

Skills Development Integration for Employability, Employment and Sustainable Enterprise Development

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ABSTRACT

“Education, vocational training and lifelong learning are central pillars of employability, employment of workers and sustainable enterprise development” - International Labour Organisation In today's world, particularly in India, the future and relevance of Higher Education is inextricably linked with Skills Development; the earlier Higher Education accepts this and acts accordingly, the better it is for the country and its growth. Skills Development is not an additional course that can be added to a university curriculum but it requires to be integrated into the training and education of a youth who will have to be readily employable and competent enough to run the operations of a company or business in India.

KEYWORDS: *Skill Development, Higher Education*

INTRODUCTION

To start with it must be known that skill is an ability and capacity acquired through deliberate, systematic, and sustained effort to smoothly and adaptively carry out complex activities or job functions involving ideas (cognitive skills), things (technical skills), and/or people (interpersonal skills). While overseas higher education options are a big draw for Indian students, the concept of vocational or skill-based training courses and programmes is yet to catch on in a big way. But this could soon change. The country presently faces a dual challenge of severe paucity of highly-trained, quality labour, as well as non-employability of large sections of the educated workforce that possess little or no job skills. The skill development issue in India is thus pertinent both at the demand and supply level. The skill development ecosystem in India is skewed towards a formal education system with limited vocational training. While the vocational training is in a dismal state both qualitatively and quantitatively, the higher education system itself is grappling with issues related to scale and quality. Elementary, secondary and higher education are governed by the Ministry of Human Resource Development. University and Higher Education caters to all college education (Arts, Science, Commerce, etc.), while engineering education, polytechnics, etc. fall under Technical Education. University Grants Commission (UGC) is the nodal body governing funds, grants and setting standards for teaching, examination and research in Universities, and the All India Council for Technical Education (AICTE) is the regulatory body for Technical Education in India. The government has listed skill development as one of its priorities and aims to enhance participation of youth, seek greater inclusion of women, disabled and other disadvantaged sections into the workforce, and improve the capability of the present system, making it flexible to adapt to technological changes and demands emanating from the labour market.

HISTORICAL BACKGROUND

Education is a process of facilitating learning - knowledge, skills, values, beliefs etc. So, education determines the country's future as it is having all the powers to change everything. We have come across so many philosophies like naturalism, realism, idealism, modern philosophies and philosophers like John Dewey, Aurobindo Ghosh, Rabindranath Tagore, MK Gandhi who believed in traditional way of learning along with modern concepts and also Nehru had strong belief in Rationalism. Apart from these, we had older way of educational methodology like Gurukuls, where students have to stay and learn the mantras, Upanishad

by storytelling, games, managing the battles, moral values, leadership skills etc taught by gurus. But the drawback of this methodology was it is only applicable for certain group of people. The difficulties and struggle were felt from the olden period onwards, but still we did not achieve 100% in that. It should reach all people irrespective of age, sex, economic status, religion, language, cultures etc. “Education for All” Initiative must be initiated soon. “A high rate of education is essential for countries to be able to achieve high levels of economic growth so that the developing countries should grow faster than rich countries because they can adopt cutting edge technologies already tried and tested by rich countries”.



ROLE OF EDUCATION IN IMPARTING SKILLS

Education contributes to economic growth by imparting basic attitudes, moral values and specific skills, which are necessary for variety of places. It contributes economic growth by improving health and political stability. Importance of educational system is to produce a literate, disciplined, flexible labour force via high-quality education.

PRESENT EDUCATIONAL SYSTEM IN INDIA

The Indian educational system is producing more graduates every year. But the graduates have lack of basic communication and problem solving skills. Those are essential for even the elementary level jobs. Today's education is seen only in earning money. Education is offered to earn good money and also the educational institutions have become more commercialised. The present day education system in India comprises of about 600,000 primary, 150,000 upper primary, 70,000 secondary school and higher secondary schools. The network of institution of higher education includes more than 7000 colleges of general education about 1000 professional colleges and number of specialised institutions in industrial, scientific, technical, social sciences and research. There are 150 million students who are enrolled with an employment of about 4 million teachers. Creating more schools and allowing hundreds of colleges and universities to mushroom is not going to solve the crisis of

education and economic growth in India. Parents are spending more money for education, even though not getting standard education and struggling to find employment of their choice. There are millions of students who are the victims of unrealistic, pointless, mindless rat race. The mind numbing competition is not only crushing the creativity and originality of millions of Indian students but also drives students to commit suicide.

SKILL LEARNING

Having knowledge alone is not adequate to bring the changes, the need of skill to execute properly is important. Now the new ministry introduced “Skill India Mission” for the youth to meet their domestic demands and also for the betterment of economic growth of our nation. Through this mission, Jobless, school dropouts, graduated, uneducated, and women will be given training based on their knowledge and ability which will certify them to get the jobs. For the students it will be starting from the school to provide communication skill, entrepreneurship, problem-solving skills, etc. The skill India mission has been introduced all over the India. It is not only for the schools, “SKILL FOR ALL” irrespective their education, sex, age etc. The central government has many vocational and professional skill-based training programmes. Apart from the courses the mission is planning to reach the rural India also. So the main aim of the mission is reach the outreach population. Training will be given to carpenters, black smith, masons, nurses, cobblers, welders, tailors, weavers etc. Importance will be given to the area where the government can improve the economic growth like real estate, construction, jewellery designing, tourism, banking, transportation, gem industry, textile etc. It will improve the individual earnings and which directly influence economic growth of the nation. The mission also plans to bring the courses for specific age groups on language and communication skills, personality development skills, behavioural skills, life and positive thinking skills, including job and employability skills which will be conducted by group discussion, games, brainstorming, simulation, practical experiences and case studies etc. This will be managed by academic institutions, public and private sectors, Nongovernmental organizations etc.



INDIA'S SCENARIO ON SKILLS India has seen rapid growth in recent years, due to the growth in new-age industries. The demand for a new level of quality of service has increased with the increase in purchasing power. However, there is a large shortage of skilled manpower in the country. In the wake of the changing economic environment, it is necessary to focus on the skill development of the young population of the country. India lags far behind in imparting skill training as compared to other countries. 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. In order to provide adequate training to the youth and develop necessary skills, the Government of India took steps to improve the skill training scenario in the country. In 2009, the government formulated the national skill development policy that laid the framework for skill development, ensuring that individuals get improved access to skills and knowledge. This Institution-based skill development, including ITIs/ vocational schools/technical schools/ polytechnics/ professional colleges, etc. Training for self-employment/entrepreneurial development is given under this policy-learning, web-based learning and distance learning is also parts of national skill development policy. The policy states the roles and responsibilities of stakeholders, which include the government, industry, trade unions, local governments, civil society institutions and all skill providers. The policy lays down following institutional framework comprising:

- Prime Minister's National Council on Skill Development
- National Skill Development Co-ordination Board
- National Skill Development Corporation (NSDC)
- National Council for Vocational Training (NCVT)

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CONCLUSION

Education is a key enabler towards driving the agenda of inclusive and sustainable development. Stepping forward and expanding access to higher education and vocational

training can enhance India's competitiveness in the global economy, thereby reinforcing the social and economic development of the country. Skilled workforce provides the backbone for economic development. Ensuring equitable access to higher education is imperative to infuse balanced development across the landscape of the country. Cognitive skills have powerful effects on individual earnings on the distribution of income and on economic growth. Changes in curriculum structure and measurements of tools which assess cognitive skill are needed to bring the better impact on economic growth, because economic growth is strongly influenced by the skills of labour force in India. In today's world of Globalisation, Skill Training is an Integral component of increasing efficiency & productivity for sound economic development of any economy. In India, it's still at a nascent stage, however the demand for skilled manpower is huge and to cover this gap, it is very pertinent to re-engineer the skill ecosystem. India is poised to stand out as one of the Skilled nations in coming years and it's time for Higher Education & Skill Training to exist in same space with seamless Integration

as part of curriculum. To enable this, it is very important for the Industry and Academia to work together to generate focussed hands-on candidates with right blend of learning and employability traits.

PROBLEMS AND POLICIES

Today, problems of identification are too high in India. For example, concentrating on teacher's salaries, class size, and institution benefits etc., secondary schooling literacy rates are low. There are encounter sporadic or nonexistent assessment of student education which is are important issues. The shift of focus from year of schooling to cognitive skills has important policy implications because policies that extend schooling may be very different from best policies to improve skills. The policy conundrum is that student achievement has been relatively impervious to a number of interventions that has been tried by countries around the world.

1. Improve and revise the health and nutrition policy which directly influences children's ability to concentrate and leads to gain in basic achievements.
2. Create awareness about people involvement for support their children and provide path to develop their skills.
3. Strongly need to change the structural changes in curriculum and school institutions.
4. Recover school resources and skill-based education.
5. Improve incentives for student's performance and strong accountability system that accurately measures a student's performance.
6. Local autonomy that allows schools to make appropriate educational choices and competition in schools, so that parents can enter into determining the incentives that schools fare.
7. The student autonomy also considered because parents should not impose to select the path.

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