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2. Integrating Skill Development in Higher Education

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ABSTRACT

Skills are more valuable than education. It's true that today's youth in particular will benefit from a well-rounded set of skills if they hope to find gainful job. First and foremost, a country needs to invest in its people's education and training if it ever hopes to have a prosperous future. India's population boasts the world's youngest age group, which is seen as a demographic advantage. The key to realising the demographic dividend lies in incorporating skills training into higher education. To improve employability, skill-based courses should be integrated into the curriculum. Skills-based education integrated into the standard curriculum has been shown to boost employment prospects. When a student learns a trade or skill that can help others and the economy, he or she can use that knowledge to create their own company. Raising the bar for students' skill development in higher education would go a long way toward making it the primary foundation of our society. However, it is the graduates of our nation's colleges and universities who will ultimately shape the country we live in. Therefore, higher education holds a tremendous potential to effect our society's future by significantly enhancing the skill development of our inhabitants.

KEYWORDS:

Higher Education, skill, Skill Development, need of skill development, demographic dividend, Skill-Based Education.

Introduction:

As the world's most populous democracy and the third largest provider of higher education, India is a global powerhouse. In India, half of the population is young. In light of this, it is crucial to invest in youth skill training for the sake of national progress. India requires an education system that is high-quality, inexpensive, flexible to the demands of the student and the industry, relevant, and serves the needs of the Indian economy and society in order to fully realise the benefits of its demographic dividend. Skill training on a national scale is

undertaken with the overarching goal of providing young people with the tools they need to secure and maintain employment throughout their working lives. In order to accomplish this goal, schools and governments will need to abandon the standard lecture format in favour of a more interactive learning environment that incorporates regular input from both students and employers. There needs to be a concerted effort to connect the country's emphasis on training its workforce with its emphasis on fostering its entrepreneurial spirit. These efforts shouldn't be limited to the country's major cities; instead, they should extend to the countryside, where they can serve as both training hubs and incubators for new businesses.[1]

Concept of Skill Development:

Many nations have already accomplished their goal of providing free, compulsory basic education to all citizens. These aims help young people who plan to continue their education and training in order to increase their work and wage prospects in the future.[2]

A skill is the acquired capacity to perform an activity with predictable outcomes, typically within a specified period of time or expenditure of effort. Capabilities, in other words. Competencies are typically categorised as either domain-general or domain-specific. Time management, teamwork and leadership, self motivation, and other such abilities are examples of generic skills that would be valuable in the workplace, while domain-specific abilities would be applicable solely to a certain position. In order to evaluate a person's degree of skill, it is customary to observe them in response to a predetermined set of environmental stimuli and contexts. It takes a diverse set of abilities to make a meaningful contribution in today's economy. All of India's previous governments have prioritised training and education for their constituents. The ideal skill set is more critical than in any other economy in a rapidly rising nation like India. An individual's skill set must be homed in multiple ways to accommodate varying societal and economic demands. Work skills, people skills, social skills, soft skills, hard skills, etc., are only a few examples. Understanding what sort of expertise a certain job or task calls for is, thus, a pressing necessity.[3]

Skill Training: "Skill development is of fundamental importance in encouraging a sustainable development process and can make a contribution in aiding the transition from an informal to formal economy," says the International Labor Organization (ILO). The goal of Skill Development is to create a workforce empowered with the necessary and continuously upgraded skills, knowledge, and internationally recognised qualifications to gain access to decent employment and ensure India's competitiveness in the dynamic global market. Its ultimate goal is to boost output and employability among both the wage and self-employed workforces in the formal and informal economies. Its goals are to synergize the efforts of many sectors and modify the current system so that it can better respond to the needs of a dynamic labour market and evolving technologies. The production of new jobs can be sped up with the support of increased innovation, investment, technological change, firm development, economic diversity, and competitiveness, all of which are fueled by the quality and relevance of education and training for both sexes.[4]

Need of skill development in higher education:

Improved individual and collective well-being, as well as the establishment of India as the just, socially conscious, culturally advanced, and humane society committed to the ideals of universal freedom, equality, fraternity, and justice enshrined in its Constitution, all depend on access to higher education. Increased access to higher education has a significant impact on a country's ability to build a prosperous economy and ensure its citizens' continued well-being throughout time. There will be a rise in the number of young Indians enrolling in college as the country works to transform into a knowledge-based economy and society. Incorporating a standardised set of skills and values from early childhood schooling all the way through higher education is crucial for developing well-rounded people.[5]

Review of Literature:

At the very least since Dewey's (1908) [6] call for student discovery learning and Vygotsky's (Vygotsky, 1978) [7] work on the Zone of Proximal Development (ZPD), the explicit and coherent development of student inquiry abilities has been an enduring educational priority. Many different abilities are needed for successful discovery learning, and the ZPD prompts reflection on how much direction children may need from teachers. The Research Skill Development (RSD: Willison & O'Regan, 2006) [8] framework is one model that unites these key features of discovery learning by developing the abilities related to research and discovery along a continuum that represents the level of student autonomy. There is still a need for researchers and teachers to hone their research skills, and the recent trend toward more research in the classroom has only heightened the importance of a structured approach to mastering these techniques. In 2007, Wilson and O'Regan published an article explaining the RSD framework, prompting teachers to reflect on how they can best make research processes explicit to their students through modelling, scaffolding, and withdrawal in the context of students' independent research, problem solving, and project-based learning. The RSD is a conceptual framework, not a set of rules or a rubric, and it is meant to encourage educator engagement that enriches their pedagogical content knowledge (Gudmundsdottir & Shulman 1987)[9] so that they know how to teach students sophisticated thinking skills within (inter)disciplinary contexts.

According to a study by Nilsson (2010) [10], education, learning, and training based on a person's specific set of skills are among the most crucial aspects contributing to economic expansion. Students gain marketable skills through skill-based education, making them more likely to be employers rather than job seekers. Thus, the Eleventh Five Year Plan, also known as the "Education Plan," places a heavy focus on training and schooling. The Ministry of Labor and Employment (MoLE) has launched "National Policy on Skill Development" as a sub-mission of the plan's overarching consideration of the National Skill Development Mission (Ministry of Labor and Employment, n.d.).

In this study, we apply Kolb's (1984) [11] theory of learning by experience. Learning by direct experience, or "experiential learning," is a relatively straightforward concept. The theory of experiential learning underpins a perspective on education and training as an ongoing process that continues throughout one's life. It was hypothesised in the notion that one acquires knowledge and expertise via exposure to real-world situations and subsequent self-analysis. There is a framework in the theory that seeks to fortify the connection between

schooling, employment, and individual advancement. It portrays the workplace as a valuable educational resource that may supplement formal education and eventually promote individual development (Wilson & Beard, 2013[12]). There are two main ways of thinking about experiential education. First, there is classroom-based learning, which makes use of experiential methods like role acting, case studies, games, and simulations to help students learn. Two, experiential education through means such as internships, service-learning, and similar programmes (Lewis and Williams, 2006) [13]. Experiential learning theories place a premium on making concrete connections between theoretical concepts and practical application.

A study titled "Skill development in India: necessity, problems, and options forward" was done by Vandana Saini (2015) [14]. The primary goals of the research were to assess India's current skill level, investigate the obstacles encountered by the country's current skill development system, and propose improvements. "India's shift to one of the largest and fastest expanding global economies throughout the last decade has been a remarkable phenomenon," the research said. An effective and ongoing system of skill development for its workers is crucial if India is to maintain its current growth trajectory. India will need to equip its workforce with the appropriate skills if it is to make the most of the demographic dividend. Capacity and competence building in skill development programmes is essential.

One strategy to take use of India's large and growing population is through skill training, according to research by Dr. Sushendra Kumar Misra (2015) [15]. The purpose of the research was to learn about the current skill development policy initiatives in India and to uncover strategies for creating a local workforce with world-class expertise by making the most of the Government of India's skill development programmes. The research found that strengthening the current strategy was crucial to establishing a high standard for training and education in the country. To better meet the demands of both domestic and international markets, the current strategy on skill development should be updated. Having a Skill Development University in each state will ensure that all academic programmes are developed, evaluated, and certified in accordance with international norms. Improvements to infrastructure and participant education can be made with much greater efficiency with private sector involvement.

Research on "Skill development initiatives and strategies" was compiled by Sonali Kanchan and Sakshi Varshney (2015) [16]. The study's primary goals were to get an understanding of the current state of skill development in India, the obstacles to skill development in India, the initiatives and strategies for skill development in India, and the results of these efforts in India. The majority of India's working population (both rural and urban) lacks transferable skills, according to the report. Therefore, closing this gap through a variety of skill development initiatives might make India the worldwide hub for trained labour and also result in a surplus of skilled workers. There are significant flaws in the system despite numerous initiatives and investments aimed at enhancing the abilities of a sizable labour force. The building of a strong workforce for the business remains a fantasy despite the government's heavy investment in training expenses and infrastructure. The government and business leaders of India are continually introducing new skill development initiatives, but these programmes rarely trickle down to the majority of Indian workers who are considered "casual." Members of the stakeholder community (heads of major industries, government officials, etc.) have come to terms with the fact that no single entity can achieve

its goals without the help of others. They'll have to work together because so much is at stake.

Objectives:

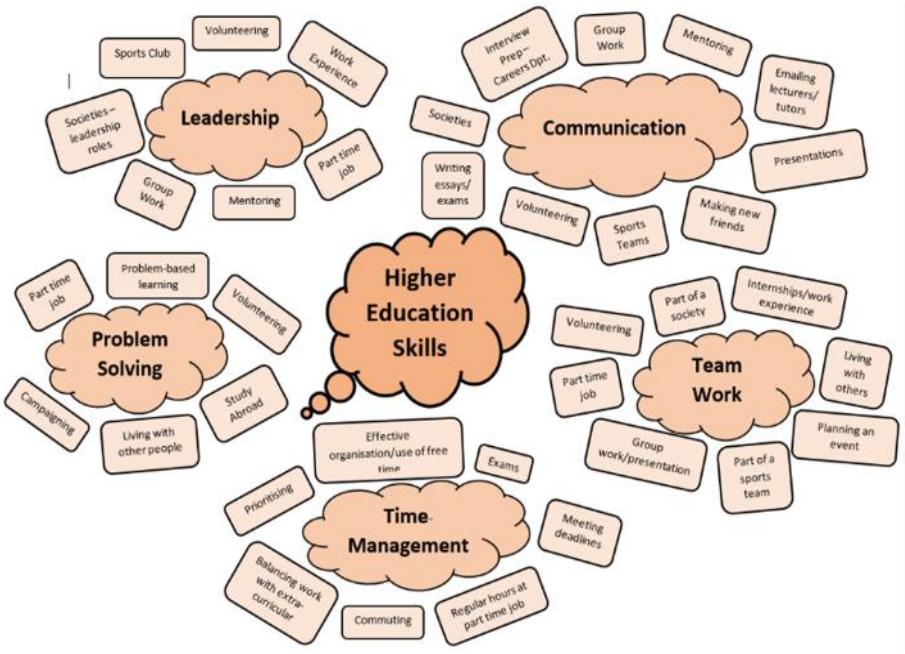
- To study the current scenario of skill based education in India.
- To study the challenges faced by the skill India program.
- To find out the solution to overcome challenges faced by India regarding skill development.
- To study the Impact of higher Education on skill development in India.
- To study the contribution of youth in skill development centers.
- To Analyze the skill training for educators and learners.

Research Methodology:

This research is solemnly based on secondary data and information which is collected from the related sources for the research purpose. The relevant books, documents of various ministries/departments and organizations, articles, papers and web-sites are used in this study.

Result & Discussion:

Let's take a look at how higher education helps students hone these abilities. If you look at this mental map, you'll find that there are several opportunities to hone a variety of abilities simultaneously. Skills like communication, teamwork, time management, problem solving, and leadership can all be honed through volunteer work.[17]



Current Scenario of Skill Development in India:

The National Skill Development Agency (Government of India) has formed a committee under the "Skills Innovation Initiative" to introduce cutting-edge policies and procedures to the country as a whole. This will help roll out consistent training programmes across the country. The government places a premium on the education and training of its working people.

The four steps in Kolb's experiential learning model (Kolb, 1984) that underpin the acquisition of competence are as follows: (1) direct experience; (2) reflective observation; (3) abstract conceptualization; and (4) active experimentation.

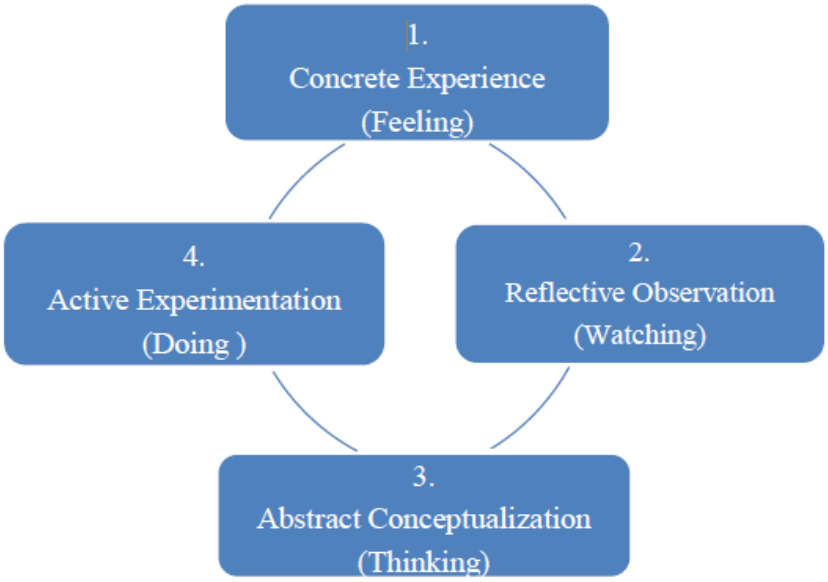


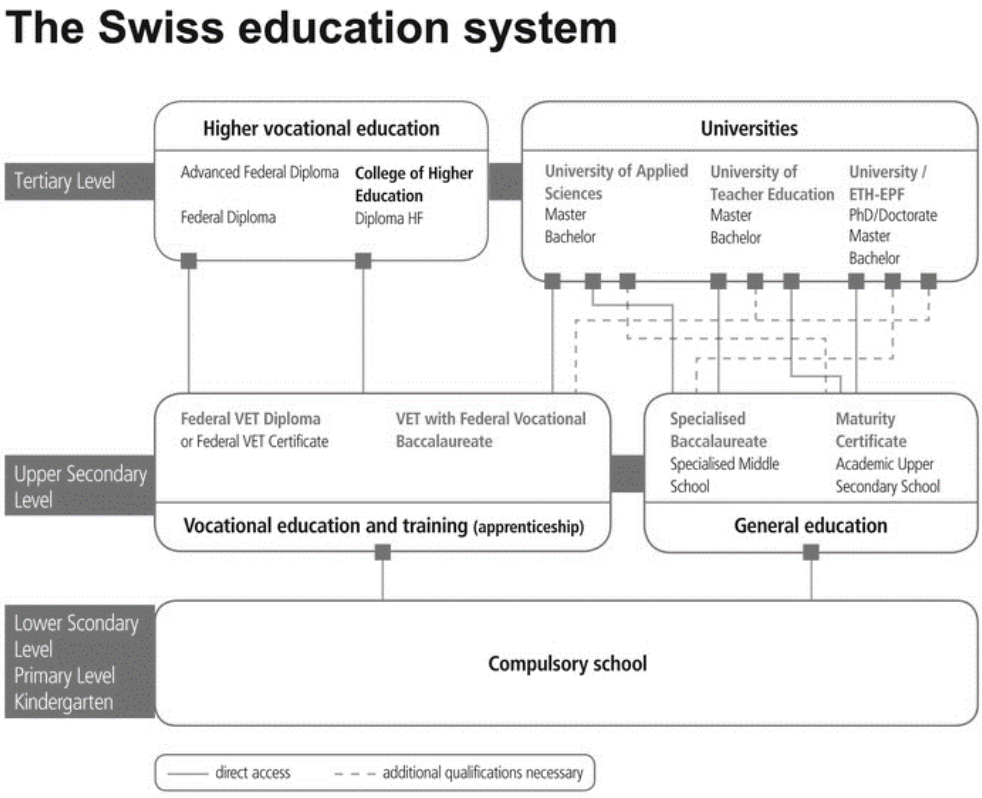
Figure 1: Four stages of Kolb's Experiential Learning Model

This paradigm emphasises the fact that there is a wide range of learners with varying strengths and preferences, and that the most successful learning occurs when all four processes are taken.

Divergent learners, for instance, have the ability to analyse circumstances from a variety of angles. Students who learn best by assimilating have a knack for organising information into coherent systems, and as a result, they gravitate toward analytical frameworks and models. In contrast to the accommodating learners who seek hands-on experience and often rely on gut intuition, the convergent learners discover concrete applications for ideas and theories and are typically technically minded. One's preferred method of education might be affected by factors such as one's character and academic interests.

An overview of the Swiss Dual System:

Vocational education and training (VET) in Switzerland is dual-track, meaning that it combines classroom learning with on-the-job experience. High school students take part in such a system and integrate classroom and work-based learning (Hoffman & Schwartz, 2015) [18]. Figure 2 illustrates that students need to have graduated from elementary school before enrolling in a secondary school that offers vocational programmes. The Swiss dual system combines a combination of on-the-job training and studying at vocational school.



Extreme adaptability is a hallmark of the Swiss schooling system. There are a variety of entry points into the educational system and transition points between different programmes. Those who meet the admissions criteria are usually allowed to enrol in the desired programme.

Conclusion:

The primary objective of this paper was to examine how skill-based learning can be incorporated into the university setting. In this paper, we looked at the many steps the Indian government has done to make higher education more focused on career preparation through skill development and the introduction of vocational programmes. It was also discussed in the report how many Indian universities have taken the initiative to create "Skill Universities," whose primary focus is on providing a quality education based on practical

skills. The paper went on to discuss how students' expectations for what they would gain from a skill-based education panned out to be the development of transferable skills like technical know-how, problem solving prowess, imaginative capacity, analytical acuity, interpersonal and group communication abilities, and so on. Universities and other educational facilities in the higher education sector need to prioritise and better align with skill-based education by adopting a strategic vision and approach to fostering a skill ecosystem.

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