



Pratidhwani the Echo

A Peer-Reviewed International Journal of Humanities & Social Science

ISSN: 2278-5264 (Online) 2321-9319 (Print)

Impact Factor: 6.28 (Index Copernicus International)

Volume-XII, Issue-II, January 2024, Page No.262-275

Published by Dept. of Bengali, Karimganj College, Karimganj, Assam, India

Website: <http://www.thecho.in>

Skill Development Program and Its Impact: A Study of the Sivasagar District of Assam

Dr. Mrinal Ghosh

Assistant Professor in Commerce, Rabindranath Tagore University, Hojai, Assam

Abstract:

India's young population and dynamic economic environment highlight the critical need of education, especially skill-focused learning programs. The effect of the significant policy interventions that have been made over the past 20 years at various governance levels is still insufficient. In order to fill this gap, this study examines the necessity of industry cooperation with skill development organizations in order to create management programs that are effective and focused on the needs of the market. Focused on assessing the effectiveness of programs such as PMKVY in improving applicants' skills, the research examines the post-training enhancement of skills and measures the participants' increased understanding and use in their respective fields. The study defines treatment and control groups using an RCT approach, guaranteeing matched features with the exception of program exposure. The sample, which consists of trainees from PNB RSETI, PMKVY, and ITI institutions, divides the 120 participants into two groups. The study is driven by extensive skill tests conducted before and after training, which include personality and mental acuity assessments. Demographic profile is also included. Drawing conclusions is facilitated by descriptive analytics and statistical testing. The assessment is based, notably, on skill levels measured both pre- and post-training; treatment impact is computed by distinguishing participant region-dependent variable changes from non-participant area shifts. Thus, the resultant disparities highlight the impact of the intervention. Carefully designed questionnaires are essential to the data gathering process; they are supplemented by baseline information from district skill development centers, which provides additional context for understanding the histories of enrolled candidates. This study aims to provide empirical data outlining the impact of skill development programs on skill enhancement in the context of India's changing educational landscape. It also seeks to reveal the complex effects and effectiveness of these programs.

Key Words: Skill, Job, Employment, PMKVY, DDU GKY, ASDM.

Introduction: India is laying the groundwork to become the world's "Skill Capital." India, which is among the world's youngest populations, may benefit from its population dividend by developing a workforce with "employable" skills and industrial readiness. The Ministry

of Skill Development and Entrepreneurship (MSDE) has collaborated with state governments, businesses, non-profit organizations, and academic institutions to expedite skilling activities across geographies and harness this potential as a constructive driver for development. The combined efforts of all parties involved have led to favorable outcomes and a significant increase in skill training.

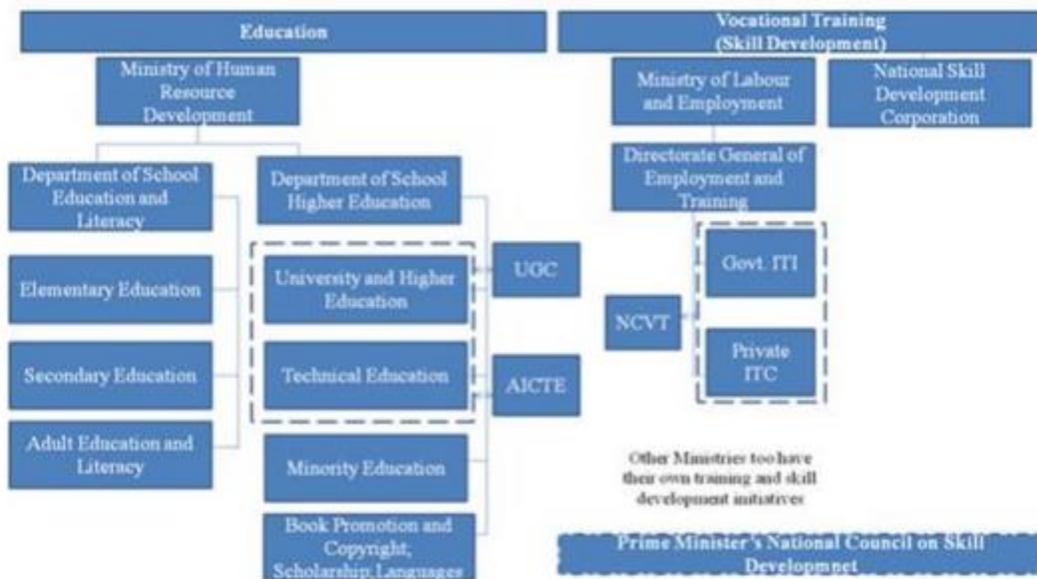
Since its founding in 2014, MSDE has experienced 8 successful years. The Ministry of Skill Development & Entrepreneurship, formerly known as the Ministry of Sports & Youth Affairs, first announced the Department of Skill Development on July, 2014. A purpose of the Ministry was to provide youth with skills to improve their livelihoods.

The National Skill Development Corporation, the Pradhan Mantri Kaushal Vikas Yojana, the Pradhan Mantri Kaushal Kendra, the National Institute for Entrepreneurship & Small Business Development, the Indian Institute of Entrepreneurship (IIE), the National Council for Vocational Education and Training (NCVTE), the Jan Shikshan Sansthan (JSS), and Directorate General of Training are just a few of the organizations and skilling programs that MSDE has taken on in the past.

Given that India is the rapidly moving economy in the world, there is a need to broaden the scope of the services industry and integrate training programs with apprenticeships. The National Apprenticeship Promotion Scheme (NAPS) was introduced in August 2016 to encourage firms to hire more apprentices in an effort to promote apprenticeship in the nation. The Apprenticeship Act was revised in December 2014 with this goal in mind. The last five years have seen a considerable improvement in the enrollment of apprentices, demonstrating the success of the initiatives.

There is a need for the government to create enough jobs since skill development on its own won't matter unless it is combined with employment creation. And in order to achieve that, it must concentrate on labor intensive industries rather than only those that are capital or technology driven. Sustaining the expansion and growth of the SME sector can be crucial in generating the extra job opportunities needed to hire and retain the entire labor force. In accordance with MSDE's directive, a module on entrepreneurial orientation has been included to the PMKVY courses integrating jobs, entrepreneurship, and life skills as one of the National Occupational Standards. The entrepreneurship module is already included as a portion of the employability skills in ITI courses. National Entrepreneurship Awards (NEA), which acknowledge and credit the exceptional entrepreneurs and ecosystem makers, were established by the Ministry in 2016 to encourage a culture of entrepreneurship among youth. The goal of the award is to showcase exceptional models that others can follow and improve upon.

Skill Development Programs; An Overview: The skill improvement framework in India is intricate, extensive, and varied, offering a wide range of skill levels to an incredibly diverse population. Education and vocational education can be used to broadly categorize skill growth in India. The overall structure for skill enhancement in India is shown in the exhibit below:



The Ministry of Human Resources Development (MHRD) is in responsibility of overseeing primary, secondary, and post-secondary education. All college learning (Arts, Science, Commerce, etc.) is covered by university and higher education, whereas technical education includes things like engineering and polytechnics. The All India Council for Technical Education (AICTE) is the regulatory institution for Technical Education in India, and the University Grants Commission (UGC) is the nodal body responsible for allocating resources and grants as well as establishing principles for instruction, testing, and innovation in universities.

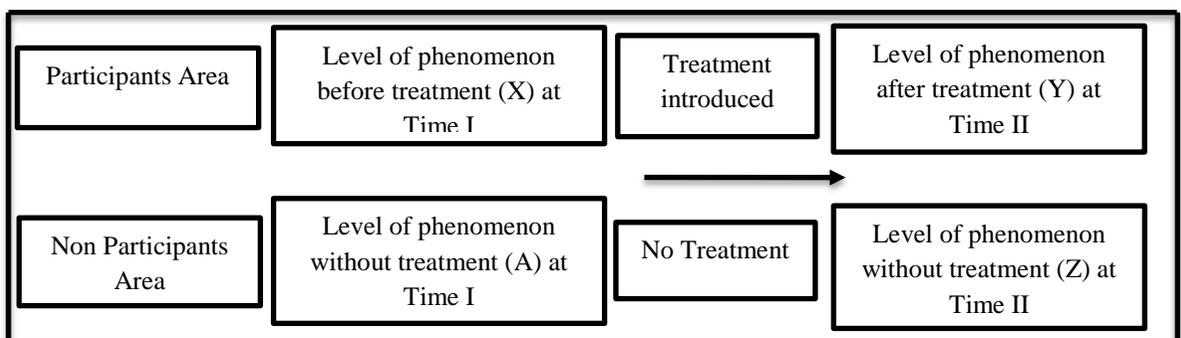
In India, there are formal and informal ways to learn new skills. Both the governmental and private sectors offer formal vocational training. The government aided Industrial Training Institutes (ITIs); privately run Industrial Training Centres (ITCs), schools for skills, specialized institutions for technical training, and industry-sponsored apprenticeship training is some of the main pathways for formal career training. Although private sector involvement has increased recently, the governmental sector still controls the majority of the industry.

On the other side, informal training describes the practical abilities picked up while working. The Director General of Employment & Training (DGET), which is part of the Ministry of Labor and Employment, is the principal implementing organization for vocational training at the federal level. The DGET is in charge of developing policies, creating standards, issuing affiliations, administering trade exams and certifications, and handling issues about providing services for employment and vocational training. The NSDC which is now a component of the recently established Ministry of Skill Development and Entrepreneurship was originally established under the Ministry of Finance. It was established to offer feasibility gap funding and support private skill initiatives.

Objectives of the Study: The objective of the study is to examine the significance of PMKVY and few other skill development programs in enhancing the skills of the candidates. In this study we try to explore the effect of skill training in Textile and Handloom, Beauty Parlor, Computer Operations and Papad Pickle & Masala Powder Making among the participants after completion of the training. As a direct outcome we tried to evaluate whether participants demonstrate higher understanding and dissemination of skills in their respective areas.

Methodology of the Study: To evaluate the effects of the PMKVY and few other skill development programs, the study has designed an RCT method aimed to create two groups: a treatment and a control group that on an average has identical characteristics and differs only in terms to exposure to the program. The study sample includes the trainees of PMKVY program, PNB RSETI, ITI colleges. The study has assigned 120 individuals to a treatment group and another 120 individuals to a control group. Skill assessment test such as mental acuity, and personality test, etc. has been employed. The demographic characteristics of the participants before and after obtaining the training has also been studied. Statistical tests and descriptive statistics has been used for drawing inferences. The level of skills has been assessed at two points of time viz, before obtaining the training and after obtaining the training. The treatment impacts has been assessed by deducting the difference between the dependent variable's change in the participant region and its change in the non-participant area, the participant area. Thus the differences in outcomes has been regarded as the effect of the (*skill development program intervention*) treatment. The design pursued has been shown in the diagram below:

Diagram: Before After Method of Impact Estimation



Treatment Effect = $(Y-X) - (Z-A)$,

Source: Kothari CR, (1985)

The primary instruments which have been used for data collection in the study are questionnaires. Besides, baseline data has also been collected from the district skill development center where the applicants have enrolled for training.

Review of Literature: A substantial number of studies have been made on the effect of skill development programs on employment and livelihood status of the candidates at the global and national level. Here, are the brief reviews of few works:

1) Behera & Mamta Gaur (2022): Technology disruption and globalization present opportunities for economic growth and job development as well as difficulties. With competent human potential, the nation can grow into a dynamic, inventive, and aggressive economy. By fostering talents and advancing skills and information, skill development can broaden one's perspective and employment prospects. It is a tool for increasing efficacy and makes it possible for someone to work more effectively. Researchers have attempted to comprehend how training in skill development is affecting employability in the nation. The researchers came to the conclusion that concentrating only on education, excluding career counseling and skill development, or concentrating only on jobs would not be sufficient to produce the intended effects. It is crucial to make an effort to build both technical and transferrable skills. The development of skills must be based on a foundation of fundamental education but cannot replace it.

2) Srinivas & Gangaiah (2021): The most valuable resource in India is its young population, which also gives the country a distinct demographic benefit. According to the "Youth in India 2017" survey, 67 to 68 % of young people live in rural areas of the total population of the nation. A key factor in creating gainful work is skill development youth chances in remote areas. The Indian government has taken a number of initiatives for progress in the latest past. Deen Dayal Upadhyaya Grameen Kaushal Yojana stands out among these efforts. The Ministry of Rural Development of the Government of India launched the DDUGKY with the goal of providing training, skill development, and job for rural youth from low-income families. The mission of DDUGKY is to upskill underemployed rural youth and gives them regular employment with wages at or above the minimum wage. Based on secondary data, this paper examines the effectiveness of the DDUGKY programme in terms of the number of people trained and placed in both India and Andhra Pradesh. It also looks at the program's contribution to improving the employment opportunities and earning potential of the program's chosen beneficiaries in a micro level study that was carried out. The major data results show that the DDUGKY programme has a significant economic influence on young people's lives by increasing their employment possibilities and earning potential, which contributes to their household income. The increasing household income has raised spending levels, which has raised their standard of living in the end.

3) Sharma & Khandelwal (2020): The improvement in young financial opportunities and employment has elevated to a national priority, and the Government of India has launched numerous initiatives for vocational education and training. The Pradhan Mantri Kaushal Vikas Yojana is dedicated to fostering young development and increased productivity. The analysis of the scheme's performance on a sectoral level is the study's main goal. A total of 35 distinct sectors in all were examined using descriptive statistics. The study is analytical in nature. The result of the study concluded that the distribution of trainees who enrol and

pass varies across different industries and hence there cannot be a healthy impact of this programme in selected areas where trainees enrolled and passed are not equally distributed. Therefore, the positive impacts of the PMKVY program are unlikely.

4) Suman & Kumari (2020): The Government of India has established numerous skill development policies and programmes in order to meet the needs of the expanding Indian population which includes the NULM, NSDM, Skill India, National Policy for Skill Development and Entrepreneurship and PMKVY. It is undoubtedly true that the majority of India's population lives in rural areas, but in the dawn of the twenty-first century, the majority of the urban population made a greater contribution to thriving industries, showing that India also has a large urban population. The five-year plans' focus was first restricted to rural India at the turn of the 20th century, but in recent years, as cities have gotten more crowded, policymakers have turned their attention to creating new employment prospects in the urban sector. This study determined the effect of skill development on employment generation. The study is descriptive in nature. The findings of her study indicated that high cost of training, mismatch of industry required skill and non-availability of adequate skilled training staff are few important factors towards the low absorption of skilled workers of the industry.

5) Banajawad & Adi (2020): India is a rural country. The majority of people in the nation live in villages. This makes rural India, which makes up 68.9% of the overall population, the true face of our nation. It is crucial to help rural adolescents realize their dreams by giving them realistic possibilities for development and well-being. However, as the globe becomes increasingly international, industries need more skilled labour. Along with this technological advancement, ICT growth is progressing quickly and calling for workers to possess more complex cognitive abilities than ever. Therefore, it's critical to confront the difficulties and give India's rural young the education and skills they need to succeed in the competitive world. The government has created a number of programmes to aid in their development, but it is crucial to remember that none of them will be effective until they are effectively carried out. The study evaluated the present status of skill development in India and its underlying challenges. Their study also explored various government initiatives available for skill development in India. The findings of the study indicated that India will require 500 million skilled employees by the year 2022 and surprisingly only 2% of the total workforce in India are skilled. The challenges underlying in the job sector are the examination oriented education system, restrictions in industry sector, low women participation; inadequate scale limited capacity, etc. The study uses secondary data and is descriptive in nature.

6) Rashed & Karim (2019): This essay seeks to investigate how employee development and training initiatives affect workers' productivity in Bangladesh. With the help of 100 participants from Bangladesh's chemical and industrial industries, data for this study was gathered using a standardized questionnaire. With the help of 100 participants from Bangladesh's chemical and industrial industries, data for this study was gathered using a standardized questionnaire. To ascertain whether there are any significant correlations

between Orientation Training, Career Development Training, Environment Health & Safety Training and Employee presentation, hypotheses were explored using multiple regression analysis (EP). According to the research, there is no significant correlation between job training (JT) and employee performance, but there is one between Orientation Training, Career Development Training, and Environment Health and Safety Training. Further studies can be undertaken by adding new industries, such as the Bangladeshi telecom sector, the ready-to-wear sector, and multinational corporations, as the current study focuses mostly on the chemical and manufacturing industries. This research report did not include all of the factors that can be used to evaluate how training and development affect employee performance. Future research should therefore take these additional aspects into account to better understand the connection between training programmes and employee performance. This study's sample size of 100 participants perhaps not a fair representation of the whole community, hence bigger sample sizes should be taken into consideration when conducting comparable studies in order to ensure that respondents provide reliable data.

Findings: The goal of skill development programmes is to provide participants new information, skills, and experiences that will improve their skill set and help them succeed in their chosen fields. Here, we evaluated the skill improvisation of the participants before and after attending the programme in order to determine the efficacy of a skill development programme.

Table 1: T Test for Skills Evaluation (Before/After)

| | Mean | Std. Deviation | Mean difference | SD | t | df | P |
|--------------------------------|------|----------------|-----------------|-------|---------|-----|------|
| Total Correct Answers (Before) | .47 | .697 | -7.708 | 1.616 | -52.250 | 119 | .000 |
| Total Correct Answers (After) | 8.18 | 1.320 | | | | | |

5

Table 2: T Test for Skills Evaluation (Before/After)

| | Mean | Std. Deviation | Mean difference | SD | t | df | P |
|------------------------------|------|----------------|-----------------|-------|--------|-----|------|
| Total Wrong Answers (Before) | 9.53 | .697 | 7.708 | 1.616 | 52.250 | 119 | .000 |
| Total Wrong Answers (After) | 1.82 | 1.320 | | | | | |

Pre- and Post-tests have been conducted to gauge the participants' improvisational competence. Prior to the participants' entry into the skill development programme, the pre-test was administered, and the post-test was administered following the program's conclusion. The assessments were made to assess the soft skills of the participants.

Before and after attending the programme, the participants were presented questions about skills and instructed to provide the proper response. Correct responses get a 1 and incorrect

responses 0. The results of the test showed that the participants had an average skill level of 0.47 before entering into the program. And after entering the program the participants scored an average skill level of 8.18. Thus, the data indicates that after completing the skill development programme, participants significantly improved their skills. The P value of the test also indicated that their difference in skill pre and post attending the program were also significant.

Conclusion: This study examined the effectiveness of several skill development programs, particularly PMKVY, in improving the abilities of participants. After a thorough examination of the pre- and post-program skill evaluations, a distinct pattern became evident: the participants demonstrated a noteworthy improvement in their ability levels. The statistical data demonstrated a significant improvement, with the average skill level before the training being 0.47 and after it being an amazing 8.18. This notable distinction highlights the real effect that these programs have on improving participants' abilities. Furthermore, the statistical significance—which is demonstrated by the P value—strongly corroborates the idea that these programs help applicants significantly improve their skill set. These results not only confirm the effectiveness of these skill-building initiatives but also highlight how important they are in providing people with improved talents in the fields in which they work.

References:

- 1) ACCESS Development Services. (2021). *STATE OF INDIA'S LIVELIHOODS REPORT 2021*. New Delhi: An Access Publication.
- 2) Banajawad, V. T., & Adi, M. S. (2020). A Study on Skill Development Programmes for Rural Youth in India.
- 3) Behera, B., & Gaur, D. M. (2022). Skill Development Training Fueling Employability in India.
- 4) CMIE. (2022). *Unemployment in India: A Statistical Profile*.

- 5) Deb, R. (2019). The Role of Social Entrepreneurship and the Govt. in Catalyzing Socio Economic Development in Assam: A Conceptual Perspective. *The Journal of Indian Management & Strategy*.
- 6) Govt. Of Assam. (2022). Retrieved from Assam Khadi and Village Industries Board: <https://akvib.assam.gov.in/schemes/entrepreneurship-development-programme-edp>
- 7) Govt. of Assam. (2022). *Assam Skill Development Mission*. Retrieved from <https://asdm.assam.gov.in/portlet-sub-innerpage/about-entrepreneurship-development-programme>
- 8) Govt. of India. (2022). *Annual Report 2021-22*. Ministry of Skill Development and Entrepreneurship.
- 9) Karim, R. A. (2019). Impact of Different Training and Development Program on Employee Performance in Bangladesh Perspective.
- 10) Srinivas, D. P., & Gangaiah, C. (2021). Impact of Skill Development Training Programmes on Youth: A Study of DDUGKY in Andhra Pradesh.
- 11) Sharma, D. R., & Khandelwal, N. (2020). A Study of Sector-Wise Analysis of Pradhan Mantri Kaushal Vikas Yojna (PMKVY).
- 12) Suman, S., & Kumari, S. (2020). Employment Centered Skill Development and Social Policy in Urban India: Policy and Institutional Change.

QUESTIONNAIRE (Before/After)

GENERAL PROFILE OF THE RESPONDENT

1.0 Name of the Respondent:

2.0 Age:

| Code | 1 | 2 | 3 |
|-------------|-------|-------|------------|
| Initials | 18-30 | 31-50 | 50 & Above |
| Please Tick | | | |

3.0 Sex:

| Code | 1 | 2 |
|-------------|------|--------|
| Initials | Male | Female |
| Please Tick | | |

4.0 Caste:

| | | | | |
|-------------|----|----|-----|---------------|
| Code | 1 | 2 | 3 | 4 |
| Initials | SC | ST | OBC | General Caste |
| Please Tick | | | | |

5.0 Religion:

| | | | | | | |
|-------------|-------|--------|-----------|------|------|--------|
| Code | 1 | 2 | 3 | 4 | 5 | 6 |
| Initials | Hindu | Muslim | Christian | Sikh | Jain | Others |
| Please Tick | | | | | | |

6.0 Marital status:

| | | | | |
|-------------|---------|-----------|---------|--------------------|
| Code | 1 | 2 | 3 | 4 |
| Initials | Married | Unmarried | Widowed | Divorced/Separated |
| Please Tick | | | | |

7.0 Educational Qualification:

| | | | | | |
|-------------|------------|----------------|-------------|-----------------------|-----------------|
| Code | 1 | 2 | 3 | 4 | 5 |
| Initials | Illiterate | Primary School | High School | Upto Higher Secondary | Above Secondary |
| Please Tick | | | | | |

8.0 Family type:

| | | |
|-------------|-----------------|----------------------------------|
| Code | 1 | 2 |
| Initials | Nuclear (Small) | Joint/Size upto 5/Extended (Big) |
| Please Tick | | |

9.0 Employment Status (Before/After):

| | | |
|-------------------|----------|------------|
| Status | Before | After |
| Employment Status | Employed | Unemployed |
| Employment Status | Employed | Unemployed |

10.0 (A) Questions Related To Skills: Textile and Handloom: (Before/After)

| Serial No: | Textile and Handloom | Code: 1 for Correct Answer Code: 0 for Wrong Answer | | | |
|------------|--|--|------------------------|--------------------|---------------|
| 1 | Spinning of Yarn Means: | Twisting | Denier | Tex | Pulling |
| 2 | The process of converting waste material into new product and objects is called: | Recreation | Redesigning | Reformation | Recycling |
| 3 | Colors which are exact opposite to each other on color wheel are | Analogous | Monochromatic | Complimentary | Tetrad |
| 4 | Flax is a _____ fiber. | Cellulosic | Proteinic | Synthetic | Man Made |
| 5 | _____ is the art of creating designs for knitted, woven and non-woven fabrics. | Illustrations | Textile Designs | Paintings | Sketches |
| 6 | _____ is the basic unit of textile. | Fabric | Yarn | Fiber | Cloth |
| 7 | Grey cloth is also known as _____ | Toile | Kutch | Unfinished | Fabric |
| 8 | Which fiber is popularly called as Golden fiber? | Cotton | Silk | Jute | Flax |
| 9 | Blends are combination of _____ fibers. | Same | Bonded | Different | None of These |
| 10 | The companies that apply only finishes on textiles are _____ | Finish Product Supplier | Converters and Jobbers | Retail Distributor | None of These |

10.0 (B) Questions Related To Skills: Beauty Parlor: (Before/After)

| Serial No: | Beauty Parlor | Code: 1 for Correct Answer Code : 0 for Wrong Answer | | | |
|------------|---|---|--|--------------------|------------------------------------|
| 1 | Clean Towels may be kept | Near Soiled Towels | In a Close Cabinet | In an Open Cabinet | On the Shelf |
| 2 | The Basic Active Agent in Hair Bleaching Is | Ammonia Water | White Henna | Hydrogen Peroxide | Sodium Carbonate |
| 3 | The Scalp Hair Which is the Most Absorbent in Hair Dye Is | Hair Next to the Scalp | Ends of the Hair | Gray Hair | Albino Hair |
| 4 | External Manipulation by Hands or Mechanical Devices are Called | Shampoo | Massage | Facial Pack | Acne Treatment |
| 5 | The Loss Of Elasticity in the Skin Causes: | Comedones | Blemishes | Wrinkles | Milia |
| 6 | To Remove an Egg Shampoo Use: | Cold Water | Hot Water | 70% Alcohol | Tepid Water |
| 7 | Nail Should be Filed | Towards The Center | First Towards The Center Then Towards The Corner | Towards the Corner | From the Center Towards The Corner |
| 8 | Soap is Prepared By Mixing Oil and Fat With: | An Acid | A Salt | An Alkali | Alcohol |
| 9 | How Many Hours are Required for the Results of a Skin Test in Hair Dyeing | 10 | 24 | 48 | 36 |
| 10 | A Light that has the Strong Heat Rays is the | Blue Light | Ultra Violet Rays | Red Dermal Light | Orange Light |

10.0 (C) Questions Related To Skills: Computer Operator and Programming Assistant: (Before/After)

| Serial No: | Computer Operator and Programming Assistant | Code: 1 for Correct Answer Code : 0 for Wrong Answer | | | |
|------------|--|---|---------------|---------------|----------------|
| 1 | The output shown on the computer monitor is called: | VDU | Hard Copy | Soft Copy | Screen Copy |
| 2 | Which one is the result of the output given by a computer: | Data | Instruction | Information | Excursion |
| 3 | Eight Bits make up a: | Byte | Megabyte | Kilobyte | None |
| 4 | Which one of these also known as read/write memory? | ROM | RAM | DVD | Hard Disk |
| 5 | The printed output from a computer is called: | Copy | Soft Copy | Hard Copy | Paper |
| 6 | Name of the screen that recognizes touch input is: | Recog Screen | Point Screen | Touch Screen | Android Screen |
| 7 | Identify the device through which data and instructions are entered into a computer: | Software | Output Device | Input Device | Memory |
| 8 | Computer Monitor is also known as: | DVU | UVD | VDU | CCTV |
| 9 | Arrange in ascending order the units of memory TB, KB, GB, MB. | TB>MB>GB>KB | MB>GB>TB>KB | TB>GB>MB>KB | GB>MB>KB>TB |
| 10 | Which one of these stores more data than a DVD? | CD Rom | Floppy (Wrong | Blue Ray Disk | Red Ray Disk |

**10.0 (D) Questions Related To Skills: Papad, Pickle and Masala Powder:
(Before/After)**

| Serial No: | Papad, Pickle and Masala Powder | Code: 1 for Correct Answer Code : 0 for Wrong Answer | | | |
|------------|--|---|---|--|--|
| 1 | Which one of the following is not a Bio-Degradable Material? | Cotton | Animal Bones | Aluminum Foil | Wood |
| 2 | Which of the following are the components of the scheme National Mission on Food Processing? | Entrepreneurship Development Program, | Food Processing Training Centers, | Training at Recognized Training Institutions, | All of the Above |
| 3 | What is the Full Form of FSSAI? | Food Supplements and Standard Authority of India | Food Safety and Standard Authority of India | Food Supplements and Safety Authority of India | Food Safety and Supplements Authority of India |
| 4 | Misal is a Spicy Flavor Full Curry Made Of? | French Beans | Soy Beans | Moth Beans | Cluster Beans |
| 5 | The Main Ingredient of Indian Snacks Are? | Refined Wheat Flour | Vegetables | Spices and Condiments | All of the Above |
| 6 | The principle of adding salt to meat to preserve it is called: | Pickling | Curing | Pickling & Curing | Neither of the Mentioned |
| 7 | Shriveling in Fermented Pickles Results from the Physical Effect Of | Too Strong Salt Solution | Too Strong Sugar Solution | Too Stronger Vinegar Solution | All of the Above |
| 8 | Blackening in Pickles Occurs Due To: | Formation of Hydrogen Sulphide by Bacteria | Growth of Pencillium | Both A & B | None of the Above |
| 9 | Slippery Pickles Occur Due To? | Growth of Encapsulated Bacteria | Broken Scums of Film Yeasts on the Surface of Brine | Addition of High Amount of Salt | Both A&B |
| 10 | The National food Security Mission was started In: | October 2005 | October 2007 | October 2008 | October 2009 |