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CONTENTS

S.No.	Title	Name of Authors	Page No.
1.	PMC BANK RED SIGNAL FOR COOPERATIVE BANKS	Mr. Munesh M. Save	1
2.	A STUDY ON THE FINTECH REFORMULATING FINANCIAL SERVICES IN INDIA	Miss. Navsin Mistry	6
3.	CHALLENGES OF WOMEN IN EDUCATION	Dr. Blessy Easo	11
4.	SKILL BASED EDUCATION NEED IN INDIA	Mrs. Suvarnakshi Kedare	14
5.	ONLINE EDUCATION	Khushboo Ashok Lala	18
6.	AN OVERVIEW OF HIGHER EDUCATION SYSTEM IN INDIA WITH RESPECT TO ITS CHALLENGES AND INITIATIVE TAKEN	Rajkumar Gupta	23
7.	HIGHER EDUCATION SYSTEM OF INDIA AND ITS IMPACT ON EMPLOYMENT	Abigail D'mello	28
8.	TO UNLOCK THE EMPLOYMENT OPPORTUNITIES, INDIA NEEDS TO FOSTER HIGHER EDUCATION WITH SKILL BASED AND GLOBAL LEARNING	Dr. Sanjay G. Mishra	33
9.	SKILL BASED EDUCATION NEED OF THE HOUR	Mrs. Manik Dilip Aware	39
10.	MANAGING CHANGE IN HIGHER EDUCATION	Dr. Ashutosh Kumar Singh	43
11.	SKILL-BASED EDUCATION – AN EMPLOYABILITY PREREQUISITE IN A POST COVID-19 WORLD	Ms. Shobha Manoj Tawde	46
12.	HIGHER EDUCATION AND UNEMPLOYMENT IN INDIA	Raju Thomas	52
13.	A STUDY OF ACCEPTABILITY OF INTERDISCIPLINARY STUDIES AT UNDERGRADUATE LEVEL	Akshil Panchal Sharnita Salunkhe	57
14.	IMPACT OF COVID 19 ON FINAL YEAR COLLEGE STUDENTS	Sanskruti Sachade	63

15.	A DESCRIPTIVE STUDY ON SKILL BASED EDUCATION IN INDIAN EDUCATION SYSTEM	Manisha Vijay Shinde	68
16.	HIGHER EDUCATION AND HUMAN DEVELOPMENT –TRENDS, CRITICAL ISSUES AND SUGGESTIONS	Dr. (Mrs.) Meena Kumari	72
17.	THE PERSPECTIVES AND LOOP HOLES OF ONLINE LEARNING	Mr. Yashwant E. Kedare	77
18.	GLOBAL DIGITAL LITERACY	Anisha Raghuvaran	81
19.	ACCEPTABILITY OF SWAYAM AMONGST STUDENTS IN HIGHER EDUCATION	CS Swapnil Shenvi Mr. Kunal Wade	85
20.	TRENDS & FUTURE PROSPECT OF ONLINE EDUCATION	Prof. Pooja Prabhakar Patil	89
21.	CHANGING SCENARIO OF ONLINE TEACHING DURING LOCKDOWN COVID-19 TEACHERS CHALLENGE	Prof Jyotsna Kaushik	93
22.	A STUDY OF TECHNOLOGY-ENHANCED LEARNING IN HIGHER EDUCATION IN MUMBAI CITY	Aksha Memon	101
23.	CREATING TECHNOLOGY SAVVY EDUCATORS THE NEED OF TECHNOLOGY TRAINING FOR TEACHERS IN THE DIGITAL ERA	Shipra Singh	106
24.	A STUDY ON USAGE OF THE DIGITAL PAYMENT SYSTEM DURING THE PANDEMIC - COVID-19	Kuldeep Kandwal Dr. Nishikant Jha Ashutosh Jadia	112
25.	AN EMPIRICAL STUDY OF FACTORS INFLUENCING E-LEARNING AMONG PRIVATE COLLEGE TEACHING FRATERNITY IN CHENNAI	E. Sivaji Dr. S. Mala	117
26.	RESEARCH TRENDS TOWARDS ONLINE EDUCATION	Dr. E. Mahendhiran Dr. C Panneerselvam	124
27.	DETERMINANTS OF E-LEARNING – TEEN STUDENTS' PERSPECTIVE IN CHENNAI	Dr. R. V. Suganya Dr. B N Padmaja Priyadarshini	129

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A DESCRIPTIVE STUDY ON SKILL BASED EDUCATION IN INDIAN EDUCATION SYSTEM

Manisha Vijay Shinde*

ABSTRACT

Insufficient skill leads to increase in unemployment. Skill based education methods would be more successful than traditional methods of education, which would help students to get a suitable job. The purpose of this study is to understand the importance of integrating skill development with higher education.

Keywords: *Skill based education, Indian education system, Importance of skill based education.*

1.1 INTRODUCTION

The aim of skill based education is towards building the skills of student who have taken knowledge through classroom learning. There is need for application of knowledge that student has learnt throughout his life and skill based education will help them to apply it in their jobs. In skill based classroom the main focus of teachers is imparting knowledge through proper planning and practices. To help students to retain whatever is taught, they should be given scope for lot of practical work, projects and experiments. The teachers should adopt a unique method wherein more emphasis is given on student's engagement in work and skill development. The aim should be to develop sufficient skill and ability in a student which would help them to face various situations in their jobs.

1.2 OBJECTIVE OF THE STUDY

1. To observe Indian Education system.
2. To analyse measures to bridge the gap of existing education system and required skills at work place.
3. To obtain remedies on Indian education system with respect to integrating skill development with higher education.

1.3 REVIEW OF LITERATURE

1. Kapooria, D. P., & Sambria, S. (2015) gave an over view of skill gaps that the employers are facing while recruiting fresher job aspirant's. Skill based education is widely been associated with employability skills. The rate of change in technology has far outstripped the pace of change in university curriculum.
2. Cabral, C and Dhar R.L. (2019) there is mismatch between theory and practice. The quality of skills being low there is mismatch in the demand and supply. Low level of in-house training and lack of qualified teachers leads to insufficient skill based education program
3. Giovanni Russo. (2017), There is Skill Mismatch in Labour Markets. Skills should be developed so as to match the Job Design.

1.4 RESEARCH METHODOLOGY

1) For this study, descriptive research methodology has been used. Descriptive Research aims at throwing a light on current issues that enables to describe the situation more completely than was possible without employing this method.

2) Data has been collected using Secondary data collection method. Secondary data is data that has already been published in books, journals, magazines, websites etc.

1.5 NEED AND IMPORTANCE OF THE STUDY

Prior to Industrial Revolution India's share in global population and GDP was around 25%, similar to China. But the current situation is that India still remains a developing country. The availability of natural resources such as coal and iron ore were a natural advantage, which are not found in abundance now, with the rising demand of

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people. However, Japan even with insufficient natural resources became a major industrial power. It demonstrates that human being remain the centre to competitiveness and creation of wealth in the Industrial Age. Japan began its modernisation by enforcing compulsory school education in 1870's. Within a generation, the country was fully literate and had an industrial base by the early 20th century. Countries like Europe and America gave state funded free schooling and higher education opportunity to many.

Vocational knowledge: - The pre-industrial artisanal economy in India had a unique caste-based division on labour in the society. Each caste had a vocation, and the child belonging to that particular caste grew up acquiring those skills with his family and community. Unfortunately since the caste system was steeply hierarchical, social justice by removing this hierarchy had been the core for modernisation in India. Every child wanted to go for formal education with a dream of white collar job. This led to people getting more focused on pursuing a degree rather than learning skills. India is producing many engineers but fewer skilled workers than required.

Skill Development

Germany is a globally competitive manufacturing economy it sets a good example with higher per hour wage cost. Being one of the largest exporters of manufactured goods, German products charge a premium price on technology and quality. In the education system, a student goes either into higher education or vocational stream based on their aptitude and performance in school. At initial stage the student in vocational stream spends nearly 80 percent of his time in classroom and 20 percent time in an enterprise and in the final year it's reversed by spending 20 percent time in classroom and 80 percent time in an enterprise. The vocational candidate usually has a high paid job in his hand at the age of 18 years. He has the opportunity of pursuing technical on part or full time base to move upward the hierarchy. India needs to adopt this change by mainstreaming vocational education and skill development within the school system. A student should be able to graduate with dignity by taking elementary level maths, language, and basic computer knowledge for this digital age as compulsory subjects and optional subjects such as horticulture, welding, nursing, plumbing etc. Moreover the knowledge and skills in these subjects should be at a globally competitive level. The young people should have skills which are much in demand and should find it easier to get jobs. They should also have high confidence and self-esteem, which are essential for success.

1.6 LIMITATIONS OF THE STUDY

Since it was difficult to collect data from large sample size, primary data has not been collected. Prior research studies on this topic are limited. There was limited access to industrialist as it was difficult to meet them personally.

1.7 DETAILED STUDY

1.7.1 Reasons to implement skill-based learning

Skill based knowledge is all about planning, analysing and implementing skills gained through knowledge based learning method. Students start to think logically, analyse the concepts and apply their insights. The motive behind this innovation is to develop learners into independent thinkers and prepare them for the challenges in future. The reasons to implement skill based learning are as follows:

- **Sparks creativity**: it helps students to think in a creative way rather than working by the traditional way.
- **Develops critical thinking**: it enables students to have analytical and critical thinking skills. It would help students to devise problems and find solution for the problems.
- **Enhances to work in team**: its helps students to work in a collaborative manner.
- **Effective oral and written communication skills**: effective communication should be an integral part of the curriculum. Students should be engaged in group discussion, active listening and presentation skills.
- **Developing leadership skills**: this will help students to think beyond self-interest and develop leadership qualities.

1.7.2 Initiative from Indian government

National Skill Development Corporation (NSDC)

NSDC was founded as a part of a national skill development mission to fulfil the growing need in India for skilled manpower across sectors and narrow the present gap between the demands and provide of skills. The then Union minister Shri P. Chidambaram announced NSDC in his 2008-09 Budget Speech. A world-class skill development programme that would help to face the challenge of imparting the talents required by a growing economy. Both the structure and also the leadership

of the mission must be specified the programme is scaled up quickly to hide the entire country.

Mission

- To Upgrade skills to international standards with industry involvement and develop necessary frameworks for standards, curriculum and quality assurance.
- To build support and coordinate private sector initiatives for skill development through Public-Private Partnership (PPP) models; strive for significant operational and financial involvement from private sector.

1.7.3 Initiative from Private Sector

Revenue from the government might not be enough to develop this scheme to masses; hence the private sector can contribute in type of Corporate Social Responsibility. This can help the private sector to boost corporate image also as fulfilling responsibility towards society. Further they will select the simplest students and provides them placement opportunity. This can encourage and motivate the scholars to focus more on core areas of study.

CSR projects in Skill Development

Larsen and Toubro Ltd – Spend approximately 37 cores in skill development by establishing construction skill training institutes. Nearly 7000 youth from underprivileged background were employable.

HDFC Bank Ltd – Spent approximately 18 cores benefiting youth between age brackets of 18-35 years. Nearly 16000 individuals had benefited from banks efforts in skill based training.

Idea Cellular – contributed approximately 16 crores in skill development. It established vocational training and training centres through their implementing partner. This project reached bent on 1800 youngsters in six states, youngsters within the age bracket 18 to 30 years, who had dropped out from college or completed their board level education benefited from it.

1.7.4 Essential Employability Skills to be learned by students

- Problem-solving – business owners, managers or employees face problem and challenges in operating the business, finding useful strategies like a decent problem solving model can help them to require the correct decision. This skill of making an issue solving model or a way to take a feasible decision in times of problems faced during work should be taught to students. They ought to be training to seek out an ideal solution for the matter.
- Communication – Communication is one amongst the foremost integral a part of work. Communication both oral and written should be simple, lucid and simple to grasp, provided that the issues are communicated properly they'll get interpreted properly and only then one will get the answer for the identical.
- Adaptability – World is all about changes. People start with new and innovative ideas. One has to adopt the change as early as possible to remain within the market. Employees who are adaptable are successful. Their success influences others to adopt and implement change. Hence students should be trained to be adaptable.
- Team Work – everybody might have the support and guidance of others to return out with effective solution. When individual move to accomplish a standard objective a team is created. Each team member should add close coordination as one unit to urge the simplest results. Students must be training to figure during a group and increase cohesion.
- Resource management – Resources are required in business - they will be physical, financial or human resources. Huge amount of cash is been spent on these resources, it should be the duty of not only the owner but it should be the duty of every employee to use the resources with minimum or no wastages. Students should be enough guidance to attenuate wastages.
- Management functions – Management functions are all about planning, organising, directing and controlling. The importance of management of work should be conveyed to students at a very early age. This will help them to achieve success in their studies, their career as well as task given at work
- Technology use – Students should have up to date knowledge of technology, they should keep in touch with whatever new is coming, and hence adaptability to technology is a must.
- Information use – People have various sources for information. In fact due to social media there is vast exchange of information. But there is vast exchange of information. But only gathering the information is not enough.

Students need to be trained to implement the gathered knowledge in the proper direction.

- Initiative – Students should be trained to take initiative. Confidence should be built in them to come up with their thoughts and share their innovative ideas.
- Learning – Every person is in the process of learning however intelligent or knowledgeable they may be. Be it elderly or young generation, learning is part of every bodies life. An individual should be open to learn new things.
- Self-management – Self management means taking responsibility of your own behaviour. It's been seen that in times of failure or wrong decision making people often put the blame of failure to some other person. The person taking decision should be accountable for the decision taken whatever maybe the result. For this purpose students should be trained for self-management where they will take the responsibility for their decision.

1.8 CONCLUSION

Based on the secondary data collected, development of skills in students at higher school and college level is required. Along with theoretical knowledge students should be acquainted with practical knowledge too. It's been observed that there is a gap in theoretical and practical knowledge. Vocational training at school and college level itself will help young students get ready for employment opportunity. Highly qualified teachers should be recruited with good incentives to retain the quality of imparting skills. Indian government has come up with various courses and schemes to help students develop their skills. Even the private sector is contributing in form of CSR. Students should take advantage of these schemes and develop themself to match the requirements of business firms.

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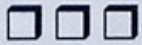
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