



KNOWLEDGE TOWARDS SKILL BASED COURSES AMONG HIGHER EDUCATION STUDENTS OF MOHANLAL SUKHADIA UNIVERSITY, UDAIPUR

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ABSTRACT This study explored the knowledge among higher education students towards Skill based course. In addition, this study analyzed the education, Gender, Marital status and residential area. 166 respondents were selected to conduct the study from University college of Social Science and Humanities, MLSU, Udaipur. Data was collected using selfstructured questionnaires via Google forms. The data were analyzed using Frequencies, Percentage, Mean, Standard deviation, Skewness and Kurtosis for descriptive purposes. Major findings revealed that majority of the respondents completed graduation and doing post graduation majority of the respondents were female and unmarried and belonged to urban and rural residential area. Developed questionnaire was subdivided into three categories has slight mean difference indicates that no more difference was found in output knowledge, area specific knowledge and basic knowledge.

KEYWORDS : Knowledge, Skill, Higher education student,

Introduction:

Skill development acts as an instrument to improve the overall effectiveness and empowers an individual to work more efficiently. The economy becomes more productive, innovative and competitive through the existence of more skilled human potential. Increasing pace of globalization and technological changes provide both challenges and growing opportunities for economic expansion and job creation. Countries with higher and better levels of skills adjust more effectively to the challenges and opportunities of globalization.

Globalization, knowledge and competition have intensified the need for highly skilled workforce in both the developing and developed nations as it enables them to accelerate the growth rate of their economy towards higher trajectory. Today all economies need skilled workforce so as to meet global standards of quality, to increase their foreign trade, to bring advanced technologies to their domestic industries and to boost their industrial and economic development. Thus, skills and knowledge becomes the major driving force of socio-economic growth and development for any country. As it has been observed that countries with highly skilled human capital tend to have higher GDP and per capita income levels and they adjust more effectively to the challenges and opportunities of the world of work.

Experts show concerns to develop skills in students from a young age because students are preparing themselves to enter into the career after completion of the study. In fact, career is almost impossible without some specific skills whether it is technical skills or hard skills or soft skills or life skills etc. Skills development in students is essential in order to face the challenges of everyday life. There is a dramatic change in the world due to the unprecedented use of technology during the past few decades. These transformations impact on all spheres of our life including education, economy, career etc. To cope up with the increasing pace and changes, students should learn the necessary skills to make sure their desired career.

National Education Policy 2020 envisions an India centered education system that contributes directly to transforming our nation sustainably into an equitable and vibrant knowledge society, by providing high quality education to all. (Aithal and Aithal, 2020).

To promote education at all economic classes and for the inclusion of common/ordinary people in the mainstream the Government of India (GOI) has formulated the National Policy on Education (NPE). This policy has broader coverage, starting from elementary school education (literacy level) to colleges for higher education (focusing specialization) – in both the settings, i.e. rural and urban (Govt. of India, 2020).

Skill development acts as an instrument to improve the overall effectiveness and empowers an individual to work more efficiently. The economy becomes more productive, innovative and competitive through the existence of more skilled human potential. Increasing pace of globalization and technological changes provide both challenges and growing opportunities for economic expansion and job creation. Countries with higher and better levels of skills adjust more effectively

to the challenges and opportunities of globalization.. This paper will throw light on various challenges faced by the youth of our country as well as the various schemes especially Pradhan Mantri Kaushal Vikas Yojna (PMKVY), Deen Dayal Upadhyaya Grameen Kaushalya Yojana (DDU-GKY) which are taken up by the govt to overcome such challenges (Swain and Swain, 2020).

Methodology:

The present study was conducted in the affiliated college namely University College of Social Science and Humanities of Mohanlal Sukhadia University, Udaipur. 166 students from Humanities and Social Science faculty have participated in this study. A self structured questionnaire comprising 15 statements was developed to gather relevant information regarding knowledge and awareness about skill development courses.

The developed tool was subdivided into three sub categories namely Basic information, Output knowledge Based questions, Area specific questions and basic knowledge related questions. The data was collected through google form. To analyze the data, the gathered information was coded and tabulated on the basis of gender. Descriptive analysis was done to reach the conclusion.

Results and Discussion:

Table-1 Percentage distribution of the respondents by education qualification n=166

Education	Frequency	Percent
First Year Graduation	32	19.3
Second Year Graduation	9	5.4
Third Year Graduation	24	14.5
Graduation Completed	50	30.1
PG Doing	37	22.3
Ph. D Enrolled	5	3.0
Diploma	8	4.8
Certificate	1	.6

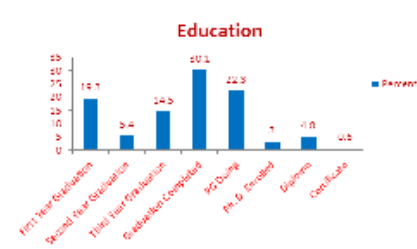


Fig.1 Percentage distribution of the respondents by education qualification

The data regarding education qualification has been presented in table 2 and figure 1. It shows that majority of the respondents (30.1%) completed graduation. Less than one fourth of the respondents

(22.3%) doing Post Graduation followed by 19.3 per cent, 14.5 per cent and 5.4 per cent laid in the First year, Third year and Second year of graduation. Few of the respondents (3.0%) enrolled in Ph. D. and 4.8 per cent sample subjects are getting qualification through diploma and only 0.6 per cent respondents doing certificate courses.

It can be concluded from the above table that the majority of the respondents completed graduation and are doing post graduation for having good educational qualification as well as to be an empowered personality.

Krunal and Panjini (2019) did a study on the requirements of skill development for the success of make in India project to know about existing level of skill development in India, author suggested that VET (Vocational education and Training) should be made compulsory and given in every secondary school. Stipend should be given to every vocational student. He concluded that to make in India project successful, it is necessary to give right skill to youth to compete in global race for jobs.

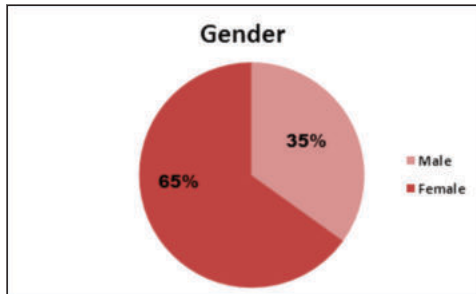


Fig. 2 Percentage distribution of the respondents by Gender

The data presented in Fig. 2 shows that majority of the respondents (65.1%) were female and remaining 34.9 per cent respondents were male. It is clearly indicates that female were participated in the study. Female wants to keep update themselves towards entrepreneurship development and skill based course.

Table-2 Percentage distribution of the respondents by Marital status n=166

Marital status	Frequency	Percent
Married	29	17.5
Unmarried	137	82.5

Table 2 depicts the marital status, it was found that majority of the respondents (82.5%) were unmarried whereas 17.5 per cent respondents was married. It is evident that unmarried participants wants to become empowered after a certain stage.

Table-3 Percentage distribution of the respondents by Residential area n=166

Residential area	Frequency	Percent
Tribal	12	7.2
Urban	70	42.2
Rural	69	41.6
Semi Urban	13	7.8
Slum	2	1.2

Table 3 shows the data about belongingness from residential area of the respondents, it was found that majority of the respondents (42.2%) were resides in urban area interestingly 41.6 per cent respondents were living in rural area. Respondents belonged to semi urban residential area was 7.8 per cent whereas 7.2 per cent respondents resided in tribal area and few of the respondents (1.2%) were living in slum area.

A study on the effectiveness of Pradhan Mantri Kaushal Vikas Yojana centres in Bengaluru regions was done by Bhuvana s, kavya and Geetanjali p (2018). They suggested that there is a need to develop training facilities in and around rural areas to facilitate rural youth to get skill training to access good jobs or setup their own enterprises. Vocational training should be accorded top priority.

Table 4 Knowledge level of college going students about skill based courses

	Output knowledge	Area Specific knowledge	Basic knowledge
Mean	1.4634	1.4631	1.4632
Std. Error of Mean	.03337	.02778	.02145
Skewness	.747	1.147	1.039
Kurtosis	1.336	2.043	1.867
Std. Deviation	.25416	.28873	.27636
Std. Error of Kurtosis	.618	.461	.375
Std. Error of Skewness	.314	.233	.188

Gender	Male	Female	Total	Male	Female	Total	Male	Female	Total
Mean	1.4634	1.4631	1.4632	1.2900	1.2769	1.2815	1.4963	1.6322	1.5847
Std. Error of Mean	.03337	.02778	.02145	.03110	.02390	.01892	.05824	.04182	.03425
Skewness	.747	1.147	1.039	.426	.838	.700	1.140	.801	.875
Kurtosis	1.336	2.043	1.867	-1.148	-.253	-.555	.822	.261	.290
Std. Deviation	.25416	.28873	.27636	.23685	.24839	.24378	.44355	.43465	.44125
Std. Error of Kurtosis	.618	.461	.375	.618	.461	.375	.618	.461	.375
Std. Error of Skewness	.314	.233	.188	.314	.233	.188	.314	.233	.188

Table 4 indicates that the subcategorized knowledge has slight mean difference i.e. 1.4632 output knowledge, 1.2815 area specific knowledge and 1.5847 basic knowledge. Total skewness of output knowledge was 1.039 and area specific knowledge was 0.700 and basic knowledge was 0.875. Major difference was found in Kurtosis with negative value of area specific knowledge (-0.555) while total kurtosis value of output knowledge is 1.867 and basic knowledge was .0290.

Deka and Batra (2016) after reviewing the literatures, concluded that the youth of nation should be empowered with formal education, technical and vocational training to meet the industrial requirement as per the global standard and to make this India project successful.

Conclusion:

Knowledge about skill based courses are the most important segment of New Education Policy. Development of entrepreneurial skill can be done by incorporation skill based courses at school and college education. Through the present study, it can be concluded that majority of the respondents are female, qualified up to graduation level and doing Post graduation having unmarried marital status. Most of the respondents are living in rural and urban area few of the respondents belonged to slum area, it shows that awareness about the education among the population of slum area is less which needs to improve. After the observation of data regarding output knowledge, area specific knowledge and basic knowledge about skill based courses, the mean value shows that no more variation in the knowledge level of all three types of knowledge among the respondents. The study clearly indicates that knowledge level is less among the college going students towards skill based course which can be improve by advocacy of skill based courses with the course content and make them an eligible personality.

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