources: Offering access to online courses, training programs, and resources that enhance the skills and employability of young individuals.
- 3) Entrepreneurship support: Providing guidance, mentorship, funding information, and resources for aspiring young entrepreneurs.
- 4) Career guidance: Offering career counselling, resume writing assistance, interview preparation tips, and information about different career paths.
- 5) Government schemes and programs: Providing information about various government schemes and programs aimed at supporting youth, such as scholarships, grants, and subsidies.
- 6) Networking and collaboration opportunities: Facilitating connections between young individuals, potential employers, industry experts, and mentors to foster collaboration and growth.

These portals are typically designed to be user-friendly, and accessible, and provide a centralized platform for youth-

related services and information. They play a vital role in promoting youth employability, skill development, and overall empowerment by leveraging digital technologies and government resources.

Yuva Portal (Yuva.Gov.in)

Aiming to engage and empower young students to take on leadership roles and take an active role in their communities, YUVA is an online platform for student leadership and social engagement. It gives the students instruments, sources, and chances they need to advance their careers, work on worthwhile causes, make friends, and participate in politics.

Role of Government Policies in Promoting the English for Students' Employment

Government policies can play a significant role in promoting English for Student's employment by recognizing the importance of English language skills in today's global job market. Here are some ways in which government policies can support the promotion of English language skills among students:

Integration into the education system: Governments can incorporate English language learning as a core component of the national curriculum from an early age. This ensures that young students have access to quality English language

education and develop strong language skills as they progress through their education.

Teacher training and development: Governments can invest in training programs for English language teachers to enhance their teaching skills and methodologies. This helps ensure that educators are equipped to deliver effective English language instruction and create a conducive learning environment for students.

Provision of resources and materials: Governments can allocate resources and funding to schools and educational institutions to provide English language learning materials, textbooks, and technology tools. Access to relevant resources supports effective language acquisition and practice.

Collaboration with international institutions: Governments can establish partnerships with international institutions, such as cultural exchange programs, educational exchanges, and twinning arrangements. These collaborations provide opportunities for young people to immerse themselves in English-speaking environments and improve their language proficiency.

Support for language proficiency exams: Governments can support and promote internationally recognized English language proficiency exams, such as TOEFL or IELTS. These exams provide a standardized measure of English language skills and are often required by employers and higher education institutions.

Scholarships and study abroad programs: Governments can offer scholarships and study abroad programs that focus on English language education. This allows young people to experience immersive language learning environments, gain exposure to different cultures, and enhance their employability in an increasingly globalized world.

English language training programs: Governments can organize or support English language training programs specifically targeting youth employment. These programs can be tailored to the needs of specific industries or job sectors, equipping young job seekers with the necessary language skills for their desired careers.

Monitoring and evaluation: Governments can establish mechanisms to monitor the effectiveness of English language policies and programs. Regular evaluations can help identify areas for improvement, ensure the quality of language education, and address any disparities in access to language learning opportunities.

Conclusion:

By implementing these policies and strategies, governments can create an environment that fosters the acquisition of English language skills among youth, ultimately enhancing their employability and increasing their opportunities for success in the global job market.

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3

Learning English in Rural India- Challenges and Solutions



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Abstract:

English is currently recognized as a Global Language. The English language has spread its flaming wing all over the world, earning the title of most successful language. English represents higher intelligence, a better education, and a brighter future. English is usually recognized as the primary worldwide communication language. It functions as a lingua franca, allowing individuals from various countries and cultures to communicate and comprehend one another. Business transactions, diplomatic contacts, intellectual exchanges, and cultural interactions are all facilitated by English ability. The language of international trade and business is English. The fact that English is the language used in the worldwide trade, banking, tourist, and technology sectors means that proficiency in it opens up a wide range of

economic options. Because it improves their ability to collaborate and communicate across borders, many global organizations demand that staff have a strong command of the English language. In India, it is the language of instruction, law, and administration. In this paper, I'd want to explore the challenges faced by rural Indian students, as well as potential solutions.

Keywords: English language, Rural India, learning difficulties, solutions

Introduction:

People from all across the world speak English. The language of English connects the entire planet. Because of their proficiency in this language, Indians are achieving success all over the world. Even though Hindi is the official language, most people do not comprehend it, but they do understand English. Academic research and higher education are primarily conducted in English. The world's most famous universities and research institutions provide classes in English and publish academic literature in this language. Individuals who are fluent in English have greater access to educational opportunities, scholarships, and study-abroad options.

Due to socioeconomic constraints, a lack of resources, and little exposure to the language, learning English in rural India presents several difficulties. This abstract examines the difficulties rural Indian populations have studying English

and makes some suggestions for possible remedies. Inadequate infrastructure, a lack of competent teachers, restricted access to learning resources, and cultural hurdles are the main obstacles to learning English in rural India. Inadequate educational infrastructure, such as schools with few amenities and technological resources, is frequently lacking in rural areas. Additionally, the absence of skilled English language instructors in remote locations results in a lack of instruction of a high Caliber.

Some learner-centred elements influencing their speaking abilities are addressed below.

Family History

The learner's surroundings and family history are crucial factors. In a nation like India, the bulk of the population are farmers with little educational opportunities. When requested to participate in or complete a speaking exercise, students from such backgrounds find it difficult to do so. Additionally, the family's low-income situation forces the parents to work tiny jobs with their kids rather than enrolling them in schools and colleges, which results in their lack of verbal communication skills.

Limited Exposure and Immersion:

In rural locations, English is typically not spoken regularly. Learners' exposure to English discussions may be limited,

making it harder for them to practice and enhance their language abilities.

Distance and transportation:

Due to long commutes, insufficient transit options, or unreliable public transportation, rural students may have trouble getting to English language learning centres or English classes.

Inadequate Learning Resources:

Access to excellent learning resources such as textbooks, reference materials, and audiovisual aids may be limited in rural regions. A scarcity of resources can stymie successful language acquisition.

Poor Curriculum Design:

It's possible that the English language curriculum in rural schools isn't well-designed or current. It might not address the unique demands and difficulties of rural learners, which would affect the results of their language acquisition.

Traditional Teaching Methods:

Some rural schools continue to use traditional teaching methods that place rote learning and memorization over interactive and conversational language abilities. This method may make it difficult for pupils to gain practical English language competency.

Cultural and social factors:

Rural populations may have strong links to their indigenous languages and customs. Because English is a foreign

language, it may not be commonly spoken or regarded as important for everyday conversation. As a result, there may be fewer possibilities for language practice and a lack of enthusiasm to study English.

Socioeconomic Barriers:

People may find it difficult to buy English language classes, study materials, or the equipment required for online learning due to economic difficulties in rural areas. Poor access to opportunities for high-quality language learning may result from budgetary constraints.

Restricted English Exposure:

Opportunities for English exposure outside of the classroom are sometimes restricted in rural locations. There may be fewer English speakers and less access to English.

Lack of Infrastructure:

Rural areas frequently lack access to quality educational infrastructure, such as schools, libraries, and language learning resources. The scarcity of classrooms, computers, and internet access can stymie English language learning chances.

Limited trained instructors:

It may be difficult for rural schools to attract and retain trained English instructors. Ineffective teaching techniques, insufficient supervision, and a lack of exposure to actual English language usage can all result from a lack of skilled language instructors.

Linguistic Diversity:

India is a linguistically varied country, with several regional languages and dialects spoken in various states. Adjusting to a new language structure and vocabulary can be difficult for those whose first language is not English, especially if there are no multilingual resources accessible.

Factors of Culture and Society: Rural communities frequently have deep links to their local languages and traditions. Because English is a foreign language, it may not be commonly spoken or regarded as important for everyday conversation. As a result, there may be fewer possibilities for language practice and a lack of enthusiasm to study English.

Solutions:

However, several remedies can help overcome challenges

Online platforms and language learning apps: Use online platforms and language learning applications that offer interactive English classes, exercises, and pronunciation practice.

English-speaking communities: Encourage the establishment of English-speaking communities or clubs in rural regions so that people can practice speaking English with one another.

English-speaking volunteers: Work with organizations or volunteers who can travel to rural areas and lead English language workshops or discussion sessions.

Mobile learning:

Take advantage of the growing use of mobile phones to make instructional apps, podcasts, or YouTube tutorials accessible to learners.

Community libraries:

Create neighbourhood or mobile lending programs that offer English-language books, periodicals, and other reading resources.

Government support:

Speak out in favour of policies that will enhance the infrastructure and provide funding for English language instruction in rural areas.

Teacher training programs:

Plan training sessions for existing teachers in remote schools to help them improve their English language abilities and teaching methods.

Awareness and Parental Involvement:

Creating a supportive environment at home and reinforcing the value of English education can be accomplished by conducting awareness campaigns and involving parents in their children's language learning journey.

Remote learning

Through online classrooms or video conferencing, connect rural schools with qualified English teachers from urban locations.

University collaborations

Encourage collaborations between universities and rural schools so that student teachers can obtain practical experience by teaching English in remote classrooms.

Community Learning Centers:

In rural locations, establishing community learning centres can provide a physical venue for English language learning. These centres can provide English language classes, resources for language study, and opportunities for language practice through group discussions and activities.

Organizing English language camps and workshops:

Remote regions can offer intense language learning opportunities. To enhance language proficiency and boost confidence, these occasions may involve immersion exercises, role plays, and interactive sessions with native English speakers.

Audio and video materials:

People in honing their listening and speaking abilities by being made available in English. To introduce students to real language usage, these media may include podcasts, videos, and recordings of native English speakers.

Mobile and Offline Learning:

Using mobile technologies and offline learning resources can help overcome internet access limits. Self-learning chances can be facilitated via mobile apps, multimedia materials, and offline learning materials.

Language Clubs and Peer Learning:

By forming language clubs or peer learning groups, rural learners can practice English with their peers, gain confidence, and receive feedback.

Partnerships with NGOs and Government projects:

Working with NGOs and government programs that prioritize education and literacy can assist put into place successful English language learning projects in rural areas. Through these partnerships, language learning projects can benefit from resources, finance, and experience.

Motivational and Incentive Programmes:

Offering incentives like language competency certifications, awards for accomplishments, or scholarships might motivate people in remote areas to actively engage in learning English and overcome obstacles.

Conclusion

Students must work hard to achieve their objectives. They must assess their strengths and weaknesses and work to improve themselves. Teachers should always provide moral support to their students. They may encounter obstacles along the way, but their goal is not to be discouraged, but to raise

their level of excellence. Excellence is never accidental; it is the result of concerted and serious efforts. They have access to advanced technology in our modern day. They must make the most of it to shine brightly.

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4

A Study of Challenges Faced by Rural Students in Conversational English: Strategies for Enhancing Communication Skills

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Abstract:

The difficulties that rural students face in communicating effectively in English are the subject of this study, which also makes suggestions for ways to help them improve their communication skills. The study focuses on the significance of English language proficiency in today's globalized world and investigates the factors that contribute to the difficulties faced by rural students. Educators can develop targeted interventions to close the communication gap and encourage linguistic growth by comprehending the particular circumstances of rural students. To help rural students

improve their conversational skills and prepare them for academic and professional success in the future, the paper suggests a variety of approaches, including the integration of technology, involvement in the community, teacher training, and cultural exchange programs.

Key Words: Rural Students, Conversational English, Communication skills.

Introduction:

English is known as the "Sovereign of Dialects" since it is a worldwide language. It is believed to be a unique language. Over 450 million people speak it as their first language. English is used for academic and technical correspondence at work. English was limited to being taught as a second language in schools during colonial times instead of being the primary language of instruction. Language proficiency was significantly affected by the shifting position and status of English. Having good English skills is also a big part of getting a good job that pays well. A lot of people who can speak multiple languages well would do better in the professional sector. It affects students' reading, listening, and speaking abilities as well as their writing abilities. The use of language acquisition techniques to improve speech skills is one of the constant topics covered in the talk. The process of learning a language has been impacted by the status of English as a second language in formal education. Rural students are aware of the significance of having strong

English language skills for finding good employment. In this sense, rural students face numerous challenges. Rural students lack the fundamentals necessary to study English. The vast majority of schools only provide instruction in the local language. Moreover, they have as of late been acquainted with English. The English language requirements for higher education are not met when a large number of rural students enrolled in institutions that teach English as a second language.

Background:

Students from low-income households are finding that English is negatively affecting their college grades. Many of these pupils come from low-income farming families that only work part-time and have little access to news, educational policy, government, politics, or global picture production. Because they all have to assist their parents with maintaining their daily needs, none of them can complete high school. They even accept odd jobs and work somewhere to help and support their family financially. Low-income parents are under the impression that they are unable to afford their children's education. In the subsequent schools and colleges, students from these communities and backgrounds are unable to meet those demands. Because they speak little or no English in their rural environment, they are unable to complete their higher education. Only a few of them committed to completing their education or seeking appropriate guidance. One solution might be to start teaching

English in primary schools. Still, the problem is that many of these teachers don't have sufficient knowledge of conversational English and don't come from areas where English is their native tongue. As a result, students' attitudes toward learning English are impacted by issues like teachers' lack of motivation. In an inappropriate setting, their needs for communicating learning are not met. They will be put under a lot of pressure in the future because they are not under any pressure to do well on tests and succeed.

Purpose of the Study:

The study's main goal is to examine the issues that have been identified in college classrooms to determine whether or not the language classroom can be used to enhance language learning, with a particular focus on enhancing language skills and developing efficient techniques for those skills.

Commerce background students may face several challenges in the English classroom due to their specialization in a different field. Some common problems they may encounter include:

Limited English Proficiency: Commerce students may not have had extensive exposure to English language learning, particularly in areas like reading, writing, listening, and speaking. Their primary focus may have been on subjects related to commerce and business, which could lead to a lower level of English proficiency.

Technical Vocabulary: Commerce students often have a specialized vocabulary related to their field, such as terms and concepts in finance, accounting, marketing, or economics. However, they may lack a broader range of general English vocabulary, which can make it challenging for them to express themselves effectively in English.

Grammar and Sentence Structure: English grammar rules and sentence structure can be complex, and commerce students may struggle with mastering them. This can lead to difficulties in constructing grammatically correct sentences, which may affect their writing and speaking abilities.

Reading Comprehension: Commerce students might find it challenging to comprehend complex texts, especially if they are unfamiliar with academic or literary styles. Understanding idiomatic expressions, figurative language, and nuanced meanings can pose difficulties for them.

Writing Skills: Writing essays, reports, or other academic assignments in English can be daunting for commerce students. They may struggle with organizing their thoughts, structuring their writing, using appropriate academic language, and effectively coherently conveying their ideas.

Pronunciation and Accent: Pronunciation and accent can be problematic for commerce students, as they might have been exposed to a different accent or may not have practised speaking English extensively. This can hinder effective

communication and may cause difficulties in understanding and being understood by others.

Lack of Confidence: Due to their limited exposure to English, commerce students may lack confidence in their language skills. They may feel hesitant to participate in class discussions, ask questions, or present their ideas, which can impact their overall learning experience.

To address these challenges, teachers can implement various strategies, such as providing targeted language support, incorporating commerce-related materials into lessons, using interactive teaching methods, encouraging practice through role-plays and discussions, and offering additional resources for self-study. Building a supportive and inclusive classroom environment that promotes active engagement and fosters confidence in English language skills is crucial for the success of commerce background students in the English classroom.

English Teacher role in developing speaking skills of the students of Commerce Background:

As an English teacher, you must help students with a background in commerce improve their speaking skills to help them communicate effectively in the business world. Your primary focus should be on the following:

Business Terms and Vocabulary: Introduce and reinforce particular business-related jargon and terms that are

frequently used in commerce. This includes terms related to entrepreneurship, finance, marketing, economics, and other relevant fields. Help students comprehend and appropriately employ these terms in spoken communication.

Activities and Speaking Tasks: Create speaking activities and tasks that are based on actual business situations. For instance, practising job interviews, negotiations, mock business meetings, or presentations. Students will be able to practice speaking in a professional setting, build confidence, and improve their fluency through these activities.

Intonation and Pronunciation: Emphasize correct intonation and pronunciation patterns that are frequently used in business settings. Assist students in comprehending the significance of speaking clearly and eloquently when transferring information or negotiating deals. Give them feedback and practice exercises to help them improve their spoken English.

Discussions and role play: Engage students in discussions and roleplays that require them to assume various business roles and discuss pertinent issues. This will help them think critically, make it easier for them to express themselves clearly, and improve their overall communication skills.

Etiquette for Business Communication: Teaching students business communication etiquette, such as professional greetings, formal email writing, telephone etiquette, and

effective listening skills, is essential. Feature the significance of keeping an expert disposition in their expressed connections.

Skills for presenting: Advice on how to present effectively, such as how to structure a presentation, use visual aids, and give a persuasive speech. Encourage students to acquire the skill of succinct information transmission, audience engagement, and confident question handling.

Genuine Supplies: Your lessons should incorporate authentic resources like podcasts, videos, TED talks, and business news articles. Students can use these resources as a basis for discussion and analysis as they expose them to real-world examples of spoken English in commerce-related contexts.

Individual Evaluation and Feedback: Give each student regular, individualized feedback that focuses on their strengths and areas for growth. Make sure they take assessments regularly that specifically evaluate their speaking skills. This way, you can see how far they've come and where they need to work.

Remember to create a classroom that is inclusive, and supportive, and encourages students to actively participate in their spoken English practice and take risks. You can assist students with a background in commerce in improving their

speaking abilities and preparing them for effective business communication by putting these methods into practice.

Conclusion:

Gandhiji claimed that if a village is lost, India will also be destroyed. No matter how much money someone has, "Training" is money that is never wasted or taken away from anyone. Everyone should have access to a high-quality education, regardless of their background. In the majority of schools, teachers communicate actively while students listen quietly. The environment must alter. It's critical to motivate pupils to participate in conversational activities. The basis for assessment should be successful English teaching and learning. Students usually become interested in writing because they have to for a test. Other communication activities, like reading, writing, or listening, are not expected of the students, and the written evaluation is meant to gauge the student's topic knowledge rather than their writing skills. The importance of English and the development of pupils' communication skills should be emphasised. The ultimate objective of English teachers must be the development of their pupil's communication skills. The curriculum requires immediate updating. The English curriculum must be demanding, current, and tailored to the student body's academic and career interests.

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5

Lack of Conducive Environment for Development of English Language Proficiency among Rural Youth in Maharashtra: Its Impact on Employability



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Abstract:

The English language is increasingly becoming an important skill for employability in India, especially in urban areas. However, rural youth in Maharashtra often lack access to a conducive environment for developing their English language proficiency. This can have a significant impact on their employability, as many employers now require a basic level of English proficiency for even entry-level positions. This paper will explore the factors that contribute to the lack of a conducive environment for English language learning in rural Maharashtra. It will also discuss the impact of this lack of proficiency on the employability of rural youth. The paper will conclude with a discussion of some possible solutions to this problem. The paper will be theoretical in nature, and will not provide any empirical evidence. However, it will draw on a range of literature on English language learning,

employability, and rural development in India. The paper is intended to provide a better understanding of the challenges faced by rural youth in Maharashtra in developing their English language proficiency and the implications of this for their employability.

Keywords: English language proficiency, employability, rural youth, Maharashtra

Introduction:

English language proficiency is a crucial skill in today's globalised world, playing a significant role in enhancing employability and career prospects. However, the development of English language proficiency among rural youth in Maharashtra faces several challenges due to the lack of a conducive environment. This research paper aims to explore the impact of this unfavourable environment on the English language proficiency of rural youth in Maharashtra and its subsequent effects on their employability.

Background of the Study:

Maharashtra, a state in India, is characterised by stark disparities between urban and rural areas in terms of infrastructure, educational opportunities, and exposure to the English language. While urban areas often provide a more conducive environment for English language development through better educational resources, exposure to English media, and interaction with

English-speaking individuals, rural areas struggle to offer similar opportunities.

Research Problem and Objectives:

The research problem identified is the lack of a conducive environment for the development of English language proficiency among rural youth in Maharashtra and its subsequent impact on their employability. The objectives of this study include:

- a. Investigating the factors contributing to the lack of a conducive environment for English language proficiency in rural areas.
- b. Examining the implications of limited English language proficiency on the Employability prospects of rural youth.
- c. Identifying potential strategies and interventions to address this issue and improve the English language proficiency and employability of rural youth in Maharashtra.

Significance of the Study:

Understanding the challenges faced by rural youth in developing English language proficiency and its impact on employability is of utmost importance. This study can shed light on the educational inequalities prevalent in rural areas and help policymakers, educators, and other stakeholders devise targeted interventions to bridge the gap. It can contribute to the larger discourse on language education, employability, and social mobility.

Research Questions:

To achieve the objectives of this study, the following research questions will be addressed:

- a. What are the primary challenges faced by rural youth in Maharashtra in developing English language proficiency?
- b. How does the lack of a conducive environment for English language proficiency impact the employability prospects of rural youth?
- c. What strategies and interventions can be implemented to enhance English language proficiency and employability among rural youth in Maharashtra?

By examining these research questions, this study aims to provide theoretical insights into the relationship between a conducive environment for English language development and employability among rural youth in Maharashtra. The subsequent sections of this paper will delve into the existing literature, theoretical frameworks, methodology, findings, and discussions to shed light on this critical issue and propose potential solutions.

II. Literature Review:

English Language Proficiency:

English language proficiency refers to the ability to comprehend, speak, read, and write in English effectively. It is increasingly recognized as a vital skill for individuals seeking better job opportunities, career advancement, and participation in the global economy. Proficiency in English enables individuals to communicate with international clients, access higher education opportunities, and adapt to the demands of a rapidly evolving job market.

Importance of English Proficiency for Employability:

Employers across various industries often prioritise candidates with strong English language skills due to the global nature of business and the widespread use of English as a lingua franca. Proficiency in English can significantly enhance employability by expanding job prospects, enabling effective communication in the workplace, and increasing opportunities for professional growth and mobility.

Factors Influencing the Development of English Language Proficiency:

Several factors contribute to the development of English language proficiency, including educational opportunities, exposure to English media, availability of quality language instruction, supportive learning environments, and opportunities for English language practice. However, rural areas in Maharashtra often lack these resources, hindering the language development of rural youth.

Existing Studies on English Language Proficiency among Rural Youth:

Previous research has highlighted the disparities in English language proficiency between rural and urban areas. Studies have identified factors such as limited access to quality English language instruction, lack of exposure to English-speaking environments, socioeconomic constraints, and

cultural barriers that impede the development of English language skills among rural youth.

The Gap in the Literature:

While existing studies have examined the English language proficiency of rural youth, there is a lack of research specifically focusing on the role of a conducive environment in language development and its impact on employability. This study aims to bridge this gap by exploring the specific challenges faced by rural youth in Maharashtra due to the lack of a conducive environment and examining the implications on their employability prospects.

III. Theoretical Framework:

Sociocultural Theory and Language Development:

This study adopts a sociocultural theoretical framework, which emphasises the role of social interactions, cultural context, and environmental factors in language development. According to sociocultural theory, language learning occurs through social interactions, collaboration, and participation in meaningful activities within a supportive learning environment. It recognizes the significance of the external environment in shaping language proficiency.

Role of Education and Environment in Language Proficiency:

Education plays a vital role in language development, providing formal instruction and exposure to language

resources. However, the quality of education and the availability of English language instruction may vary significantly between rural and urban areas. Additionally, the broader environment, including family, community, and societal influences, can impact language proficiency through exposure, language attitudes, and opportunities for practice.

Impact of Lack of Conducive Environment on Language Development:

The lack of a conducive environment for English language development in rural Maharashtra can have detrimental effects on the language proficiency of rural youth. Limited exposure to English-speaking environments, inadequate language instruction, lack of resources, and social barriers can impede language acquisition and restrict opportunities for language practice, ultimately affecting employability.

Theoretical Concepts Related to Employability and Language Proficiency:

This study explores the relationship between language proficiency and employability. Employability encompasses a range of skills, knowledge, and attributes that make individuals desirable in the job market. Language proficiency, particularly English language proficiency, is a critical component of employability in today's globalised job market. Theoretical perspectives on employability and the role of language proficiency in enhancing employability will be examined.

IV. Methodology:

Research Design:

This study adopts a theoretical research design, focusing on synthesising existing literature and theoretical frameworks to gain insights into the lack of a conducive environment for English language proficiency among rural youth in Maharashtra and its impact on employability.

Sample Selection and Data Collection:

The study will draw upon relevant scholarly articles, books, reports, and other academic sources to gather literature on the topic. A comprehensive search will be conducted using databases, such as Google Scholar, academic journals, and institutional repositories, to identify studies related to English language proficiency among rural youth in Maharashtra and its impact on employability.

Data Analysis Techniques:

The collected literature will be subjected to a rigorous analysis, utilising qualitative content analysis techniques. The identified literature will be categorised, themes and patterns will be identified, and key findings related to the lack of a conducive environment for English language proficiency and its impact on employability will be extracted. This analysis

will provide a theoretical framework to address the research questions and generate insights into the topic.

V. Findings:

Analysis of Data Collected:

The findings from the literature review will be presented, highlighting the key challenges faced by rural youth in developing English language proficiency due to the lack of a conducive environment. These challenges may include limited access to quality education, scarcity of language resources, cultural and social barriers, and minimal exposure to English-speaking environments.

Identification of Challenges Faced by Rural Youth:

The study will identify and discuss the specific challenges faced by rural youth in Maharashtra regarding English language proficiency. These challenges may encompass limited availability of qualified English language teachers, insufficient infrastructure, lack of exposure to English media and literature, societal attitudes towards English, and economic constraints.

Examination of the Impact on Employability:

The research will delve into the consequences of limited English language proficiency on the employability prospects of rural youth. This section will explore how the lack of

proficiency in English affects job opportunities, career advancement, and access to higher education. It may also discuss the experiences of rural youth in job interviews, workplace communication, and professional networking, showcasing the barriers they encounter due to language limitations.

VI. Discussion:

Interpretation of Findings:

The discussion section will provide a comprehensive interpretation of the findings derived from the literature review. It will examine the relationship between the lack of a conducive environment for English language proficiency and its impact on employability among rural youth in Maharashtra. The theoretical implications of these findings will be discussed, considering sociocultural perspectives, educational theories, and employability frameworks.

Comparison with Existing Literature:

The study will compare and contrast its findings with existing literature on English language proficiency among rural youth and employability. This comparison will highlight the novel insights and contributions of this research to the field. It will also identify any gaps or discrepancies in the existing literature that warrant further investigation.

Implications for Policy and Practice:

Based on the research findings, this section will discuss the implications for policymakers, educators, and other stakeholders involved in improving the English language proficiency and employability of rural youth in Maharashtra. Recommendations may include the development of targeted language programs, enhancement of teacher training, provision of language resources, and community engagement initiatives to create a more conducive environment for language development.

Limitations of the Study:

The study will acknowledge its limitations, such as the reliance on secondary sources, the potential for bias in the literature review, and the generalizability of the findings. It will provide a transparent assessment of the limitations to ensure the validity and reliability of the research.

VII. Conclusion:

Summary of Findings:

The conclusion will provide a concise summary of the key findings from the literature review, highlighting the challenges faced by rural youth in developing English language proficiency, the impact on their employability, and the implications for policy and practice.

Contribution to the Field:

This study aims to contribute to the existing knowledge by providing theoretical insights into the lack of a conducive environment for English language proficiency among rural youth in Maharashtra and its impact on employability. It will emphasise the need for targeted interventions and policies to address this issue and enhance the language skills and employability of rural youth.

Recommendations for Future Research:

The study will conclude by offering recommendations for future research. These suggestions may include conducting empirical studies to validate the theoretical insights provided in this research, exploring specific interventions and strategies to improve the English language proficiency of rural youth, and investigating the long-term effects of enhanced language skills on the employability and socio-economic outcomes of rural youth in Maharashtra. Additionally, comparative studies between different regions or countries with similar challenges can be valuable for identifying effective practices and policies.

By shedding light on the lack of a conducive environment for English language proficiency among rural youth in Maharashtra and its impact on employability, this research contributes to the broader field of language education, employability, and social equity. The findings and theoretical insights generated from this study can inform policymakers,

educators, and other stakeholders in developing targeted interventions to bridge the gap and create more equitable opportunities for rural youth. Ultimately, the goal is to empower rural youth with the necessary language skills to enhance their employability, open doors to socio-economic mobility, and foster inclusive development in rural areas.

6

Significance of Value Education for the Employability of Women



Ms. Aparna Joshi

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“An important attribute of success is to be yourself. Never hide what makes you, you”. - Indra Nooyi

Abstract:

Women and the value of education are closely related. Education is a necessity not only for women but for every individual. We agree on the point that not only education but values are more important and value education surely helps to empower and provide growth of women to establish themselves and manage family, their health, and the overall growth of the people in the society. Women's Education should be directed towards the development of self along with society. Macro analysis of society observes that education is less important for women. But this paper looks into the extent of the ratio of women empowerment with

value education.

Keywords: Value Education, Rural Women, Empower, Establish.

Introduction:

“If women educate, the entire family educates' ' So talking about women empowerment legendary ladies like Dr. Anandibai G Joshi, the first women Doctor of India, and Dr. Pratibha Patil, the First woman President of India. India is blessed with such magnificent value-carrying women, who contribute in different fields. But this was not easy for these ladies, they fought for education and then got the results of it. Value education in my point of view is just not the academic education or curriculum but the upbringing which every person in society received from his family or home. Here exactly the role of women is important. If the family's mother, wife, or grandmother is well cultured or brought up she will surely pass on the best values to its children or grandchildren. Why is only education for rural women important? The cause is that if she learns she can teach her family not only the book knowledge but also culture too. How to behave in society, deal with different people, and so on.

Education for all the ladies in rural regions is still a task and dream in India. Some of the states like Kerala are highly literate whereas other states are at a developing stage. It was found that Kerala reached this milestone by bringing in the members of the marginalized sections into the mainstream through the power of literacy. Here I would insist that Women must commit themselves

that they will try to awakening the mob surrounding them in society so that they can educate and earn to feed their families. Although a lot of efforts have been made by the state, local government, and other agencies to make equal ratios for job opportunities still disparity prevails in Indian society. Education and knowledge of women give self-confidence among themselves so that they can face challenges. Rural Women's literacy is essential for fast economic growth and avails their independence. Education enhances women's awareness of their rights and powers. So, education along with value education becomes a top priority in the list of societies empowerment for a country like India.

Educational Institutions in India have to play a major role in boosting confidence, empowering women through their education.

Value Education with a Vision:

Values are those which are taught since childhood. As a child starts going to school, he learns good habits and manners, how to respect elders, and how to deal with friends, relatives, and all. The Brightness of an individual goes side by side with educational institutions along with the culture and thought process of parents. Every family member of a house has a strong impact on their elders at home at one end and teachers at school at the other end.

Therefore, values education is a type of mission that has the vision to empower women, society, and the country as a whole.

The greatness of our country lies in education, let the extent of the population may be high but it all depends upon the ratio of literacy,

knowledge spread in the society, and percentage of education of women which in return will provide employability to them.

The contribution and effort of local and state government ministers and officials have to play a major role in providing employability to women. Basic education like Secondary and Higher Secondary is more than sufficient for providing employability to women in rural areas. Of course, the government also introduces various schemes and policies for better educational health of rural women in the country. In small districts and taluka places, many Industrial Units like DIC (District Industrial Centres) and other local tehsil offices come forward with small financial help by providing loans with subsidies so women can become employable at larger rates. The only thing which is required is to promote awareness among society ladies especially rural women so that they can start their units. Financial help is offered to women in the form of loans through suggested nationalized banks and can immediately resume their small units like sanitary pad units, atta chakki units, stitching shops, and many more.

The Indian Education Commission insists that educational institutions should become centers of excellence that promote equality and social justice, and reduce social and cultural differences through the diffusion of knowledge. They should foster in the teachers and students and through them in society generally the attitudes and values needed for developing a good life. Here we are talking about women and the value of education. It means values can be best put and carried on to the next-gen by a woman at home because she is the one who teaches her children, if the girl child is educated and after marriage again, she can teach her

children further. So, this is the process that is linked with women so that values are passed on from one to the next generation.

Value Education: Need of an Hour:

The education system in India still needs a lot of corrections. Agreed that our technical education experts like engineers and IT sector students are doing far better in foreign countries. They prefer the Indian brain to promote and earn higher profits based on Indian minds. But if we do a comparison, the male ratio is more than females working in foreign countries. So here we have to make major changes in the education system. Practical-based education is preferred to simply the theory-based syllabus.

The generation next i.e., young people should be educated with critical thinking and high moral values. Faith in your education system and efforts made in the right direction towards education will surely help to increase employability.

Hope that NEP (New Education Policy 2023) will provide and make better youth including women in employability.

Challenges for women in education:

Talking about the education of women, especially in rural areas it is quite difficult for them to avail the benefit of education. In villages or taluka places, girls have to come along with the support of 2 or 3 types of travelling facilities and then reach institutions for getting studies. First, they need to go by bicycle for 3 to 4 km, then go by any local transport like auto or city bus, and finally reach

college. So, this worst situation is a kind of challenge for them. Local Government authorities should make some provisions for girls or women for education and ultimately for employment.

Conclusion:

The present education system in India may be in whatever shape and condition, but it has to accept the challenge and fight for unity and integrity of the people, and their moral values and educational growth.

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7

Socio-Economic Factors Influencing English Language Proficiency among Rural Youth



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Abstract:

Being able to communicate in English is becoming more and more crucial in today's globalised world because it opens up a wide range of educational, professional, and social opportunities. Rural areas, however, frequently confront particular difficulties that can limit their exposure to English-speaking surroundings and obstruct their access to effective English language instruction. The goal of this study article is to examine how Socioeconomic factors affect rural youth's English language Proficiency. This study aims to shed light on the complex relationship between Socioeconomic factors and English language Proficiency by investigating variables such as parental education, household income, access to educational resources, and community support. The research will help educators and policymakers create specialized

programs that improve rural youth's English language Proficiency while fostering inclusivity and equal opportunity.

Keywords:

Personal factors, Socioeconomic factors, Academic factors, English language proficiency, Rural youth, Parental education, Household income, Access to educational resources, Community support, Language development, Language skills, educational disparities, Language acquisition, and Equitable education.

1. Introduction:

1.1 Background and Importance:

In today's globalized world, English language proficiency is increasingly recognized as a crucial skill. It not only makes communication easier, but it also makes it possible to go to college, get a better job, and move up socially. However, unique obstacles that can limit their exposure to English-speaking environments and hinder their access to high-quality English language education are common in rural communities. Rural and urban youth have different levels of English language proficiency due to factors like limited resources, inadequate infrastructure, Socioeconomic disparities, and cultural barriers.

It is essential to have an understanding of the socio-economic factors that influence rural youth's English language proficiency to address these disparities and promote equitable opportunities. Policymakers and educators can develop

targeted interventions and support programs that enhance language acquisition and empower rural youth to compete with urban counterparts by identifying and addressing these factors.

1.2 Objectives of the Study:

The following are the study's research objectives:

- A. To investigate the socio-economic factors that influence rural youth's English language proficiency.
- B. To comprehend how English language proficiency is affected by parental education, household income, access to educational resources, and community support.
- C. To investigate the connection between rural youth's English language proficiency and Socioeconomic factors.
- D. To give experiences and proposals to policymakers and teachers to foster powerful mediations that improve English language capability among provincial youth.

1.3 Questions for Research:

The study will be guided by the following research questions, which are based on the research objectives:

- A. What are the socio-economic factors that influence young people in rural areas English language proficiency?
- B. How does parental education affect young people in rural areas English language proficiency?
- C. In rural youth, how does household income relate to English language proficiency?

D. How does access to educational resources influence rural youth's English language proficiency?

E. In what ways does support from the community help rural youth learn English?

F. What effects do Socioeconomic factors have on the English language proficiency of young people in rural areas?

G. What suggestions can policymakers and educators make to improve rural youth's English language proficiency?

This study aims to provide valuable insights into the socio-economic factors that influence rural youth's English language proficiency by addressing these research questions. In the end, these insights will inform strategies for improving language education and promoting equal opportunities for rural communities.

2. Literature Review:

This review of the research looks at how socioeconomic factors affect rural youths' English language competency. It examines the existing studies on this subject and acknowledges the difficulties rural populations experience in getting access to high-quality language instruction. The goal of the review is to provide readers with a thorough grasp of how socioeconomic issues and English language competency in rural regions interact.

The literature reviews emphasized the significance of socioeconomic factors to a student's academic performance. According to Bourdieu (1986), the socioeconomic condition

investigates the mechanisms of student academic performance as a potential method for identifying socioeconomic and cultural factors. (1988a, 1990b, Coleman) However, inequalities in academic achievement can eventually result from differences in a household's investment level in education and access to facilities (Buchmann, 2002). Several empirical studies have shown that students with lower socioeconomic status perform academically worse than students with higher socioeconomic status. Therefore, a student's low socioeconomic status is linked to poor academic and cognitive development and language difficulties (Morgan et al., 2009). According to Aikens and Barbarian (2008), student's academic performance is negatively impacted by illiterate parents, professional backwardness, low income, and poor health. Future research can help policymakers and educators develop targeted interventions that improve language acquisition, promote equitable access to English language education, and empower rural youth with the necessary skills to thrive in a globalized world by filling these gaps.

3. Research Methodology:

3.1 Design of the Study:

Without using statistical analysis, this descriptive study investigates the socioeconomic aspects affecting rural youth's English language competency. It makes use of a cross-sectional methodology to gather information from a focused sample in a particular region. Information on elements

including parental education, household income, resource availability, and community support is gathered using a standardized questionnaire. To analyze the data and find patterns, qualitative approaches like theme analysis will be used. The research attempts to contribute qualitatively to the body of knowledge by giving a thorough analysis of how socioeconomic variables affect language competence.

3.2 Information Assortment Strategies:

A thorough literature research will be used to gather the data for this investigation. To acquire information and conclusions about the socioeconomic variables impacting English language competency among rural adolescents, pertinent academic journals, books, and other scholarly sources will be carefully studied. Using a systematic approach, the literature will be searched and reviewed to gather the necessary data, which will then be used to synthesize the results. This study will learn more about the subject and advance the body of knowledge in the field by referencing earlier studies and academic works.

3.3 Conceptual Framework:

Higher secondary school pupils' academic performance can be influenced by socioeconomic issues, educational factors, and personal characteristics. These factors affect students' grades in both good and bad ways, which affects how well they do on board exams. The conceptual framework emphasises how intricate these elements are and how they affect students' academic achievement. Based on grade

ranges, pupils' academic achievement at the higher secondary level is divided into five groups ranging from good to poor. Figure 1. Illustrates the conceptual framework of the present study.

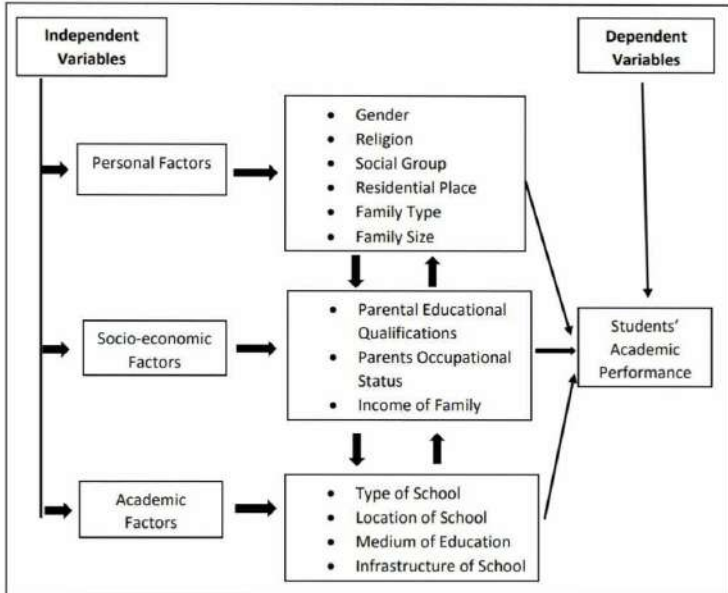


Figure 1. Conceptual Framework

4. Socio-economic Factors Affecting English Language Proficiency:

This section will dig into a thorough examination of the socioeconomic elements affecting rural youth's English language competency. These variables include Personal factors, Socioeconomic Factors, and Academic Factors all of which have a significant impact on how children learn and develop language.

4.1 Personal Factors:

Personal factors are individual traits that might affect a person's ability to speak English. These include things like gender, religion, social group, residential place, family type, family size, drive, self-assurance, learning preferences, knowledge of other languages, and cognitive skills. An individual's propensity to learn, their method of language acquisition, and their overall language development can all be influenced by personal characteristics.

4.2 Socio-economic Factors:

Parental education, household income, access to educational resources, and community support are all examples of socioeconomic variables. By affecting chances for language acquisition, exposure to English-speaking contexts, and accessibility to educational materials, these factors have a substantial impact on language ability. Language proficiency gaps between people from various socioeconomic origins can be caused by socioeconomic variables.

4.3 Academic Factors:

The formal educational system and its effects on language competence are related to academic factors. The standard of English language education, curriculum design, teacher training and certifications, classroom supplies, and assessment techniques are a few examples. By influencing the learning environment, instructional strategies, and overall educational support offered to learners, academic variables impact language acquisition results.

It is essential to address personal, economic, and academic variables to develop English language competency. While socioeconomic considerations concentrate on fair access to resources, personal aspects relate to motivation and learning styles. Effective teaching and a supportive educational environment are academic criteria. Teachers and governments may establish a setting that improves English language competency by addressing these variables.

5. Analysis and Result:

Important correlations between socioeconomic factors and English language competency among rural adolescents are identified. Parental education is positively associated with language abilities, indicating the importance of higher parental education. Higher household income is linked to increased access to resources and opportunities for language learning. Limited access to educational resources in rural areas negatively affects language competency. Community support demonstrates a strong correlation with language competency, highlighting the significance of extracurricular activities and community involvement in language development among rural youth.

These results highlight the interdependence of socioeconomic factors and their bearing on the level of English language competency in rural regions.

6. Discussion and Findings:

To comprehend the study's implications, it is essential to discuss and interpret the findings regarding the Socioeconomic factors that influence rural youth's English language proficiency. Based on hypothetical findings, here is a possible discussion and interpretation:

6.1 Educational Background of Parents:

The result that parental educational background positively promotes English language competence in rural adolescents points to the idea that parents with higher levels of education foster a multilingual home environment. This research emphasises the relevance of educational support in promoting language development as well as the function of parents as linguistic role models, in most cases.

6.2 Household Income:

Household income significantly impacts access to quality language education and communication skill development resources. Higher-income households can afford private tutoring, language immersion programs, ICT options, and cultural exchange experiences, enhancing language learning opportunities. Adequate income also enables access to technology and learning resources like computers, internet connectivity, and language learning software.

6.3 Having Access to Educational Materials:

The availability and quality of educational resources in rural areas significantly impact language proficiency. Limited or negligible access to libraries, language labs, and diverse learning materials restricts language practice and exposure.

Inadequate contemporary teaching materials and outdated textbooks hinder effective language learning and skills related to rural schools.

6.4 Community Assistance:

The correlation between language competence and community support, if favourable, emphasises the value of extracurricular activities and community involvement in fostering language proficiency largely. This research implies that creating welcoming conducive conditions in remote areas might help young people's language development.

In conclusion, the results of this study show that parental education, family income, access to educational resources, and community support have a substantial impact on rural youth's ability to speak English. Policymakers and educators may use these findings to build focused initiatives that alleviate socioeconomic inequalities and give rural adolescents equitable opportunities for language development.

7. Conclusion

This study clarifies the important impact that socioeconomic variables play in affecting rural youth's English language competency. The results highlight the need for focused interventions and policies to overcome socioeconomic gaps and give rural adolescents similar opportunities for language development while accepting the study's limitations. To add to the body of knowledge already existing in this discipline,

future research should attempt to use solid procedures and study diverse aspects of the subject.

7.1 Summary of the Results:

The study's findings on the socioeconomic factors affecting rural youth's proficiency in the English language show that parental education and household income have a strongly favourable effect on language abilities. Language development also greatly benefits from community support and access to educational materials. These results emphasise the need to tackle socioeconomic inequalities and give rural adolescents equitable chances to improve their language competence.

7.2 The Study's Limitations:

Consider the study's limitations. It was narrowly focused on a particularly rural location, which prevented generalisation to other places and people. The use of self-reported data from prior research might lead to response biases. Interpreting the results causally is made more difficult by the cross-sectional design. Individual motivation and cultural effects weren't fully investigated.

7.3 Suggestions for Future Research:

Suggestions for future research based on the identified limitations include improving generalizability, and primary data collecting is being done in a variety of rural settings and cultural situations. A thorough grasp of the variables affecting language competence using mixed method techniques. Utilising longitudinal research approaches to analyse cause-and-effect linkages throughout time. Investigating extra

elements like cultural impact and personal drive. Through in-depth interviews or focus groups, take into account the viewpoints of rural adolescents.

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8

Analysing English language proficiency Level Among Students Pursuing Degrees in Marathi Medium and its Impact on their Employability

Ms. Vaishali Supare



She's an accomplished professional with a Master's in Commerce (M. Com) and a Bachelor's in Commerce (B. Com) from RTM Nagpur University. She excelled in the MH-SET (Commerce) with an impressive score of 64%. Ms. Vaishali has valuable teaching experience, serving as an Assistant Professor at G.S. College of Commerce, Wardha, and previously at Wainganga College of Engineering & Management, Dongargaon, Nagpur. Prior to her professorship roles, she dedicated two years as a Commerce Teacher at Dhyan Deep Commerce Coaching Classes, Seloo. Her passion for teaching and strong academic background continues to inspire her students.

Abstract

The Proposed study Hypothesis aims to identify the impact of English Language Proficiency on students' Employability. The research problem has been discussed through a collection of primary data. A step-by-step procedure has been provided with sample sizes of 200 students for data gathering through Google Forms/questionnaire. Findings revealed that there is a relation between proficiency in the English language and its Impact on students' Employability. found that students who pursue Degrees in Marathi Medium, especially in B. Com have Low to Moderate proficiency in the English language, and therefore the student face

so many problems related to Employability like Communication, Lack of Confidence, etc.

Keywords:

Language Proficiency, Employability, Communication, Confidence.

Introduction:

In today's growing world the most advanced language used globally and viable language accepted by all countries is what we call English. English is a language that is widely used not only at the global level but also at the local level. like making documents in the office, giving instruction, collecting information, and storing information also this English language has got a unique general importance about everything the British left India but left their English here .with the rise of the English language although many local language is disappearing .along with the growing English language it is considered necessary to have a large English language to gain employment at the global level and it is also emphasizes how well you know the English language from the education perspective, all the students from urban as well as rural areas have to work hard to acquire knowledge of English language special those who come from rural areas had to face this practice on a large scale. characteristics coming from rural areas. those Marathi medium students face a lot of difficulties while communicating and speaking in the English language. they face great difficulties in competing with others and getting employment .so in this research we are going to check the content quality of the students who are studying in Marathi medium, especially in this

degree, regarding the English language and we are going to see its effect on employment.

Need of the study:

A researcher from a rural area who completed their education in Marathi medium faces so many obstacles due to a lack of proficiency in the English language and decided to investigate various aspects related to this topic from her personal experience. the investigator had formal and informal chats and interactions with Marathi medium students and come to know about students pursuing Degrees, especially in Marathi medium B.com students' English language proficiency level. the author come to know that many Marathi medium students of B. Com did not possess an adequate level of English proficiency level which is very much needed for them to undergo to get the job successfully that would help them to become successful in the future. As English is a universal language the investigator wanted to study the effects of language proficiency level on students' Employability.

Objectives:

- 1 To find out the level of proficiency in the English language among students pursuing a Degree B.com in Marathi medium
2. To find out whether there are any significant differences in the proficiency level and its impact on students' employability.

Hypothesis:

1. The level of proficiency in the English language among students pursuing a degree in Marathi Medium is low to Moderate.
2. There is No significant difference in the proficiency level and its impact on students' Employability

Methodology:

A survey method of research was adopted for the study

Population and Sample for the Study:

The population for the study consists of B.com Pursuing students from Marathi Medium of Wardha Districts college's .200 B. Com Marathi Medium students were selected through Random Sampling Technique for the study.

Tools Used for the Study:

prepared Questionnaire consists of 25 items including four dimensions namely reading, writing, speaking proficiency, Communication, Confidence, and Employability.

Data Analysis:

Analyses were done using percentage Analysis and Mean to interpret the raw data.

- 1) The level of proficiency in the English language among students pursuing a degree in Marathi Medium is Low to Moderate.
- 2) There is No significant difference in the proficiency level and its impact on students' Employability.

Characteristics of the English Language:

To learn any New or foreign language, one should know the basic features/characteristics of such language. the basic and important features/ characteristics of the English language are given below for better understanding: Phonology (the sound of the system - Phonetics) Morphology (the structure of words – inflected forms) Syntax (the combinations of words into sentences- grammar) Semantics (how sounds and meanings are related) Lexicon (dictionary of words – vocabulary) In addition to the above said

features/ characteristics of the English language pronunciation, vocabulary, and grammar are most important. phonology is called Received Pronunciation. It is important to note that the spelling of a word is not always an accurate guide to how it is pronounced. Similarly, the pronunciation of a word is not always helpful when working out how that word should be spelled.

There are Twenty-Six letters in the English alphabet but there are many more sounds in the English language. This means that the number of sounds in a word is not always the same as the number of letters.

Proficiency in English Language:

The ability to do something well because of training and Practice Advancement in knowledge or skill: progress Having great facility (in an art, occupation, etc.); skilled Proficiency is best practiced through reading and writing studying the rules of language Grammer, Phonology, Morphology, and Syntax is the most essential factor in Acquiring language proficiency. so here are some things for enhancing level. Practice To be fluent, proficient, and accurate in a language like English, one ought to undergo practicing the four language skills-LSRW since English is a skill-oriented subject. There are most important factors or skills for language learning are listening, speaking, reading, and writing as per LSRW for achieving success in language proficiency. Teaching- learning the English language while ensuring focus on all these four skills provides a way for the learners to achieve the desired level of language proficiency.

1) Articulation:

English is a Nonphonemic language. The sounds of English are not consistent and do not adhere to strict phonetic rules as it has been

influenced by so many languages, for example, Latin and German, etc. The English language does not have a direct or exact correspondence between the letters of the alphabet and the sounds they represent. The English alphabet which consists of Twenty-Six letters represents a total of Forty-Four sounds when pronounced in the Received articulation.

2) **Vocabulary:**

Vocabulary refers to the collection of words, terms, and expression that a person knows and understand in a particular language. English is considered to have the largest vocabulary compared to any other language. It encompasses the words a person is familiar with including their meanings, spellings, articulation, and usage. Vocabulary is an essential component of language proficiency, as it enables individuals to comprehend and effectively communicate in written and spoken forms. Building a robust vocabulary involves learning new words, expanding one's word knowledge, and understanding how to use words appropriately in different contexts.

3) **Grammar:**

Generally speaking, students feel that English is a difficult language having complicated grammar rules to master. But it is true that for effective communication there is a need for essential principles of grammar or syntax. Language is supposed to be a big highway, the words are the cars and trucks, but the grammar is the road signs and markings that tell the cars and lorries where to go and how to drive. Grammar refers to the set of rules and principles that govern the structure, formation, and usage of a language. It encompasses the system of organizing words, phrases, and sentences to convey meaning and facilitate effective communication .so for learning any language one should know how to use Grammer effectively.

Impact on Employability:

English language proficiency can have a significant impact on students' employability in today's globalized job market. Here are some ways in which English language skills can influence job prospects:

1. **Communication:** English is the most widely spoken language for business and professional communication worldwide. Employers often require strong verbal and written English skills to effectively interact with colleagues, clients, and partners from different countries. Proficiency in English allows individuals to express themselves clearly, understand instructions, participate in meetings, negotiate, and collaborate effectively.

2. **Global Opportunity:** English proficiency opens to international job opportunities. Many multinational companies and organizations require employees who can communicate fluently in English. Global Opportunities: English proficiency opens doors to international job opportunities. Many multinational companies and organizations require employees who can communicate fluently in English, as it facilitates coordination and collaboration among teams in different countries. Proficiency in English can make individuals more competitive in a global job market and increase their chances of landing jobs with international travel or assignments.

3. **Access to Resources and Information:** English is the dominant language of the internet, scientific research, academic publications, and professional development materials. Proficiency in English enables students to access a vast array of resources, stay updated

with the latest industry trends, and develop their professional skills. It also allows them to leverage online platforms for networking, job search, and professional growth.

4. Professional Presentations and Interviews: During the job application process, English language skills are crucial for delivering effective presentations, writing compelling cover letters and resumes, and performing well in job interviews. A strong command of English helps candidates showcase their qualifications, express their ideas clearly, and demonstrate their suitability for the role, thereby enhancing their employability.

5. Soft Skills Development: Learning English often involves developing various soft skills, such as active listening, critical thinking, and cultural awareness. Employers highly value these skills, as they contribute to effective teamwork, problem-solving, and adaptability. Proficiency in English demonstrates a willingness to learn and adapt to diverse work environments, making candidates more attractive to employers.

6. Industry-Specific Requirements: In certain industries such as hospitality, tourism, customer service, or international relations, English proficiency is often listed as a specific job requirement. Employers in these sectors prioritize candidates who communicate effectively with customers, clients, or visitors from different linguistic backgrounds.

7. While English language proficiency is not the sole factor determining employability, it can significantly enhance a student's chances of securing desirable job opportunities, especially in international or globally-oriented industries. Students need to invest in developing their English skills to enhance their

employability and open up a wider range of career prospects.

Conclusion: so, the study concluded that the English proficiency level of Marathi Medium students who are pursuing a Degree is Low to Moderate and need to work on that.

9

**Desirable Traits of Educated Indians:
Unexplored Potential Hindered by the Indian
Educational System's Approach and Its Impacts
on Employability**



Mr. Nitin Tiwari

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Abstract:

This theoretical research paper explores the desirable traits possessed by educated Indians that remain largely underdeveloped and malnourished due to the approach of the Indian educational system. By critically analysing the current state of education in India and its implications on employability, this paper aims to shed light on the factors hindering the full realization of individuals' potential in the job market. Through an interdisciplinary approach, encompassing perspectives from education, psychology, and the job industry, this research paper provides insights into the systemic challenges faced by educated Indians and suggests

potential solutions to bridge the gap between education and employability.

Keywords: educated Indians, desirable traits, malnourished, underdeveloped, Indian educational system, employability

1. Introduction

The Indian educational system, with its vast network of educational institutions and rich history, has played a significant role in shaping the intellectual capital of the nation. However, there exists a disconcerting gap between the education imparted and the employability of educated Indians. Despite possessing an array of desirable traits, such as critical thinking, problem-solving abilities, and adaptability, many individuals fail to fully capitalize on their potential due to systemic flaws in the Indian educational system. This paper aims to investigate the reasons behind this paradox, focusing on the impact of the educational system on the development of these traits and their subsequent effect on employability.

2. The Current State of the Indian Educational System

2.1 Historical Overview

The Indian educational system has a rich history dating back centuries, with ancient centers of learning like Takshashila and Nalanda attracting scholars from around the world. However, the modern education system in India has evolved

significantly over time, influenced by various factors such as colonialism, political changes, and economic development. During the colonial period, the British implemented an education system primarily designed to produce clerks and administrators to serve their administrative needs. This system focused on rote learning, memorization, and an emphasis on English language proficiency. While it provided access to education for a select few, it failed to address the broader educational needs of the Indian population.

Post-independence, India adopted a democratic framework and envisioned education as a means of social upliftment and nation-building. The government made significant efforts to expand access to education, with the establishment of numerous schools, colleges, and universities across the country. However, challenges such as regional disparities, inadequate infrastructure, and a rapidly growing population posed obstacles to achieving quality education for all.

2.2 Structure and Curriculum

The structure of the Indian educational system is hierarchical, consisting of primary education (grades 1-5), secondary education (grades 6-10), and higher secondary education (grades 11-12). This is followed by tertiary education, which includes undergraduate and postgraduate degrees.

The curriculum in India is largely focused on academic subjects, with a strong emphasis on science, mathematics, and language proficiency. While this approach aims to build a strong foundation in core subjects, it often neglects the

development of other essential skills, such as critical thinking, problem-solving, and creativity.

Furthermore, the curriculum is predominantly based on prescribed textbooks, encouraging rote learning and memorization rather than fostering a deep understanding of concepts. This approach limits students' ability to apply their knowledge in real-world situations and stifles their creativity and analytical thinking skills.

2.3 Assessment and Examination Patterns

The assessment and examination patterns in the Indian educational system primarily revolve around high-stakes, standardized examinations. These examinations, such as the board exams at the secondary and higher secondary levels, place significant pressure on students to perform well academically.

The focus on rote learning and the heavy reliance on written examinations often leads to a memorization-based approach to studying. Students are evaluated based on their ability to reproduce information rather than their comprehension, critical thinking, and problem-solving skills. This narrow focus on examination results can hinder the holistic development of students and overlook their other talents and abilities.

Moreover, the competitive nature of these examinations contributes to a culture of intense competition and stress among students. The pressure to secure high scores often leads to a lack of exploration and experimentation, as students

prioritize meeting exam-oriented expectations over pursuing their interests and passions.

Overall, the current state of the Indian educational system reflects a strong emphasis on academic knowledge, rote learning, and standardized assessments. While this approach has its merits, it falls short in nurturing the desirable traits and skills necessary for individuals to thrive in the modern job market. The subsequent sections of this research paper will delve into the impact of these aspects on the employability of educated Indians and propose potential solutions to bridge the gap between education and employability.

3. Desirable Traits of Educated Indians

3.1 Critical Thinking and Analytical Skills

Critical thinking and analytical skills are highly desirable traits in the job market, as they enable individuals to evaluate information, solve complex problems, and make informed decisions. Educated Indians often possess a solid foundation of knowledge, but the Indian educational system's approach often hampers the development of critical thinking skills.

The emphasis on rote learning and memorization leaves little room for students to question, analyse, and critically evaluate concepts and ideas. The focus on textbook-based learning discourages independent thinking and limits opportunities for students to engage in active problem-solving and critical inquiry.

To enhance critical thinking skills, the Indian educational system should encourage students to engage in activities that promote analysis, synthesis, and evaluation. This could be achieved through project-based learning, case studies, group discussions, and incorporating real-world examples into the curriculum. By fostering a culture of inquiry and providing opportunities for students to apply their knowledge in practical scenarios, educated Indians can develop stronger critical thinking and analytical abilities.

3.2 Creativity and Innovation

Creativity and innovation have become crucial skills in a rapidly changing world. They drive entrepreneurship, problem-solving, and the development of new ideas and products. However, the current approach of the Indian educational system often stifles creativity and limits opportunities for students to explore their imaginative potential.

The focus on rote learning and standardized assessments leaves little room for individual expression, original thinking, and creative problem-solving. Students are often expected to conform to predetermined answers and solutions rather than being encouraged to think outside the box and explore alternative perspectives.

To foster creativity and innovation, the Indian educational system should incorporate more experiential and project-based learning approaches. Encouraging students to engage in activities such as brainstorming, design thinking, and collaborative projects can stimulate their creative thinking

and problem-solving abilities. Additionally, integrating arts, music, and other creative disciplines into the curriculum can provide students with avenues to explore their creative talents.

3.3 Communication and Interpersonal Skills

Effective communication and interpersonal skills are essential for success in the job market, enabling individuals to express ideas, collaborate with others, and build meaningful relationships. While educated Indians may possess strong theoretical knowledge, their communication and interpersonal skills often remain underdeveloped due to the limitations of the Indian educational system.

The emphasis on written examinations and textbook-based learning often neglects the development of oral communication skills. Furthermore, the lack of opportunities for interactive learning and collaboration inhibits the growth of effective interpersonal skills.

To enhance communication and interpersonal skills, the Indian educational system should prioritize activities that promote verbal communication, active listening, and teamwork. Classroom discussions, presentations, debates, and group projects can provide opportunities for students to develop effective communication skills and learn how to work collaboratively with their peers. Additionally, incorporating training programs and workshops on communication skills within the curriculum can further enhance the employability of educated Indians.

3.4 Adaptability and Resilience

In a rapidly evolving job market, adaptability and resilience have become crucial traits for individuals to navigate change and overcome challenges. Educated Indians, with their solid educational foundation, have the potential to exhibit these traits. However, the traditional approach of the Indian educational system often falls short in cultivating adaptability and resilience.

The rigid structure and focus on prescribed syllabi limit students' exposure to diverse learning experiences and real-world scenarios. This lack of exposure can make it challenging for educated Indians to adapt to dynamic work environments and handle unexpected situations. To foster adaptability and resilience, the Indian educational system should incorporate experiential learning opportunities that expose students to real-world challenges. Internships, apprenticeships, and industry collaborations can provide students with practical experiences that require them to adapt, innovate, and overcome obstacles. Additionally, integrating life skills training and promoting a growth mindset can equip educated and adapted.

4. The Impact of the Indian Educational System on Employability

4.1 Rote Learning and Lack of Practical Application

One of the significant impacts of the Indian educational system on employability is the prevalence of rote learning and

the limited focus on practical application. Rote learning, which involves memorizing information without understanding its underlying concepts, dominates the learning process in many classrooms. This approach hampers the development of critical thinking, problem-solving, and practical skills necessary for the job market.

Employers often seek candidates who can apply their knowledge to real-world situations and think critically to solve problems. However, the emphasis on memorization rather than comprehension limits the ability of educated Indians to effectively apply their theoretical knowledge in practical settings. As a result, despite having educational qualifications, individuals may struggle to meet the demands of the workplace, where adaptability and problem-solving skills are crucial.

4.2 Standardized Testing and Limited Scope of Assessment

The reliance on standardized testing in the Indian educational system has a profound impact on employability. Standardized tests, such as board exams and entrance exams for higher education, primarily assess memorization and regurgitation of information. While these assessments play a role in determining academic performance, they often fail to capture the full range of skills and abilities necessary for employability.

The limited scope of assessment neglects essential aspects like critical thinking, creativity, communication, and practical skills. This narrow focus leads to a mismatch between the

skills acquired through education and the skills demanded by the job market. Consequently, educated Indians may face challenges in securing employment opportunities that require a broader skill set beyond the ability to perform well in standardized tests.

4.3 Inadequate Emphasis on Soft Skills Development

Soft skills, such as communication, teamwork, leadership, and emotional intelligence, are increasingly valued by employers across various industries. However, the Indian educational system often overlooks the development of these critical skills, focusing primarily on academic subjects. Effective communication is vital for collaborating with colleagues, presenting ideas, and building professional relationships. However, the limited opportunities for interactive learning and oral communication within the educational system hinder the development of strong communication skills.

Similarly, teamwork and leadership skills are essential for success in the workplace, as many jobs require collaboration and the ability to lead and motivate others. However, the Indian educational system often prioritizes individual performance and places less emphasis on developing these interpersonal skills.

The lack of emphasis on soft skills development negatively impacts employability, as employers increasingly seek candidates with a well-rounded skill set that includes both technical expertise and strong soft skills. Without adequate soft skills development, educated Indians may struggle to

effectively communicate, collaborate, and adapt to the dynamic requirements of the job market.

5. Addressing the Impact: Potential Solutions to Enhance Employability

To bridge the gap between the desirable traits of educated Indians and their employability, several potential solutions can be considered:

5.1 Curriculum Reforms and Inclusion of Practical Learning

Curriculum reforms should focus on shifting from a rote learning-based approach to a more holistic and practical learning environment. Introducing experiential learning methods, such as project-based learning, internships, and industry collaborations, can provide students with hands-on experiences that develop critical thinking, problem-solving, and practical skills.

5.2 Rethinking Assessment Methods

Diversifying assessment methods beyond standardized testing is crucial. Incorporating performance-based assessments, portfolios, presentations, and real-world projects can provide a more comprehensive evaluation of students' abilities. This approach would assess not only their knowledge but also their application of that knowledge in practical scenarios, fostering employability.

5.3 Strengthening Industry-Academia Collaboration

Enhancing collaboration between educational institutions and industries is essential to align educational curricula with the needs of the job market. Establishing partnerships, internships, and mentoring programs can facilitate the exchange of knowledge, industry insights, and practical skills development. Industry involvement can help educators understand the evolving skill requirements and adapt the curriculum accordingly, enhancing employability prospects for students.

5.4 Enhancing Soft Skills Training and Career Guidance

Integrating soft skills training into the curriculum and providing dedicated career guidance support can significantly improve the employability of educated Indians. Offering workshops, seminars, and courses on communication, teamwork, leadership, and emotional intelligence can help students develop the necessary skills to succeed in the job market. Additionally, career guidance programs can assist students in identifying their strengths, exploring career paths, and developing job-seeking skills.

6. Conclusion

The impact of the Indian educational system on the employability of educated Indians is a significant concern that needs to be addressed. The prevalence of rote learning, the limited scope of assessment, and the inadequate emphasis on

soft skills development contribute to a gap between desirable traits and actual employability.

By implementing curriculum reforms, diversifying assessment methods, strengthening industry-academia collaboration, and enhancing soft skills training and career guidance, stakeholders can work towards closing this gap. Empowering educated Indians with a comprehensive skill set that combines academic knowledge, critical thinking, practical skills, and soft skills will not only improve their employability but also contribute to the overall growth and development of the nation's workforce.

10

Importance of Learning English in Rural Areas of India: Need for Better Employability



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Abstract:

Today, in this global era, the importance of English has increased a lot. As we know, language is a medium to express our views, opinions, and feelings with each other. All over the world, English is a language that is accepted and known all over the world. Due to that, the importance of learning English is increasing day by day. In India, especially in rural areas, the performance of students in English is not satisfactory. Many reasons behind it is untrained teacher, poor methods of teaching English, and fear in the mind of students about English are discouraging them to learn English. In MNCs for getting recruited, they demand fluency in English, and due to lack of fluency in English communication people lose job opportunities and this leads to unemployment in India. 7.44% contribution of rural areas in unemployment of India. This is the biggest obstacle in the way of the development of

our country. Student Attitude also is a key part of learning English due to that only it is considered as input and output as well as Motivation at the same time is also required it is said that if the person is fully motivated, he /she can learn things easily and can retain them for a long period. It has been seen that passive learning, lack of adequate material for teaching, motivation of the student, and attitude towards learning keeps the rural area students inefficient in the English language compared to urban students.

Introduction:

Nowadays English has become a need to be successful in life especially if one wants to make a career in MNCs. It is mandatory to have a good command of English. In India, the performance of urban areas is quite satisfying but in contrast, if we talk about rural areas the situation is not good. Very few students have a good command of English. English language education has become a global issue. Teachers and learners from rural areas experience numerous limitations that significantly impact the quality of teaching and learning, learners' learning opportunities, etc. From last many years, our country's people are hoping that one day the dream of becoming a developed nation will come true, but due to biggest obstacle in the way of this dream is unemployment and if you go to the root of this problem, you will come to know that one main reason is lack of good command in English communication apart from this many other factors

contribute to the lack of confidence in people for speaking English.

Factors that are making a difference between urban and rural areas:

Many factors are making a difference in an urban English learning Process. Some are as follows –

- In rural areas not only the teacher but also the student needs to play a proactive role while learning English. Students need to give some extra effort to themselves also.
- The rural learner was not trained well and there was no proper guidance in the school.
- The mother tongue influence was also one of the reasons for the learners to commit errors in English and found it difficult to write and speak.
- Rural students are afraid to speak English and due to that it builds low confidence in rural learners.

1. Family Factor:

Compared to urban area students, students in rural areas have low performance. In rural areas, parents are less educated as compared to urban areas and as the parents are not much educated, they are unable to teach Some basics of English. So that may be one cause for the poor performance of students in English. Some experts believe the performance of students also depends on parents' education as parents play a very influential factor in deciding what students should take.

2. Lack of Government Initiatives:

Education is a powerful weapon for the progress of any country. We have already learned from the past about the importance of education and nowadays the importance of the English language increases for getting a good job so the government should make some efforts to improve the tools and education system in rural areas. The teacher should be trained for it. In India, we are facing a big issue. The government is making many policies but implementation is a big issue, and if a government wants to bridge the gap between employment and unemployment the government needs to take strict action.

3. Financial Factor:

In rural areas, the unemployment rate was 7.7 percent on December 31, 2022. Due to unemployment, most of the people in rural areas have low incomes to get educational resources and facilities to learn as compared to urban areas.

4. Logistic Support:

In rural areas, some educational institutions lack facilities and resources that contribute to poor performance of students in English.

5. Unavailability of Adequate Number of Books:

Rural areas are also facing the problem of not having adequate and updated books for students which also cause problems for students to learn English.

Reasons for Learning English: -

- Good Command in English is required to get a job in MNCs.
- For travelling from one country to another, English is a language that will be very helpful to you as English is accepted all over the world.
- Knowledge of the English language can boost your morale.

Literature Review:

In the process of learning and teaching two most important people are there- one is a teacher and the other is a student. Both participants should be active but here while learning English the responsibility of students is more because it's not only demanding concentration but also some extra effort which is required by students for regular improvement and for having a good command of communication. Teachers and students should work together to create intellectual and practical activities for students that can make their learning smooth. The teaching material also plays a vital role in the process of learning English. They make learning more pleasant to the students as they offer a reality of experiences, which stimulates self-activity and imagination on the part of the student.

Problem Statement: -

In India, only 45% of people can speak Hindi. In India, most people can speak English, especially in urban areas. 88% of

people can speak English, but on the other hand, the condition is not good in rural areas; only 3% of people have a good command of English.

Overall Objective of Study:

To find out the disparities between urban and rural area teaching facilities and systems. To Ascertain the reason behind the ineptitude of students in English subjects in rural areas.

To know about teacher-student demand to the government for improving English achievement at rural area educational institutions.

Importance of Study:

In this era of globalization, the importance of English has been increasing day by day. Getting a job in MNCs requires a good command of English, and in India, you can see the huge difference between urban and rural areas in terms of communicating and speaking in English. In India, 45% of people speak Hindi whereas in urban areas, 88% speak English and in rural areas, only 3% speak English. Here only you can see that there is a huge disparity between urban and rural area people in terms of speaking English. India dreams of becoming a developed nation. It's a dream only as in India many people are facing the problem of unemployment. There are many factors behind it, but one of the factors is that in India, especially in rural areas, people don't have a good command of English. They are talented but just because they

lack English speaking skills, they lose many opportunities. This research aimed at making contributions towards the quality improvement of English education in rural areas of India by clarifying the factors that influence students' English achievement at a rural area educational institution.

Research Question:

1. What are the factors affecting Students' English achievement at the rural area's educational institutions in India?
2. What is the actual situation of a student's achievement in both rural and urban settings?
3. What inputs are useful in improving student English achievement?

Conclusion:

English is one of the most used and dominating languages in the world. It has an impact on every field of work. Undoubtedly, English plays a much greater role in the world that people can't ignore fully. It has a bright future, it helps connect us in a global world, and it can also help us in our personal and professional life. Although learning English can be challenging and time-consuming, we can see that it is very valuable to learn and this way, we can create many opportunities.

11

Importance of English Communication and its Relevance in Enhancing Employability Skills in Today's Students



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Abstract:

We all know that communication is one of the important aspects of our life. Without communication, we are unable to do our day-to-day tasks. But in today's era, communication has been an inevitable quality that every student should have irrespective of their stream whether it is arts; commerce; science, or any other professional degree. This paper will focus on the importance of the English language and communication concerning the employability skills required by employers in the prospective candidates i.e., students. It will also provide insight into the suggestions to improve English communication by students/ employees.

Keywords: Communication, Arts, Commerce, Science, Professional Degree, English Language, Employability Skills, and Prospective Candidates.

Introduction:

Since the ancient period communication acted as an important tool for interaction with others. In ancient times, people communicated in different ways like painting, sign language, drawings, etc. Here these acted as a medium of communication between people of that era. This has served as an important tool for communication for them when no language was known to people. With time communication has gained a lot of importance.

Communication serves as a common medium by which one can exchange their thoughts or views with others. For this, it is always necessary to have a common language for establishing interaction between two or more people. With this, we can share our views or knowledge with them, and they can also express their view with us. Thus, for interaction, we need a common language. With time this became a global need to have a common language with which a person from one country can communicate with another person from another country. With time this has generated a need for a global language that will not only serve as a communication medium but also be easy for learning and accepting by people of different countries as a global language. Due to its popularity and easiness of learning the English language has taken the place of a global language. With time more and

more people have been accepting English as a common language of communication.

In today's time, especially English communication has gained much importance. It is relevant to be said that if we are poor in English communication, we are considered non-employable by corporates. Today those students who are learning their graduation or post-graduation are essentially required to have fluent communication skills.

English proficiency and employability are inextricably related. English has developed into a lingua franca in today's globalized economy, enabling individuals to interact and collaborate across international boundaries. This indicates that studying English is a highly sought-after skill for employability. English is the most widely used language for communication and is crucial for the success of enterprises. Regardless of the team members' original tongues, it enables more seamless communication between businesses, clients, and customers.

Importance of English Communication:

Employability and English Language:

Employability and English language proficiency go hand in hand. An individual's employability increases with their level of English proficiency. Keeping a job and advancing your career are thought to be the following obstacles after finding work. One of the greatest aspects determining this is having effective English communication skills. This is the rationale behind why the majority of eminent educational institutions

in the nation provide English language improvement programs to their pupils. These programs aim to improve student's English language proficiency together with their technical or professional expertise by teaching it as a skill. Many corporations have connections with different schools to make sure that their kids pick up these talents while still in school.

Language Proficiency and Other Soft Skills:

Language proficiency and other soft skills are given a lot of weight when applying for jobs. The necessity to acquire or inherit competencies becomes important to even just survive in the market as more and more business houses go global and operate in competitive situations as a result of the altered global economy. Both the employer and the employee must acknowledge this fact. The ability to communicate in English with clients, both domestically and internationally, goes beyond simply understanding and structuring correct sentences to include the ability to apply interpersonal skills, presentation skills, and negotiation skills. English is the business communication language of the majority of companies.

Guarantee For Successful Business Outcomes:

In the business sector, being able to communicate effectively in English is viewed as a tool to guarantee successful business outcomes and as something that will lead to favorable consequences. Thus, a person's education, aptitude, character,

and English communication skills become crucial considerations in whether or not they are viewed as an organization's "assets" and "contributors" to its success. It has been observed that employers search for potential workers who demonstrate certain abilities during campus interviews and other hiring procedures.

English Communication Skill A Talent:

As was already discussed, professional institutions are now ensuring that English's value as a talent is recognized in their curricula. The students are trained to ace their interviews and assist them break into the workforce. Later on, it is required of these students to continually improve their abilities to compete in the demanding professional environment. In such a situation, a course that is intended to give the pupils opportunities for speaking and listening in English is beneficial. Such a course benefits students who may not have had the chance to utilise English as their primary language of communication, while simultaneously enhancing the language skills of other students.

Job Assurance:

Since English is the most common language of communication, companies favor applicants who speak it well. Effective English speakers have a higher likelihood of landing a job because they can more easily get through the language barrier. They can also more easily keep up with the most recent developments and trends in their business.

“A real unified market of knowledge and ideas is now possible because English is spoken by one-fourth of the world's population. English is the world's most widely used business language, so having a strong command of it provides both current and potential workers a competitive edge,” Michael added.

According to the survey, over 50% of Indian firms conduct English tests as part of the interview process, and almost half of them provide candidates with strong English language abilities and a better beginning wage package, added Michael.

Ways to Improve English Communication by Students/ Employees: Use of English Language Lab:

A decent language lab will be extremely beneficial. Students will be guaranteed to learn the language through predesigned courses created utilising a standardised teaching-learning formula that caters to the functional needs of language acquisition.

Improve Pronunciation Abilities:

For all students to benefit from the content, it should in reality cater to the language learning demands of all varying proficiency levels. It's important to improve pronunciation abilities and get rid of typos that regionalism introduces into speech.

Educational Materials, Software:

Educational materials are available at Words Worth English Language Lab. Through the usage of the software, the teaching and learning process is made exciting and successful for both students and teachers.

Content of CEFR:

The content is developed using the Common European Framework of Reference for Languages (CEFR) guidelines and is appropriate for all six levels, ensuring that students' English language proficiency levels improve and prepare them for the labor market.

Training to Staff:

In light of this, companies should offer their staff the tools they need to study and practice English. This may entail receiving formal training, enrolling in online classes, or just granting access to helpful language learning resources. Additionally, employers have to provide chances for workers to exercise their English at work, such as frequent English-language meetings

Conclusion:

In conclusion, firms are increasingly searching for English-speaking workers. In addition to fostering a cohesive corporate culture, this may also be profitable for the business. The language that is spoken the most over the world is English. There are around 375 million native speakers in this

enormous community, in addition to many more skilled speakers. It is a lingua franca, or common language, in many more countries and is an official language in more than 50 of them. As a result, learning English is one of the most important things you can do if you want to travel, work, or study abroad. English proficiency and employability are complementary in the current competitive job market. By increasing our career options, English improves our employability. English has greater business connections with firms with a worldwide presence.

Finally, improving English proficiency is a great way to increase earning potential. Along with expanding career alternatives, it will also help us and our colleagues to communicate better. This is quite beneficial for anyone looking to boost their income. In today's globalised world, knowing English can help you succeed more and take advantage of new chances. Being able to communicate in English can help people form social networks, engage with other cultures, and promote international collaboration. Being able to communicate in English is a vital ability that is becoming more and more important in today's global company. Working to advance one's English may open up a world of options.

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English: Need for employment opportunities in the current scenario

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She's an accomplished Assistant Professor with a strong academic background and a passion for teaching. She successfully cleared the UGC NET in 2020 and holds a Master's in Commerce from G.S. College of Commerce and Economics, Nagpur, as well as a Masters in Business Administration from G.S. College of Commerce, Wardha. Rajeshwari completed her graduation in Commerce from G.S. College of Commerce, Wardha as well. Since 2020,

she has been contributing her expertise and knowledge as an Assistant Professor at G.S. College of Commerce, Wardha.

Abstract:

In today's scenario, English language skills and the availability of employment opportunities go hand in hand. The better the skills an individual has in English, the higher will be the scope of employability. In addition to that employment retention and career enhancement are the next challenges, post securing employment. Effective communication skills in English are one of the most crucial factors affecting this. This is the reason why nowadays almost all educational institutes are introducing English language development courses for their students. In fact, there are various corporate organisations that are connecting with institutions to imbibe such skills in their students so that

students can become ready for jobs once they face the transition phase of becoming earners from learners. Because of the growing weightage attributed to language skills and other soft skills for acquiring a job and business houses going global and working in competitive environments the need to acquire good command over the English language becomes imperative to get employment opportunities and survive in the market. So, the main objective of this paper is to study the importance of the English language for getting more and more employment opportunities.

Keywords:

Effective communication skills in English, Employment opportunities, corporate organizations

Introduction:

In the modern era, English has become a language which connects people from different regions, cultures, and nations. Due to the fact that the British ruled most parts of the world a few years ago, they could conveniently sow the seeds of the English language and culture in those countries. Though not intended but today English has become a common language to the world. It has helped the world share any kind of information quickly and clearly without any translation. Due to globalization, companies are thinking beyond their nation and dealing with fruitful and challenging overseas assignments. As English is spoken in most countries, they need human resources with good knowledge of English. As

private sector companies are gaining ground and becoming more competitive as well as the largest provider of employment opportunities due to the changed world economy, English is the most commonly used language in the corporate world; the knowledge of English has become one of the most crucial employability skills. Hence it becomes very crucial to have good knowledge of English to increase the scope of employability. The ability to express formal communication in oral as well as written form is equally considered important by prospective employers. As one moves higher in the vertical direction in the organizational hierarchy, it becomes naturally necessary to be a good presenter, negotiator, and convener and English is a language which will positively help in performing all these roles efficiently.

So, due to all these reasons, those who are looking for good employment opportunities and more options for career advancement and development need to have a very good knowledge of English as a language. In addition to this today we are living in the era of Globalization where everything is globalized so human resources too, hence to survive in such a competitive world English plays a very crucial role because it acts as a common language to the world. Hence to have an expanded scope of career and employment opportunities English plays a very crucial role and this is the reason why in the current scenario English language skills and the availability of employment opportunities go hand in hand.

Therefore, world English language skills and employment opportunities es have become interrelated in today's world.

Objectives:

To understand the importance of English in different areas specifically employment opportunities.

To determine the relationship between English language skills and employment opportunities.

Research methodology:

Result design:

This research is descriptive in nature so it has gone through theoretical data collection and analysis.

Data collection method:

In this study data collection method is purely secondary and data has been collected from various sources like newspapers, articles, websites, etc.

Limitations of the study:

The study is based on secondary data so it has its limitation.

Importance of English Language for Employment opportunities:

Today English is used as the primary language in MNCs. Most companies are working with international clients so they are likely to engage with people who speak English as their

first or second language hence the ability to use English in the workplace becomes a valuable skill.

Companies do not look for candidates having mastery over English but for candidates having a good sense of language while writing and speaking because this ability is very important at the time of recruitment.

Nowadays Employers are interested in interviewing and recruiting those candidates who have both communication skills in English and job skills as it lessens their burden of giving too much orientation training at the time of job training.

Because of aforesaid reasons nowadays those who have good command of English can grab more and better job opportunities.

Challenges in learning or being Competent in English:

Even though English plays a very crucial role in being employable it adds great value to a resume but still, there are various factors which become hurdles in the way of being competent in English:

Use of mother tongue:

Indian students are prone to their mother tongue. It creates a major problem. Generally, native languages are used to teach other subjects. They do not get enough opportunities to speak

English outside the classrooms. This process cut short their chances of being competent in English.

Inaccurate Government policy:

The government of India is always in a hurry to implement policies on educational institutions. Politicians and educationists have different ideas regarding English implementation.

Lack of motivation and encouragement:

India is a multilingual country. Due to this, students do not realize the necessity of learning English at the initial level. In addition to this their family environment, and social and economic conditions also put up challenges in their path. So, these are the major hurdles that generally create obstacles in the way of learning English.

Role of English in Career Development in various fields:

In today's scenario, major areas or sectors which create most of the employment opportunities require people with good command of English because of various reasons or benefits associated:

Information Technology: The IT industry demands you to be familiar with the basic IT terminologies like hardware, software, internet, etc. For collaborating and understanding new updates in the world of Information Technology proficiency in the English language becomes mandatory.

Finance:

Command over the English language is important to understand bills, invoices, rules and regulations, and new compliances of the world. This also helps in understanding rules and regulations worldwide.

Marketing:

English is the most commonly used language on different mediums like the internet, newspapers, or social media. So, to market products or services and to reach potential customers knowing English becomes crucial.

Law, Public Safety, Corrections & Security:

The worldwide laws, public safety, and security regulations are available in English. So, if one wishes to join this industry, being familiar with the universal language, i.e., English plays an important role.

Business Management & Administration:

To manage own business and its operations it is important to be proficient in English. It will help in getting more clients and managing existing employees.

Education & Training:

To educate and train students worldwide it is highly beneficial to know a commonly used language like English. This will ensure that you reach the maximum number of students and they can easily understand what you teach.

Transportation, Distribution & Logistics:

In an era of Globalization, this sector is not confined to only the geographical boundaries of the nation. It is expanded internationally. So, it becomes important to communicate in a universal language. Learning and understanding English will help in connecting to people in any country in the world Which will put up additional opportunities.

Travel & Relocation:

If any job demands to relocate and travel a lot, then you need to learn a commonly used language such as English. This will make sure that you don't face any difficulties while living in a different country.

So, this way almost in all sectors knowledge of English plays a very crucial role and those having a good command of the English language have more scope of getting good employment opportunities as compared to those who have only good technical skills but do not have good command over the English language. Hence it can be said that there are better employment opportunities if you know better English.

Conclusion:

In last to sum up it can be said that in the Modern era, English has become a link language, international language, business language, and language of Commerce and Trade. Today we are living in the digital world of Information and

communication technology where this fact cannot be denied that English is a tool of empowerment for employability because this language gem of all fields whether it's Information Technology, Marketing, Finance, Education etc, everywhere the process starts with English. So, it is not only important but opens the gateway for more employment opportunities. In the future as well the importance of English will grow and capture all the corners of the world Which will influence employability to a great extent Hence it is proven that English has become a need for better employment opportunities in the current scenario and this need will grow with a period.

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Parental Involvement in Promoting Communication Proficiency: A Comprehensive Review



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Abstract:

Effective communication proficiency is a fundamental skill that significantly impacts a child's academic, social, and personal development. Parental involvement plays a crucial role in fostering and enhancing communication proficiency in children. This research paper explores the importance of parental involvement in promoting communication skills, the factors influencing parental involvement, and the positive outcomes associated with active parental participation. By examining various research studies and examples, this comprehensive review aims to shed light on the significance of parental support and strategies to promote communication proficiency in children.

1. Introduction:

Communication proficiency is the ability to effectively convey ideas, emotions, and thoughts through verbal and non-verbal means. It is a critical skill that influences a child's academic success, social interactions, and overall well-being. Parental involvement in nurturing communication proficiency is essential in a child's early years as parents serve as primary caregivers and role models. This research paper explores the impact of parental involvement on communication proficiency in children and the various factors that contribute to successful parental engagement.

2. The Importance of Parental Involvement in Communication Proficiency:

2.1. Language Development:

During the early years of a child's life, the brain undergoes significant development, making it a critical period for language acquisition. Parental involvement in communication-related activities, such as reading aloud, engaging in conversations, and storytelling, provides essential language exposure that lays the foundation for effective communication skills.

2.2. Academic Success:

Strong communication skills are closely linked to academic achievement. Children who have a solid grasp of language and communication are better equipped to comprehend and

express ideas, leading to improved reading, writing, and overall academic performance.

2.3. Social and Emotional Well-being:

Effective communication is essential for building and maintaining relationships. Parental involvement in promoting communication proficiency helps children develop interpersonal skills, empathy, and emotional intelligence, contributing to positive social interactions and emotional well-being.

2.4. Future Career Success:

In the professional world, communication skills are highly valued and sought after. Parental support in honing communication abilities empowers children to communicate confidently and articulately, enhancing their prospects for future career success.

3. Factors Influencing Parental Involvement in Promoting Communication Proficiency:

3.1. Parental Education and Socio-economic Status:

Parents with higher levels of education and socio-economic status tend to be more actively engaged in their child's education, including language development. They often have access to more resources and educational opportunities, providing a conducive environment for fostering communication proficiency.

3.2. Parental Attitudes and Beliefs:

Parental beliefs about the importance of communication proficiency significantly impact their level of involvement. Parents who recognize the value of effective communication are more likely to actively engage in language-related activities with their children.

3.3. Time Constraints and Work Pressures:

Modern lifestyles can lead to time constraints for parents, with busy work schedules and other commitments limiting the time available for communication-focused activities. Finding a balance between work and parental involvement is crucial for promoting communication proficiency.

3.4. Cultural and Language Diversity:

Cultural factors and language diversity can influence the approach to communication and parental involvement. Parents from diverse linguistic backgrounds may face unique challenges in promoting communication proficiency while preserving their cultural heritage.

4. Positive Outcomes of Parental Involvement in Communication Proficiency:

4.1. Enhanced Vocabulary and Language Skills:

Children who experience active parental involvement in language-related activities tend to have larger vocabularies and stronger language skills compared to their peers.

4.2. Improved Reading and Writing Abilities:

Parental support in reading with children and engaging in writing exercises fosters a love for reading and writing, leading to improved literacy skills.

4.3. Better School Engagement:

Children with strong communication skills are more likely to actively participate in classroom discussions, engage with teachers, and express their ideas confidently.

4.4. Higher Academic Achievement:

Effective communication proficiency positively influences academic performance across various subjects, including language arts, social sciences, and mathematics.

4.5. Enhanced Social and Emotional Competence:

Children who receive parental support in communication development are more emotionally resilient and better equipped to navigate social situations.

5. Strategies for Parental Involvement:

5.1. Engage in Daily Conversations:

Parents can initiate meaningful conversations with their children, discussing their day, interests, and feelings. Active listening and open communication create a safe space for children to express themselves.

5.2. Read Aloud Together:

Reading together is a powerful way to promote language development. Parents can read age-appropriate books with

their children, encouraging discussions and reflections on the story.

5.3. Encourage Storytelling and Creative Expression:

Encouraging children to tell stories or express themselves creatively through drawing, role-playing, or writing helps strengthen their communication skills and imagination.

5.4. Provide Language-Rich Environments:

Creating language-rich environments at home with access to books, puzzles, educational games, and language-learning apps fosters a love for language and learning.

5.5. Supportive School Involvement:

Collaborating with teachers and participating in school activities helps reinforce communication development both at home and in the classroom.

6. Conclusion:

Parental involvement plays a vital role in promoting communication proficiency in children, with far-reaching effects on their academic, social, and emotional development. By recognizing the significance of communication skills and understanding the factors that influence parental involvement, educators and policymakers can implement effective strategies to encourage parents to actively engage in communication-related activities with their children. Through collaborative efforts between parents, schools, and communities, we can empower children with strong communication abilities, equipping them for success in both their academic journey and future endeavours.

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The Role of Vocational Training in Developing Management Proficiencies



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Abstract:

Vocational training has emerged as a powerful tool in equipping individuals with the necessary skills and knowledge to excel in various professional domains. In the context of management, vocational training plays a pivotal role in developing management proficiencies among aspiring managers and leaders. This research paper explores the significance of vocational training in nurturing management skills, the various types of vocational programs available, and the positive outcomes associated with such training. By examining case studies and real-world examples, this comprehensive review sheds light on the transformative impact of vocational training in fostering competent and effective managers.

1. Introduction:

Effective management skills are essential for the success of any organization, business, or project. The dynamic and complex nature of modern workplaces demands managers who possess a diverse set of competencies. Vocational training, also known as technical or career education, focuses on providing practical skills and knowledge that align with specific professions. In the realm of management, vocational training equips individuals with the expertise necessary to excel in leadership roles. This paper explores the pivotal role of vocational training in nurturing management proficiencies, the range of vocational programs available, and the positive outcomes it offers.

2. The Significance of Vocational Training in Management Development:

2.1. Tailored Skill Development:

Unlike traditional academic programs, vocational training is specifically designed to meet the demands of real-world job roles. In the context of management, vocational programs focus on honing leadership, decision-making, communication, problem-solving, and other critical management skills that are immediately applicable in professional settings.

Participants in management vocational training gain practical insights into managerial roles through simulations, case studies, and hands-on exercises. They learn to make data-

driven decisions, navigate challenging situations, and lead teams effectively. The emphasis on practical application ensures that graduates are well-prepared to address real managerial challenges from day one.

2.2. Industry-Relevant Expertise:

Vocational training programs are developed in collaboration with industry experts, ensuring that participants gain hands-on experience and insights into the latest industry trends and best practices. This alignment with industry requirements helps aspiring managers acquire the knowledge and skills demanded by employers.

For instance, in the fast-paced technology industry, vocational programs in project management equip participants with agile project management methodologies, enabling them to efficiently deliver software projects within tight timelines. In healthcare management, vocational training incorporates healthcare regulations, quality standards, and patient care practices, preparing administrators to meet the unique demands of healthcare settings.

2.3. Practical Experience and Internships:

Vocational training often incorporates practical experiences and internships, enabling participants to gain real-world exposure and apply their management knowledge in authentic work environments. This practical component enhances the participants' understanding of management principles and boosts their confidence in their managerial abilities.

Internships offer valuable opportunities for participants to work closely with experienced managers and leaders, observe their decision-making processes, and actively contribute to projects. By applying classroom theories to real business challenges, participants gain insights that textbooks alone cannot provide.

2.4. Versatility and Flexibility:

Vocational training in management caters to individuals from various educational backgrounds and career stages. Whether fresh graduates seeking entry-level management positions or experienced professionals aiming to enhance their management competencies, vocational programs offer flexible learning pathways.

For individuals looking to transition into management from non-managerial roles, vocational training provides a bridge to acquiring the necessary skills and knowledge. This flexibility in learning options makes vocational training accessible to a broader range of individuals, regardless of their educational qualifications.

3. Types of Vocational Training in Management:

3.1. Management Diplomas and Certifications:

Management diplomas and certifications are short-term vocational programs that provide focused training on specific management areas, such as project management, human resources, marketing, or operations. These programs offer specialized skills and can be completed in a relatively short

period, making them attractive options for professionals seeking to upskill quickly.

Participants in management certification programs receive concentrated training in specific areas of management. For example, a human resources certification program may cover recruitment strategies, employee performance management, and labor laws. Such certifications provide professionals with targeted knowledge and skills that align with their career aspirations.

3.2. Vocational Bachelor's Degrees in Management:

Vocational bachelor's degrees in management combine practical skill development with theoretical knowledge. These programs often incorporate internships and industry projects, providing students with a comprehensive understanding of management concepts and their application. Vocational bachelor's degrees offer a more extensive and in-depth study of management principles, allowing students to explore various management areas before choosing a specialization. This approach enables graduates to enter the job market with a well-rounded skill set, positioning them for diverse management roles.

3.3. Apprenticeship Programs:

Apprenticeships are a form of vocational training where participants work under the guidance of experienced managers, gaining practical skills and knowledge through on-the-job training. Apprenticeships offer a blend of hands-on experience and classroom learning, making them valuable pathways to managerial roles.

Apprenticeship programs provide a unique opportunity for individuals to learn management skills while earning a salary. Apprentices work closely with mentors who provide guidance, feedback, and professional development opportunities. Upon completion, apprentices are often absorbed into full-time managerial positions within the organization.

3.4. Online Vocational Courses:

The rise of online education has expanded access to vocational training in management. Online courses offer flexibility, allowing participants to learn at their own pace and access learning materials from anywhere in the world. Online vocational courses are ideal for individuals seeking professional development while managing other commitments.

Online vocational training platforms offer a wide range of management courses, from introductory to advanced levels. Participants can choose courses that align with their career goals and access high-quality content delivered by industry experts. Additionally, online courses often provide networking opportunities through virtual communities and forums.

4. Positive Outcomes of Vocational Training in Management:

4.1. Enhanced Managerial Competence:

Vocational training equips individuals with a diverse skill set, including decision-making, problem-solving, team leadership, and effective communication. Graduates of management vocational programs are well-prepared to take on managerial responsibilities and excel in leadership roles.

Organizations that employ vocational management graduates benefit from managers who can swiftly assess complex situations, make informed decisions, and lead their teams effectively. These managers bring practical perspectives and solutions to the table, leading to improved organizational performance.

4.2. Increased Employability and Career Advancement:

Individuals who have completed vocational training in management are highly sought after by employers due to their practical skills and industry relevance. Vocational graduates often experience faster career growth and increased opportunities for promotion.

Employers value vocational management graduates for their ability to contribute immediately to organizational success. Such graduates are often viewed as valuable assets who can drive innovation, optimize processes, and lead teams to achieve strategic objectives.

4.3. Adaptability in a Dynamic Business Environment:

The practical nature of vocational training prepares managers to adapt swiftly to changes in the business landscape.

Vocational graduates possess the agility and resilience necessary to navigate uncertainties and lead teams through challenging times.

In rapidly evolving industries, such as technology and finance, vocational management graduates are equipped to address new challenges and capitalize on emerging opportunities. Their ability to respond to changing market conditions makes them valuable assets for organizations seeking to stay competitive.

4.4. Entrepreneurial Opportunities:

Vocational training not only prepares individuals for managerial roles in established organizations but also fosters entrepreneurial skills. Many vocational graduates venture into entrepreneurship, establishing their businesses and applying their management proficiencies to build successful ventures. Entrepreneurial ventures benefit from the practical expertise and problem-solving abilities of vocational management graduates. These entrepreneurs can identify market gaps, develop effective business strategies, and manage operations efficiently.

5. Real-World Examples of Vocational Training Impact:

5.1. Hospitality Management:

In the hospitality industry, vocational training programs in hotel and restaurant management have produced skilled professionals who excel in providing exceptional guest experiences. These programs focus on customer service, event management, and financial operations, enabling

graduates to secure managerial positions in leading hotels and restaurants.

For instance, a vocational program in hospitality management equips graduates with the ability to anticipate guest needs, manage diverse teams, and optimize operational efficiency. These graduates are well-prepared to handle the demands of the fast-paced and customer-centric hospitality sector.

5.2. Project Management:

Vocational training in project management equips professionals with the tools and techniques necessary to plan, execute, and monitor projects effectively. Graduates of project management programs have led successful projects across various industries, improving organizational efficiency and profitability.

Project management vocational programs focus on developing skills in project planning, risk management, stakeholder engagement, and project monitoring. Graduates of these programs have demonstrated their ability to deliver projects on time and within budget, making them invaluable assets to project-based industries.

5.3. Healthcare Administration:

Vocational training in healthcare administration prepares individuals for managerial roles in healthcare facilities. These programs cover healthcare regulations, financial management, and healthcare operations, producing administrators who optimize healthcare delivery and patient care.

Healthcare administration vocational programs provide participants with a comprehensive understanding of healthcare systems, compliance requirements, and patient care practices. Graduates of these programs have effectively managed healthcare facilities, improving patient outcomes and operational efficiency.

5.4. Retail Management:

In the retail sector, vocational training in retail management has empowered professionals to excel in-store operations, visual merchandising, inventory management, and customer engagement. Graduates of retail management programs have led successful retail outlets, contributing to business growth and customer satisfaction.

Vocational programs in retail management emphasize skills such as inventory management, visual merchandising, and customer relationship management. Retail management graduates have demonstrated their ability to create engaging shopping experiences and drive sales for retail businesses.

6. Conclusion:

Vocational training plays a pivotal role in developing management proficiencies among aspiring managers and leaders. By providing tailored skill development, industry-relevant expertise, practical experiences, and flexible learning pathways, vocational training equips individuals with the competencies necessary to excel in managerial roles. Positive outcomes include enhanced managerial competence, increased employability, adaptability in dynamic environments, and entrepreneurial opportunities. Real-world

examples in various industries demonstrate the transformative impact of vocational training on management excellence. As organizations seek competent and skilled managers to drive success, vocational training remains an indispensable pathway to developing influential leaders and shaping the future of management.

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Exploring the Influence of Socio-Economic Factors on Students' English Language Proficiency and its Aftermath

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Abstract

The emergence of the English language in India has been a captivating journey, influenced by historical, social, and cultural interactions. English's significance in India escalated during the British Raj when it became the language of instruction in schools and universities, leading to the creation of a new generation of Indian intellectuals who bridged the gap between Western and Indian thought. As India emerged as a global economic player, English further solidified its role as a vital tool for international trade, business, and diplomacy, facilitating India's integration into the global community. However, the dominance of English at the global level, while facilitating communication and cultural exchange, also

exacerbates socioeconomic disparities within India. Economically disadvantaged and rural populations face formidable barriers in accessing quality English language education. Limited infrastructure and resources, high costs of English-medium education, regional language dominance, and inadequate language support services contribute to the gap in English language proficiency.

This abstract emphasizes the critical need for inclusive language education policies and equitable access to language resources to bridge the divide. By addressing the challenges faced by economically backward classes, marginalized communities, and rural populations, India can work towards creating a more just and harmonious society, where language proficiency is accessible to all, regardless of their socioeconomic background.

1. Emergence of the English Language in India

The emergence of the English language in India is a fascinating tale of historical, social, and cultural interactions that have profoundly impacted the nation's linguistic landscape. English, once the language of the colonizers, has evolved into a prominent means of communication, unifying a diverse country with over 1.3 billion people and a myriad of languages and dialects.

The roots of English in India can be traced back to the 17th century when the British East India Company established its

foothold on the Indian subcontinent for trade. Over time, it began to permeate various aspects of Indian society, including education, governance, and media.

One of the pivotal moments in the evolution of English in India was the implementation of English-medium education during the British Raj. The British aimed to create a class of educated Indians who could assist them in administrative roles. As a result, English became the language of instruction in schools and universities, opening doors to employment opportunities and social mobility for those proficient in the language. This policy gave birth to a new generation of Indian intellectuals who were well-versed in both their native languages and English, bridging the gap between Western and Indian thought.

As India gradually emerged as a global economic player, the significance of English further escalated. The language became a vital tool for international trade, business, and diplomacy, fostering India's integration into the global community. Today, English stands as a symbol of India's pluralistic identity, serving as a lingua franca that enables effective communication among its diverse populace. Despite debates about its colonial legacy and the preservation of regional languages, English remains an essential aspect of modern Indian society.

The need for the English language in today's globalized world cannot be overstated. English has become the de facto international language of communication, trade, and diplomacy, connecting people from diverse linguistic

backgrounds. It serves as a bridge that breaks down barriers and facilitates cross-cultural understanding. Proficiency in English opens doors to a vast pool of knowledge and information available on the internet, making it essential for academic and professional success.

2. The Dominance of the English Language at the Global Level

The dominance of the English language at the global level has undeniably played a pivotal role in fostering international communication, cultural exchange, and global cooperation. It serves as a unifying force that connects people from different linguistic backgrounds, promoting mutual understanding and breaking down barriers. English has become the primary language of business, science, technology, and diplomacy, facilitating seamless interactions between individuals, organizations, and nations across borders. Its widespread usage on the internet has democratized access to knowledge, empowering individuals worldwide to learn and collaborate in a globalized world.

Moreover, English dominance has led to a rich exchange of ideas and cultural expressions. It has enabled the global dissemination of literature, music, films, and art, allowing diverse cultures to share their stories and perspectives with a broader audience. The dominance of the English language at the global level, while benefiting the elite classes with easy access to learning and communication in English, exacerbates

the socio-economic divide and disadvantages the poor and marginalized communities that lack similar opportunities. English proficiency has become increasingly essential in today's interconnected world, with the language serving as a gateway to better educational, economic, and employment prospects. However, access to quality English language education is often limited to privileged individuals and urban centers, leaving those in rural and underprivileged areas at a significant disadvantage.

This scenario favours the elite classes with privileged access to language learning, leaving the less fortunate behind.

3. Role of Socio-Economic Factors on the Students' English Language Proficiency

The following factors distress the economically disadvantaged and rural people in the subsequent ways:

3.1 Financial Constraints: Economically disadvantaged families often find private English language tutoring and study abroad programs beyond their financial means. Furthermore, the high cost of language courses and resources can also restrict their access to language-learning opportunities, further exacerbating the language barrier for these individuals.

3.2 Limited Access to Educational Resources: Economically disadvantaged and rural students face

challenges attending under-resourced schools that lack proper language-learning facilities. Additionally, their limited access to computers, the Internet, and digital language-learning tools impedes language practice and familiarity with digital language resources.

3.3 Language Exposure at Home: For some students, English might not be the primary language spoken at home, leading to limited opportunities for constant practice and support. The absence of English-speaking parents can also hinder language development outside the school environment, making it challenging for these students to immerse themselves in the language and improve their skills.

3.4 Transportation and Geographic Location: Rural students encounter transportation challenges, which can hinder their access to language programs or tutoring centers typically located in urban areas. Moreover, being far from urban centers can restrict their exposure to English-speaking environments and interactions with native speakers.

3.5 Quality of Education: In rural areas, schools often struggle with a shortage of qualified English teachers and encounter challenges in attracting skilled educators. As a result, overcrowded classrooms and limited student-teacher interaction can impede language practice and hinder students' language learning progress.

3.6 Cultural and Linguistic Barriers: Rural students may experience difficulties with code-switching between their

native language and English, as they navigate the transition between the two languages. Moreover, cultural differences may pose challenges in adapting to the English language and understanding its nuances, further adding to the complexity of language learning for these students.

4. Accessibility of the English Language Proficiency in India

English language education has long been associated with social status and economic opportunities in India. Economically backward classes in India, including marginalized communities and rural populations, often face formidable barriers to accessing quality English language education. The following challenges are multifaceted and interrelated, reflecting broader socio-economic disparities prevalent in the country.

Limited Infrastructure and Resources: Schools in economically disadvantaged areas often lack the necessary infrastructure and resources to provide quality English language education. They may have overcrowded classrooms, insufficient language-learning materials, and a shortage of qualified English teachers, hindering effective language instruction.

4.1 High Cost of English-Medium Education: Many private schools in India offer English-medium education, which is often perceived as superior and provides better opportunities for students. However, such education

costs are prohibitive for economically poor families, making it challenging for their children to access quality English learning environments.

- 4.2 Regional Language Dominance:** In many rural and economically backward areas, regional languages are the primary means of communication. As a result, the emphasis on English language education may be limited, leading to a lack of English exposure and practice in daily life.
- 4.3 Inadequate Language Support Services:** Specialized language support services, such as English language classes or tutoring, may be scarce or unaffordable for economically poor students. This lack of support hampers their ability to catch up with their more privileged peers.
- 4.4 Language Gap at Home:** English is often not spoken or understood at home for economically poor families. Without exposure to the language outside of school, students may struggle to practice and develop their English language skills.
- 4.5 Cultural Perceptions:** In some regions, there may be a cultural bias against English as a medium of instruction. Some families prioritize regional languages to preserve cultural identity, leading to limited interest in English language learning.
- 4.6 Competing Priorities:** Economically poor families often face pressing economic challenges and may prioritize meeting basic needs over investing in language

education. This further marginalizes the accessibility of English language proficiency for their children.

- 4.7 Geographic Barriers:** In remote or rural areas, access to language learning resources and coaching centers can be limited. Lack of transportation facilities may prevent students from attending English language classes in nearby towns or cities.
- 4.8 Standardized Testing Emphasis:** English language proficiency is often emphasized in standardized tests, which can act as barriers for economically poor students who lack access to quality language education.
- 4.9 Lack of Inclusive Policies:** The education system may not have inclusive policies that cater to the unique needs of economically poor students, leaving them with limited language learning opportunities.

These challenges create a cycle of limited English language proficiency for economically poor students, limiting their access to higher education, employment opportunities, and social mobility. Without effective measures to address these disparities, the gap in English language proficiency between economically poor and more privileged students continues to widen, perpetuating socio-economic inequalities in the Indian education system.

5. English – As a Global Parameter for Jobs

English proficiency tests have been commonly used by many companies as a significant factor in their recruitment process, it is essential to note that the extent to which they are used as the primary factor can vary depending on various factors such as industry, job role, location, and the specific requirements of the position. A survey by the British Council found that 67% of employers in Asia-Pacific now require English proficiency tests as part of their recruitment process. In China, the number of people taking the TOEFL (Test of English as a Foreign Language) has increased by 50% in the past five years.

In India, the number of people taking the IELTS (International English Language Testing System) has increased by 30% in the past three years. A study by the Economist Intelligence Unit found that companies in emerging markets that require English proficiency tests are more likely to report higher levels of employee productivity and customer satisfaction. English proficiency is undeniably significant in the global job market, as we have discussed yet, undoubtedly it can have some aftermaths on economically disadvantaged groups.

6. The Aftermath

The repercussions of socioeconomically underprivileged classes in India, including marginalized communities and rural populations, being unable to gain English language proficiency can be noteworthy and far-reaching. Below are some of the prospective ramifications:

6.1 Limited Employment Opportunities: English language proficiency is often a prerequisite for many jobs in the modern job market, particularly in the service and corporate sectors. The inability to communicate effectively in English can restrict access to better-paying and skilled employment opportunities, perpetuating the cycle of poverty and limiting socio-economic mobility.

6.2 Educational Disparities: English language proficiency is crucial for pursuing higher education and accessing educational resources available in English. Without adequate language skills, economically backward students may face difficulties in understanding course material, taking standardized tests, or accessing online educational content.

6.3 Digital Divide: In today's digital age, much of the knowledge and information is available online in English. Without English proficiency, economically backward communities may face challenges in accessing

online resources, e-learning platforms, and digital educational content.

- 6.4 Social Exclusion:** English is often the language of social mobility and upward social integration. Those lacking English language skills may feel excluded or marginalized in social settings where English is predominantly used, potentially leading to feelings of alienation.
- 6.5 Limited Access to Government Schemes:** Many government schemes and initiatives are implemented in English or require English proficiency for application and participation. Without adequate language skills, economically backward communities may miss out on essential welfare programs and benefits.
- 6.6 Cultural and Linguistic Loss:** The lack of English language proficiency may contribute to the erosion of indigenous languages and cultures as English becomes the dominant medium of communication and education. This can lead to a loss of cultural identity and heritage for economically backward communities.
- 6.7 Limited Participation in Global Economy:** English is a global business and trade language. Without English proficiency, economically backward communities may struggle to engage in international commerce and miss out on economic opportunities in the global economy.
- 6.8 Political Underrepresentation:** In some cases, political debates, discussions, and decision-making processes in India occur in English. Lack of English proficiency can

hinder effective political participation and representation for economically backward communities.

6.9 Access to Health Information: Much of the medical literature and health-related information is available in English. Without adequate language skills, economically backward populations may face challenges in understanding health information and accessing quality healthcare.

6.10 Strengthening Social Inequalities: The inability to gain English language proficiency deepens existing social inequalities. Those who are economically privileged and have access to better language education continue to have an advantage, perpetuating a divide between the haves and have-nots.

7. Recommendations

To reduce socioeconomic disparities caused by language proficiency and create a more inclusive society, several recommendations can be implemented:

7.1 Equitable Language Education: Ensure that all schools, especially those in economically backward areas, have access to quality language education. This includes recruiting qualified English teachers and providing modern language-learning materials to foster language proficiency.

- 7.2 Teacher Training:** Offer comprehensive training programs for teachers, focusing on effective language instruction techniques and strategies to cater to diverse learning needs. This can enhance their ability to support students from different socioeconomic backgrounds.
- 7.3 Language Support Services:** Establish language support services, such as tutoring and language labs, to assist economically backward students in improving their language skills outside regular classroom hours.
- 7.4 Bilingual Education:** Implement bilingual education models that value both regional languages and English. This approach can help preserve cultural identities while providing opportunities for English language learning.
- 7.5 Digital Initiatives:** Leverage technology to provide digital language-learning resources accessible to economically backward communities, bridging the digital divide and enabling remote learning opportunities.
- 7.6 Community Involvement:** Engage local communities in language education initiatives, promoting language learning as a collective effort. Community-driven language support programs can be instrumental in creating a supportive learning environment.
- 7.7 Scholarships and Grants:** Offer scholarships and grants to economically backward students to attend English-medium schools or language coaching classes, making quality language education more accessible.
- 7.8 Language Exposure Programs:** Organize language exposure programs, where students can interact with

English-speaking individuals from different backgrounds, encouraging practice and fostering confidence in language skills.

7.9 Language Integration in Government Schemes:

Ensure that government schemes and initiatives are available in multiple languages, making them accessible to all, regardless of their language proficiency.

7.10 Corporate and NGO Involvement:

Encourage corporate organizations and NGOs to support language education initiatives through mentorship programs, financial assistance, and resources.

7.11 Parental Awareness and Engagement:

Conduct awareness campaigns for parents about the importance of language education and provide resources for language practice at home.

7.12 Affordable Language Courses:

Establish low-cost or free language courses in economically backward areas to bridge the affordability gap and provide opportunities for language development.

7.13 Language Proficiency Assessments:

Regularly assess students' language proficiency to identify areas of improvement and tailor language support accordingly.

By implementing these recommendations, India can significantly reduce the socioeconomic disparities caused by language proficiency. Equitable language education, coupled with supportive policies and community involvement, can empower economically backward communities to unlock

their potential, access better opportunities, and contribute more meaningfully to the nation's progress. Creating an inclusive language learning environment is crucial for fostering a more equitable and united society.

Closing Thoughts

In reflecting upon the intricate web of socioeconomic disparities in language proficiency, we are drawn to acknowledge the profound impact such inequalities have on our society. I am deeply sensitive to the struggles faced by economically backward classes, marginalized communities, and rural populations in accessing quality language education, especially in the realm of English proficiency.

Throughout this journey of understanding, we have come to realize that language is not merely a means of communication; it is a gateway to empowerment and social mobility. It is essential to recognize that language proficiency should never be a determinant of one's worth or potential. Every individual, regardless of their economic background, deserves access to a robust education that nurtures their language skills and empowers them to thrive in an interconnected world.

As we delve into this sensitive issue of socioeconomic disparities in English language proficiency, let us remember that our journey toward equity is not marked by pity but by solidarity. These disparities are a poignant reminder that language education should not be a privilege reserved for the privileged few but a right accessible to all. As an author, I *implore* policymakers, educators, and society at large to come together and prioritize the creation of an inclusive and equitable language education system. Coming together as a society, corporations, NGOs, and individuals can usher in a future where language proficiency is not a privilege but a fundamental right for all.

As a civic-minded person, I firmly believe that we have the power to rewrite the narrative of English language education in India. Together, let us embark on a journey of compassion, solidarity, and progress, ensuring that no one is left behind due to socioeconomic disparities. In this vision of a more equitable future, language education becomes a catalyst for social mobility, fostering a society where every individual has the opportunity to shine bright and lead us toward a brighter tomorrow.

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Principles of English Language Teaching and Factors Affecting Performance of English Language among Rural Youth

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Abstract:

This research paper aims to investigate the principles of English language teaching and explore the factors influencing the performance of English language learning among rural youth. English proficiency is increasingly recognized as a crucial skill for economic and social mobility in today's globalized world. However, rural areas face unique challenges in providing effective language education due to limited resources, cultural differences, and geographic isolation. The paper delves into key principles such as Communicative Language Teaching (CLT), contextualization, and a multilingual approach, which can foster practical language proficiency and engage rural

students in meaningful interactions. Additionally, it analyses factors such as socioeconomic status, teacher quality, cultural relevance, exposure to English outside the classroom, and parental support that influence language learning outcomes in rural communities. The research also proposes strategies such as digital learning initiatives, community involvement, and incentive programs to improve English language education in rural areas. Recommendations include increased funding, teacher recruitment and training, mobile language learning apps, language exchange programs, and culturally relevant content. Lastly, the paper identifies potential future research directions, including long-term impact assessments, exploration of emerging technologies, cross-cultural comparisons, and policy evaluations. By understanding these principles and factors, educators and policymakers can devise targeted strategies to enhance English language education outcomes and empower rural youth with essential language skills for a brighter future.

1. Introduction

The importance of English language proficiency in today's globalized world cannot be overstated, offering a gateway to educational and career opportunities. However, rural areas face unique challenges in providing effective English language education due to limited resources, cultural differences, and geographical isolation. This research paper aims to explore the principles of effective English language

teaching and identify the factors that influence the performance of English language learning among rural youth.

2. Principles of English Language Teaching

2.1 Communicative Language Teaching (CLT)

Communicative Language Teaching (CLT) is a fundamental approach that prioritizes communication over rote memorization of grammar rules. By focusing on real-life language usage, CLT encourages students to actively engage in meaningful interactions, improving their listening, speaking, reading, and writing skills. This approach is particularly relevant for rural youth, as it promotes practical language proficiency, enabling them to communicate effectively in various contexts.

2.2 Contextualization

Contextualization refers to integrating language learning within relevant and familiar scenarios. By relating language usage to the student's everyday life experiences, teachers can enhance their understanding and retention of English language concepts. This principle is crucial in rural areas, where students may have limited exposure to English outside the classroom.

2.3 Multilingual Approach

Rural communities often consist of students from diverse linguistic backgrounds. A multilingual approach acknowledges and incorporates learners' mother tongues to facilitate English language acquisition. By recognizing the

linguistic diversity of rural students, educators can build bridges between their native languages and English, making the learning process more effective and culturally sensitive.

3. Factors Affecting the Performance of the English Language among Rural Youth

3.1 Socioeconomic Status

Socioeconomic status plays a significant role in English language performance among rural youth. Limited access to quality education resources and infrastructure can hinder language learning opportunities. Students from economically disadvantaged backgrounds may face challenges in attending language enrichment programs or accessing online language learning tools.

3.2 Teacher Quality and Training

The availability and quality of English language teachers in rural areas are crucial determinants of language learning outcomes. Teachers who are well-trained in CLT methodologies and understand the unique needs of rural students can create a positive learning environment and foster better language acquisition.

3.3 Cultural Relevance

Cultural relevance in English language teaching is essential for rural youth who may have different cultural norms and practices. Integrating local cultural elements into the curriculum can help students connect with the language and develop a sense of ownership over their learning.

3.4 Exposure to English Outside the Classroom

Rural youth may have limited exposure to English outside the classroom, hindering opportunities for practice and reinforcement. Lack of access to English media, literature, and native speakers can impede language development.

3.5 Parental Support and Attitudes

Parental support and attitudes toward English language learning significantly impact a child's motivation and perseverance in language acquisition. Positive parental involvement can reinforce the value of English proficiency and encourage consistent practice.

4. Strategies to Improve English Language Learning in Rural Communities

4.1 Increased Funding and Resource Allocation

To address the challenges faced by rural communities, governments should allocate more funding and resources toward improving the English language education infrastructure in these areas. This includes investing in modern language labs, digital learning platforms, and access to quality English language textbooks and materials.

4.2 Teacher Recruitment and Training Programs

Recruiting and retaining qualified English language teachers in rural areas is crucial. Incentive programs, such as higher salaries or housing support, can attract teachers to these regions. Additionally, continuous professional development programs should be offered to enhance teachers' skills in

communicative language teaching and catering to diverse learning needs.

4.3 Mobile Language Learning Apps

Given the increasing penetration of smartphones in rural areas, the development of mobile language learning applications tailored to the specific needs of rural youth could prove beneficial. These apps can provide interactive language exercises, pronunciation guides, and cultural insights to enhance learning experiences beyond the classroom.

4.4 Language Exchange Programs

Collaborating with urban schools or international institutions for language exchange programs can expose rural students to English-speaking environments and native speakers. This interaction can significantly improve their language skills and cultural understanding.

4.5 Community Participation

Engaging parents and local community members in language learning activities can reinforce the importance of English proficiency and create a support network for students. Community events, storytelling sessions, and language workshops can foster a conducive environment for language learning.

4.6 Culturally Relevant Content

Developing English language teaching materials that reflect the cultural diversity of rural communities is essential. This approach fosters a sense of identity and pride among students while facilitating language learning through content that resonates with their experiences.

5. Future Research Directions

While this paper has explored the principles of English language teaching and factors influencing language performance among rural youth, several areas merit further investigation:

5.1 Long-term Impact Assessment

Conducting longitudinal studies to assess the long-term impact of English language initiatives in rural areas can provide valuable insights into the effectiveness of various teaching methods and interventions.

5.2 Technological Advancements

As technology continues to evolve, future research could examine the potential of emerging technologies such as artificial intelligence, virtual reality, and augmented reality in enhancing language learning experiences for rural students.

5.3 Cross-cultural Comparisons

Comparing English language learning outcomes between different rural communities and across various countries can shed light on the role of cultural context in language acquisition.

5.4 Policy Evaluation

Evaluating the effectiveness of existing language education policies and identifying gaps in implementation can inform policymakers in designing more targeted and impactful interventions.

6. Conclusion

In conclusion, English language proficiency is a vital skill for rural youth to succeed in a globalized world. Understanding the principles of effective language teaching and the factors influencing language performance among rural youth is essential for improving English language education in these areas. By implementing targeted strategies, involving the community, and providing the necessary resources, we can bridge the urban-rural divide and empower rural youth with the language skills necessary for a brighter future. Through continued research and collaborative efforts, we can create a more inclusive and equitable English language education system for all learners. Moreover, future research directions such as long-term impact assessments, exploration of emerging technologies, cross-cultural comparisons, and policy evaluations will further enrich

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Review of Skill India's Contribution to Self-Employment Promotion

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Abstract: The development of skills is crucial for any country because it increases productivity and raises the quality of work, processes, and products, all of which help the country's economy expand. An asset for any country is a skilled workforce, and the Indian government has recognised this need by launching Skill India. The development of skills has become a top national priority, and several actions have already been taken or are being planned in this regard. The current article examines and assesses the skill development scenario in India at this time.

This is descriptive research that makes use of secondary data and information vetted for reliability and relevance to the topic at hand. Books, records from various ministry departments and organisations, articles, papers, and websites were utilised in this investigation. The study found that all members of society must be included in policies, plans, and

schemes. This can be done more quickly if the private sector, educational institutions, financial institutions, and other organisations work together to promote skill development. The improvement of skills will increase labour force productivity, increase youth employability, and encourage economic expansion.

Keywords: *Challenges, Employment, policies, Skill Development, training.*

1. Introduction: Any nation should prioritise skill development because it boosts productivity and improves the standard of work outputs, processes, and goods—all of which support national economic expansion. Because of its massive population, India has some of the world's most challenging job problems. and the largest population of young people (more than 54% of the population is under 28). The opportunity can be turned into a challenge with the aid of skill development. India must act quickly to educate and train its youth for the advancement of society.

In India, millions of engineers graduate each year, but only 20% of those engineers are employable. The workforce in India is being trained and skilled with greater emphasis. Despite India's demand for more trained workers, only 25% of workers had participated in a skill development program, according to a poll. If India puts its effort towards training and education that improves people's employability, personalities,

work efficiency, and career opportunities, the GDP level could rise by 3% to 5% in 2035, according to the World Trade Organisation. Skill India is Prime Minister Narendra Modi's initiative. The National Skills Development Corporation of India oversees management.

To prepare more than 40 crore Indians for a wide range of industrial vocations, the government launched the Skill India initiative in 2015. By 2022, the goal is to have a workforce that is empowered thanks to various programs and training opportunities. The Skill India program is a clever initiative that contributes to the country's development.

2. Research Objective:

- To evaluate the Skill India initiative's potential to inspire business innovation.
- To examine the literature already in existence on the Skill India program's promotion of self-employment.
- To look over the PMKVY's components as well as the Skill India programs and schemes.

3. Research Methodology

Secondary data and information are acquired from the appropriate sources and tailored to the research's specific needs. Books, records from numerous ministries and

organisations, articles, papers, and websites were used to compile this research.

4. PMKVY Consists of the Following Elements:

4.1 Short-Term Training: The unemployed & college/school dropouts are given training through this module. The National Skills Qualification Framework empowers soft skills, education in the digital realm, and business acumen.

4.2 Kaushal & Rozgar Mela: To promote accountability and transparency, this module promotes community engagement.

4.3 Recognition of Prior Learning: Experienced individuals can earn credentials and enrol in Bridge Courses to fill in any knowledge gaps.

4.4 Special Projects: This feature of the program allows for unconventional training programs.

4.5 Monitoring Guidelines: The program properly monitors the designated training centres to guarantee that quality is upheld there.

4.6 Placement Guidelines: The program has stringent placement requirements to ensure that qualified workers are channelled into the right field to meet market needs.

5. Skill India Courses

Courses offered by Skill India fall into 5 main categories, which are as follows:

5.1 Courses in Administration & Planning: Analysis of financial statements, present business procedures, management promotion, and so on.

5.2 Instruction of Trainers: Improvements in technology, accreditation for EM educators, etc.

5.3 Programs for Fostering Entrepreneurship: Programs for Women, Empowerment of Women, CRR Scheme, etc.

5.4 Skill-Building Initiatives: Carpentry, electroplating, fashion design, etc., all with a dairy ESDP focus.

5.5 Competencies in Other Areas: Strategies for lending to micro, small, and medium-sized firms (MSMEs), cluster growth, and so on.

6. Benefits of the Skill India Programme

The Skill India program offers various advantages. For instance, if young Indians invest in their education and training, they will have better access to higher-paying employment and a higher standard of living. Moreover, with effective grassroots development, every sector of the

economy will expand at the same rate. As trained Indians enter the labour force, better outcomes can be attained more quickly, which could accelerate the nation's economic growth.

7. The Plans for Skill Development Announced by the India Government

The following are the skill development programs offered in India:

7.1 Pradhan Mantri Kaushal Vikas Yojana (PMKVY)

The Ministry of Skill Development and Entrepreneurship in India is in charge of a massive program called the Pradhan Mantri Kaushal Vikas Yojana (PMKVY). The purpose of this skill certification program is to increase youth access to industry-specific education in India, hence boosting their employability. The RPL system will also assess and certify prior learners.

7.2 Sankalp

On January 19th, 2018, SANKALP was launched to increase youth participation in high-quality, industry-relevant training programs across the country and strengthen existing institutional frameworks for skill development. The six-year implementation period for SANKALP runs through March 2023. SANKALP addresses recurring issues by increasing convergence, improving skill development programs, making

them marketable and accessible, and assuring private engagement in short-term training.

7.3 UDAAN

The National Skill Development Corporation is working with private Indian companies and the Indian Ministry of Home Affairs on the Udaan Special Industry Initiative in Jammu and Kashmir. The program aims to train young people in skills and increase their employability in J&K.

7.4 Polytechnic Schemes

Technical education is essential for the betterment of the country's human capital because it produces skilled labour, boosts industrial productivity, and raises the standard of living for its citizens. Education in the technical domains includes courses in professionalism in the fields of engineering, technology, management, architecture, town planning, pharmacy, the decorative and applied arts, hospitality management, and culinary arts.

8. Literature Review

Skill development initiatives in India have been used to perform a literature review, which would shed light on the studies already conducted and highlight any knowledge gaps that need to be filled.

Okada A. (2012) studied “Skills Development for Youth in India: Challenges and Opportunities”. The study found that for several reasons, India is having a very difficult time

advancing the development of young people's skills. The research report identifies the skills gap between the capabilities that young people gain through vocational training in India and what industries want as a result of the country's recent rapid economic expansion. Additionally, it was recommended that India increase its spending on youth education and training, which aid in fostering industrial progress and achieving long-term sustainability.

Yadav. R. (2015) regarding the subject matter “Skill development initiatives in India: challenges and Strategies concerning vocational training initiatives in Maharashtra” According to the study, India is struggling mightily to advance young people's skill development for a variety of reasons. The skills gap studied in this study is the difference between what businesses in India need because of the country's recent rapid economic expansion and what young people learn in vocational schools. To further stimulate industrial growth and achieve sustainable development, it was also recommended that India increase its spending on youth training and education.

Kapur R, (2014), in a study on “Skills Development in India, “examined the programs and policies that are part of Skill India and looked into the concept of training in India. She disclosed that although India has established a wide variety of programs, policies, educational institutions, and training facilities to foster skill development, this has not led to the desired results, there is still a great need for these initiatives to remote reach because the country's rural populations are

still lagging. Numerous training facilities have been established in urban and rural areas to provide people with activities that will help them develop their skills. These include literacy skills, including but not limited to the "three R's" (Literacy, Numeracy, and Reasoning Capability), computer use, artisanal knowledge, mass production techniques, and so on. Not only does skill development advance the individual, but it also benefits the country.

Kaptan (2014), has studied "Skill Development and Capacity Building-Role of Education Institution" Skill development and capacity-building activities are essential to schooling, according to the study. The study suggested skill development activities improve labour quality and meet company and labour market needs. The study found that to complete the mission, educational institutions should actively participate in capacity-building and skill-development programs.

Dakore B. V. and Anantwar P.S. (2015) in the research paper "Contribution of skill development in India" As previously stated, knowledge and skills are the foundations for any nation's economic and social development. Given the growing importance of globalisation and technological advancements, which present both opportunities and challenges, these factors have only grown more crucial. Nations can better handle globalization's potential and problems with higher skill levels.

Conclusion

Knowledge and expertise are crucial to a nation's economic and social progress. As a result, the Indian government places a premium on skill development. The government has taken numerous initiatives through various programs, policies, and schemes. These programs must benefit all members of society, and this aim can be attained more rapidly through cooperation between the private sector, educational institutions, financial institutions, and other organizations working toward the same goal of skill development. Increased government involvement and regulations that promote skill-oriented coursework across industries and boost employability through a variety of short- and long-term activities are needed.

Skill development is important in many sectors, yet some need to be educated. Sector Skill Councils, the National Skill Development Council, and the Ministry of Skill Development and Entrepreneurship have all been established, but additional effort is needed to determine employability traits, create, and adapt curricular courses to satisfy sector demand. Skill development boosts worker efficiency, youth employability, and economic growth.

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English Communication Skills to Get a Job

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Abstract:

This research paper explores the crucial role of English communication skills in today's competitive job market and provides practical tips for improving these skills to enhance employability. English, as the global language of business and commerce, has become an indispensable tool for professionals across various industries. The importance of effective communication in the workplace is discussed, emphasizing its impact on teamwork, career advancement, and the impression it leaves on employers during interviews.

The significance of English communication skills in the context of globalization and international business is examined, emphasizing how multinationals prefer employees who can communicate seamlessly across diverse linguistic

backgrounds. Furthermore, the paper discusses how clear and proficient English communication contributes to better collaboration, improved productivity, and enhanced relationships among team members.

The impact of strong English communication skills on a candidate's image during job interviews and professional interactions is highlighted. Employers value candidates who can articulate their thoughts confidently, reflecting professionalism and enhancing the likelihood of selection for desirable positions.

Practical tips for improving English communication skills are presented, covering reading, listening, speaking, and writing exercises. Engaging in English-based hobbies and utilizing language learning applications are recommended to create a well-rounded language learning experience.

Introduction:

In today's fast-paced and globalized world, possessing strong English communication skills is a vital factor in securing employment opportunities. English has emerged as the lingua franca of business and commerce, enabling professionals from diverse linguistic backgrounds to connect and collaborate seamlessly. This research paper aims to shed light on the critical importance of effective English communication

in the job-seeking process and provide practical insights for individuals to enhance their employability.

Importance of English Communication Skills in the Job Market

1. Globalization and International Business

Globalization has transformed the business landscape, with companies expanding their reach beyond national borders. In such a scenario, effective communication becomes essential to bridge language barriers. English, as the most widely spoken language globally, has become the primary medium for professionals to exchange ideas, and information, and conduct business negotiations across borders.

2. Clear and Effective Communication

Effective communication is the cornerstone of a productive and harmonious work environment. In the workplace, clear and proficient English communication ensures that ideas, instructions, and feedback are conveyed accurately and comprehensively. Strong communication skills foster better collaboration among team members, promoting mutual understanding and efficient problem-solving.

3. Impression on Employers

During job interviews and professional interactions, candidates who can articulate themselves fluently and confidently leave a positive impression on employers.

Employers seek individuals who can effectively communicate with colleagues, clients, and stakeholders, as this skill is indicative of the candidate's professionalism and adaptability.

4. Career Advancement

As professionals advance in their careers, they often take on leadership roles that demand superior communication abilities. Leaders must effectively communicate their visions, delegate responsibilities, and inspire their teams. Proficient English communication paves the way for career advancement by opening doors to leadership positions and increased responsibilities.

Practical Tips for Improving English Communication Skills

1. Reading

Reading English literature, such as books, articles, and news, exposes individuals to diverse vocabulary and language styles. Regular reading enhances language comprehension and widens the horizon of knowledge, making it easier to engage in sophisticated conversations.

2. Listening

Active listening to English conversations, podcasts, and videos helps individuals adapt to different accents, pronunciation, and contextual usage of words. Improved

listening skills facilitate better understanding during professional discussions and enable individuals to respond effectively.

3. Speaking

Regular practice of spoken English is essential for building fluency and confidence. Engaging in conversations, participating in debates, and attending workshops allow individuals to refine their speaking abilities and gain exposure to various real-life scenarios.

4. Writing

Writing exercises, such as maintaining a journal, composing emails, and creating blog posts, provide an avenue to practice and refine written English skills. Constructive feedback from peers or instructors aids in identifying areas for improvement.

5. Language Apps and Online Resources

Language learning applications and online resources offer interactive exercises, quizzes, and language exchange opportunities. These tools make learning enjoyable and accessible, providing a dynamic and self-paced learning environment.

6. Engaging in English-based Hobbies

Incorporating English-based hobbies, such as watching movies, playing games, or following content creators, immerses individuals in the language outside of formal

learning settings. Such hobbies make learning enjoyable and help familiarize learners with colloquial language and cultural references.

Conclusion

In conclusion, English communication skills are indispensable in today's competitive job market. A strong command of English not only facilitates international business but also fosters effective workplace communication and career advancement. Employers value candidates who can confidently articulate their ideas, as it reflects professionalism and adaptability. By incorporating the practical tips presented in this research paper, individuals can significantly improve their English communication skills and enhance their employability. Dedicated practice and a commitment to continuous improvement are key to becoming proficient in English, equipping job seekers with a competitive edge in their quest for employment success. As English continues to be the universal language of communication, honing these skills ensures a promising and fulfilling professional journey.

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