

Role of Education with Technology & Skill Based Development for Employment

Mrs Sushma Gobhane & Ms Jyoti Tembhare

^{1,2}SL Mankar college of Education Amgaon District Gondia. Pin code 441902

ABSTRACT

The government has pushed the idea that a workforce with a high degree of technology, business savvy, and initiative is necessary to compete globally in global markets in a number of policy announcements. Employers are urged to make wise investments in order to guarantee that workers at all levels have the abilities to do their jobs well. One of several initiatives to accomplish this goal is Human Resources, which was started by the Department of Labor in 1991 with the cooperation of the TUC and CBI. The educational system has also been advised to inspire people to establish a strong foundation for their professional lives, to realise their full potential, to take more ownership of their own growth, and to develop the skills that both they and their employers require. This paper shed light on different case studies that shows ,now a days only education is not enough but we need education with technology and some skilled based developments.

Keywords: *Technology, TUC, CBI, Government Policy, Education etc.*

I. Introduction

Humans are lifelong learners. The process of learning does not abruptly end when you leave an institution. Particularly, there are several learning opportunities when working; the idea of "learning via work" is nothing new. Examining the connection between such learning and certification learning in higher education is the goal of this review. The emphasis is on how much official approval and training certification are required for job learning.

The labour market prediction helps create a picture of the world for which current and future higher education students are prepared by giving predictable changes in the labour market's structure and technical requirements. Strategy Although many of the nations taking part in the workshops in Brussels have produced industry-specific labour market projections (for instance, those for the health or education sectors), systematic use of economic forecasts is still relatively new. The use of forecasting in educational planning has a long history in Finland, and forecasting is part of Estonia's new comprehensive technology strategy.

1. Even the most advanced labour market models and projection systems concur that they cannot give precise predictions of the future since they can only give broad indicators of anticipated patterns in labour market demand and technological advancement. As new sectors based on economic crises, mobility, or technological development emerge, forecasting systems in particular struggle to react to the key shifts in demand for technology.

Resolve these issues and carry out the predictive exercises more effectively by shifting from the emphasis of purely job-specific forecasting (number of software engineers) to writing a technology forecast for some alternative future economic scenarios and predicting broader technical requirements (e.g., coding, team leadership, language, etc.).

2. The capacity to provide benchmarks or proof for the future development of higher education in the sector and a fruitful debate between the sector and labour market players is one of the main benefits of using technology prediction data. Forecasting in this context refers to data like a broad strategic planning agenda with other sources of evidence and viewpoints from interested parties. In the academic, regulatory, and corporate realms, ongoing prediction exercises (as opposed to point studies) that are evaluated sometimes with updated data and trends appear to have garnered the most trust as a planning tool.

Tracking of graduates: Higher education institutions and the government are increasingly using the collection of quantitative data on the employment of graduates and professional growth in a particular programme. In contrast to projected dictionary data offered by predictions, follow-up activities produce post-empirical data that can inform programme design and higher education goals. As national data management systems have developed, we have been able to monitor employment and income, track the learning progress of our pupils, and integrate the databases for education, social security, and taxes. These methods, which have a number of characteristics and have lately been introduced in other nations like Spain and Hungary, have long been utilised in Finland and Denmark. The data produced by these systems must be handled to preserve

individual privacy, and they are always included and anonymized for use in the follow-up analysis after graduation.

3. Compared to institutional-level tracking programmes, which frequently have low response rates (as they depend on alumni completing questionnaires) and are typically not comparable between institutions, system-level graduate tracking systems produce more thorough and reliable data. These extensive systems, which offer a much greater degree of data than labour force surveys, improve our total knowledge of graduate job outcomes. Furthermore, the data can be utilised to provide job rates and salary data for certain study subjects or even programmes, which will boost the transparency of the higher education system. Ug.dk, Denmark's national online study portal, currently carries out this function.

4. Nevertheless, the workshop has only had limited success in leveraging graduate follow-up data to inform student learning choices and/or programme design improvements. Public and detailed data on job results by programme or research sector appear to encounter resistance in some countries' tertiary sectors. The emphasis in certain nations with relatively new monitoring systems is on the collecting of technologically complicated data and the preliminary analysis, and there is far less interest in the transmission and use of the information gathered. It has been acknowledged that, within the workshop, fluctuating economic conditions also influence employment outcomes, thus it shouldn't be too easy to track the outcomes of certain courses or fields. However, it has been demonstrated that the tracking data is crucial (aggregated and anonymous), and the conclusions should be used to the program's evaluation and design as well as to counselling services, student and family support groups, and educational institutions.

Analyze how areas are managed...

Depending on the total number of places, the number of specific locations (number of absences), or the number of places permitted by the state, public authorities can regulate the quantity and kind of sites being researched in several higher education systems. This cap may just be due to practical or financial constraints (maximum courses for practical subjects), but in cases where there is a large demand for graduates, it may be necessary to expand the number of spots available. There are issues with the job market that can specifically fit. In systems with a history of "open access," such regulation is either impossible or only seldom possible.

Finland, Latvia, Romania, and Norway are among the participating nations that take labour market demand predictions into account when deciding how many research sites should receive public funding or when funding projects that are crucial from a strategic perspective or call for specific technical requirements. In order to prevent students from enrolling in research fields where the average annual salary has been greater than the national average for 10 years, Denmark set a cap on graduate unemployment in 2014. With the decline in enrollment, Latvia has started to drive demand in fields that can aid in the state's transition while diminishing the social sciences sector, progressively growing the number of national funding sites in the STEM sector. The key drawback in the instance of Latvia was that just 40% of the total learning locations were public financing sites under government administration (the rest is a paid place).

technological advancement in crossing...

The session also considered strategies for effectively achieving frequently stated objectives that assist students in developing greater cross-disciplinary skills (sometimes referred to as "21st century talents") while they are actively studying. The exercises presented here emphasise the need to switch from conventional classroom procedures that place the teacher at the centre to learning models that place the student at the centre. In order to encourage self-learning and teamwork using the Learning Campus combined and integrate work and off campus, West Flanders VIVES University College, located in (West Flanders), has disclosed how a reform of professional nursing courses (particularly nursing and teaching) was accomplished. (As opposed to the customary on-off placement at the end of the programme). All the process components in this programme were explicitly designed to focus on the entire development of the students' skills and competencies from the outset .

Although the topic frequently comes up in discussions about higher education policy, coordinated attempts to encourage a similar focus on transversal skills in academic higher education have been less established among the participating nations to date. This reflects exceptionally strong employment results in certain nations, which means there is no demand for reform. Yet, in Flanders, research-based institutions are connected through networks to university colleges like VIVES. There are indications that some of the lessons learnt about competence development in the professionally oriented sector are starting to be implemented in the academic sector as a result of this collaboration. Creativity and entrepreneurship are two skill sets that fall under the more general category of transversal talents, and they can only be encouraged through real-world, problem-

based learning strategies. If higher education is to aid people in starting their own firms, these skill sets are essential (making "job makers" as well as "job takers").

Work-Based Education

Levy and colleagues conducted research on work-based learning challenges in the field of vocational education and training in the middle of the 1980s (as a result of the 1981 New Training Initiative of the Manpower Services Commission). They identified three interrelated components that each provided an essential contribution to the learning, namely: (i) structuring learning in the workplace; (ii) providing appropriate on-the-job training/learning opportunities; and (iii) identifying and providing relevant off-the-job learning opportunities. They defined work-based learning as linking learning to the work role (Levy et al., 1989, p4). The simple idea of "connecting learning to the work role" has numerous possible interpretations. For instance, a recent study at the University of Leeds found that work-based learning has the following characteristics:

- Task- or performance-related, particularly when conditions are altering;
- Problem-based, typically involving solving manufacturing, design, or management issues;
- autonomously managed, with a high level of responsibility placed on learners to make sure they learn from their work activities;
- team-based, as solving challenges frequently necessitates efficient collaboration between individuals with various roles and specialties;
- Interested in improving performance;
- Innovation-focused, which generates learning opportunities and gives experience managing change (University of Leeds, 1996).

Work and Higher Education Relationships

Higher education's use of work-based learning is just one facet of the intricate and changing connections between labour and higher education. Although the professional training of the clergy and later of the other "ancient" professions served as the foundation for university education in the United Kingdom as well as elsewhere, higher education ideologies have frequently been hostile to a close connection between higher education and employment. Writers on higher education have emphasised that the importance of higher education resided in something more than a preparation for professional life, whether they were following the research ideal of Humboldt or the liberal ideal of Newman. But the truth is that the majority of students have always anticipated and, in fact, gained frequently sizable job benefits from their experience in higher education.

The later portion of the relationship has been difficult to define in analyses of the relationship between higher education and employment due to terminological issues. As a result, words like "labour market," "employment," "labour," "occupations," "professions," "job," and "career" are used fairly loosely in both literature and ordinary speech. As in the German idea of "Beruf," we employ the term "labour" in this report in a broad, multifaceted manner. When referring to particular elements, like work "tasks," we will use that exact term.

While being a useful historical precedent for analysing the connection between higher education and job, preparing for the professions is not effective in light of the variety of relationships that exist in society today. Apart from the ambiguity around what qualifies as a profession (Eraut, 1994), approximately two-thirds of graduates do not even pursue careers in fields linked to their undergraduate studies (Pearson, 1995). When preparing for a job in higher education, preparation must frequently be done without accurate information of the type of positions that the graduates will eventually land. As a result, establishing the much-touted connection between students' experiences in higher education and their experiences in the job becomes a process that is increasingly difficult for everyone involved (6).

Adapting Knowledge Forms

Work-based learning is essential for employment. That is also typical. It is an aspect of every work. For several professions, university- or college-based learning may supplement work-based learning. Although it is happening more frequently, this is still not very prevalent. The majority of pre-entry learning takes place in universities or colleges. It might be a requirement for admittance into a certain profession, it might be a helpful prerequisite, or it might be essentially unimportant. Notwithstanding the louder and louder arguments for continuing professional education, it is nevertheless true that higher education institutions have very little involvement in this field of study in the majority of nations. The majority of higher education has focused on preparing students for the workforce,

Then, work-based learning is common and encountered by almost everyone. In most nations, university- or college-based learning is still only available to a small portion of the population, despite its fast expansion. When viewed in this light, higher education's "special" learning, rather than work-based learning, requires scrutiny. Certainly, what makes it so unique? Does it contain distinguishing qualities that are not present in work-based learning? Are these characteristics inherent to the sort of learning, or do they have more to do with the power that cultures have given higher education to legitimise and certify learning?

II. Conclusion

In this research, we put forth the hypothesis that many people employed casual employment as a career plan that ultimately failed. Our results supported those hypotheses. It was confirmed that most casual workers in higher education desired more stable full- or part-time jobs. We discovered that a sizable portion of the population desired ongoing employment in higher education and believed that temporary employment would allow them to transition into academic professions or other more permanent employment at the university. Among this sample of university general and teaching staff, the desire for a career was considerable. Three of the four groups found in this study had a focus on career growth, as shown by the cluster analysis groupings. The only exceptions were people who were already retired or were in the process of retiring. The reality of the labour market suggests that casual employment is more like a job than a career, undermining the claim that companies benefit from flexibility and work-life balance brought about by this type of employment. Career frustration is a common result for those in long-term informal employment.

References:

- [1]. Duraisamy P. Changes in returns to education in India, 1983–94: by gender, age-cohort and location. *Economics of Education Review*. 2002;21(6):609-22.
- [2]. Dwivedi SK. Career Planning: Proper Way to Manage Your Education. *Journal of Management Science, Operations & Strategies* (e ISSN 2456-9305). 2018;1(3):15-27.
- [3]. Agarwal P. Higher education in India: The need for change. Working paper, 2006.
- [4]. Ghosh P, Bray M. Credentialism and demand for private supplementary tutoring: A comparative study of students following two examination boards in India. *International Journal of Comparative Education and Development*. 2018
- [5]. Vishwakarma S, Chatterjee R. Family Vacation Decision-Making-An Indian Outlook. *SAMVAD*. 2018;14:40-4.
- [6]. Latha S. *Spiritual Quest in Vijay Kumar Roy's Realm of Beauty and Truth: A Collection of Poems*. Paragon International Publishers. 2018;9:52.

Shri LAXMANRAO MANKAR COLLEGE OF Education Amgaon Acknowledge to Shri Keshavrao Mankar Secretary BSS and Dr DK Sanghi Principal Astd. Professor