

Upskilling and Reskilling - A Priority or Necessity in India for New Education Pattern

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Abstract—When decades pass by, the education pattern is also changing. To find what is required for a new education pattern will be a major task. As a recent trend on Upskilling and Reskilling play a major role in India. Two fundamental changes occur when computers automate reasoning based on associations in data or associations inferred from expert knowledge: the transition from data collection to pattern recognition, and from granting access to educational resources to automating decisions regarding instruction and other educational processes. Automating decision-making and identifying patterns are significant advancements in the scope of tasks that can be assigned to a computer system. The process of creating an Upskilling & Reskilling system could result in automated decision-making and bias in pattern recognition. The use of Upskilling & Reskilling systems must therefore be regulated by educational systems. This report outlines the potential applications of Upskilling & Reskilling to enhance education, acknowledges the obstacles that will come up, and formulates suggestions to direct future education pattern creation

Index Terms—Upskilling, Reskilling, New education pattern

I. INTRODUCTION

The shift from data collection to pattern recognition and from providing access to educational resources to automating decisions about instruction and other educational processes are two fundamental changes that take place when computers automate reasoning based on associations in data or associations deduced from expert knowledge. The range of duties that can be delegated to a computer system has advanced significantly with the automation of decision-making and the detection of patterns. The process of developing an Upskilling & Reskilling system may lead to biased pattern recognition and automated decision-making. Therefore, educational systems

need to govern the usage of upskilling and reskilling systems. The potential uses of upskilling and reskilling to improve education are described in this paper, along with the challenges that will arise and recommendations to guide future pattern development.

II. OBJECTIVES OF THE STUDY

- To know how Upskilling & Reskilling is rising interest in Education.
- To learn insight in Upskilling & Reskilling enables adaptivity in learning
- To know the strategies and ways for implementing Upskilling and Reskilling which are initiatives for upgrading knowledge.

Upskilling

Upskilling involves enhancing current skills to enable faculty to excel in their existing roles. For instance, when a marketing specialist acquires advanced digital marketing techniques, this process is considered upskilling. It empowers faculty to increase their expertise and worth in their current positions, ensuring they remain pertinent as their responsibilities change.

Reskilling

Reskilling refers to the process of acquiring entirely new skills to facilitate a shift into different roles within a workplace. This is frequently required when a faculty's current position is being eliminated or substantially altered due to advancements in technology. For instance, when a factory worker learns to operate a new machine or software, this exemplifies reskilling. Through reskilling, faculty gain the competencies necessary to assume

completely different roles that meet the evolving demands of the workplace.

Need for Upskill and Reskill

The need for upskilling and reskilling is propelled by swift technological progress, changing industry demands, and the evolving expectations of faculty. Workplaces that prioritize skill development foster a more adaptable faculty, enabling them to respond to changes without resorting to layoffs or external recruitment. The benefits of upskilling and reskilling go beyond personal career advancement; they significantly influence business sustainability, innovation, and competitive edge. Faculty who are provided with opportunities for skill enhancement feel more engaged, appreciated, and motivated to contribute to their workplace's success. As job roles continue to transform, workplace that champion lifelong learning will maintain their resilience amid industry disruptions.

Here are some reasons why reskilling and upskilling are essential:

Adapting to Technological Progress: As technology continues to transform various sectors, it is essential for faculty to acquire new skills to maintain their effectiveness in their positions.

Enhancing Job Satisfaction and faculty Retention: faculty who perceive opportunities for professional growth are more inclined to remain with their administration. A study by LinkedIn Learning revealed that 94% of faculty would be more likely to stay with a workplace that invests in their career advancement.

Facilitating Career Development: By providing opportunities for reskilling and upskilling, the workplace enables faculty to realize their full potential and prepare for new positions, whether within their current field or in different areas of the workplace.

Creating a Versatile Workforce: A skilled and flexible workforce equips the workplace to better respond to market fluctuations, thereby enhancing their resilience and competitiveness.

Rising Interest in Upskilling & Reskilling in Education

Many of the goals for bettering teaching and learning are not being met today. Teachers are looking for scalable, safe, and technology-enhanced methods to address these priorities. Given how quickly technology is advancing in daily life, educators naturally wonder if this could be beneficial. Teachers, like everyone else, use Upskilling & Reskilling powered individuals to gain the proficiency and aptitudes necessary to navigate sudden changes in the job market successfully. This can include learning about new industries or adapting to technological innovations that may be required for a particular role. Many educators are actively investigating them. Teachers see chances to leverage Upskilling & Reskilling powered features like speech recognition to expand the assistance offered to multilingual students, students with disabilities, and others who might profit from more customization and adaptability in digital learning resources. Along with their process for locating, selecting, and modifying content for their lessons, they are investigating how Upskilling & Reskilling can facilitate the creation of or enhancement of lessons

Three Justifications for Immediate Attention to Upskilling & Reskilling in Education "It is firmly thought that the audience must comprehend the cyclical impacts of Upskilling & Reskilling in education. By comprehending the accumulation of various activities, it can promote positive cycles. If not, we're likely to let vicious cycles continue. Lydia Liu During the listening sessions, participants outlined three reasons why Upskilling & Reskilling should be addressed immediately:

First, Upskilling & Reskilling could make it possible to accomplish educational priorities more effectively, affordably, and at scale. The pandemic has made it a policy priority to address the diverse unfinished learning of students, and Upskilling & Reskilling may enhance the adaptability of learning materials to students' needs and strengths. It is important to improve teaching jobs, and Upskilling & Reskilling may help teachers more by giving them automated assistants or other tools.

Additionally, when teachers run out of time, Upskilling & Reskilling might allow them to continue providing support to individual students. It

is crucial to create resources that are sensitive to the experiences and knowledge that students bring to their education of their community and cultural assets, and Upskilling & Reskilling may make it possible to better Upskilling & Reskillinglor curriculum materials to local requirements.

Upskilling & Reskilling has the potential to improve educational services. The awareness of system-level risks and concern about possible future risks give rise to the second sense of urgency and importance. For instance, students might be more closely watched. While some educators fear they might be replaced, the Department adamantly denies that Upskilling & Reskilling could take the place of educators. The public is aware of instances of algorithmic bias-based discrimination, such as voice recognition software that struggles with regional dialects or exam monitoring software that might unjustly flag certUpskilling & Reskilling student groups for disciplinary action. Concerns regarding trust and transparency arise because some applications of Upskilling & Reskilling might be invisible and infrastructural. Though educators and procurement policies demand that edtech demonstrate efficacy, Upskilling & Reskilling frequently appears in new applications with a sense of magic. Upskilling has the potential to produce information that seems real but is in fact erroneous or unfounded. Above all, Upskilling & Reskilling poses new risks beyond the well-known ones related to data security and privacy, like the potential for expansion of pattern detectors and automations that lead to "algorithmic discrimination" (e.g. A. institutionalized discrimination in the resources or learning opportunities that are suggested to particular student populations). Thirdly, the size of the poss creates urgency. The ability of Upskilling & Reskilling-enabled educational systems to facilitate more organic interactions during teaching and learning will make them appealing. Teachers and students can only engage with education technology in a few ways on traditional education platforms.

Insight: Upskilling & Reskilling Enables Adaptivity in Learning

One important way that technology can enhance learning is through adaptability. Upskilling & Reskilling can be used as a toolkit to increase

education technology adaptability. The ability of a technology to meet students where they are, build on their strengths, and expand their knowledge and skills may be enhanced by Upskilling. Upskilling & Reskilling can be a particularly powerful toolkit for increasing the adaptivity offered to students because of its ability to work with natural forms of input and the fundamental strengths of Upskilling & Reskilling models. However, adaptivity is always more focused and specific than what a general term like "meet students where they are" might imply, particularly when it comes to Upskilling & Reskilling. The nature of the model at the core of any given Upskilling & Reskilling-enabled system determines its core limitations. Approximations of reality are what models are. The resulting adaptivity will also be limited, and the learning supports may be brittle or narrow, when significant aspects of human learning are excluded from the model or are not fully developed. As a result, this section on learning concentrates on a single idea: Avoid restricting learning to what Upskilling & Reskilling can currently accurately model and strive toward Upskilling & Reskilling models that fit the entirety of learning visions. Thanks to developments in "large language models," also known as "foundational models," Upskilling & Reskilling models are exhibiting increased proficiency. These extremely broad models still have their limitations. For instance, generative Upskilling & Reskilling models that have been featured in the media can produce c in a short amount of time.

Key Paths to Advance Upskilling & Reskilling-Based Adaptivity Adaptivity is sometimes called "personalization." Many observers have pointed out how ambiguous this term is, despite its convenience. Some educators define personalization as providing students with "voice and choice," while others define it as a learning management system suggesting a unique "playlist" of activities for every student. The fact that many edtech products that offer personalization only do so in a few ways is concealed in that imprecision. One of the two most popular ways that edtech products adapt is by changing the lesson materials' order and level of difficulty. However, any educator is aware that enhancing learning involves more than just changing the level of difficulty and order of the materials. An effective

teacher can, for instance, use personal experiences to engage a student and can mold explanations until they truly resonate and the student has an "aha!" moment. Compared to the majority of edtech, human teachers provide a far more comprehensive picture of each learner when we say, "meet the learner where they are.". Additionally, the instructor is unlikely to "over personalize," which would limit the student's exposure to new subjects by acting as an algorithm that only shows content that the student has indicated interest in. A human teacher's understanding of "teachable moments" is more expensive than that of today's Upskilling & Reskilling era. We hear during our listening sessions. We go over these below.

1. Transitioning from deficit-based to asset-based. Attendees of the listening session pointed out that the discourse surrounding adaptability has frequently been deficit-based; technology looks for student deficiencies and then offers instruction to close those gaps. Additionally, teachers focus on their students' strengths; they identify their competencies or "assets" and use them to expand their knowledge. Upskilling & Reskilling models cannot be completely equitable if they do not acknowledge or expand on the sources of competency of every student. An improvement would be Upskilling & Reskilling models that are more asset-oriented.

2. from personal cognition to incorporating social and additional learning components. Motivational and other components are only used to support the cognitive learning objectives, and the current rhetoric on adaptivity has a tendency to emphasize individualized learning and primarily the cognitive aspects of learning. Participants note that their understanding of learning extends beyond cognitive processes. For instance, social learning is critical for students' development of reasoning, justification, and explanation skills. It is obvious that

3. Upskilling & Reskilling and flexible support is crucial for students learning English in order to enhance their language proficiency while absorbing course material. Developing the ability to control oneself is also crucial. Instead of being individualistic, a modern approach to education acknowledges that students also learn in communities and in groups.

4. Neurodiverse learners as opposed to neurotypical ones. Upskilling & Reskilling models might be useful for inclusion. from set tasks to creative, open, and dynamic ones. As was already mentioned, Upskilling & Reskilling models have historically performed better on closed tasks like math problems or logical tasks like playing games. Learning how to succeed at open-ended and creative tasks that require extended engagement from the learner tasks that are frequently not purely mathematical or logical is valued in terms of life-wide and lifelong opportunities. We want students to develop their ability to invent and develop novel strategies. Upskilling & Reskilling models that facilitate advancement on open, creative tasks are what we seek.

5. from the right responses to further objectives. Many of the adaptivity strategies currently Upskilling & Reskilling on the market are based on a model within the technology that counts incorrect answers from students and determines whether to speed up, slow down, or provide an alternative form of learning support. Correct and incorrect responses are not the only learning objectives, though. We want students to learn how to control their own learning when they encounter challenges, like being able to persevere through a challenging task or knowing when and how to seek assistance. We want students to develop their leadership and teamwork abilities. As students mature, we want them to gUpskilling & Reskilling greater agency and the ability to take independent action to move closer to their own learning objectives.

This research is not intended to list all of the dimensions of expansion that we heard during our listening sessions. The sections that follow on teaching, assessment, and research provide some more dimensions.

Strategies for Implementing Upskilling and Reskilling Initiatives

A strategic approach that considers the particular requirements and difficulties faced by both individuals and the workplace is necessary for the successful implementation of upskilling and reskilling programs.

Assessing Skills Gaps: The first step in creating an effective upskilling and reskilling strategy is to carry

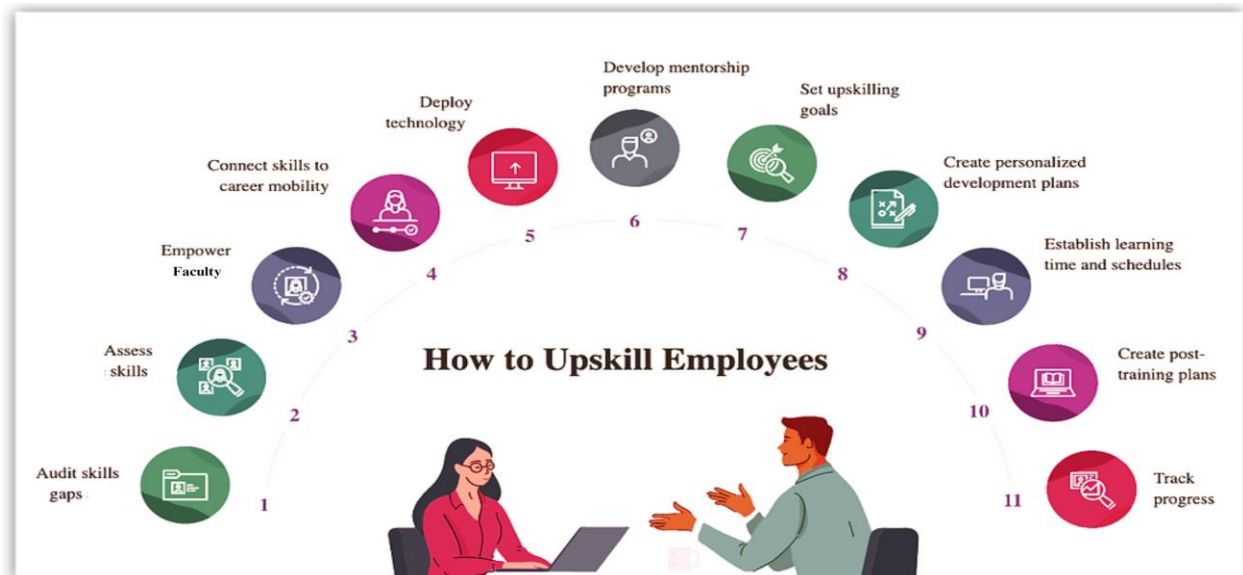
out a thorough assessment of current skills and identify gaps between them and future needs. These are some essential strategies for successful implementation. Faculty surveys, performance reviews, and skills audits can all be used for this assessment. Programs for Customized Training: After identifying skills gaps, the workplace can modify training to meet particular requirements. This could entail providing a range of workshops, seminars, online courses, and opportunities for on-the-job training to suit various learning preferences and styles.

Technology Use: Upskilling and reskilling programs can be made more accessible and effective by utilizing technology-enabled learning platforms and tools. Online collaboration tools, AI-powered adaptive learning systems, and virtual reality simulations can all offer staff members dynamic and captivating educational opportunities. The success of upskilling and reskilling programs depends on fostering a culture that values ongoing education and skill development. Faculty can encourage a learning culture by offering chances for learning and development, rewarding and recognizing staff members who make an investment in their own professional development, and encouraging cooperation and knowledge exchange among staff members. **Partnership with Educational Institutions:** faculty can help faculty have access to pertinent training and certifications by working with

educational institutions, vocational schools, and online learning platforms. Additionally, by forming these partnerships, training programs can be customized to fit the unique requirements of the workplace.

Supporting Career Transitions: workplace can offer career counseling, help finding a job, and financial support for additional education or training to faculty who may need to move to completely different roles or career paths. **Measuring and Assessing Progress:** Continuous improvement requires the establishment of metrics to monitor the success of upskilling and reskilling programs. Workplace can assess the effectiveness of their training programs and make necessary adjustments with the use of metrics like faculty satisfaction, retention rates, performance enhancements, and the capacity to fill internal job openings with current faculty. The workforce must be summarized, upskilled, and reskilled in order to navigate the opportunities and challenges of the quickly changing job market of today. Workplace can boost faculty engagement and job satisfaction while increasing productivity, innovation, and competitiveness by investing in faculty development and making sure that people have the skills necessary to succeed. Both individuals and the workplace can prosper in the face of change and uncertainty if they adopt a strategic approach and are dedicated to lifelong learning.

Ways to Upskill



1. Audit skills gaps

The first step in conducting a skills gap analysis. As audit explains verification of accounts, in the Upskilling process an individual should analyse skill gaps and scope for Upskilling and Reskilling. Inventorying what skills exist in the internal talent pool.

The second step is to look at requirements according to current positions and actively learn what is necessary. Completing both of these steps and connecting the findings required for self and external development.

The third step is to work with department heads and other senior leaders to identify where the learning trends are going and the skills required to get there. Upskilling and reskilling can be a particularly appealing way to meet anticipated future needs identified gaps through a skill-building strategy. That's why continuous skills auditing is such a powerful strategic tool.

2. Assess and catalog the skills

The advancement or scope should be identified and a catalog is drawn based on the department, previous skills or interest. To have up-to-date skills profiles, the simplest approach is to regularly ask the individual about what ongoing course is being practiced, advanced degree or certification is being pursued by faculty.

3. Empower faculty

Creating a workplace where learning is encouraged and treated as a normal part of the education lifecycle is essential. An excellent upskilling program, but it won't benefit from it unless the workforce implicates it. Workplace with a learning culture empowers people to decide what they want in their careers to look like experienced and help them learn the skills necessary to achieve workplace vision and to meet the workplace needs. If possible financial support can be provided to faculties

4. Connect skills data to career mobility opportunities

Some workplaces have a culture that encourages faculty to move vertically and horizontally within the workplace, sometimes joining other departments to pursue an opportunity that requires new skills or applying existing skills in a different area.

Workplace can ask faculties about their career goals, help them identify the skills they need to get where they want to be and provide the necessary learning experiences to help them achieve their career aspirations. Internal mobility helps increase faculty retention and keeps vital knowledge and skills within the workplace.

5. Deploy technology, including AI

A workplace matrix constantly shifts, making it challenging to skills manually. However, the best Human capital management systems, powered by AI, are able to continually detect and catalog these changes because they connect numerous areas of HR, such faculty skills profiles, job requirements, and learning platforms.

Additionally, since AI can help workplaces catalog and monitor their faculty skills in real time, it can give the workplace better visibility than it has traditionally had. With this reliable inventory of skills data, the workplace can discover valuable insights, such as skills gaps in key areas and recommendations for training, hiring, and more. Vitrally, a unified Human capital management platform that connects your workplace data also makes it easier to run reports, understand what skills are available, and visualize progress toward closing gaps.

6. Develop mentorship programs

Another valuable way for faculties to learn new skills is through mentorship. While mentor-mentee relationships may form organically, formal programs help connect eager would-be mentors interested in helping others grow with faculty seeking advice and guidance. Some human capital management systems can even help mentees find ideal mentors to support their growth based on their roles, career goals, and other contextual factors, solving a common challenge.

Mentorship programs benefit everyone. Mentees receive help navigating their career and skills development, benefitting from their mentor's experience. Many mentors find mentoring fulfilling and often learn from their mentees too. Workplace benefit because mentorship programs tend to increase faculty satisfaction and engagement, which may translate into a more productive workforce. Moreover, engaged, satisfied faculty typically stay longer, reducing hiring costs. Additionally,

mentoring and peer learning opportunities can help the workplace retain valuable institutional knowledge.

Mentorship programs could also have a positive effect on succession planning. Faculty with greater theory and practical knowledge who receive tailored guidance become higher-quality candidates to move into key positions later in their careers. Plus, mentors can identify promising candidates through the mentoring process.

7. Set upskilling goals

Research from LinkedIn's "2024 Workplace Learning Report" found that people who set career goals use learning content four times more than those without them. Workplace can help upskill the workforce using upskilling goals in these two categories.

Workplace: When creating upskilling goals that impact the strategic vision of the workplace. Workplace faculties need to identify the skills necessary to fulfil the strategic vision. It's vital to have an accurate skills matrix that gives your workplace a benchmark to use to compare existing skills with those needed now and in the future, allowing you to identify and close current skills gaps and those likely to develop over the coming years. The workplace can create policies and implement tools to establish regular Upskilling and Reskilling for development.

Personal: When setting personal upskilling goals, the workplace often considers how their roles impact their department's annual goals. Then, individuals should create realistic, impactful goals that will help them contribute to their success, and they map out the training or other development opportunities they need to reach those goals. Workplace can regularly check in with faculty to offer guidance and support.

8. Create personal development plans

According to HR.com's Future of Upskilling and faculty Learning 2024 report, 95% of professionals anticipate that jobs will experience significant disruption due to market and technological trends within the next two years. This uncertainty underscores the necessity for the workplace to provide tailored development plans for their faculty. Artificial intelligence is a major factor contributing to

this disruption and uncertainty. Research conducted in 2023 by the University of Pennsylvania, Open Research, and OpenAI forecasts that generative AI (GenAI) will impact 80% of jobs. The study suggests that nearly 20% of all positions may see a transformation in half of their essential responsibilities, which could necessitate upskilling. Nevertheless, the extent to which individual faculty will be influenced by these trends largely hinges on their specific roles, duties, and career goals.

A universal upskilling strategy is ineffective. By leveraging human capital management platforms integrated with AI tools that take into account insights from business leaders regarding anticipated changes in job roles, as well as an individual's existing skill set and career aspirations, the workplace can provide tailored career development opportunities for faculty. It is advantageous for both the workplace and its staff to ensure that faculty dedicate their learning time to acquiring skills that align with their unique requirements.

9. Establish learning time and schedules

The main challenge to upskilling is typically the lack of time. Faculty often face numerous competing responsibilities, which leads them to prioritize other tasks over learning. For a workplace aiming to equip their faculty with essential new skills and enhance faculty retention by fostering growth opportunities, it is crucial to allocate dedicated time for skill development.

Some workplaces allocate one day each quarter for faculty to focus on learning, while others promote the idea of spending an hour or more each week on acquiring new, valuable skills. It is important to determine the most effective frequency for your workplace. Gathering feedback from faculty can also provide insights into the most suitable approach.

10. Create post-training plans

Once workplace training faculty gain new skills, they need post-training plans to quickly put those skills to use if they're going to realize the full benefits of upskilling and reskilling the faculty. These plans typically detail what a workplace will do with upskilled faculty. Workplace can encourage faculty to create personal plans too.

Workplace planning: After human resources have pinpointed skill deficiencies and faculty members

begin the process of upskilling or reskilling to address these gaps, it is essential for the workplace to establish a strategy for linking these newly trained individuals with emerging opportunities.

Personal: The workplace can motivate faculty to strategize for their next steps upon achieving their personal learning objectives. These individual plans may involve seeking specific positions as they become available or assisting colleagues by sharing the skills they have acquired.

11. Track progress (reporting)

The primary method for assessing progress towards upskilling objectives in the workplace involves monitoring the completion rates of training programs focused on specific skills or identified gaps. Certain human capital management systems enable human resources to observe real-time advancements in learning and skill development through comprehensive dashboards, which also allow for detailed analysis of individual faculty and team performance. This data can be communicated to the relevant personnel among unit leaders.

Moreover, professionals in learning and development evaluate various metrics, including performance review scores, faculty productivity, retention rates, skills acquired per learner, and the overall impact on the workplace. Metrics related to workplace impact may encompass the number of deals finalized or faculty satisfaction ratings, which serve to gauge the effectiveness of upskilling efforts.

III. CONCLUSION

In a time when change is the only constant, the practices of upskilling and reskilling have become essential for both personal and professional advancement. These strategies empower individuals to stay relevant, adaptable, and competitive in a rapidly evolving landscape. With over two decades of experience at the highest levels of Human Resources management, it is evident that committing to lifelong learning and skill enhancement is not just a choice but a necessity for those who wish to excel in the workforce of the 21st century. Whether you are an educator pursuing career growth or a workplace striving to develop a highly skilled team, upskilling and reskilling serve as fundamental elements for success in the continuously changing work

environment. As we face the challenges and opportunities of 2024 and beyond, it is crucial for both the workplace and individuals to emphasize ongoing learning and development. By viewing continuous learning as a strategic ally, the path to upskilling and reskilling becomes not only feasible but also fulfilling, leading to success in an ever-changing world.

IV. FINDINGS

- As a recent trend on Upskilling and Reskilling play a major role in India. Two fundamental changes occur when computers automate reasoning based on associations in data or associations inferred from expert knowledge.
- The transition from data collection to pattern recognition, and from granting access to educational resources to automating decisions regarding instruction and other educational processes.
- The benefits of upskilling and reskilling go beyond personal career advancement; they significantly influence business sustainability, innovation, and competitive edge.
- Professionals in learning and development evaluate various metrics, including performance review scores, faculty productivity, retention rates, skills acquired per learner, and the overall impact on the workplace.
- As a first step of audit the skill gap by analyzing present technology and assessing the skill perceived by faculties. Most important is connecting skills to career mobility.
- For motivation purposes, the workplace can develop membership programs which set upskill goals, even create personalisation plans & post-training plans which can be fulfilled only if progress is tracked regularly.
- For upskilling, Indian government initiatives and platforms offer free online courses and paid courses with certificates, including NPTEL, SWAYAM, AICTE, and IGNOU Coursera, Udemy, edX, LinkedIn Learning, IBM Skills, infosys spring board and Skillshare.

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