

Skill Development Through in Higher Education

Dr. Veena K.R

Associate Professor, Department of Sociology, Government First Grade College, Malleswaram,
Bangalore-560012, Karnataka State

Abstract

Higher education is important for the country, as it is a powerful tool to build knowledge based society of the 21st century. It is widely recognized that higher education promotes social and economic development by enhancing human and technical capabilities of society. Higher education imparts in-depth knowledge and understanding so as to advance the students to new frontiers of knowledge in different walks of life. higher education includes college and university teaching-learning towards which students' progress to attain higher educational qualification. It is about knowing more and more about less and less. It develops the student's ability to question and seek truth and makes him/her competent to critique on contemporary issues. It broadens the intellectual powers of the individual within a narrow specialization, but also gives him/her a wider perspective of the world around.

INTRODUCTION:

"Education is the single most important factor in achieving rapid economic development and technological progress... in all branches of national life education becomes the focal point of planned development"
(Government of India, 1961, p. 573)

Higher education is important for the country, as it is a powerful tool to build knowledge based society of the 21st century. It is widely recognized that higher education promotes social and economic development by enhancing human and technical capabilities of society. Higher education imparts in-depth knowledge and understanding so as to advance the students to new frontiers of knowledge in different walks of life. higher education includes college and university teaching-learning towards which students' progress to attain higher educational qualification. It is about knowing *more and more* about *less and less*. It develops the student's ability to question and seek truth and makes him/her competent to critique on contemporary issues. It broadens the intellectual powers of the individual within a narrow specialization, but also gives him/her a wider perspective of the world around.

HIGHER EDUCATION SYSTEM IN INDIA:

In India, increasing attention has been given for the development of higher education both by the government and private sector. Today the country has one of the largest higher education systems in the world in terms of institutions and second largest in terms of enrolments (Ernst & Young, 2012). It is against this background, an attempt has made in this chapter to analyze the growth of higher education in India. For evaluating the trend and growth of higher education in India during pre and post-globalization period, parameters such as universities, colleges, enrolments and teachers are selected. It also examined stage-wise and faculty-wise enrolments in India during this period. Further, the role of private sector in growth of higher education in India is also discussed.

Higher education is generally organized into highly specialized areas of knowledge and traditional disciplines. Designing a sustainable human future requires a paradigm shift toward a systemic perspective emphasizing collaboration and cooperation. Much of higher education stresses individual learning and competition, resulting in professionals who are ill prepared for cooperative efforts. Learning is fragmented, and faculty, responding to long-established incentives (e.g., tenure, research) and professional practices, are often discouraged from extending their work into other disciplines or inviting interdisciplinary collaboration. As a result, much higher education curricula tends not to ask students to challenge the following common assumptions:

- Humans are the dominant species and separate from the rest of nature.
- Resources are free and inexhaustible.
- Earth's ecosystems can assimilate all human impacts.
- Technology will solve most of society's problems.
- All human needs and wants can be met through material means.
- Individual success is independent of the health and well-being of communities, cultures, and the life support system.

The kind of education we need begins with the recognition that the crisis of global ecology is first and foremost a crisis of values, ideas, perspectives, and knowledge, which makes it a crisis of education, not one in education. Higher education institutions bear a profound, moral responsibility to increase the awareness, knowledge, skills, and values needed to create a just and sustainable future. Higher education plays a critical but often overlooked role in making this vision a reality.

Higher Education System –Statistical Overview

Universities	1527
Colleges	47955
AICTE approved Technical Institutions	8900
Distance Teaching Universities /Institutions	19 open universities
Enrollment in the Universities and Colleges (in lakh)	450.1
Enrollment in Open Distance Learning (ODL) System (in lakh)	44.5 (approx.)
Enrollment in Post School Diploma/PG Diploma (in lakh)	23.8 (approx.)
Intake in AICTE approved Technical Programmes (in lakh)	33.0

Source: AISHE Final Report 2023–24, Department of Higher Education, Ministry of Education, Government of India, released in July 2026

The process of education will emphasize active, experiential, inquiry-based learning and real-world problem solving on the campus and in the larger community. It is widely known that for long-term

retention of knowledge, skills, and values, we retain 80 percent of what we do and only 10 to 20 percent of what we hear or read. For example, as part of the curriculum, the learning experience for students would include working on actual, real-world problems facing their campus, community, government, and industry. The process would also increase group work and learning so graduates will be able to collaborate effectively on complex problems as future managers and leaders.

OBJECTIVES OF THE STUDY :

- To Understand the Skill development in Higher Education
- To identify the Frame Work for Skill Development
- To identify Skill Development reforms of Higher Education
- To know Governance and Regulatory Reforms in Skill Development
- To know Assessment and certification programme for Skill Development

METHODOLOGY:

In this study analytical method is followed to examine the status of **SKILL DEVELOPMENT THROUGH IN HIGHER EDUCATION** This study is based on Secondary of data collected from books, journals, Seminar proceedings and website sources

SKILLS DEVELOPMENT IN INDIA

India is home to the world's largest youth population, with more than 50 percent of India's population under 25 years of age, and over two-thirds under age 35. This demographic dividend presents a tremendous opportunity for India to become a global economic leader, and create new and diverse investment opportunities for the world. Investing in India's youth will enable India to realize its full potential and further strengthen India's leadership in promoting global economic prosperity and democratic stability. This landscape presents promising opportunities for knowledge sharing and public-private partnership

TODAY'S NEED FOR SKILLS DEVELOPMENT PROGRAMME

Skills and knowledge are the driving forces of economic growth and social development for any country. Countries with higher and better levels of skills adjust more effectively to the challenges and opportunities of world of work. As India moves progressively towards becoming a 'knowledge economy with skill' it becomes increasingly important that the country should focus on advancement of skills and these skills have to be relevant to the emerging economic environment and society. In order to achieve the twin targets of economic growth and inclusive development, India's Gross Domestic Product (GDP) has to grow consistently at 8% to 9% per annum. This requires significant progress in several areas, primary education system, and higher education system, including infrastructure development, agricultural growth coupled with productivity improvements, financial sector growth, and a healthy business environment, ably supported by a skilled workforce.

FRAMEWORK FOR SKILL DEVELOPMENT

Education is the key to human resource development and a vehicle for economic growth of a country. But without a support skill for employment or vocational work, the appropriate utility of education cannot be done. Employers are increasingly finding it difficult to find employable youths, even though

there are enough educated unemployed. Currently, there exists a three tier institutional mechanism framework in the country with the Cabinet Committee on Skills at the apex with the National skills Development Agency mandated to oversee and co-ordinate the efforts of various Government initiatives and the National Skill Development Corporation.

Involvement of private and setting up of Public Private Partnerships in skill development was aimed to lower the burden on the exchequer and also develop financially viable and self- sustainable models to be taken up for standalone skill development as a focus area for an organization. The NSDC Board till date has approved more than 100 large scale, sustainable, outcome driven projects from various private sector players across all sectors with high projected demand for manpower. As on date more than 2000 NSDC Training Partner centers are available in over 350 districts of the country.

The influx of private players into higher education and vocational educational sectors has not just shown that the education industry is financially viable, but has also brought the focus on how high quality and standards which can be maintained without much intervention from various state agencies. Several special initiatives are also being implemented by NSDC such as the STAR scheme which is a monetary reward scheme for youth who successfully complete a standards based training course with third party industry certification. The UDAAN program which is Special Industry initiative for graduates and postgraduate youth of JandK is targeted to train 40,000 in next five years. More than 40 large corporates have taken the lead to train these youth and link them to jobs

The Cabinet also approved the National Skills Qualification Framework on December 19, 2013 wherein there would be a 10 level architecture catering both to academic and vocational streams. Since the available career and academic pathways for vocational streams is limited, the importance of this framework cannot be overstated as it will allow every qualification to be mapped to a given level in the framework and will allow equivalence and enable pathways for vertical and horizontal mobility.

SKILL DEVELOPMENT REFORMS OF HIGHER EDUCATION

The approach adopted in the 12 Five Year Plan on skill development is based on Enhancing Skills to reap Demographic Dividend. The changing demographic profiles showcase a demographic window of 20 to 25 years in the Indian Scenario which is rightly recognized as the country's greatest asset. The current skill development landscape of the country has its inherent deficiencies due to the delink between the skills taught and industry requirements and lack of industry recognition to the skill training modules at the Government recognized skill training institutes.

The Government has taken several initiatives in reforming the higher education systems while identifying the major bottlenecks straining its potential. With the emerging importance of the role of ICT in education, some of the initiatives taken by the Government are:

- **Aakash Tablets** : Billed as the 'cheapest tablet PC in the world', Aakash (or Ubislate, as the retail name goes) is one of the most ambitious projects taken up by the Indian Government to impart tech based education in schools and colleges.
- **Learning through Exploration, Discovery and Adventure (LEDA)**

Led by NIIT, a private IT education enterprise, LEDA was an initiative to test the 'invasive education' approach for delivering better results while trying to penetrate the underprivileged sector in child education.

- **Financing Infrastructure**

The planning commission has envisioned a budget of INR 110.7 crore on higher education during the 1

12 Five Year Plan. The allocation is 1.3 times higher than the planned expenditure of the 11 Five Year Plan. Given the serious budget constraints faced by the Government, large private participation is required to create adequate access and improve the quality of education.

- **Academic Restructuring**

Several legislative initiatives have been made with the aim of improving the higher education system through restructuring academic programmes. These initiatives primarily aim at replacing the traditional repetitive experiments with open-ended design oriented work that encourages creativity and invention; improving the overall quality of education through highly qualified teachers and compulsory interactive seminar tutorials to strengthen fundamental concepts; giving a common platform and establishing domestic and global linkages with employers thereby ensuring their relevance to modern market demands. Some of the legislative proposals that were introduced to improve the quality and transparency in the higher education system are given below:

- Higher Education and Research Bill, 2011
- The Educational Tribunals Bill, 2010
- The National Accreditation Regulatory Authority for Higher Educational Institutions Bill, 2010
- The National Academic Depository Bill, 2011
- The Foreign Educational Institutions (Regulation of Entry and Operations) Bill, 2010
- Amendment of Indian Institutes of Technology Act, 1961
- National Institute of Technology (Amendment) Bill, 2010

GOVERNANCE AND REGULATORY REFORMS IN SKILL DEVELOPMENT

- The Government aims to reform the affiliating college systems such that large and reputed colleges are transformed into universities or college-cluster universities; some large affiliating universities are bifurcated to manageable units; colleges can be merged to provide multidisciplinary education; affiliating universities can revamp their college development councils for effective governance and can give more autonomy to the colleges.
- There is a pressing need for beefing up the Vocational Training infrastructure. This is demonstrated by the demand for need based, job-oriented training, which would be implemented under the Modular Employable Skills framework. This would drive the need for Vocational Training Providers, trainers, accredited certifying bodies/agencies, etc. According to NSDC report on Human Resource and Skill Requirements in the Education and Skill Development Services Sector, the requirement for such Vocationally Trained human resource (with skills acquired over a short timeframe and are modular/job oriented, over and above that of ITI/ITC) would be over 1,120 crore persons between 2008 and 2022, i.e., over 80 crore persons annually.
- To develop academic leadership the Government will set up an Institute for Academic Leadership in Higher Education which would function as a hub, with the node being a university-based academy for Leadership Development. At least five such academies are expected to be set up in the Plan period.
- It is imperative for setting up a Council responsible for coordinating the planned development of higher education. Their role would include encouraging sharing of resources between universities, lead academic and governance reforms at the institution level, maintaining databanks on higher education and conducting research and evaluation studies.

- The major bottlenecks in the flow of FDI in the higher education sector can be attributed to the 'not for profit principle' and insufficient clarity on existing regulations. Efforts should therefore be made in making investments in the higher education sector more attractive.

ASSESSMENT AND CERTIFICATION PROGRAMME FOR SKILL DEVELOPMENT

An integral part of education is the need for assessing learning outcomes which help determine the quality of education, and many a times this can be also a critical input to the next stage. It is a key part of any education system and often is seen as the fruit of all labour. There could be a significant change in this process due to the disintermediation. Technology can make it possible to have teachers and assessors as distinct entities, enabling them to scale up in what they are doing. Today, in India, around 14 million students in higher education appear for approximately 200 million examinations at various levels, each year.

With increase in the number of students pursuing higher education, enrolments are expected to grow at a CAGR of 8.5 per cent, according to the National Institute of Science Communication and Information Resources. As the number of students taking entrance examinations is growing substantially each year, conducting them at such a large scale is proving to be a challenge for the authorities. Here, technology plays a critical role as online assessment helps simplify the lengthy examination process and can be faster, more efficient, accurate and fair. Using technology to conduct examination also helps authorities to curb cheating and any sort of other malpractices. Automating the examination process can also result in reducing dependency on the university administration and staff which not only helps them cut costs but also lowers manpower requirements. Online assessments can act as a boon for students who wish to appear for multiple entrance exams within a similar time period as it saves them the trouble of waiting or travelling to multiple locations. Increasingly the industry seems to be realising the dividends that continuous professional education can pay, thus not only creating but also expanding the market for life-long learning in India.

CONCLUSION:

Higher education and skill development plays a crucial role in enhancing the human capital, of the country, pushing the economic growth and sustainable development. Skill development enhances the earnings of individuals and plays a significant role in reduction of poverty. With increase in demand for skilled workforce, Higher Education requires focused attention. Suitable policy impetus can foster growth of the education sector, equip people with the right skills and stimulate economy, putting India on the track development. There is a big need for investments for millions of students in India. Given the role of technology and the increasing internationalization of higher education, the time is opportune for both India and the U.K. to complement each other; one with the kind of resources it has and the other with the young population that needs to be educated. The opportunity comes with a time stamp though. We need to act now.

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