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Skill Development in Higher Education: an analytical view

Dr. Syed Javed Iqbal Kamili

HOD Commerce and Management
Gandhi Memorial College Srinagar, Kashmir India

Abstract

Education and skill are going together in this contemporary world. In this world of competition no economy can grow without skill development and dexterity in education. In the wake of the changing economic environment, it is necessary to focus on the skill development of the young population of the country. Skill development is significant for Socio/economic conditions in the country. To ensure employment opportunities for millions of youths is possible if they are made employable and marketable as per the demands and requirements in the country. To enable employment ready workforce in the future, the youth need to be equipped with necessary skills and education. In India, education plays a vital role to build skill-based society of the 21st Century. It is the quality of education that decides the quality of human resources of the country. In the light of this observation it is imperative that Skill development programs and courses should be introduced at large in educational institutions including schools, colleges and Universities. In this paper, skill development in higher education is analysis critically .

Introduction:

Shortage of skilled manpower in the country is being contemplated seriously by the government and none government institutions. The accelerated economic growth has increased the demand for skilled manpower in the country. However, the rapid growth in the Higher Education sector both in terms of enrolment and number of institutions has thrown up new challenges to tackle this problem. Skills and knowledge are the driving force of economic growth and social development for any country. In spite of the progress made by our higher education sector they are unable to prepare the students in tune with needs of job market. Given the direct correlation between education, employment and empowerment, the biggest challenge confronting India is low employability of graduates passing out of higher education institutions. However, the under some estimates current skill capacity of the country is about four million. Hence, skilling and technical education capacity needs to be enhanced beyond this limit to provide more opportunities to larger number of youths.



Skill development in India: Holistic View

The fast economic growth has augmented the demand for skilled manpower that has highlighted the shortage of skilled manpower in the country. India is among the top countries in which employers are facing difficulty in filling up the jobs. The key reasons in finding a suitable candidate for available jobs in the country are lack of available applicants, shortage of hard skills and shortage of suitable employability, including soft skills. The skill development ecosystem in India is complex, large and diverse, providing varied levels of skills across an extremely heterogeneous population. Skill development in India can be broadly segmented into **Education** and **Vocational Training**. Skills in India are acquired through both formal and informal ways. Formal vocational training is imparted in both public and private sector. Some of the major channels of formal vocation training include the government-run Industrial Training Institutes (ITIs), privately operated Industrial Training Centers (ITCs), vocational schools, specialized institutes for technical training, and apprenticeship training by the industry. The private sector participation has been on a rise lately, but the sector continues to be dominated by the public sector. Informal training on the other hand refers to experiential skills acquired on the job. At the central level, the nodal institution for vocational training is the Director General of Employment & Training (DGET) under the Ministry of Labour and Employment. The DGET is responsible for formulating policies, establishing standards, granting affiliation, trade testing and certification, and matters connected to vocational training and providing employment services. The National Skill Development Council (NSDC) - now a part of the newly created Ministry of Skill Development and Entrepreneurship - was initially set up under the Ministry of Finance to provide viability gap funding and promote private skill initiatives to promote skill development programs in the Country

Objectives

The present paper is designed for following objectives:

1. To study the developments of Skill in Higher Education .
2. To examine opportunities available to learners for skill development.
3. To explain the future prospects of skill development in India.

Methodology

The study is based on secondary data collected from reputed articles of research journals, books, prominent sites, report sets relevant to higher education and skill development. The study is all about to focus on contemporary educational scenario with respect to skill development in the India.



Skill Development in Higher Education: Movements and problems

Education is important sector in every nation and economic growth and development is dependent upon the proficiently handling it. In Indian higher education system has undergone massive expansion in post independent period , several universities, technical institutions, research institutions and professional and non professional colleges all over the country have been established to generate and disseminate knowledge to the common citizen of India. The rapid growth in the sector both in terms of enrolment and number of institutions has thrown up new challenges of maintaining quality of higher education.

In last decades the higher education sector in India has witnessed exponential growth both in terms of the number of institutions and the rate of employment, the recent UGC report states that in 1950-51, when there were only, 3,97,000 students enrolled in all disciplines in 750 colleges affiliated to 30 universities. Now the growth of higher education in India has been phenomenal in 2013, India had 727 universities over 35000 colleges and about 13000 stand alone institutions. Despite of this progress made by our higher education sector we are unable to prepare our graduates in tune with needs of job market, the biggest challenge confronting us is low employability of our graduate passing out of higher education institutions. In the light of this observation , a serious and deep contemplation is going to introduce Skill development programs in order to make the education more employable.

Importance of Higher Education for Skill development in India

As per the recent estimates around 20 to 30% of graduates are found jobs in the industrial sector and this is more so in professional education like Engineering. Reports and survey indicate that students qualifying from higher education institutes lack skills required in these industries. This is primarily because academia curriculum is mostly not in line with the skill requirements of industries. To bridge skill gaps, academia should tie up with industries to help design curriculums in line with their requirements.(YES BANK 2014)

Traditional education which only creates knowledge, although important for basic development of a person, is fast losing its role as a means for human and societal growth. In our country, the growing unemployment amongst the educated youth is posing a serious concern to the value of traditional education in the context of living a better life in a better society. The inability for our youth to apply what they have learnt to improve their daily life or generate gainful employment is causing them to question the very essence of such an educational system. It is thus imperative that as a society we must re-look at what should be the objective or outcome of our education system. In present economy, the objectives of a society have also changed from fulfilling the basic needs of all round development to empowerment. The education system instead of going by text-book teaching needs



to be promoted by skill based teaching learning pedagogy. The human resource instead of being unskilled or semi-skilled needs to be knowledgeable, self-empowered and flexibly skilled

The rapid economic growth has increased the demand for skilled manpower that has highlighted the shortage of skilled manpower in the country. India is among the top countries in which employers are facing difficulty in filling up the jobs. The key reasons in finding a suitable candidate for available jobs in the country are lack of available applicants, shortage of hard skills and shortage of suitable employability, including soft skills.

Strengthening India's education and skills system is essential to boost inclusive growth and take India to a higher phase of economic development. India's Five-Year Plan (2012-17) aims to raise the overall literacy rate to over 80% and reduce the gender gap to less than 10%. The 2013-14 budgets focuses on the poor, with the goal of creating opportunities for young people to acquire the education and skills needed for decent employment. But expanding access to education needs to be matched by determined efforts to raise quality and relevance.

Skill Development Reflection in India:

India, as a whole, realizes the complete seriousness and importance of possessing a skilled manpower, there are several programs and schemes initiated to address this issue. To develop the skill based courses in the higher Education a **Vocational Training** in India is being offered by the DGET under the Ministry of Labour and Employment. The DGET is the apex organization for development and coordination at national level for the programmes relating to Vocational Training. The DGET undertakes Vocational Training through several schemes.

Vocational Trainings overview:

Vocational courses are certain discipline which enable individual to acquire skills which are traditionally non-academic and totally related to trade to specific trade, occupation or vocation. Vocational education can be at the secondary or post-secondary level and can interact with the apprenticeship system. Increasingly, vocational education can be recognized in terms of recognition of prior learning and partial academic credit towards tertiary education (e.g., at a university) as credit; however, it is rarely considered in its own form to fall under the traditional definition of a higher education. As per the National Education Policy of 1986, based on the recommendations of Kothari Commission, the Govt. of India introduced +2 level i.e. 11th & 12th (HSC) Vocational stream in 1988-89. This stream has been implemented by almost all States initially. The objectives of this stream were to create an alternative system of education for students at the Higher Secondary level and to divert the flow of students from conventional higher education to vocational education thereby reducing the pressure on conventional universities. The Government also visualized that a large pool



of employable youth of the age group between 16-18 years would be generated through this alternative stream. There are about 1.6 crore children at the +2 level out of which about 25% (i.e. 40 lakh students) diversion into vocational stream is envisaged. According to the evaluation conducted by Operations Research Group, 1996, the proportionate share of vocational students vis-à-vis total enrollment at higher secondary stage was 4.8 % and 28 % of the vocational pass outs were employed or self employed. In several States 2 year courses or Diplomas are offered at 10+2 level. It is apparent that the vocational education courses available at higher secondary level

The following are the most suitable and demanded skills needed in the country :

Auto and Auto Components
Beauty and Wellness
Food Processing
Media and Entertainment
Handlooms and Handicrafts
Leather and Leather Goods
Domestic Help
Gems & Jewellery
Telecommunication
Tourism, Hospitality and Travel
Furniture and Furnishing
Building, Construction and Real Estate
IT and ITES
Construction Material and Building Hardware
Textile and Clothing
Healthcare
Security
Agriculture
Education/ skill development
Transportation and Logistics
Electronic and IT Hardware
Pharma and Life Sciences
BFSI



Conclusion

Skill enhancement and development in education is indispensable in the light of recent changes in socio-economic and socio-political developments in the country. Knowledge, skills and productivity of our growing young and dynamic workforce should be reckoned as the backbone of our economy. To reap the benefits of such a young workforce, we need to implement the reforms in the education system and design the curriculum in such a way so the skill development becomes essential and necessary part in the system. Educational institutions need to be equipped with the required infrastructure so that skill development with education go hand in hand.

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