



**CHANDIGARH
UNIVERSITY**

Discover. Learn. Empower.

**NAAC
GRADE A+**
Accredited University



CU GLOBAL MANAGEMENT REVIEW

A Bi-Annual

INTERNATIONAL JOURNAL

Vol. 7 | Issue-1 | ISSN 2349-1078 | July-December, 2017

ADVISORY BOARD*

- **Dr. Ajay Prasher**, Professor, Civil Services University, Addis Ababa, Ethiopia.
- **Dr. Anshuman Sharma**, Assistant Professor, College of Business, Ajman University.
- **Dr. B.S. Bodla**, Professor, Kurukshetra University, Kurukshetra.
- **Dr. Dwarika Uniyal**, Professor, Indian Institute of Management Kashipur.
- **Dr. Gurpreet S. Dhillon**, Ph.D Professor And Department Head Information Systems And Supply Chain Management, Bryan School of Business And Economics.
- **Dr. Gustavo Hermínio Salati Marcondes de Moraes**, Assistant Professor, Faculty of Applied Science, State University of Campinas.
- **Dr. J.S. Pasricha**, Professor, School of Management Studies, Punjabi University, Patiala.
- **Dr. Kalyani Rangarajan**, Dean, School of Management Studies, IMS Unison University, Dehradun
- **Dr. Manoj K Sharma**, Professor, University Business School, Panjab University, Chandigarh
- **Dr. Manu Vora**, Chairman and President, Business Excellence, Inc., USA.
- **Dr. Mukesh Kumar Jha**, Professor, Indian Institute of Management Amritsar.
- **Dr. N.D. Mathur**, Professor in the Department of Economics and Director at the School of Humanities and Social Sciences, Manipal University Jaipur.
- **Dr. Sanjay Kaushik**, Professor, University Business School, Panjab University, Chandigarh.
- **Dr. S.K. Rangnekar**, Professor, Department of Business Management, Indian Institute of Technology Roorkee.
- **Dr. S.K. Singh**, Professor, Faculty of Business and Commerce, Jiwaji University, Gwalior (MP).
- **Dr. Tony Drew**, Ph.D MBA (Merit), Assistant Dean International, Faculty of Business and Law, Newcastle Business School Australia.

(In alphabetical order)*

CHIEF PATRON

- **S. Satnam Singh Sandhu**,
Chancellor, Chandigarh University, Gharuan, Mohali.

PATRON

- **Dr. R.S Bawa**, Pro-Chancellor, Chandigarh University, Gharuan, Mohali.
- **Dr. B.S.Sohi**, Pro-Vice Chancellor, Chandigarh University, Gharuan, Mohali.

EDITOR-IN-CHIEF

- **Dr. Nilesh Arora**, Director, USB, Chandigarh University, Gharuan, Mohali.

EDITOR

- **Dr. Rupali Arora**, Professor, USB, Chandigarh University, Gharuan, Mohali.

CONTENTS

<i>Particulars</i>	<i>Pg No.</i>
1. Analysing Status of Public Spending on Education in Himalayan State, Uttarakhand. Dr. Pawan Deep Singh , Assistant Professor (Guest), Department of Economics, HNB Garhwal University, Uttarakhand.	3
2. Impact of Asian Development Bank Lending on Asian Economies: A Comparative Analysis of India and China. Zeenia Singh Ahluwalia , Research Scholar, Department of Commerce, Punjabi University, Patiala. Dr. Rajinder Kaur , Professor, Department of Commerce, Punjabi University, Patiala.	12
3. Preponderant Drivers of Student Performance: A Study of Primary Schools in Rural India Shanul Gawshinde , International Exchange Executive, Indian Institute of Management, Indore.	17
4. Review analysis on Skill Development Programmes in India. Bhaskara Srinivas , Research Scholar, JJ College of Arts Science, Tamilnadu Dr. S. Parithi , Assistant Professor, JJ College of Arts Science, , Tamilnadu	28
5. The Psychology of Fragrance: A Study of Individual Choice and Buying Behavior of Consumers Towards Perfumes in India. Parvathy S. Nair , PG Student, Girideepam Institute of Advanced Learning, Kottayam, Kerala.	47

THE EDITORIAL

Dear Reader,

CU global management Review strives to maintain its standard by laying emphasis on the high quality publication of theoretical developments and practical implications that adds valuable inputs in the field of management, economics, marketing, human resource management and IT. Moreover, its main focus is to deeply evaluate each research paper ensuring the novelty in each research manuscripts being published.

This issue of journal renders insight on five different research areas. The first paper focuses on analysing status of Public Spending on Education in Himalayan State, Uttarakhand. The second paper included in this issue is on "Impact of Asian Development Bank Lending on Asian Economies: A Comparative Analysis of India and China." Subsequently, the next paper entitled, "Preponderant Drivers of Student Performance: A Study of Primary Schools in Rural India" is a worthy contribution for the journal and aims at determining factors affecting student motivation and performance as well as determining social factors affecting parent's/guardian's choice of school for their children. Accordingly, to produce pertinent conclusions and roadahead is the next objective of the mentioned paper. Further, the paper entitled as "Review Analysis on Skill Development Programmes in India" adds knowledge to the reader's interest. The last paper entitled, "The Psychology Of Fragrance: A Study Of Individual Choice And Buying Behavior Of Consumers Towards Perfumes In India" is included, which finds out the buying pattern of individuals and factors influencing their buying decision.

Chandigarh University journal "CU Global Management Review welcomes article contributions of all interested scholars and practitioners in education, to submit their manuscripts as per the Journal Guidelines at the end of the present issue. The chief editor gratefully welcomes submissions that fit the publication guidelines, and for any other details, please liaise with chief Editor on the following address: cuglobalmanagement@cumail.in

Every time the journal aims to establish itself as a platform for exchanging ideas in new emerging trends that needs more focus and exposure and is always committed to publish articles that will strengthen the knowledge of upcoming Researchers and Scientists.

Analysing Status of Public Spending on Education in Himalayan state, Uttarakhand

Dr. Pawan Deep Singh

Assistant Professor (Guest), HNB Garhwal University, Uttarakhand.

Abstract

Education was a cause of concern for both the state and the Union Government of India, as it is listed in the Indian Constitution's concurrent list, which ensures that education is the duty of both the state and the central governments.

Objective: Broad objective of this article is to study public expenditure on education in Uttarakhand.

Methods/statistical analysis: The current analysis is entirely based on secondary data, which was gathered from various sources such as state government budgets. This study does not provide any statistical analysis however theoretical analysis is presented in the study.

Findings: It was found that education expenditure in Uttarakhand is declining since the inception of the state. Looking at different sectors of education we found that there is a great fall in expenditure on elementary education as well as secondary education, and in university and higher education expenditure is stagnant 2012-13 onwards only exception is technical education and sports & youth.

Keywords: public expenditure, education, economic development, education status

Introduction

There is no doubt that development of any kind, whether economic or social, occurs and grows as long as the country has a strong education system to provide social infrastructure for its people. The seeds of the modern education system were spread by the British to India as they replaced the traditional Gurukul system of education that had previously prevailed in India, and it was introduced in the 1830s as a new education policy for Indians by Lord Thomas Babington Macaulay. Following independence, the Indian Constitution expressed concern about providing basic education to all citizens. Article 45 of the Indian Constitution states that the State shall come to an end. Education was a source of concern for both the state and the Union Government of India, as education is listed in the concurrent list of the Indian Constitution, which ensures that education is the responsibility of both the state and the central governments. To improve literacy rates in the country, the Indian parliament passed the 86th amendment to the Constitution, which made free

an option. In order to achieve this goal, the Indian government enacted the "Right to Education Act" in 2009.

Literature Review

Gramaccia and Lima (2013) found that the relationship between public spending and employment rates in the countries studied is mostly positive and statistically significant during this time. **Allen, Badiane and Ulimwengu (2012)** investigated the effect of social service spending on agricultural input marginal productivity. They found a substantial and nonlinear link between social outcomes and social expenditures, highlighting the significance of these outcomes for productivity. **Asgar and Zara(2012)** assessed if public education investment in Pakistan benefits the impoverished at various educational levels. Expenditure on basic and secondary education is progressive, whereas spending on higher education is regressive, according to the research team. **De and Endow (2008)** Examined the level and composition of public spending on education, as well as the way resources are shared, allocated, and used in aggregate and separately for real terms during the 1990s. Since then, the share of public spending on education has been less than 4% of GDP. However, there have been a lot of changes in the composition and mode of spending. **Baldacci, Guin-sui and Mello (2003)**⁵ calculated the relationship between government education and healthcare spending. Their findings suggest that public spending, particularly in the education sector, is an important determinant of social outcomes. In their paper, **Calclough (1980)**⁶ said that investment in elementary education increases productivity in every part of the economy more than investment in other levels of education, and that investment in elementary education has better economic returns than investment in other levels of education.

Education Status of India

Since India became a country in 1947, a lot of its educational development has been influenced by the idea that education is important for both economic growth and "human capital" growth. As a result, education is seen as an important part of national development and a way to make sure people have good jobs and can move up the social ladder, which leads to economic growth on a large scale. Education in India is such a vital and complex issue for policy makers as it has concern for the second largest population in the world. As we see in table 1, which is related to the percentage change in literacy according to increasing population from 1951 to 2011, it shows that the increasing percentage of literacy gives a hopeful and cherishing result as the growth in the percentage of literacy rate from 18.33 percent in year 1971 to 74.04 percent in year 2011.

While both the public and private sectors provide education in India, it is still a priority for the public sector to give education to all, as free and compulsory education is a fundamental right for children aged 6 to 14 years under different provisions of the Indian Constitution. The public school

to private school ratio is 7:5. In terms of the number of colleges and universities, India has one of the world's largest higher education systems. In 2013-14, there were 713 universities, 36,739 colleges, and 11343 diploma institutions.

Table 1: Population and Literacy Rate

Population (In Thousands)	361088	439235	548160	683329	846421	1028737	1210855
Literacy Rate (in %) of Population (India)	18.33	28.3	34.45	43.57	52.21	64.84	74.04

Source: Economic Survey, 2014-15, Government of India, Office of Registrar General, Ministry of Home Affairs and National Commission on Population, Government of India.

Table 2: Number of Institutions by Type-2013-14

SCHOOL EDUCATION	TYPE		Number
		PRIMARY	
	UPPER PRIMARY		401080
	SECONDARY		131287
	SENIOR SECONDARY		102558
	TOTAL		1425564
HIGHER EDUCATION	UNIVERSITIES	CENTRAL UNIVERSITY	42
		STATE PUBLIC UNIVERSITY	310
		DEEMED UNIVERSITY	127
		STATE PRIVATE UNIVERSITY	143
		CENTRAL OPEN UNIVERSITY	1
		STATE OPEN UNIVERSITY	13
		INSTITUTION OF NATIONAL IMPORTANCE	68
		INSTITUTIONS UNDER STATE LEGISLATURE ACT	5
		OTHERS	3
		TOTAL	712
	COLLEGES		36671
	STAND ALONE INSTITUTION	DIPLOMA LEVEL TECHNICAL	3541
		PGDM	392
		DIPLOMA LEVEL NURSING	2674
		DIPLOMA LEVEL TEACHER TRAINING	4706
		INSTITUTE UNDER MINISTRIES	132
TOTAL		11445	

Source: http://mhrd.gov.in/sites/upload_files/mhrd/files/statistics/EAG2014.xlsx

No country can achieve long-term economic success without considerable expenditures in human capital. Education helps people get a better understanding of themselves and their environment. It enhances their quality of life and provides a plethora of social advantages to both people and society. Education boosts individuals' productivity and creativity while also promoting entrepreneurship and technical innovation. Furthermore, it plays a critical role in ensuring economic and social progress and improving income distribution. Education is important for both human and economic growth, and it is affected by the environment in which it is found. All of these things require policy changes: technological advancements, changes in the labour market, and the general global environment. Traditions, culture, and faith all have an impact on the educational system and are influenced by them.

Table 3: World Development Indicator Status on Education of India

Indicator Name	1971	2001	2005	2010
GROSS ENROLLMENT RATIO, PRIMARY, BOTH SEXES (%)	78.86563	94.41247		109.1837
PUPIL-TEACHER RATIO IN PRIMARY EDUCATION (HEADCOUNT BASIS)	41.45214	40.14999		
GROSS INTAKE RATIO TO GRADE 1 OF PRIMARY EDUCATION, FEMALE (%)	79.83804	111.2009	125.1142	118.0563
GROSS INTAKE RATIO TO GRADE 1 OF PRIMARY EDUCATION, MALE (%)	117.9303	128.4058	130.1801	115.873
SURVIVAL RATE TO THE LAST GRADE OF PRIMARY EDUCATION, FEMALE (%)	31.04129	63.53698		
SURVIVAL RATE TO THE LAST GRADE OF PRIMARY EDUCATION, MALE (%)	39.00946	59.70518		
CHILDREN OUT OF SCHOOL, PRIMARY, FEMALE	18054748	13016778		1688497
CHILDREN OUT OF SCHOOL, PRIMARY, MALE	9926844	6197319		3137944
GOVERNMENT EXPENDITURE PER STUDENT, PRIMARY (% OF GDP PER CAPITA)		13.3116		7.19477
GOVERNMENT EXPENDITURE PER STUDENT, SECONDARY (% OF GDP PER CAPITA)		23.21726	16.68555	13.56898
GOVERNMENT EXPENDITURE PER TERTIARY STUDENT AS % OF GDP PER CAPITA (%)			57.78964	68.7199
EXPENDITURE ON EDUCATION AS % OF TOTAL GOVERNMENT EXPENDITURE (%)			11.53216	11.74278
GOVERNMENT EXPENDITURE ON EDUCATION, TOTAL (% OF GDP)			3.1338	3.31959

Source: United Nations Educational, Scientific, and Cultural Organization (UNESCO) Institute for Statistics.

Education Status of Uttarakhand

With literacy rates higher than the national average, the state has an abundance of high-quality human resources. Historically, Uttarakhand is thought to be the location of a number of Hindu Shastras. The Mahabharata, a great epic written by well-known saint Ved Vyas, was also written here. Uttarakhand is home to educational institutions that are important to both India and the rest of the world. The Indian Institute of Technology (IIT), Asia's oldest engineering college, is located in Roorkee. Govind Ballabha Pant University in Pantnagar, Kumaun University in Nainital and Almora, Dev Sanskriti University in Haridwar, Sri Dev Suman University in New Tehri, and the central university H.N.B. Garhwal University in Srinagar, New Tehri, and Pauri are also important. Other important institutes include the Indian Military Academy in Dehradun, the Nehru Institute of Mountaineering (NIM) in Uttarkashi, and the Lal Bahadur Shastri IAS Academy in Mussorie. Forest Research Institute in Dehradun. Rishikesh is widely considered the Yoga capital of the world.

Table 4: Enrolment in Education

LEVEL/ YEAR	PRIMARY	UPPER PRIMARY	SECONDARY	SENIOR SECONDARY	HIGHER EDUCATION
1950-51	192	31	NA	15	4.0
1970-71	570	133	NA	76	33
1990-91	974	340	NA	191	49
2005-06	1321	522	250	134	143
2011-12	1399	630	341	210	292

Source: census of India

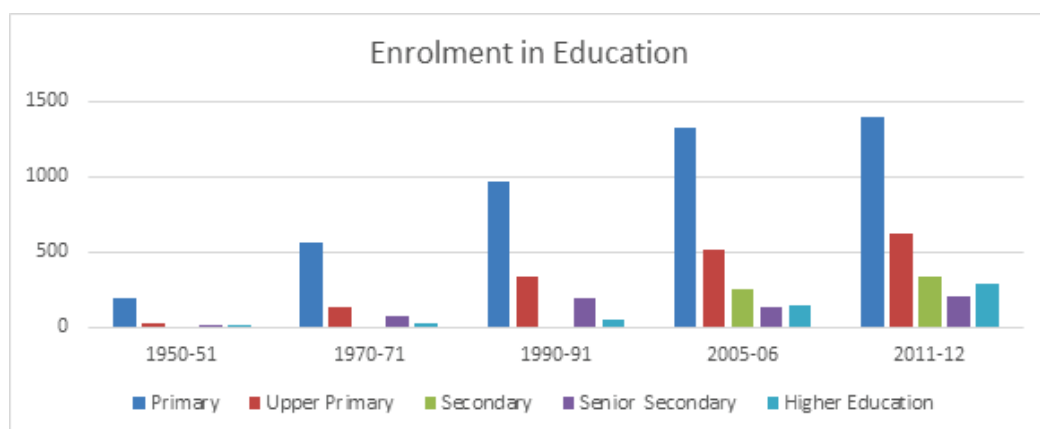


Table 5: Education Indicators 2015-16

Progress since 2006-07	
	2015-16
PRIMARY ONLY SCHOOLS (GOVT. + AIDED)	12541
UPPER PRIMARY SCHOOLS (GOVT. + AIDED)	5345
TOTAL PRIMARY ENROLMENT (IN LAKH)	1115208
TOTAL UPPER PRIMARY ENROLMENT (IN LAKH)	597465
TOTAL ELEMENTARY ENROLMENT (IN LAKH)	1712673
GER PRIMARY	104.89
NER PRIMARY	89.18
GER UPPER PRIMARY	92.56
NER UPPER PRIMARY	71.00
TEACHERS IN GOVT. SCHOOLS	62559
OUT OF SCHOOL CHILDREN	

Source: http://ssa.uk.gov.in/files/Educational_Indicators_format_for_the_AWPB_-_2015-16_State_1

Public Expenditure on Education

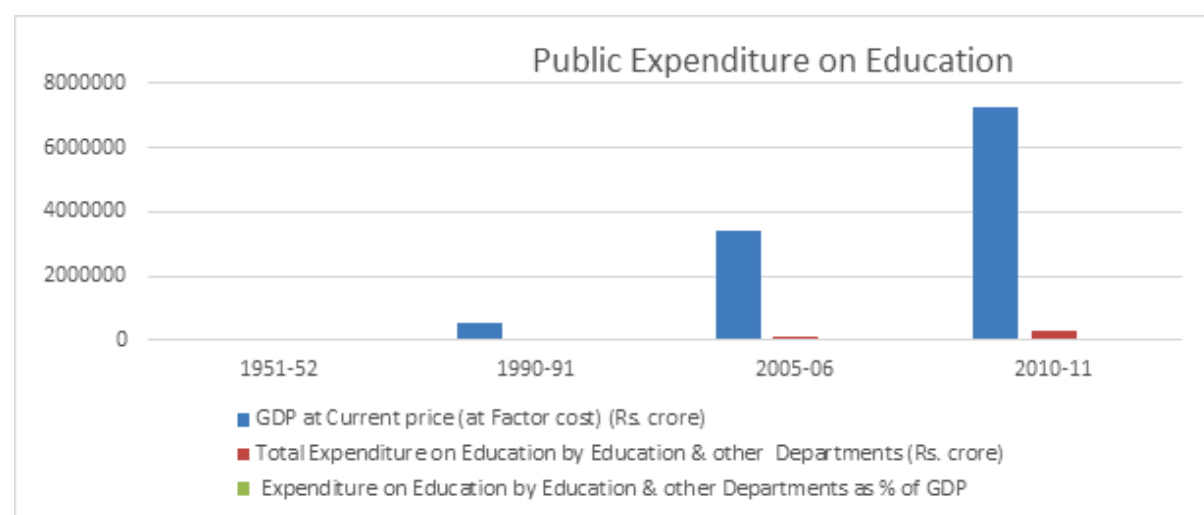
The pattern of expenditure by the federal and state governments on a particular sector reflects the sector's importance in public policies. On the question of government financing of education, the proposals of the education commission (1966), widely known as the Kothari Commission, are recognised as significant milestones in this respect. The commission estimated India's educational system's financial requirements up to 1985-86, and recommended that "if education is to develop adequately, the proportion of GNP allocated to education will rise to 6.0 percent in 1985-86." The Kothari Commission offered a number of suggestions, one of which was adopted and implemented by the Indian government in 1968 as part of the National Policy on Education (NPE). However, one may argue that the commission's forecasts were set several years ago and were based on relatively conservative growth in enrolment, per-student expenditure, and other variables. Nonetheless, it is

significant because the benchmark has remained unachieved thus far. In India, there are a number of education policies related to education financing, but the gap is growing. The Saikia Committee recommended spending 6% of GNP on education, but after 17 years, spending has not even reached 5%.

Table 6: Public Expenditure on Education

YEAR	GDP AT CURRENT PRICE (AT FACTOR COST) (RS. CRORE)	TOTAL EXPENDITURE ON EDUCATION BY EDUCATION & OTHER DEPARTMENTS (RS. CRORE)	EXPENDITURE ON EDUCATION BY EDUCATION & OTHER DEPARTMENTS AS % OF GDP
1951-52	10080	64.46	0.64
1990-91	510964	19615.85	3.84
2005-06	3390503	113228.71	3.34
2010-11	7248860	293478.23	4.05

Source: http://mhrd.gov.in/sites/upload_files/mhrd/files/statistics/EAG2014.xls



In Uttarakhand

The amount of money spent on education in Uttarakhand has decreased from 20.8 percent in 2009 to 17.49 percent in the 2014-15 budget predictions. As evidenced by a decrease in public spending on education in contrast to the GSDP, education is becoming a lower priority for the state government. In its annual plans, the state administration agreed to allocating 2% of its GSDP to the state higher education sector, although reality is far from that promise. The government spends only 0.21 percent of GDP on higher education, a number that has been stable over the past year. Spending for secondary and technical education, on the other hand, is decreasing.

Table 7. PUBLIC EXPENDITURE ON EDUCATION AS PERCENT OF GSDP

Composition of Public Expenditure on Education as percent of GSDP at current prices (2009-10 to 2014-15)

Item (value in %)	2009-10	2010-11	2011-12	2012-13	2013-14 RE	2014-15 BE
Elementary Education	1.97	1.72	1.65	1.52	1.49	1.43
Secondary Education	1.81	1.58	1.68	1.64	1.69	1.54
Sports and Youth	0.04	0.04	0.04	0.06	0.10	0.09
University and Higher Education	0.20	0.25	0.18	0.21	0.21	0.21
Technical Education	0.10	0.10	0.09	0.09	0.17	0.13

Source: Uttarakhand State Budget documents of various years, Data for use of Deputy chairman, Planning Commission. 2013

From above table it is clear that there was a constant decrease in public spending on education in Uttarakhand although promised but still the reality is somehow different.

Conclusion and Suggestions

All forms of education are crucial in the growth process, and they all contribute to it. Nobody can achieve long-term economic progress without making considerable investments in human capital. Human education helps people gain a more comprehensive understanding of themselves and their surroundings. Increased quality of life and a broad range of social benefits accrue to both individuals and society as a result of this policy. The purpose of this research is to look at the rise in government education spending in Uttarakhand and the tendencies that have emerged. Governments, whether at the national or state level, do not maintain their promises, according to the findings of this study. There has been a considerable gap between reality and promises since the Kothari commission until now. According to the MHRD statistics report 2014, education spending by education and other departments as a percentage of GDP was as low as 0.64 percent in 1950-51, and while it is now at 4.05 percent, it is still considerably below the levels suggested by various commissions. The situation is similar at the state level, in fact, the problem is worse at the state level because public education spending has been declining since 2009-10 till 2014-15.

References

E. Grimaccia and R. Lima, 'Public Expenditure on Education Attainment and Employment: A Comparison among European Countries', XXVIII conference of the Italian Association of Labour Economists (AIEL), Rome, (2013)

S.L. Allen et al., 'Government Social outcomes, and marginal productivity of agricultural inputs', A Case Study for Tanzania, IFPRI Discussion Paper 01175, International Food Policy Research Institute, (2012)

Z. Asgar and M. Zara, 'A Benefit Incidence Analysis of Public Spending on Education in Pakistan Using PSLM data', The Lahore Journal of Economics 17: 2, (2012)

A.De and T.Endow, 'Public Expenditure on education in India, Recent Trends and Outcomes', RECOUP working paper No. 18, (2008)

E.Baldacci et al., 'More on the Effectiveness of Public Spending on Healthcare and Education: A covariance Structure Model', Journal of International Development. (Dec. 15, 2003)

C. Calclough, 'Primary Schooling and Economic Development: A review of the Evidence', World Bank staff working paper No. 399, World Bank 198.

Iihan Ozturk, 'The Role of Education in economic development: a theoretical perspective', journal of rural development and administration, vol.XXXIII, no.1, winter 2001, pp.39-47

-----, 'Role of education in national development', The Nation Newspaper, (2014), retrieved from <http://www.nation.com.pk/Lahore/17-Feb.2014/role-of-education-in-national-development>



Impact Of Asian Development Bank Lending on Asian Economies : A Comparative Analysis of India And China

Zeenia Singh Ahluwalia

Research Scholar, Punjabi University, Patiala.

Dr. Rajinder Kaur

Professor, Punjabi University, Patiala.

Abstract

The present study is an attempt to find out what impact does World Bank lending has on the economic growth of Asia's two of the most developing economies, i.e., India and China. For the purpose of study, data for 26 years, from 1991-2016 has been taken. Multiple linear regression was applied. The results reveal, that while Asian Development Bank Lending has positive and significant impact on the economic growth of India, the impact was insignificantly positive in case of China's economic growth. The study further concludes, that the nations should focus more on effective utilization of the foreign aid, in order to have promising impact of the economic growth.

Keywords : Asian Development Bank, Economic growth, GDP, Developing

Introduction

India and China are two of the most flourishing developing economies, not only in Asia, but throughout the world. Both these nations are categorized under developing economies. Year after year, these nations are reaching new heights in all spheres of development. However, to sustain this process of development, continuous availability of finance is needed. But since these economies are still growing, self sufficiency of funds to run the nation, is out of question for them. For this purpose, India and China, like all other developing nations of the world, seek financial assistance from International Financial Institutions. These institutions provide financial aid to developing nations like India and China, to give them a hand, in their process of economic development.

Asian Development Bank (ADB) is one of the leading International Financial Institution and India and China are amongst it's top borrowers. ADB has lent money to these countries for various purposes, pertaining to different sectors and still continues to do so. However, the effectiveness of such lending, has always been a debatable issue. While some researches show, that foreign aid has positive impact on the development of the countries, others prove to contrary.

The present study is an attempt to add onto the ongoing debate. It analyses the impact the Asian Development Bank lending has on the economic growth of the two of most developing nations in Asia, India and China.

Review of Literature

The various literature reviewed for the purpose of the study are as under:

Ahmad (1990) attempted to study the impact of foreign aid on the economic growth of Bangladesh. The data for the period 1960-1980 was used. A positive and significant impact of foreign aid on the economic growth of Bangladesh was found.

Dreher (2004) analyzed the impact of IMF programmes on the economic growth of ninety eight countries over the period 1970-2000 and concluded that IMF programmes does not contribute to the economic growth of the nations.

Butkiewicz and Yannikaya (2005) studied the data of 100 countries for the period 1970-1997, to analyze the impact of IMF and World Bank lending on the long run economic growth of the countries. The study concluded that the lending by both the institutions had a negative and insignificant impact on the economic growth of the nations under study.

Mohey-ud-din (2005) conducted a study to find what impact does foreign aid has on Pakistan's economic development. The study was conducted for the period 1960-2002 using Multiple Regression. The paper concluded that aid has significantly positive impact on the economic development of Pakistan.

Rajan and Subramaniam (2009) studied the relationship between aid and growth of all developing countries of Sub Saharan Africa and East Asia for the period 1960-2000. Regression analysis was used for the purpose of study. Insignificant impact of aid inflow on economic growth was found.

Objectives

The objective of this paper is to analyze the impact of Asian Development Bank lending on the economic development of selected Asian economies, i.e., India and China.

Research Methodology

For the purpose of the study, data has been collected for a period of 26years, from 1991 to 2016. Data has been collected from Key Indicator of Asia and Pacific and Annual reports of Asian Development Bank. Multiple linear regression has been employed for the analysis. Gross Domestic Product per capita (GDP) has been taken as the dependent variable while the predictors are, Foreign Aid (Lending by the World Bank), Inflation (as measured by Consumer Price Index) and

Gross Domestic Savings (GDS as a % of GDP). SPSS software was used to compute the results.

Analysis and Findings

Multiple Regression Analysis was carried to reach the results of the set objectives.

Table 1 and Table 2 contain the results of the estimated regression model for India and China, respectively.

According to Table 1, aid has a positive and significant impact on India's economic growth. R-square value indicates that 99.3% of the variations in the results can be explained by the variables of the model. F statistic is also found to be significant, meaning thereby, a significant relation is established between the dependent variable and the predictors.

Table 1 : Estimated Regression Model for India

Variable	$\hat{\alpha}$ -Coefficient	t-Statistic	Sig.
AID	2.149	3.336	.003
GDS	9.531	4.431	.000
CPI	3.452	36.658	.000
CONSTANT	123.432	0.654	0.520
R-Square = 0.993			
Adjusted R-Square = 0.992			
F-Statistic = 1147.15			
P-Statistic = 0.000			

Source: Author's construction from SPSS Software

Table 2: Estimated Regression Model for China

Variable	$\hat{\alpha}$ -Coefficient	t-Statistic	Sig.
AID	1.248	0.124	.902
GDS	7.292	1.373	.182
CPI	6.743	7.932	.000
CONSTANT	232.432	3.764	0.001
R-Square = 0.851			
Adjusted R-Square = 0.832			
F-Statistic = 45.710			
P-Statistic = 0.000			

Source: Author's construction from SPSS Software

According to Table 2, aid has a positive but insignificant impact on China's economic growth. R-square value indicates that 85.1% of the variations in the results can be explained by the variables of the model. F statistic is also found to be significant, meaning thereby, a significant relation is established between the dependent variable and the predictors.

Conclusion

No nation can grow without having adequate amount of finance at its disposal, at the right time. Developing nations, like India and China, are no exception. An attempt was made to find out the effect of Asian Development Bank's lending on the economic growth of India and China, two of the most developing nations. The results reveal, a positive and significant impact in case of India while a positive and insignificant impact in case of China. Further, it is suggested, that the countries should give due consideration on effective utilization of aid received so that promising impact on the country's development could be enhanced.

References

- **Ahmad S. (1990).** Foreign Capital Inflow and Economic Growth : A Two Gap Model for the Bangladesh economy. *The Bangladesh Development Studies*, 18(1), 55-79
- **Butkiewicz, J. L., & Yanikkaya, H. (2005).** The effects of IMF and World Bank lending on long-run economic growth: An empirical analysis. *World Development*, 33(3), 371-391.
- **Dreher, Axel (2004).** IMF and Economic Growth: The effects of the Programmes, Loan and Compliance with conditionality. Retrieved from : https://papers.ssrn.com/sol3/papers.cfm?abstract_id=558401
- **Mohey-ud-din, G. (2005).** Impact of Foreign Aid on Economic Development in Pakistan [1960-2002].
- **Subramaniam, R. G. (2009).** Aid and Growth : What does the cross country evidence really show? *The Review of Economic and Statistics*, XC (4), 643-665.
- **Vinaya Swaroop, T. F. (1996).** Retrieved December 13, 2015, from World Bank : <http://elibrary.worldbank.org/doi/abs/10.1596/1813-9450-1610>
- **Websites Accessed-** www.worldbank.com, www.jstor.com, www.researchgate.com, www.google.com, www.adb.com



Preponderant Drivers of Student Performance: A Study of Primary Schools In Rural

Shanul Gawshinde

International Exchange Executive, Indian Institute of Management, Indore

Abstract

In the rural Indian context, schooling has been predominantly an attempt to meet social norms and standards. Consequently, students' actual learning and development, especially in the primary stages of education, has remained relatively obscure from focused research. Past research has given various factors that affect students' motivation and performance, but its relevance concerning the rural Indian context has remained relatively untouched. The current paper attempts to bring forth factors with a higher degree of impact from many factors that affect students' performance in primary schools. The current study will further strive to abridge the existing knowledge gap regarding the factors which influence students' performance and its drivers, schools, and rationale behind the choice of schools by parents/guardians. Subsequently, the current study yields conclusions and implications for the future of rural and semi-urbanschooling.

Keywords: Schooling, social norms, student performance, drivers of student performance choice of schools, rural schooling

Introduction

In this era of globalization and massive technological advancements, education is the first step towards developing the most crucial resource, The Human Capital (Akesa and Dhuferra, 2015). Education holds a pivotal role in the process of developing human capital and is linked with an individual's well-being and opportunities for better living (Battle & Lewis, 2002). It ensures knowledge and skills that enable individuals to increase their productivity and improve their quality of life. This increase in productivity also leads to new earning sources, enhancing a country's economic growth (Saxton, 2000).

Kaur (2013) states that the context of education in rural India becomes critical owing to the fact that 68.8% of India still resides in rural areas. The 2014 Annual Status of Education Report (ASER) states that although the number of students attending schools in rural areas continues to rise, more

than fifty percent of students in fifth grade are unable to read a lower grade textbook and cannot solve simple mathematical problems. Not only this, the level of reading and comprehension is also declining. Though efforts are being made, they are either not in the right direction or not appropriately motivated. The ASER survey reasoned that increasing number of single classrooms to educate students from more than one grade. In some states, the attendance of teachers and students is also declining. These are a few reasons why schools have failed to educate rural India. Parents and guardians send their children to school in hopes that their children will learn and develop skills, imbibe in them values and inculcate habits that will benefit them for a lifetime. With 13% of the country's population less than six years of age, the hope described above of parents is essential for India's sustainable prosperity and development. Ward (2007) stated that there are four broad stages in Indian school education; namely, primary, upper primary, secondary education (SE), and higher secondary education (HSE). The combination of primary and upper primary schooling is termed elementary education. It is noteworthy that there is also a program of pre-school education (for three to six-year-olds), early childhood care and education (ECCE), mostly provided through the Department of Women and Child Development (DWCD), GOI through Anganwadi Centre infrastructure.

Quality and access to proper education are significant concerns in rural schools as there is a dearth of appropriately trained and knowledgeable teachers. Although the ever-increasing standards Recruiting teachers helps; still, there is a long way to go. There is a lack of committed teachers and good textbooks and learning material in the schools. Though Government schools exist in quantity, their infrastructure and quality are abysmal compared to their private counterparts. Teachers substantially affect the motivation and work ethic of students. Schools' quality of teachers contributes a lot to their effectiveness, subsequently leading to high achievement (Andaya, 2014). Andaya (2014) further highlighted that teaching and learning are two correlated aspects of the educational cycle. A teacher who fails to understand the fundamental principles of teaching and the nature of learners will find his/her teaching ineffective and cause a setback in the Student's learning. Sunglo (1989) identified roles, personal habits, and needs as factors that affected the individual learner's transformational process.

Furthermore, demographic factors such as gender, parents' educational background, and family's socioeconomic status were also factors in ease, accessibility of quality education, and student achievement (Mangaliman, 2004). Ward (2007) highlighted that the last two decades had witnessed a rise in government initiative for education-specific support institutions, such as the District Primary Education Programme (DPEP) and Sarva Shiksha Abhiyan (SSA), State Institutes of Educational Management and Training (SIEM), State Implementation Societies, State Councils of Educational Research and Training (SCERT) District Institutes of Education and Training

(DIET), Cluster Resource Centres (CRC), and, in rural areas, Village Education Committees (VEC), Block Resource Centres (BRC), etc. Subsequently, a rising number of people in rural areas realize the importance of education in eradicating poverty. However, this is a vicious circle, good quality education is a way to fight poverty, but poverty holds back people from giving their children quality education. Due to the lack of money in rural and semi-urban areas, people cannot send their children to private schools and depend on government schools for education. Above that, in some government schools, there is only one teacher for the entire school, and if they do not show up at work, then it is a holiday. If the quality, several teachers, and committed teachers can be improved in these schools, aspiring rural children can rise beyond the set norms and match pace with urban children.

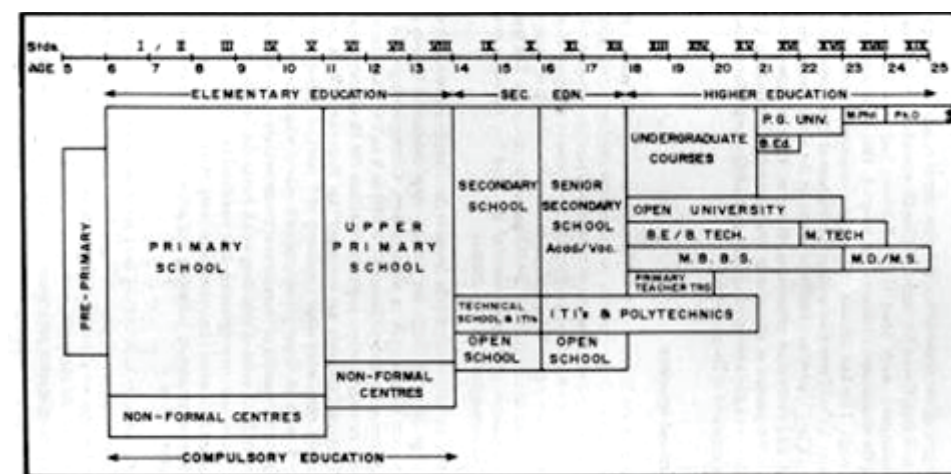
There are broadly four stages of school education in India, namely, primary and upper primary, secondary and higher secondary. In pursuance of the National Policy on Education of 1968 and 1986, there have been attempts to evolve a uniform pattern of school education with 12 years of schooling, commonly known as the 10+2 pattern.

States/UT	Admission to class 1	Structure of school education in India								
		I- V	I- IV	VI-VIII	VI- VII	V- VII	V- VIII	IX- X	VIII- X	XI- XII
Andhra Pradesh	5	✓	-	✓	-	-	-	✓	-	✓
Arunachal Pradesh	6	✓	-	✓	-	-	-	✓	-	✓
Assam	6	-	✓	-	-	✓	-	-	✓	✓
Bihar	6	✓	-	✓	-	-	-	✓	-	✓
Goa	5	-	✓	-	-	✓	-	-	✓	✓
Gujarat	5	-	✓	-	-	✓	-	-	✓	✓
Haryana	6	✓	-	✓	-	-	-	-	✓	✓
Himachal Pradesh	5	✓	-	✓	-	-	-	✓	-	✓
J&K	5	✓	-	✓	-	-	-	✓	-	✓
Karnataka	5	-	✓	-	-	✓	-	-	✓	✓
Kerala	5	-	✓	-	-	✓	-	-	✓	✓
Madhya Pradesh	6	✓	-	✓	-	-	-	✓	-	✓
Maharashtra	5	-	✓	-	-	✓	-	-	✓	✓
Manipur	5	✓	-	✓	-	-	-	✓	-	✓
Meghalaya	6	-	✓	-	-	✓	-	-	✓	✓
Mizoram		-	✓	-	-	✓	-	-	✓	✓
Nagaland	6	-	✓	-	-	✓	-	✓	-	✓
Orissa	5	✓	-	-	✓	-	-	-	✓	✓

Punjab	5	✓	-	✓	-	-	-	✓	-	✓
Rajasthan	6	✓	-	✓	-	-	-	✓	-	✓
Sikkim	5	✓	-	✓	-	-	-	✓	-	✓
Tamil Nadu	5	✓	-	✓	-	-	-	✓	-	✓
Tripura	6	✓	-	✓	-	-	-	✓	-	✓
Uttar Pradesh	5	✓	-	✓	-	-	-	✓	-	✓
West Bengal	5	-	✓	-	-	-	-	✓	-	✓
A&N Islands	6	✓	-	✓	-	-	-	✓	-	✓
Chandigarh	5	✓	-	✓	-	-	-	✓	-	✓
D&N Haveli	5	-	✓	-	-	-	✓	-	✓	✓
Daman & Diu	5	-	✓	-	-	-	✓	-	✓	✓
Delhi	5	✓	-	✓	-	-	-	✓	-	✓
Lakshadweep	5	-	✓	-	-	-	✓	-	✓	✓
Pondicherry	5	✓	-	✓	-	-	-	✓	-	✓
INDIA	6	19	13	18	1	11	2	19	13	32

Table 1.2: Structure of School Education in the Different States

Decisions regarding the organization and structure of education are primarily the concern of the States/Union Territories. Within the overall policy of the national policy on education, each State/Union Territory has been independently determining the educational structure to be adopted. This is particularly true of the school stage. However, there is almost complete uniformity in the pattern of educational structure within a particular State or Union Territory. Also, a broad consensus has emerged for adoption by all States, as indicated in the following diagram.



1.2 Educational structure in India¹

The 10+2+3 pattern introduced in the country envisages a broad-based general education for all pupils during the first ten years of school education. Therefore, the curriculum at this stage is mainly undifferentiated, and little attempt is made to introduce diversified courses. The curriculum's focus at the primary stage is on developing essential literacy and numeracy skills, the study of the environment in terms of physical and social phenomena, participation in activities that would develop productive skills, creative expression, and healthy living habits. In the initial years, the content and methodology are directed to the achievement of communication and computational skills to develop the essential learning tools. The attempt to develop creative expression has not been able to progress as effectively in rural areas. Thus the duty of schools, both private and public, is to create awareness regarding many factors, such as intelligent classes or school management systems. Rural development, incredibly education wise is needed, and the perspective of Schools and Parent is towards their child's needs is of for 3e most importance.

Review of Literature

Due to the intangible nature of their output, educational services remain somewhat difficult to measure for quality. Quantitative measurement of the educational service's effectiveness has been rightly labeled as an arduous task as they lead to

the transformation of knowledge and skill development (Tsinidou, Gerogiannis, & Fitsilis, 2010). Darling (2005) measured student performance by the usage of GPA. The study described above was limited by a focus on a specific semester's performance. Some other researchers used test results or previous year results to study performance for the specific subject or year (Hijazi and Naqvi, 2006 and Hake, 1998). Past research has broadly stated two factors that affect the performance of Students; First is internal, and second is external classroom factors. Internal classroom factors include the competence of students in English, schedule of class, size of the class, English textbooks, class test results, learning facilities, quantity and difficulty of homework, the environment of the class, the complexity of the course material, role of teacher, effectiveness of the teacher, ICT, the technology used in the class and exams systems. External classroom factors include extracurricular activities, the atmosphere at home, family dynamics, socio economic background, etc. (Hansen, Joe B., 2000).

Ajila and Olutola (2000) opined that the home affects the individual since the parents are the first socializing agents in an individual life. In 2008, Uwaifo conducted a study spanning all university students in Nigeria. His study revealed the cause of the poor academic performance of children to a combination of personal and institutional factors. Further, he stated that students raised in single-parent families can suffer emotional issues such as lack of warmth, love, and disciplinary issues. Uwaifo (2008) affirmed that a child's family background affects his reaction to life situations and his level of performance. Uwaifo's findings were further affirmed by Stubbs and Maynard (2016).

They stated that the perception of students' academic success and self-worth has been a relatively neglected area. They concluded that students with higher cohesiveness in the family had firmer academic self-efficacy beliefs. The review leads the current study to its first Hypothesis;

H1: There is a negative relationship between family stress and student performance.

Adeyinka (2009) concluded that maladaptive behavior arises when parents surrender responsibility of parenthood; furthermore, they said that children from economically disadvantaged backgrounds are more likely to have poor academic performance simply because essentials such as food and clothing shelter are lacking from their lives.

In 2009, Omirin and Adeyinka posited that parents' financial and moral support is most potent in elevating students' performance. Ebenuwa-Okoh (2010) opined that the financial situation of students is positively correlated to Student' performance. Harb and El-Shaarawi (2006) found that the most important factor with a positive effect on students' performance is students' competence in English. If the students have strong communication skills and have an above-average English grip, it elevates their general performance. Furthermore, good communication skills were found to give them

Confidence and increased sense of self-worth. Subsequently, the following Hypothesis will pave the way for pertinent research under the current study;

H2: There is a positive relationship between learning atmosphere and student performance.

H3: There is a positive relationship between communication and student performance.

Sofar, researchers have concentrated on student performance in urban or semi-urban contexts. In the case of rural primary education, the concentration of researchers has been several students going to school and its generic relation to social and economic factors. The current study will attempt to narrow down these broad distinctions into specific and pertinent factors, especially in the context of rural India.

Rationale of Study

Previous studies have focused on different factors such as ICT, subject orientation, class schedules, class size, medium of communication, homework, environment of the class and exams systems, etc. However, there is a gap in knowledge about what drives children in rural areas to perform better and excel in their lives. The current study will be helpful for both educational policy makers and rural parents as well. It will also create awareness among students about their rights and responsibilities to achieve quality education.

3.1 Objectives

- To determine factors affecting student motivation and performance.
- To determine social factors affecting parent's/guardian's choice of school for their children.
- To produce pertinent conclusions and road ahead.

3.2 Sample

1. Population Size —For the current study, 65% of 115 million students enrolled in primary schools reside in rural areas. This 65% constructs our population.
2. The Margin of Error (Confidence Interval) —Margin of error is taken at a 95% confidence interval for the current study.
3. Standard of Deviation —Since the current study has not reached a pilot stage yet, subsequently, the standard deviation is taken at .5.

$$\begin{aligned} \text{Necessary Sample Size} &= (Z\text{-score})^2 * \text{StdDev} * (1 - \text{StdDev}) / (\text{margin of error})^2 \\ &= (1.96)^2 * .5(.5) / (.05)^2 \\ &= (3.8416 * .25) / .0025 \\ &= .9604 / .0025 \\ &= 384.16 \end{aligned}$$

Thus it is surmised that 385 respondents are needed.

3.4 Data analysis and interpretation

The present study is proposed to be conducted on a sample of 400 primary students from the Bijapur region of district-Faizabad (Uttar Pradesh). Has shown the relationship between the factors, students' performance, and the parent's decision. The factor analysis will reveal specific significant factors.

Reliability statistic: Cronbach's alpha is a reliability coefficient based on the average covariance among items on a scale. Because alpha can be interpreted as a correlation coefficient, it ranges from 0 to 1. (Negative alpha values can occur when items are not positively correlated among themselves and the reliability model is violated). A high alpha (.7 and higher) would be consistent with the Hypothesis that all scale items measure the same construct. The Cronbach Alpha reliability test will be done for a fixed number of items. Based on high α value, we will conclude that the data is authentic. From the Rotated Component Matrix, the constituent variables of each factor will be identified.

Cluster analysis: A 2 step cluster analysis will be done to profile demographic, socioeconomic backgrounds concerning the choice of schools and student performance.

Following the analysis, relevant conclusions will be drawn. These conclusions will further pave the way for proper interpretations.

References

1. **Abdullah, 2011**, 'Factors Affecting Business Students' Performance in Arab Open University: The Case of Kuwait'. International Journal of Business and Management: Vol. 6, No. 5. Barkley, Andrew.
2. **Adams, A. (1996)**. Even the basic needs of young are not met. Retrieved from <http://tc.education.pitt.edu/library/SelfEsteem>
3. **Andaya, O.J.F. (2014)** Factors that affect the mathematics achievement of students of Philippine Normal University-Isabela Campus, Researchers World Journal of Arts, Science and Commerce, Volume V, Issue 4, October, pp84-90.
4. **Andaya, O.J.F. et al. (2013)** Cognitive structure of freshman entrants of Philippine Normal University- Isabela Campus: An approximation, REL Journal, Volume 4, Issue No. 1, January, pp58-60
5. **Adeyemo, S.A. & Babajide, V.T. (2012)**, "The influence of social and economic disadvantage on students' academic achievement in senior secondary schools physics", International Journal of Educational Research and Technology. 3 (2):3-10.
6. **Ajila, C. & Olutola, A. (2000)**, "Impact of parents' socioeconomic status on university students' academic performance", Ife Journal of Educational Studies, 7(1): 31-39.
7. **Barry, J. (2005)** The effect of socioeconomic status on academic achievement of students of Wichita State University.
8. **Battle, J., & Lewis, M. (2002)**. The increasing significance of class: The relative effects of race and socioeconomic status on academic achievement. Journal of Poverty, 6(2), 21-35.
9. **Bell, C. A. (2007)**. Space and place: Urban parents' geographical preferences for schools. The Urban Review 39.4:374-404.
10. **Bell, C. A. (2008)**. Social class differences in school choice. In W. Feinberg & C.
11. **Bell, C. A. (2009)**. All choices created equal? the role of choice sets in the selection of schools." Peabody Journal of Education 84.2:191-208.

12. **Bolu-steve, F. N., & Sanni, W. O. (2013).** Influence of family background on the academic performance of secondary school students in Nigeria. *Ife Psychologia*, 21(1), 90–100.
13. **Cheesman, Jennifer, Simpson, Natalee and Wint, Alvin G. (March 22, 2006).** 'Determinants of Student Performance at University: Reflections from the Caribbean'.
14. **Diaz, Antonia Lozano.** Personal, Family Academic Factors Affecting Low Achievement In Secondary School. *Electronic Journal of Research in Educational Psychology and Psychopedagogy*, 1(1), 43-66. ISSN:1696-2095.
15. **Darling, N., Caldwell, L., Smith, Robert. (2005).** Participation in School-Based Extracurricular Activities and Adolescent Adjustment. *Journal of Leisure Research*. 37, No.1, pp.51-76.
16. **Ebenuwa-Okoh, E.E. (2007),** "Correlates of marital adjustment among married persons in Delta State: Implication for Guidance and Counseling", Ph. D.Thesis, unpublished, Benin City, University of Benin. Ebenuwa-Okoh, E.E. (2010), "Influence of age, financial status and gender on academic performance among undergraduates," *Journal of Psychology*, 1(2):99-103.
17. **Farooq, M.S. et al. (2011)** Factors affecting Student's quality of academic performance: A case of secondary school level, *Journal of Quality and Technology Management*, Vol. VII, Issue II, December, pp2-10
18. **Harb, Nasri and El-Shaarwi, Ahmed. (July 2006).** 'Factors Affecting Students' Performance'. MPRA Paper No.1362.
19. **Hijazi, Syed Tahir, and Naqvi, S.M.M. Raza. (January 2006).** 'Factors Affecting Students' Performance: A Case of Private Colleges'. *Bangladesh e-Journal of Sociology: Volume 3, Number 1*.
20. **Hussain, Ch. Abid. (June 2006).** Effect of Guidance Services on Study Attitudes, Study Habits and Academic Achievement of Secondary School Students. *Bulletin of Education and Research*, vol. 28, No. 1(35-45).
21. **Kernan, William, Bogart, Jane & Wheat, Mary E. (2011).** Health-related Barriers to learning among graduate Student, *Health Education*, vol. 11, NO. 5, pp.425-455.
22. **Kirmani, Neghat Sana & Siddiquah, Aishah (December 2008).** Identification and Analysis of Factors Affecting Students Achievement in Higher Education. 2nd International Conference on assessing quality in higher education.
23. **Koziol, N. A (2015)** Identifying, Analyzing, and Communicating Rural: A Quantitative Perspective

24. **Littlewood, W. (1984).** Foreign and Second Language Learning. Cambridge University Press.
13. Noble, Julie P., Roberts, William L. and Sawyer.
25. **Mangaliman, R.A. (2004)** Factors affecting Student's failures in mathematics, Unpublished Masteral Thesis, Saint Louis University, Baguio City, Philippines.
26. **Maximo, W.F. (2015)** Factors that affect pupils' achievement using mother tongue as a medium of instruction, Unpublished Master's Thesis, Philippine Normal University- North Luzon Campus, Philippines, pp39-48.
27. **Miller, B. A. (1995)** Every Child, Every Day: A Digital Conversion Model for Student Achievement, The Role of Rural Schools in Rural Community Development. ERIC Digest, ERIC Clearinghouse on Rural Education and Small Schools Charleston WV.
28. **Omirin, M.S & Adeyinka, A. (2009),** "Predictive validity of the Junior Secondary School Certificate Examinations (JSSCE) for Senior Secondary School Certificate Examinations (SSCE) in Ekiti State", *Journal of Educational Focus*. 2(1)142-147.
29. **Poropt, Arthur E. (2011).** The Eysenckian Personality Factors And their correlation with academic performance. *British Journal of Education Psychology*, 81, pp.41-58.
30. **Chaudhuri, et al. 2010.** Factors affecting Student's academic performance: A case study in Agartala municipal area. *Bangladesh e-journal of sociology*, vol.7, Number.2.
31. **Richard L. (October 2006).** 'Student Achievement, Behavior, Perceptions, and Other Factors Affecting ACT Scores'. ACT Research Report Series 2006 -1.
32. **Roberts, Kerry L. & Sampson, Paulinen M. (2011).** School board member professional development and effect on student achievement. *International Journal of Educational Management*, vol.25, NO.7, pp.701-713.
33. **Saenz et al., (1999).** The relationship between the college experience and academic performance among minority students. *The International Journal of Educational Management*, pp.199-207.
34. **Saxton, J. (2000).** Investment in education: Private and public returns. Retrieved from <http://www.house.gov/jec/educ.pdf>.
35. **Schneider, M. et al. (1998).** School choice and culture wars in the classroom: What different parents seek from education." *Social Science Quarterly* 79.3
36. **Sunglo, S. (1979)** The relationship between socioeconomic status and academic achievement of the intermediate pupils of Oviedo Dela Rose Elementary School, Division of Cavite City, Unpublished Masteral Thesis, Ortanez University, Manila

37. **Tieken, M. C. (2014).** Why rural schools matter. Chapel Hill: University of North Carolina Press, 236 pp. ISBN 978-1-4696-1848-7
38. **Tsinidou, M., Gerogiannis, V., & Fitsilis, P. (2010).** Evaluation of the factors that determine quality in higher education: an empirical study. *Quality Assurance in Education*, 18(3), 227-244.
39. **Walsh, (2012)** Why Parents Choose: Patterns of School Choice and the Role of the Hartford Community School.
40. **Weymer Richard A. (Spring 2002).** Factors Affecting Students' Performance in Sixth Grade Modular Technology Education. *Journal of Technology Education*, Vol. 13, No. 2.
41. **Zajacova, Anna, Lynch, Scott M. & Espenshed. Thomes J. (2005).** Self-Efficacy and academic success in college. *Research in Higher Education*, vol. 40, NO. 6, pp. 677- 706.
42. **Zhang Tiedao, (2005)** Literacy education in China, Education for all global monitoring report.

Webpages

1. <http://factsanddetails.com/china/cat11/sub72/item152.html>
2. http://www.unesco.org/education/wef/countryreports/india/rapport_1.html
3. http://www.unesco.org/education/wef/countryreports/china/rapport_1.html
4. Kaur, R. March 15, 2013. <http://www.mapsofindia.com/my-india/education/india-needs-education-especially-rural-education>



Review analysis on Skill Development Programmes in India.

Bhaskara Srinivas

Research Scholar, JJ College of Arts Science, Tamilnadu

Dr. S. Parithi

Assistant Professor, JJ College of Arts Science, , Tamilnadu

Abstract:

Over half of India's population is under 30 years old, making it one of the world's youngest nations. It is predicted that by the year 2025, India will employ 25% of the world's total population (World Competitiveness Yearbook, 2012). To ensure the nation's global competitiveness, it is necessary to further develop and empower the nation's human capital. Because of issues such as widespread poverty, high unemployment, widespread illiteracy, and a lack of adequate healthcare, India's economic development has remained stagnant. The contribution of the nation's young people is critical to its long-term economic well-being. In today's job market, the majority of college- and university-educated young people are unable to find work because of a dearth of technical skills and knowledge. The majority of them have no idea what's going on in the current world. A variety of studies' secondary data was used to compile the information presented in this publication. The research looked at India's skill-building initiatives. The purpose of this research is to look into the existing literature on skill development programmes and how they might be used to leverage India's large population by improving their skills and employment prospects. The purpose of this literature review is to examine the numerous initiatives done by the Indian government, programmes run in between public and private sector, strategies for improving employability, and so on. The research also examines educational programmes and the need for increased training in the area. As a result, the paper will focus on the program's requirements, difficulties, and potential

Introduction

India's demand in the global market will be ensured by the National Skill Development Initiative, which will empower all persons with better skills, knowledge, and nationally and internationally recognised qualifications. First and foremost, the 11th Five Year Plan, which provides a framework for dealing with the crisis, acknowledges the government's need for Skill Development. Prior to the 2010 introduction of the "National Skill Development Mission," the first (NSD) National Skill

Development Policy had been formulated in 2009. There has been a lack of connectivity between government-run skill development programmes and market need, according to the 12th Five-Year Plan. A PublicPrivate Partnership (PPP) enabling framework has been proposed to encourage private investment in vocational training. In July, 2014, the Ministry of Youth Affairs and Sports established a department of entrepreneurship and skill development, which was later promoted to a full-fledged ministry in November 2014. Ministers are responsible for coordinating and expanding frameworks for skill development, mapping existing skills certifications, and establishing links between business and educational institutions, among other things,

Because of the abundance of talented, adaptable, and qualified human capital in India, the country has made steady progress toward becoming a knowledge-based economy. Globalization's influence on India is always increasing, yet the country's young workforce provides it with a wealth of options to stand out. India's future will be decided by the abilities of its young people if they are given the chance to learn new talents. Microeconomic growth and social well-being depend heavily on human capital, particularly in the form of skills and knowledge. The term "skill development" refers to the process of improving one's abilities through formal education or on-the-job experience. It improves people's ability to respond to shifting market conditions and reap the rewards of new ideas and entrepreneurial endeavours. When it comes to a country's long-term prosperity, the number of people employed and how productive they are at their jobs are critical factors. Growth that benefits all people is impossible without a well-trained workforce. There are many ways in which skill development might be linked to an overall increase in economic activity that requires government intervention.

Vision for the National Skill Development Initiative in India

- Currently, India can train 3.1 million people each year in various skills. India's annual capacity is 15 million. By the year 2022, India hopes to have produced 500 million highly qualified workers. As a result, initiatives that help people enhance their skills must be given more resources.
- To provide a steady stream of qualified workers who can adapt quickly to shifting job requirements and technological advancements, a variety of skill-building programmes are being implemented. This approach encourages excellence and meets the needs of the knowledge economy.
- The skill development efforts aim to remove divisions such as female/male, rural/urban, organized/unorganized employment, and traditional/contemporary workplaces by embracing inclusivity.

- Workforce creation, economic expansion, and social progress are all aided by these skill-building programmes. Economic, labour, and social policies and programmes that are comprehensive in scope will include skill development measures. Various departments, states, businesses, and other groups will have a framework in place for greater coordination.
- Economic, labour, and social policies and programmes that are all-encompassing training providers' accountability and accountability for their outcomes are all important considerations in this project.

Why India needs Skill Development?

- We need skilled India since we have the largest number of unemployed young people in the world. Drug abuse and other anti-social behaviour are something we as a country must tolerate if their potential isn't maximised.
- Digital India, Make in India, and Smart Cities all rely on a competent workforce to succeed.
- Because of China's demographic challenges, rising wages, and appreciating Yuan, India has a unique opportunity to take over as the world's factory.
- In order to make this goal a reality, India must develop a workforce that meets or exceeds worldwide quality and productivity requirements through integrating training and education.
- There is a shortage of qualified workers among those now enrolled in college.
- India has a tremendous chance to serve the burgeoning market for the elderly in the world's major economies.

Governance of Skill Development Initiative

It has been established as an apex institution for policy direction and review, headed by the Prime Minister, the National Council for Skill Development. Members include the Ministers of Human Resources Development, Finance, Industry, Rural Development, Housing and Urban Poverty Alleviation, Labor and Employment, and Micro Small and Medium Enterprises. There are 6 experts in skill development as well, including the Deputy Chairman, Planning Commission, Chairman of the National Manufacturing Competitiveness Council, and Chair of the National Skill Development Corporation. The Member Secretary to the Council is the Principal Secretary to the Prime Minister.

National Skill Development Corporation:

Under the Companies Act of 1956, the (NSDC) National Skill Development Corporation was incorporated as a non-profit organisation with a formal board of directors. Someone famous or respected in the field of skill development serves as the corporation's CEO. For these purposes,

- The preparation of a catalogue of types of range, skills, and depth of abilities, to allow each individuals to select from them, as well as the preparation of a catalogue of skills.
- Identifying and assessing candidates' levels of ability and competence.
- Create a sector development strategy for skill and keep track of a skills database.
- Develop and implement a Trainer Education Program.
- Accreditation and affiliation procedures should be standardised.
- The promotion of high-quality academies is a top priority.
- Accreditation, examination, and certification are all part of the process of becoming a member of an association.
- Planned development of a labour market information system that can be used for training planning and delivery.

National Skill Development Co-ordination Board:

Coordination Board for National Skill Development, headed by Planning Commission's deputy chairman, has been established. Secretary of Human Resources, Labour and Employment, Rural Development, Housing and Urban Poverty, Alleviation, and Finance are all members of this committee. In addition to the National Skill Development Corporation's Chief Executive Officer, the Secretaries of four States rotate every two years, and three prominent Academicians/Subject Area Specialists are also on the board. The secretary of the Planning Commission is also a board member.

National Council for Vocational Training:(NCVT)

With a broader mandate and more representative membership, NCVT will be strengthened and reengineered. There are a number of primary roles:

- Creating a framework for the establishment of standards for competence, the organisation of courses, the allocation of credit, and the process of certification.
- Development of the National Vocational Qualifications Framework (NVQF), including, but not limited to:
- Quality assurance system.
- Accreditation and affiliation frameworks for institutions.

- National skill development activities should be monitored and evaluated through the proper reporting and communication mechanisms.
- System and transmission of information about the labour market at the national level.

Partnerships between the government, industry, local governments, civil society organisations, and all skill providers will be actively pursued in the coming years. NGOs and other organisations from the civil society will be represented, as well as educational institutions, professional associations, self-help groups, and cooperatives. The foundation of the Skill Development Initiative will be the establishment of an institutional system and regular stakeholder consultations.

All social groups, notably women and the most disadvantaged in society, need equal access to skill development to enable them secure jobs and move out of poverty. Achieving inclusive growth necessitates removing obstacles to participation and addressing the needs of those excluded. There will be a focus on removing roadblocks to participation, such as those related to education, transportation, and language. Entry assessments will be used to direct people with diverse profiles and requirements into appropriate skill development programmes while increasing the potential for skill development for everyone. It will be accompanied by a massive effort to educate the target groups about the value of skill development, employment and learning opportunities, and support systems that allow them to participate in training. India's global competitiveness and the improvement of employment opportunities for its citizens both depend on the quality and relevance of the country's skill development. A company's ability to compete in the global economy depends on the quality of its training and its relevance to national and worldwide markets. Soft skills and entrepreneurial abilities will be integrated into the curriculum to make them more marketable in the future job market and to encourage people to work for themselves. In light of the country's demographic advantage and the expected global scarcity of skills as the world population ages, it is possible that the country may be supplying the globe with its expertise. India's talent development is critical, but it cannot be done alone by the government. According to the World Bank Enterprise Surveys 2014, just 36 percent of Indian enterprises offer formal training programmes for their permanent, full-time employees, compared to 80 percent in China. Chairman of National Skill Development Agency and National Skill Development Corporation (NSDC) described the situation as a "market failure," where companies do not invest in skilling employees and employees cannot pay for skilling. CSR initiatives by corporations and public sector organisations (PSUs) are increasingly increasing their involvement in the business, which is encouraging. For example, they are providing funding, establishing infrastructure for learning recognition for prior learning and adopting national certification frameworks and occupational

Literature Review

Studying literature can help researchers go into greater depth and provide new ideas, explanations, and theories about a subject at hand. To sum it all up, examining related literature is a good idea if you want to learn about prior studies' recommendations for future research. The quantity of relevant publications and the objective of the research report will determine the length of the review. In order for researchers to get familiar with current knowledge in the topic or area where they plan to conduct their research, they need to review relevant literature. The researcher can better determine the boundaries of his or her research areas by looking at relevant literature. Research gaps that need to be filled by future studies have been identified by a review of the literature on skill development programmes in India undertaken by the current investigators.

Ansari and Khan (2018) On the "Role of Education and Skill Development to Promote Employment in India," Ansari and Khan (2018), did a study. Based on observations and analysis of the study, the study's goals were to assess and emphasise the current state of contemporary education with regard to skill development and to make recommendations. Secondary data from papers, polls, publications, well-known websites, and media sources forms the basis of this investigation. It was determined that a descriptive research strategy would be most appropriate for the study's objectives. Overall, skill development for India is vital, both economically and in terms of its population growth. In order to alleviate poverty, improve competitiveness and employability, and encourage youth self-entrepreneurship, it is essential. Our economy will be able to meet its goals if we implement this new strategy. Every year, over 12 million Indian adolescents enter the workforce with inadequate education and work experience. If any of these young people become unemployed owing to a lack of employment opportunities, societal unrest will inevitably ensue. Stop spending money on a flawed method and fully embrace the successful training-based model around the world. As a result, it must raise its investment in youth education and training in a way that maintains a healthy balance between those investments and the needs of the economy.

Singh & Kaur (2018), "A Study on Skill Development of the Paint and Coating Industry" was undertaken by Singh & Kaur (2018). The purpose of this study is to investigate why the paint business has a scarcity of skilled painters and how to address this issue. The study relied on primary data sources. A person's own

More than 130 painters in the Kurukshetra district completed a self-administered questionnaire. The study found that the lack of formal training and poor training facilities for painters is the primary cause of the paint industry's paucity of skills. The findings of this study show that the paint sector has a shortage of trained workers. The calibre of one's work is a sure sign of one's abilities. Lack of qualified painters may be the cause of the poor quality of the work. The work of untrained

painters is of inferior quality. The effectiveness of a company's personnel can be significantly improved by effective training. A lack of formal training is evident in the results. Formal training has not given them a certificate or diploma. Even young people who enter this field do not receive any official education or training in preparation for their profession. Painters lack the necessary education and training. They used to obtain help from family and friends for informal training. As a result, their output is mediocre at best. In addition, the current level of knowledge and expertise is insufficient to make advantage of new painting equipment and techniques. The paint business has a shortage of skilled workers. The difficulties that painters face are numerous. It's difficult to find work as a painter. They aren't paid on time for the work they do. The painters must work at such heights, and no safeguards are in place to keep them safe. There should be insurance for painters in order to minimise the danger.

Gupta and Agarwal(2018),'Training Prospects in the Power Sector in India' was the subject of a study by Gupta and Agarwal (2018). The study's goal was to find out what kinds of training programmes are available in the electricity sector. Trainings are also discussed, including the type and level they are and how they are offered, as well as the organisation that is involved in providing them. Public and private training providers will be examined as part of the research. According to the report, training programmes in the power sector are offered in a variety of formats, including short-term, long-term, and workshop, graduate, and post-graduate programmes. Because of the increasing capacity of the sector, a greater number of workers are needed, and the Power Sector Skill Council is trying to meet that demand by providing training and boosting the employability ratio for those who wish to enter the field. In order to keep up with the ever-changing industry, efforts are being made to re-skill the current workforce. As of now, there is an unmet need for human resources in this endeavour. With the help of National Skill Development Corporation and the Power Sector Skill Council, India's youth are being taught new skills in order to keep up with the country's rising demand for skilled workers.

Prasad and Purohit (2017), "Skill Development, Employment and Entrepreneurship through Make in India: A Study" was undertaken by Prasad (2017) and Purohit (2017). It was the goal of this research project to learn more about the current state of skill development in India by conducting a systematic literature review and examining the impact of the Make in India initiative. For this work, we used material from secondary sources such as public library databases and online resources like Make in India and Skill India to conduct in-depth secondary research. The study's research design is of the descriptive kind, taking into account the goals of the investigation. The writers chose for increased accuracy and thoroughness in their research study through the use of the new methodology. The study made considerable use of secondary data that was already out there. It found that India's overall skill capacity, skill requirement, skill gap, and government

plans for Skill Development were all in line with the findings. For the "Make in India" concept to be a success, the nation's youth must be educated and trained in order to fulfil the needs of the global market and industry. The System has serious flaws, despite numerous efforts and investments in the training of a large workforce. Even though the government has spent a great deal of money on training and infrastructure, the creation of a solid workforce for the industry remains a fantasy. Besides white and blue-collar workers, India's rapidly expanding economy necessitates grey-collar knowledge workers, including those with ICT skills, problem-solving abilities, analytic abilities, and the ability to communicate effectively, as well as rust-collar skilled workers working at the grassroots level in currently unorganised industries like construction and agriculture. Training for a career should begin at the beginning of high school. Engineering and MBA curricula, for example, should be designed in such a way that students receive all of the necessary on-the-job training before they graduate. Training needs to be raised to a higher standard and of better quality. Training in both technical and soft skills is necessary to achieve desired outcomes.

Shrivastav and Jatav (2017), The researchers Shrivastav and Jatav (2017) wrote an article titled "An Analysis of Benefits and Challenges of Skilling India" that summarised their findings. As part of our research, we examined the potential and problems of skilling in India. Specifically, the study's goals were to learn about and assess Indian experiences with skill development in India, as well as the financial resources needed to support it. For this investigation, information was acquired from secondary sources. In particular, we looked at information from the MSME, startup company websites, government agency websites, and annual reports to compile our statistics. An investigation by the Government of India found that a variety of government programmes can help create new jobs in India with new industrial skills. Skill capacity available, skill demand, and government initiatives for Skill Development are examined in the study. A major overhaul of India's current skill development policy is needed immediately. There needs to be more investment in training infrastructure, as well as incentives for the private sector to participate, in order to simplify the institutional framework.

Singh and Sanjeev (2016) As part of the Make in India Initiative, Singh and Sanjeev (2016) performed research on the "Need for Re-Skill Training." The study's goal was to find out what elements influence an organization's employees' attitudes regarding skill training. Research is carried out in Delhi and the National Capital Region's IT companies (NCR). Exploratory research is the focus of this study. The executives of the company were given a standardised questionnaire. It was administered to a group of 10 or more employees from various functional departments of the company. Employees at these companies were given a list of 18 statements to rate their level of agreement with a given statement about the variable under consideration. 5 point Likert scale was used to measure the responses to the questions; the higher the number, the more likely the

respondent was to agree or disagree. The statements on this list were narrowed down after being tested in two different organisations and then adjusted. Re-skilling is vital for employment growth, and it also aids employees in learning new technology and abilities, according to the report. They believe that retraining gives them better career prospects and improves the organization's overall performance. According to the findings of the study, it is critical to provide workers with the necessary skills in order to increase their chances of finding work. To save money and effort, businesses should prioritise retraining employees rather than employing new IT staff. Re-skilling attitudes are influenced, according to study, by factors such as a need for it, appropriate re-skilling trainings, soft skill trainings, value additions, updated knowledge, and advanced growth. In addition, managers involved in the development of programmes for skill development and retraining must take these aspects into account.

Deka and Batra (2016), published "The Scope of Skill Development, Employability of Indian Workforce in Context of Make in India: A Study" According to this study, it is hoped that the "Make in India" effort would improve employment opportunities in India by analysing how the Skill Development initiatives will assist to bridge the gap between current workforce and labour force skill sets. An analysis of Secondary Data underpins this investigation. Various libraries, emerald and government websites such as "Make in India," "Skill India," and others were consulted to compile the information. The research found that "Make in India" may lead to new employment possibilities in India that demand new industrial skills. Skill capacity, skill demand, skill gap, and Government of India programmes for Skill Development are all examined in the research. For the "Make in India" concept to be a success, the nation's young must be educated and trained to satisfy the needs of the industry in accordance with global standards.

Hazarika (2016), "The Scope of Skill Development, Employability of Indian Workforce in the Context of Make in India: A Study" was conducted by Deka and Batra (2016). "Make in India" and its influence on employability will be examined in this study by doing an in-depth literature research to see if "Skill Development Measures" are effective in bridging this gap. The research is based on secondary data analysis. Various libraries, emerald and government portals such as "Make in India," "Skill India," and others were used to gather the information. "Make in India"

has the potential to create jobs in India with new industrial skill requirements, according to a research. Skill capacity, skill demand, skill gap, and Government of India programmes for Skill Development are all examined in the study. For the "Make in India" concept to be a success, the nation's youth must be educated and trained to satisfy the needs of the industry in accordance with global standards.

Pandey (2016), " According to a report by Pandey (2016), "Improving Skill Development & Employability Potential in India through Higher Education, Research & Innovations" We set out to examine policy frameworks for skill development and identify gaps between public and private programmes, as well as the current state of skill development programmes, the role of women in the workforce, private and public resources for skill development, and initiatives under the Ministry of Skill Development and Entrepreneurship. It also discusses the role of the National Skill Development Corporation, the University Grants Commission, and Make in India in putting the higher education system under their cover. According to the study, the private sector plays a significant role in filling in the gaps in government programmes. However, their primary goal is to grow and extend their own businesses. As a result, the way in which they acquire new skills may differ. Skill development programmes are lacking in creativity. Most courses and curriculums are geared around the needs of the business world. During this period of rapid industrialization, both the climate and the environment are being harmed by a host of other things, including the creation of jobs in the industry. In order to safeguard the environment, maximise the exploitation of biowaste, and provide a source of income, skill development programmes must be designed in a creative manner. Various degrees of certified trainers are needed to work full-time in the institutes to ensure that all registered candidates receive the utmost attention. Most of the government's programmes are either co-sponsored by private businesses or indirectly benefiting them. More than 70 different skill-building programmes are operated by more than 20 different ministries and departments around the country. With that said, there is a dearth of training infrastructure, output quality, focus on worker goals that aren't adequately addressed by training providers, as well as the absence of certification and universal standards in this industry.

Amandeep(2015), On the topic of "Skill Development: Trends and Issues," Amandeep (2015) did a study on "Skill and Education: Present Situation, Examine Opportunities Available to Learners, and Suggest Future Prospects." According to a global comparison of the percentage of employers experiencing difficulty filling vacancies in a variety of job categories such as accounting and finance, IT, secretarial and administrative support, receptionists and administrative assistants, India ranks seventh in the difficulty of finding qualified candidates for these positions. It wasn't until there was a widening gap in educational attainment that the establishment of a skill development programme was made possible. Various sectors are targeted with private partnership skill programmes, with emphasis on quality and cost of education, being introduced.

Chavda and Trivedi(2015) Impact of Age on Skills Development in Different Groups of Students" was a study done by Chavda and Trivedi (2015). The study's goals were to look at the effects of age and gender on student skill development, to educate students about the importance of life skills in developing a well-rounded personality, and to examine the relationship between age and skill

development. Use of Walker's Life Skills Test (2009) was the method of choice in this study. Tests for social etiquette, communication, self-esteem, and hygiene are all included in this one. A total of 150 pupils were chosen at random from Ahmedabad's public schools and institutions. A, B, and C were the three groups of students based on their age. Students in group "A" are between the ages of 11 and 13, while those in group "B" are between the ages of 14 and 17, and those in group "C" are between the ages of 18 and 20. For boys, there is group A1, B1 and C1 while for girls, there is group A2, B2 and C2. There are 50 students in each group (25 boys and 25 girls in each group). The "t" test was performed to statistically examine the data. According to the findings, there are distinct age groups for children in Groups A (11-13 years old), B (14-17 years old), and C (18-20 years old). When it comes to developing their skills, groups A and B are superior, while C ranks above both of them. As a result, the C group outperforms the A and B groups. Just being older and more experienced has caused this discrepancy. Skill development is heavily influenced by one's age. There is no substantial difference between boys and girls of all ages. As a result, the primary goal of our investigation has been proven. Skill development is solely dependent on one's age and maturity.

Kanchan and Sakshi(2015),"Skill development initiatives and strategies in India" was studied by Kanchan and Sakshi in 2015. The study's goals were to gain a better understanding of India's skill development landscape, including its current state, obstacles, and potential solutions. A variety of secondary sources were used to get the information needed for this study. More over one-third of the workforce in India, whether rural and urban, lacks any marketable skills. There is a need for bridging this gap, according to the report, which suggests that various skill development programmes may make India the global hub for skilled personnel and result in a surplus of around 47 million trained workers in 2020. (FICCI).

Misra (2015)"Skill Development: A Way to Leverage the Demographic Dividend in India" was done by Misra (2015). The mission's goals were to improve workforce productivity in both the organised and unorganised sectors, as well as to gain an understanding of India's current skill development policy initiatives and identify ways to effectively utilise the Government of India's

skill development schemes to produce domestically world-class skilled manpower. Personal interviews with government officials and training providers were used to gather the most relevant information. Research papers and documents of various international organisations such as the International Labor Organization (ILO), World Bank (WB), and Organization for Economic Cooperation and Development (OECD) were used to gather secondary data (OECD). Since it has been determined that India is in a demographic phase where it can benefit from the demographic dividend by providing skilled workers to meet the global and domestic demand for them, the Indian government has launched the National Policy on Skill Development to help it meet its goal

of training 500 million people by 2022 in the necessary skills. On the other hand, a number of obstacles stand in the way of attaining the goal, including the quality of training, uniformity in the curriculum, and global recognition of the course. Efforts must be made to improve India's skill-development policies, as well as their implementation. Putting in place a great education and training system in the country requires a far more rigorous strategy. To meet the demands of industry and the global market, it has been found that the current strategy on skill development should be reworked. A Skill Development University in every state will meet the requirement for academic curriculum design, evaluation, and certification in accordance with the worldwide standard. Private involvement in infrastructure building and participant training is more acceptable. Educating 500 million people by the year 2022 is a feasible goal. achieved by reorganising the Skill Development Mission to make better use of existing plans.

Abhishek and Aditya(2015), On "Skill Development Programs: A Project Management Perspective" by Abhishek and Aditya (2015), an evaluation research was conducted. Study objectives were to examine the problems of implementing a skill development programme and dropout data, and then to evaluate the existing model of a skill training, development and placement programme. IL&FS (Infrastructure Leasing & Financial Services) Skills has agreed to allow us to utilise their private, confidential data for academic reasons, and we have analysed secondary data from those sources as well as our own. India's government is having a hard time raising the funds needed to implement its skill development programmes because of a lack of interest from the private sector. Unskilled workers make up the majority of the 12 million people who enter the workforce each year. As a result, a bottom-up strategy is essential, as they make up a significant portion of the capacity for skill development. There is a considerable gender bias in the attendance of skill development courses, and the streams have historically been linked to a gender, therefore talent based on merit is diminished. NGOs and Panchayats should educate women and their families about Vocational Education and Training (VET) and help existing women candidates form self-help groups to help each other succeed.

Bhiwa (2014,) According to a research conducted by Bhiwa (2014,) titled "Skill Development- an Engine of Economic Growth," India's human development index is still low, requiring significant government intervention and measures. In compared to nations like Thailand, who spend 7.6 percent of GDP on education, our expenditure on education is only 3.4 percent of GDP (in the year 2014). By investing in education and boosting Indian youth's technical, soft-skilled, and industry-specific knowledge, India has the biggest working age population in the world, which provides a potential to achieve both inclusion and productivity. For example, the National Skill Development Council and other government agencies have been established to support skill development programmes in a variety of industries.

Kaptan (2014), In a study titled "Skill Development and Capacity Building-Role of Education Institution" by Kaptan (2014), the importance, role, and necessity of education's primary goal of skill development and capacity building were explored. Paper explored the adequacy of education to fulfil the needs of business and the labour market, enhancing the quality and competency of labour through skill development programmes since conventional education systems lack synergy between companies and institutions. The paper's main conclusion is that educational institutions should play an active role in implementing capacity-building and skill development programmes.

Kapur(2014), According to Kapur (2014), a study titled "Skills Development in India" examined India's approach to skill development, including the policies and initiatives put in place to achieve it. She noted that India has a variety of programmes and policies, educational and training facilities, and educational and training institutions to help people acquire the skills they need. Despite the rural population's relative underdevelopment, efforts have been made to help them gain self-sufficiency in terms of resource management, governance, and leadership. Various training centres have been built in urban and rural areas to teach persons various skills, such as literacy, which comprises of the three "Rs," reading, writing, and arithmetic; computer skills, artisan skills, production, manufacturing, and so on. The growth of one's talents and knowledge always leads to progress for the individual, even if those skills and knowledge aren't immediately useful.

Raina (2013), Skilling Initiative for Undergraduate Students at the Entry Level: A Case Study," done by Raina (2013) Using feedback analysis, a primary research was done at an undergraduate institution to investigate how students were attempting to bridge skill gaps. As a part of the growth process, the study emphasised the need of undergraduate skilling efforts as a means of bridging skill gaps and instilling the mindset of the demographic dividend at the entrance level. The six dimensions of soft skills, wellness, dancing, general awareness, orientation day 1 and day 2 were examined on relevance, enjoyment, and information.. This research indicated that efforts must be made to shift the system from its current model of education to developmental training that integrates it with market needs and possibilities.

India Skill Report(2014), According to the India Skill Report (2014), if we continue at the current pace in skill training, India will have a 75-80 percent skill gap across industrial sectors in the country. There will be a massive amount of human capital in the country, but it will lack the sharpness of hand and head that corporations demand, and there will be a lack of suitable positions for those who are qualified. One can estimate the economic cost, but the social impact of having a large, well-educated workforce that is unable to find a job is incomprehensible.

Okada (2012), On "Skills Development for Young Indians: Challenges and Opportunities," Okada (2012) reported on the state of education and employment in India among the country's youth. It also touched on the difficulties of acquiring new skills. It discusses the many educational options available, but the problem of dropouts results in under-educated young people. An enormous skills gap exists between what industries need and what young people learn through vocational training in India, according to a recent paper. The government of India should ensure that its skill development mission is a success in order to benefit from the demographic dividend, the paper concluded. Institutional public vocational education and training programmes have been in place within and outside of the educational system for more than half a century now. Even if they were, these programmes could not provide young people with the practical skills that employers sought after following their graduation from high school. The lack of vocational training opportunities for young people continues. But recently India's government began a major overhaul of its training policy, focusing on increasing the number of qualified workers. It has developed a National Vocational Education Qualification Framework, as well as a National Skills Development Policy and a National Manufacturing Policy. It has also established a new institutional framework to speed up and coordinate skills development efforts (NCEQF). The governance and curriculum of training institutes have been improved as a result of greater autonomy and private sector involvement. The implications of these adjustments on training results have not yet been studied. However, it will be interesting to see how these reforms affect the availability and demand for vocational training among young people, as well as the outcomes of training, in the future.

Punia (2002), Research on "Training Needs Identification in Indian Organizations" was carried out by Punia (2002). According to the questionnaire, job satisfaction can be categorised into numerous groups. Empowerment, work planning, leadership, and the efficiency of current training programmes all play a role in the overall environment of an organisation. Individuals, staff, supervisors, executives, groups, and organisations are all included in this study's objectives. According to the study's findings, employees' training requirements are nearly identical, but the specific content and method of delivery may differ depending on the organization's hierarchy. In addition, the training requirements of employees are mostly technical, whereas those of managers and executives are primarily behavioural.

Saleem and Shahid (2011) "Degree of influence of training and development on employee behaviour," a study done by Saleem and Shahid in 2011, found The findings show that training and development is a fundamental part of every company's culture. In order to have a highly productive and efficient workforce, training and development is essential. Employees who receive regular training are more engaged, polite, and have a higher sense of self-worth. To be able to keep up with technological advancements, organisational changes, and shifts in the workplace, training and

development are essential components of the workplace. In addition, training and development builds a pool of workers from which opportunities for advancement or the replacement of departing employees can be drawn. This study shows the importance of employee training and development, and higher authorities in these various sectors have stated that all employees should have access to training and development opportunities that contribute to increased efficiency and growth within the firm.

Brown (2001) For **Brown (2001)**, the "Return on Investment in Training" study was conducted. According to the findings, training and development activities are a significant business in the United States, with the amount of money spent increasing each year. However, the economy has changed and profit margins have decreased, making many businesses question the value of their training expenditures. Is the money companies spend on training their employees worth it, or are they merely preparing their employees for jobs they won't find? Do employees who pay for this kind of training gain any personal rewards, or does the employer reap all the benefits? There are many myths and misconceptions concerning who pays and who reaps the benefits of training. We presume that investments in training yield good returns.

Literature shows that an emphasis on education and skill development is urgently needed to help young people find work. Taking advantage of the demographic dividend now is more important than ever, and we must fund educational opportunities at all levels. The creation of new jobs is the most pressing issue, followed closely by the need to improve workers' employability and productivity. Only 37.22 percent of those polled were found to be employable, according to the India Skill Report 2015. In terms of worker productivity, India came in dead bottom out of 60 countries (World Competitiveness Yearbook, 2012). CII (2009) estimated that there will be a 201 million increase in the amount of human resources needed between 2009 and 2022. Currently, 26 million people enter the working age group each year, and about 65 percent of them are actively searching for employment. Skill development is heavily influenced by one's age. There is no substantial difference between boys and girls of all ages. Skill development is solely dependent on one's age and maturity. For the "Make in India" concept to be a success, the nation's youth must be educated and trained to satisfy the needs of the industry in accordance with global standards.

Challenges to skill development in India

It is clear from a survey of the literature that skill development in India faces numerous obstacles, some of which require immediate attention. Youth can contribute to economic growth if they are adequately trained, according to programmes for skill development. However, there are numerous obstacles to achieving the goals of skill India, some of which are as follows:

- Scaling up one's goals to one's existing job, finding the suitable training partners, and managing stakeholders are all factors to be considered.
- In the eyes of the employer, it makes no difference whether an employee learns skills on the job or through school.
- However, the National Skill Qualification Framework (NSQF) must be adhered to in order for wages to be linked to skill levels. (NSQF)
- Traditional attitudes, a lack of desire to relocate, and poor starting salaries have all contributed to a lack of student mobilisation for training.

Conclusion

Short-term, long-term, and vocational courses should be encouraged by the government and policies to increase the employability of workers in a variety of areas. However, despite the fact that many sectors are aware of the need for skill development initiatives, awareness needs to be generated in a few others. In addition, the Ministry of Skill Development and Entrepreneurship, the National Skill Development Council, and the Sector Skill Councils have been established, but there is still much work to be done on the identification of employability attributes, design and modification of curricular courses to meet the sector's needs. The working-age population in India is more inclined to study classical concepts, which, if they are proficient, can help strengthen the economy rather than become a problem. The workforce's efficiency will rise, and the employability of young people will improve, as a result of the improvement of their skills. The country's Gross Enrollment Ratio (GER) will rise as a result of increased employability, thanks in part to the motivation this will provide for parents and their children to enrol in school at all levels. When a youngster in India remains at home without a job after receiving a formal education, the parents often view that education as a pointless endeavour. Parents will want their children to go to school because, in the end, what matters most to a parent is making a living and living a dignified and honourable life.



References

1. **Abhishek, Vand Aditya, S(2015)** "Skill Development Programmes: A Project Management Perspective", International Journal of Humanities and Management Sciences (IJHMS) Volume3, Issue5, ISSN2320-4044(Online).
2. **Amandeep., &.Brar,K.K (november2015)**. Skill Development in Higher Education: Trends and Issue. International Journal of Emerging Research in Management & Technology, 4(II), 126-130. `Ansari, T. H. and Khan, M. A, (2018), Available online at: <https://www.researchgate.net/publication/329782820>
3. **Bhiwa, G. S. (2014)**, SKILL DEVELOPMENT – An Engine of Economic Growth. Tactful Management Research Journal, ISSN: 2319-7943, Impact Factor: 2.1632 (UIF).
4. **Brown, B,L (2001)**. Does Training Generally Work? The Returns to In-Company Training." Industrial and Labour Relations Review 54, no. 3 (April) 647-662.
5. **Central Statistical Organization, India.(2007)**. "National Accounts Statistics: sources and Methods":
6. **Chavda, M. D., & Trivedi, B. S. (2015)**. Impact of Age on Skills Development in Different Groups of Students. International Journal of Information and Education Technology, 5(1), 55-59. doi:10.7763/ijiet.2015.v5.476
7. **Deka, R.J & Batra, B. (april 2016)**. The Scope of Skill Development, Employability of Indian Workforce in Context of Make in India: A Study. International Journal of Engineering Technology, Management and Applied Sciences, 4(4), ISSN 2349-4476, 275-282. Retrieved February 12, 2018.
8. FICCI, (2010). The Skill Development Landscape in India and Implementing Quality Skills Training, New Delhi: Federation of Indian Chambers of Commerce and Industry.
9. Gandhi, M. (august 2015). skilling India: An Indian perspective in the global context. In 18th International Academic Conference (pp. 217-264). London.
10. Gupta Dand Agarwal S (2018), "Training Prospects in Power Sector in India" International Journal of Research in Engineering, IT and Social Sciences, ISSN 2250-0588, Impact Factor: 6.452, Volume 08, Special Issue, May 2018, Page 305-314.
11. Hazarika, S. (2016). Skill Development for Rural Entrepreneurship : A study on State Institute of Rural Development (SIRD), Assam, 3(3), 61-66.
12. <http://www.aebjournal.org/articles/0304/030401.pdf>
13. http://www.ijetmas.com/admin/resources/project/paper/f2016_05021462179221.pdf

14. **Janardhanan, Niranjans, Mehta, Nimesh, Sinha, Ruchi, (2012).** "Bridging the skill gap: Opportunities for skills training in India's organized retail sector", GSEI (Global Strategies for an Emergent India) conference.
15. **Kanchan S, & Sakshi, V (2015).** "Skill development initiatives and strategies", Asian Journal of Management Research, Volume 5 Issue 4.
16. **Kaptan, S.S., Dr. (May 2014).** skill development and capacity building - Role of educational institutions. Indian Journal of Commerce & Management Studies, V(2), 82-84. Retrieved February 24, 2018, from http://scholarshub.net/ijcms/vol5/issue2/Paper_10.pdf
17. **Kapur R, (2014).** "Skill development In India" International Journal of Transformations in Business Management, <http://www.ijtbm.com> (IJTBM) Vol. No. 4, Issue No. II, Apr-June.
18. **Misra, S.K. (2015)** Skill Development: A Way to Leverage the Demographic Dividend in India, GSTF Journal on Business Review (GBR) Vol.4 No.2, December 2015. DOI 10.7603/s40706-015-0019-0
19. **National Statistical Commission, Government of India, (2014).** Report of the Committee on Unorganised Sector Statistics (February 201),. Retrieved from available at http://mospi.nic.in/mospi_new/upload/nsc_report_un_sec_14_mar12.pdf?status=1&menu_id=199, accessed during December.
20. **Okada, A. (2012.).** Skills Development for Youth in India: Challenges and Opportunities. Journal of International Cooperation in Education, 5(2), 169-193. Retrieved February 5, 2018, from <http://home.hiroshima-u.ac.jp/~cice/wp-content/uploads/publications/15-2/15-2-10.pdf>
21. **Panday, S. (2016)** "Improving Skill Development & Employability Potential through Higher Education, Research & Innovations in India" International Journal of Innovative Research in Science, Engineering and Technology (An ISO 3297: 2007 Certified Organization) Vol. 5, Issue 1, January 2016, ISSN (Online): 2319-8753.
22. **Prasad, J. and Purohit (2017),** "Skill Development, Employability and Entrepreneurship through Make in India: A Study". Journal of Engineering Research and Application www.ijera.com ISSN: 2248-9622, Vol. 7, Issue 12, (Part -2) December 2017, pp.18-28
23. **Punia, B.K. (2002).** Training Needs Identification in Indian Organisations - A study. Indian Journal of Training and Development. XXXII:1, (Jan-Mar). 29-39.
24. **Raina, N., Dr. (August 2013).** Skilling Initiative for Undergraduate students at the entry level: A Case study. Journal of Commerce & Management Thought, IV(4), 843-853.

25. **Research scholar, Dr. APJ Abdul Kalam University, Lucknow, Uttar Pradesh, India.** 320 Inspira-Journal of Modern Management & Entrepreneurship (JMME), Volume 08, No.02, April, 2018
26. **Saleem, Q, and Shahid, M (2011).** Superior, The purpose of training and development is Pervasive, a team of highly effective and efficient way, materials and even the money, nothing gets done without man-power Increased efficiencies in processes, resulting in financial gain, Volume 2 Issue 3 September...
27. **Shrivastav, R.K. and Jatav, A. (2017),** "An Analysis of Benefits and Challenges of Skilling India". 9th International conference on science, technology and management, Indian Federation of United Nations Association, New Delhi (India) ICSTM-17, 14th October 2017, ISBN: 9789386171719, www.conferenceworld.in.
28. **Singh A & Sanjeev R. (2016).** Need for re-skill training towards Make in India initiative. Independent journal of management & production (IJM & P) ISSN: 2236-269X. 7.1115-1125.
29. **Singh, S. & Kaur, K. (2018),** "A Study on Skill Development of Paint and Coating Industry". Kurukshetra University, Kurukshetra - Haryana, [VOLUME 5 I ISSUE 2 I APRIL - JUNE 2018] eISSN 2348-1269, Print ISSN 2349-5138 <http://ijrar.com/CosmosImpactFactor4.236>
30. **Yash Pal Sharma (2010).** "SKILL Development Programmes In India" November 1-12, <http://www.b-able.in/Knowledge%20Bank>.



The Psychology of Fragrance: A Study of Individual Choice and Buying Behavior of Consumers Towards Perfumes in India

Parvathy S Nair

PG Student, Girideepam Institute of Advanced Learning, Kottayam, Kerala

Abstract

Nowadays perfumes are just used for the sake of odor mask is not in trend. Gone are the days when people use perfumes to interact with their own odor. It has been used as a way to improve individual confidence and pleasantness. In this research, we will study about purchasing preference of the fragrance of perfume, which is used by people of all ages. The market of perfume is very sheer and can be segmented on largely basis-age, gender, income, and social status. We try to find the association between two products as well as the influence of product design on the customer buying decision. Trends are changing continuously and with this change the myths of fragrance has also been changed.

Introduction

This study was conducted to find out about the perfumes or we can say the fragrance and essence which hid our body odor and spread the freshness. This study strived to find out the buying pattern of individual and factors influencing his buying decision. In a layman language, perfume is a liquid with a sweet smell that you put on your body to make yourself smell nice.

The reason why people use perfume is yet to be found, as it differs from person to person. Basically, perfumes and scented products have been used for centuries as a way to enhance their appearance and personality. Some, of the study was also conducted for knowing the reason and it has come to the point that it enhances the attractiveness. One can use the scents at time of absorbing some information which will help him in recalling the information at the time needed. Some past research also proved that firing a stick of incense while studying may improve the learning ability. Smell is the powerful source of evoking a loved one. It gives immediate relaxation to our body, mind and soul. Smell is one of the most evocative of senses. Nostalgia and attachment influence our attitude and preference towards perfume. Women have a strong relationship with their perfumes which means that they associate it with some personality or some experience. In this modern era, where the income of the public is increasing with the greater pace; the standard of living is also

increasing which gives rise to status symbol and luxuries. Many people consider perfumes as the status symbol; they wear it for glamour and for maintaining their status quo. Perfumes have contributed in the growing income of cosmetics industry irrespective of various economic fluctuations. Some people believe that body odor also plays a significant role in our lives so there is no need to get rid of it. As per the previous study, women consider odor as an important factor in context of partner choice. Fragrances are not only used for freshness or to hide our body odor but it also enhances sexual attractiveness. A group of raters were asked to judge the difference between two and found the former one more attractive. This is because wearing perfumes put a mask on individual personality. But perfumes generally diminish the variability between the individuals in respect of pleasantness of their odor. People are aware and educated now days; they have their own perfume choices and choice about the type of fragrance they want to wear and the ingredients they want to be used in the perfume.

This study is concerned with the buying behavior of consumers towards perfumes and different factors that influence the user to purchase particular brand of perfumes. Buying behavior is the attribute which is continuously changing because of following reasons- Changing lifestyle, Improved standard of living, High disposable income. So, the key motive of this study is to find out those factors and their effect on the purchase decision.

The objectives are: (a) to know the association between brand of perfumes and the purchase decision; (b) to know the influence of product design on the purchase decision.

Literature Review

They came to conclusion that it is because of the accords that tend to be present in the perfumes which leads to maximum customer ratings. Investigates the relation between ethical self identity (ESI) and purchase intention (PI) of consumer by analyzing the mediating role of attitude (ATT). The findings suggest that ethical self-identity influences the purchase intention of consumers if attitude toward non-alcoholic perfumes is positive and moderated by religiosity identity perfumes and their preparation and the progress which the art of perfumery. The main reason behind the progress is fully realized only by the manufacturer on a large scale who has the access to all the information concerning the material he uses "shifting representatives of gender should be interpreted as ways of enacting luxury, congruent with definitions of luxury as 'emotional' and 'self-pleasure', instead of indicative of a real change in the luxury industry's view on gender." The fragrance market in India is small but have a great opportunity in the years to come. Perfumes are the biggest FMCG product and are likely to drive a boom in Indian market. Surabhi Singh (2015). "the product performance and the buying behavior of perfumes which are used by people of many ages and have different perception and attitude towards the selection of the brand. They

interacted with many users and came to the conclusion that people perceives these products on the variables like price, fragrance, advertisement, brand, etc".Prabhakar Rahul, Puneet Arora, Amit Bharti (2015).“perfumes and scented products have been used for centuries as a way to enhance overall personal appearance, and attractiveness could be influenced by smell, this is the first study looking at whether odors influence the actual visual perception of facial features or how faces are emotionally evaluated by brain” Andrew Mcdougall (2014). “odor that perfumes act as a mask of an individual’s body and improve its pleasantness. And they came to conclusion that there is positive relation between the two. His result provides an explanation for the highly individual nature of perfume choice”. P Lenchova (2012).Eng and Bogaert (2010)have studied about luxury brands and have concluded that buying behavior of the luxury brands are only to convey social identity and status. The findings of Jain, Khan, & Mishra (2017)had revealed that subjective norms play a higher role than attitude among Indian consumers. There were results which revealed that female consumers spent more money on perfumes than male consumers Fah &Osman (2011)

The hypothesis are:

H01: There is no association between brand of perfumes and the purchase decision

H02: There is no influence of product design on the purchase decision.

RESEARCH METHODOLOGY

This study is a descriptive in nature. This study is conducted to know the individual buying behavior of the perfumes. Basically, this study strives to find out the factors influencing their buying behavior and what attracts them to buy the product.This study is conducted to know the psychology of the people regarding the odor and fragrance and what they feel when the wear a perfume of any brand and what makes them brand loyal.Descriptive statistics is used for the calculation and survey is done for gathering the data.Random sampling method is used for this purpose. Random sampling is used when the population is homogeneous which means that having same characteristics. The questionnaire was sent to 150 people out of whom only 107 have responded and are the part of this research.The people whom I am approaching are the ultimate and regular user of ‘Perfumes’ regardless of their age and gender. Both primary and secondary data used for this study. In this project I have used the questionnaire method to gather the responses with a target of 150 respondents. And I have used secondary data for getting the data regarding chemicals and ingredients of the perfumes and the past studies conducted on the related topics.

DATA ANALYSIS AND INTERPRETATION

H01- there is no association between brand of perfume and purchase

Case Processing Summary

	Cases					
	Valid		Missing		Total	
	N	Percent	N	Percent	N	Percent
does the brand act as an important factor in deciding whether to buy the perfume or not? * on what scale you will rate the effectiveness of purchase decision.	107	94.7%	6	5.3%	113	100.0%

Case processing summary tells about the number of valid cases and the missing cases and the cross tabulation is also shown which states that how the respondent had responded to different factors.

Chi-Square Tests

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	8.592 ^a	6	.198
Likelihood Ratio	9.224	6	.161
Linear-by-Linear Association	.083	1	.773
N of Valid Cases	107		

a. 3 cells (25.0%) have expected count less than 5. The minimum expected count is 1.16.

Chi-square test shows the value of test statistics which is Pearson chi-square (8.592).Since the sig. value is 0.198 which is greater than p value (0.05), so the null hypothesis is not rejected and we can say that variables are independent of each other and there is no statistical relationship between categorical variables.

Regression

H02- there is no impact of shape or look of bottle on purchase of perfume.

Model Summary^b

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Change Statistics		
					R Square Change	F Change	df1
1	.028 ^a	.001	-.009	.798	.001	.083	1

Model summary- This table provides the R and R² values. The R value represents the simple correlation between the observed and predicted values of dependent variable and is 0.028 (the "R" Column), which indicates a low degree of positive correlation. The R² value (the "R Square" column) indicates how much of the total variation in the dependent variable, can be explained by the independent variable. This is an overall measure of the strength of association between independent and dependent variable. It is also known as coefficient of determination. In this case, 0.001 can be explained, which is very less. The adjusted R square helps in getting more accurate value of the prediction which is -0.009. The value of Durbin Watson is 1.670 which lies between 1.5 to 2.5 therefore the data is not correlated

Model Summary^b

Model	Change Statistics		Durbin-Watson
	df2	Sig. F Change	
1	105	.774	1.670

a. Predictors: (Constant), does the shape or look of the bottle help you in deciding whether to buy the perfume or not?

b. Dependent Variable: on what scale you will rate the effectiveness of purchase decision.

Anova table shows the variation between the independent variables. The total variance is divided into the variance explained through independent variable and the variance which is not explained by the independent variable that is known as residuals. Df- df is called as degree of freedom associated with the source of variance, (n-1). Regression df is 1 and residual df is n-1 which is 106-1=105. Mean square is calculated by sum of square divided by df. Regression df comes as .053/1=.053. Residual df comes as 66.863/103=.637. F value is the mean square regression/ mean square residual which is equals to .083. sig value is .774 which is more than 0.05, so null hypothesis is not rejected. Smaller p-value suggests that changes in the predictor are not associated with changes in the response and it indicates that it is not statistically significant.

ANOVA^a

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	.053	1	.053	.083	.774 ^b
	Residual	66.863	105	.637		
	Total	66.916	106			

a. Dependent Variable: on what scale you will rate the effectiveness of purchase decision.

b. Predictors: (Constant), does the shape or look of the bottle help you in deciding whether to buy the perfume or not?

The value of t is -0.287 which is very less and p-value is greater. The closer t is to 0, the more likely it is that there is not a significant difference.

Coefficients^a

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	2.081	.199		10.473	.000
	does the shape or look of the bottle help you in deciding whether to buy the perfume or not?	-.026	.092	-.028	-.287	.774

a. Dependent Variable: on what scale you will rate the effectiveness of purchase decision.

The first variable is constant and another is the independent variable. It also shows two types of β (unstandardized and standardized). Unstandardized β is used for forecasting and prediction while standardized β is used for ranking. So, from the above table, the equation can be easily formed-

Purchase decision = 1.674 - .074 (look of bottle)

Findings And Conclusion

The trend of perfume is more in the age group of 20 to 35 years. They are more likely to wear perfume because of the beauty image and they feel good after wearing it. They feel fresh and confident. The analysis shows that their purchase decision is highly affected by the value for money they get from the perfumes. Shape or look of the bottle is also preferred by the people when it comes to gifting the perfume to their special one. They are highly attracted towards the scent and ingredients possessed by the perfumes. 50% of respondents wear perfume 2-3 times a week while only 30% wear it on daily basis. Brand plays an important role in making a purchase decision. Their spending of income on the cosmetic leader- perfumes depends upon their level of income. Majority of them spend Rs 1000- 3000 on perfumes and have two to three bottles of perfume in their wardrobe. 49% of them believe that their purchase decision is effective.

Conclusion and Suggestions

Perfume plays a very important role in today's life. With this, a study on perfume is also the need to know the behavior of users and what factors influence them and their buying behavior. Odor has a power which is stronger than words, appearance, emotions or will. Perfumes are generally used for keeping unpleasant odor at bay and make sure you smell fresh throughout the day. They have the ability to speak directly to the nose of the individual and helps in deciding to which family they belong to. This study basically focuses on the reasons that why people wear perfume and of which brand they buy and what is the frequency of wearing a perfume. And different respondents have

provided their different reason and choice of perfume. By going through this study, one can easily know that how he can choose a suitable perfume for him from the large set of varieties and scents, how he can able to judge and learn the psychology behind the fragrance. It is acceptable that finding a suitable and perfect perfume is not an easy task and no one would be compromising with the choices, so it is very important to know about the concentration of perfumes, their notes and families. Perfumes are just like the people, they can be seen, felt and have an identity. They have their characteristics and personality traits. They have both unconscious and conscious part just as human beings which we can see and cannot. While purchasing perfume, apart from the above reasons, many other intervene in between and shape the behavior which includes social and cultural factor, personal factors and many more. But one factor which is common is quality. The study shows that only fragrance, look or ingredients don't impact the purchase decision but when it combines with a good quality then it makes a difference.

Limitation

Lack of time and resources. Lack of inputs due to limited respondents. Lack of fair response

References

1. **Andrew Mcdougall (2014)**, "How odors influence the actual visual perception of facial features and how faces are emotionally evaluated by brain.
2. **Azeema, N., Jayaraman, K., & Kiumarsi, S. (2016)**. Factors influencing the purchase decision of perfumes with habit as a mediating variable: An empirical study in Malaysia. *Indian Journal of Marketing*, 46(7), 7-22.
3. **Eng, T.Y. and Bogaert, J. (2010)**, "Psychological and cultural insights into consumption of luxury Western brands in India", *Journal of Customer Behavior*, Vol.9 No. 1, pp. 55-75.
4. **Fah, B. C. Y., Foon, Y. S., & Osman, S. (2011)**. An exploratory study of the relationships between advertising appeals, spending tendency, perceived social status and materialism on perfume purchasing behavior. *International Journal of Business and Social Science*, 2(10).
5. **Fah, B. C. Y., Foon, Y. S., & Osman, S. (2011)**. An exploratory study of the relationships between advertising appeals, spending tendency, perceived social status and materialism on perfume purchasing behavior. *International Journal of Business and Social Science*, 2(10).
6. **Fiore, A. M., Yah, X., & Yoh, E. (2000)**. Effects of a product display and environmental fragrancing on approach responses and pleasurable experiences. *Psychology & Marketing*, 17(1), 27-54.
7. **Jain, S., Khan, M. N., & Mishra, S. (2017)**. Understanding consumer behavior regarding luxury fashion goods in India based on the theory of planned behavior. *Journal of Asia Business Studies*, 11(1), 4-21. doi:10.1108/jabs-08-2015-0118
8. **Jain, V., Roy, S., & Ranchhod, A. (2015)**. Conceptualizing luxury buying behavior: the Indian perspective. *Journal of Product & Brand Management*.
9. **Khraim, H. S. (2011)**. The influence of brand loyalty on cosmetics buying behavior of UAE female consumers. *International Journal of Marketing Studies*, 3(2), 123.
10. **Mensing, J., & Beck, C. (1988)**. The psychology of fragrance selection. In *Perfumery* (pp. 185-204). Springer, Dordrecht.
11. **P Lenochova (2012)**, "Effect of perfume on individual personality", PloS one.
12. **Prabhakar Rahul, Puneet Arora, Amit Bharti (2015)**, "The product performance and the buying behavior of perfumes".
13. **Rimkute, J., Moraes, C., & Ferreira, C. (2016)**. The effects of scent on consumer behaviour. *International journal of consumer studies*, 40(1), 24-34.
14. **Surabhi Singh (2015)**, "Scope of perfumes in Indian Market", *Journal of Advanced Research in Operational & Marketing management*.



Author Guidelines

Editorial Objectives

CU-Global Management Review is a double blind reviewed bi-annual International Journal dedicated to provide a platform to share and exchange knowledge of the latest research and practical information on all aspects of management.

The journal publishes original research papers/articles/book reviews and case studies by academicians, business and government contributors on strategies, tools, technologies and technologies for management practices. CU-Global Management Review thrives to focus on the application of the theoretical concepts in the real world situations.

Reviewing process

CU-Global Management Review is a double blind reviewed bi-annual journal. On the recommendation of reviewers, a paper will be:

- *Accepted, and the rights to edit it to suit the needs of journal lies with the editorial committee.*
- *Revised, implies that it has potential for publication, but needs some further work.*
- *Rejected, implies that it is unsuitable for publication.*

Permissions

Prior to article submission, authors should seek clear permission to use any content that has not been created by them from the original authors/publishers, if required. The rights CU-Global Management Review requires are:

- a. Non-exclusive rights to reproduce the material in the article submitted.*
- b. Print and electronic rights.*
- c. To use the material for the life of the work.*

Manuscript requirements

- 1. A brief profile of the author (s) should be supplied on separate sheets including :*
 - 1a. Full name*
 - 1b. Designation and institution*
 - 1c. E-mail address*
 - 1d. Full international contact details*
 - 1e. Brief professional biography.*

- 2. Headings must be short with a clear indication of the distinction between the hierarchies of headings. The preferred format is for headings to be presented in bold and underline format.*
- 3. All figures (charts, diagrams and line drawings), plates (photographic images) and tables should be of clear quality, in black and white and numbered consecutively with Arabic numerals.*
- 4. References to other publications must be in the following style and carefully checked for completeness, accuracy and consistency.*
 - 4a. For books: Surnames, Initials (year), Title of book, Publisher, Place of publication, pages. E.g. Ghuman, K. and Aswathappa (2010), Management: concept & cases, Mc-Graw Hill Education, New Delhi, India, pp:22-23.*
 - 4b. For edited books: Surnames, Initials of chapter author (year), "chapter title". Editor's surname, initials (ed), title of book, publisher, place of publication, pages. E.g. Aggarwal, M. (2002), "Corporate Governance in banks", in Vashisht, Tendon and Arya, (Ed.), Corporate Governance, Deep and Deep Publications Pvt Ltd, New Delhi, India, pp. 15-20.*
 - 4c. For journals: surname, initials (year), "title of article", Journal Name, Volume, Number, pages. E.g. Aggarwal, M. (2010), "Analysis of Price Discovery Tools Operative in Indian Capital Market", Optimization, Vol. 2, No.1, pp.72-80.*
 - 4d. For published conference proceedings: Surname, Initials (year of publication), "Title of paper", in surname, initials (ed.), title of published proceeding which may include place and date (s) held, publisher, place of publication, page numbers. E.g. Jakkilinki, R., Georgievski, M. and Sharda, N. (2007), "Connecting Destinations with an Ontology-Based e-tourism planner", in Information and communication technologies in tourism 2007, Springer-Verlag, Vienna, pp. 12-32.*
 - 4e. For unpublished conference proceedings: Surname, Initials (year), "title of paper", paper presented at name of conference, date of conference, place of conference, available at: URL if freely available on the internet (accessed date). E.g. Aumueller, D. (2005), "Semantic Authoring and Retrieval within a wiki", paper presented at the European Semantic Web Conference (ESWC), 29 May-1 June, Heraklion, Create, available at: <http://dbs.uni-leipzig.de/file/aumueller05wiksar.pdf> (accessed 20 February 2007).*
 - 4f. For working papers: surnames, initials (year), "title of article". Working paper [number if available], institution Or organization, place of organization, date. E.g. Moizer, P. (2003), "How published academic research can inform policy decisions: the case of mandatory rotation of audit appointments", working papers, Leeds University Business School, University of Leeds, Leeds, 28 March.*
 - 4g. For encyclopedia entries (with no author or editor): title of encyclopedia (year) "title of entry", volume, edition, title of encyclopedia, publisher, place of publication, pages. E.g.*

Encyclopedia Britannica (1926) "Psychology of Culture Contact", Vol.1, 13th Ed., Encyclopedia Britannica, London and New York, NY, pp.765-71. (For authorized entries please refer to book chapter guidelines above.)

- 4h. For newspaper articles (authored): surname, initials (year), "article title", newspaper, date, pages. E.g. Sanyal, S. (2010), "Government won't make CSR spending mandatory", The Economic Times, December 23, pp. 1.
- 4i. For newspaper articles (non-authored): newspaper (year), "article title", date, pages. E.g. Economic Times (2010), "Bankers want RBI to watch over Microfinance Sector", December 23, pp.1.
- 4j. For electronic sources: if available online be the full URL should be supplied at the end of the reference, as well as a date that the resource was accessed. E.g. castle, b, (2005), "introduction to web services for remote portlets", available at: <http://www.128.ibm.com/developerworks/library/ws-wsrp/> (accessed 12 November 2007).
- 4k. Standalone URL's, i.e. without an author or date, should be included either within parentheses within the main text, or preferably set as a note.
5. The paper should be in MS-Word with font 14" & Bold for headings and 12" for the body in Times New Roman for the content throughout with Normal Spacing and appropriate alignment.

The editor

Cu-global management review
Chandigarh university,
Gharuan, mohali
Punjab (india) 140413



**MANY WORLDS.
ONE STAGE.**

cucet
COMMON ENTRANCE TEST

THE BIGGEST LAUNCHPAD OF ASPIRATIONS

Chandigarh University Common Entrance Test (CUCET), is a national level entrance cum scholarship test mandatory for admission into Programs of Engineering, MBA, Pharmacy, Agriculture, LLM, Integrated Law and Nursing. CUCET is also important for students of all courses who want to avail **scholarships up to 100%** worth J45 crore.

Register today at <https://cucet.cuchd.in>



Avinash S. Yadav
Batch 2018-22
Placed in



Ameya Ohri
Batch 2018-22
Placed in



Saksham Sharma
Batch 2018-22
Placed in



OVERALL RANK 271-280

RANKED AMONGST
TOP 1.7% UNIVERSITIES
OF ASIA (15812)
by QS Asia Rankings 2022



RANKED #52
AMONGST TOP
UNIVERSITIES
IN INDIA



ONLY PRIVATE
UNIVERSITY
IN PUNJAB
to be accredited by NBA
for Engg. and Mgmt. Programs



AMONG **TOP 5%**
UNIVERSITIES IN INDIA
to receive NAAC A+
Accreditation



RANKED 7TH AMONG TOP
PRIVATE UNIVERSITIES
- ARIIA - Atal Ranking of
Institutions on Innovation
Achievements



HIGHEST NUMBER OF
INTERNATIONAL
TIE-UPS IN INDIA
with 350+ top ranked
global universities

**EXCEPTIONAL PLACEMENTS
FOR BATCH 2022 EVEN
AMIDST PANDEMIC**

8000+
Placement
Offers

550+
Companies

52.11 LAKHS
Highest
Package

7.84 LAKHS
Average
Package

CAMPUS: NH-05, Chandigarh-Ludhiana Highway, Gharuan, Mohali, Punjab
+91 99159-99224, 1800 1212 88800 | Website: www.cuchd.in

www.cuchd.in



**CHANDIGARH
UNIVERSITY**

Discover. Learn. Empower.

Campus: NH-05 Chandigarh-Ludhiana Highway, Mohali, Punjab (INDIA)
General Helpline No: +91-160-3051003 | E Mail : cuglobalmgtreview@cumail.in

“ Never stop learning, because Life never Stop Teaching ”