Skill Development in Higher Education a Doorway to Employment - Indian Scenario

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ABSTRACT

The review study centres on the ways in which education, research, and innovations have contributed to the area of youth and adult education in India regarding skill development. The skills learnt in formal education are aligned with the needs of preparing teenagers and adults for the workforce. This covers both informal on-the-job learning through apprenticeship and enterprise-based training, as well as learning off the job in government and non-governmental training facilities. In the context of globalization, it is also critical to handle the opportunities and difficulties associated with meeting the new demands of evolving economies and innovative technologies. The goal of skill development is to equip the labour force with the knowledge, abilities, and internationally recognized credentials needed to secure respectable jobs and maintain India's competitiveness in the fast-paced economy. This study examines the notion of skill, skill enhancement, and the current state of skill-based education in India. In the report, a summary of higher education in India is also covered to show the rate of school and college enrolment and the level of unemployment. It also covers the employment situation of recent graduates of higher education as well as upcoming difficulties with skill development from India's standpoint.

Key words: *Skill development, Employability, Higher education, Economic, India.*

1. Introduction

India's GDP grew at the quickest rate in history for the quarter ending in March 2016, with an advanced rate of 7.6% per year. India can aim for faster economic growth thanks to its demographic makeup. In India, where 64.8% of the population is employed, significant expansion in the employment market is anticipated. In terms of the labour market, it benefits the nation greatly.

Ageing will be a common feature for most economies as population dynamics in many countries change quickly; as a result, their contributions to the global workforce will significantly decrease. However, in future, India will be an exceptionally dominating country in the global labour market. India will continue to benefit by being one of the largest economies in the world providing skilled labour to numerous international companies. Writings on the supply and demand sides of the IDE's construction have been produced by Boston Consulting Group. The question of why someone finds themselves idle after passing through all the scholastic hoops-from elementary and high school to college, master's degree, and PhD pursuit, needs to be addressed after enduring all that hardship.

2. Methodology of the study

The study is purely analytical and completely based on secondary data from GOI publications, NSSO, books, journals, magazines, articles, media reports and Government portals of Make in India, Skill India, etc.

3. Objectives of the study

1. To understand the expansion of higher education in India in the recent past decades
2. To analyse and understand the concept of skill development
3. To analyse higher education and the status of employability in India
4. To identify challenges for skill development in India

4. Literature Review

Regarding the soft skills involved in overseeing entrepreneurial enterprises, Davis (1993) pointed out that effective managers possess certain abilities and behaviours. He went on to remark that "the emphasis of the future has to be in leadership skills and interpersonal management practices that ensure project success". Soft skills are non-technical and require skills that are typically hard to measure and that employees are expected to possess. Critical thinking, problem-solving, and communication are considered crucial components of soft skills. The dynamic nature of corporate competitiveness and technological advancements have brought to a shift in the demand for soft skill sets (Deepa & Seth, 2013).

According to the analyses by Jackson and Chapman (2012) and Padhi (2014), employers' expectations for graduates and the most necessary professional abilities and behaviours are fundamental to closing the performance and expectation gap. In their 2012 study, Iksan et al. examined the graduating class's level of oral, written, and social capital addition abilities in preparation for the demands of the workplace.

The importance of technical and nontechnical training has a significant impact on graduating students' employability, which raises the employability of the graduating class. Goal-setting and job-search strategies should be based on students' preparation for postsecondary education, information availability, and companies' willingness to hire.
According to Ihmeideh (2010), "nurturing opportunities for students through soft skill training on how to communicate and inculcate better communication skills" Higher education graduates must be allowed to prepare for job searching after graduation (Ihmeideh et al. 2010). Communication should be effective for the recipient to comprehend and put the skills into practice. The communication process involves both giving and receiving feedback

5. Skill Development

5.1 The concept of skill

In essence, the term "skills" has been used to describe personal qualities. Nonetheless, the notion of competence encompasses two aspects: the personal and the group, or organizational. According to Prochno (2001), this causes the idea of abilities to assume a broad scope, which complicates and makes understanding difficult and concepts challenging. All that the word "skill" really means is one's aptitude. Time management, teamwork, leadership, self-motivation, and other abilities are examples of generic skills, whereas domain-specific abilities are only useful in a specific type of job. One of the most urgent demands of the hour is the ability to recognize the type of expertise required for a given profession or work. These are the abilities that higher education institutions need to instil and teach.

5.2 Understanding Skill Development

The International Labour Organization defines skill development as "of key importance in stimulating a sustainable development process and can contribute to facilitating the transition from an informal to the formal economy. It is also crucial to address the opportunities and challenges to meet new demands of changing economies and new technologies in the context of globalization." Stated differently, it is essentially the training that equips an individual to adjust to shifting circumstances as a young, employable adult.

5.3 Skill development is need of the hour

Strong labour is the foundation of a developed economy. The future is shaped by excellence in the development of human capital and the use of exceptional abilities, which subtly advance global progress. Over the past 200 years, our approach to teaching our children has remained largely the same. Will the way we educate kids be sufficient to prepare them for the changing world? Can we afford to teach our kids in an assembly-line fashion instead of appreciating and developing special skills and abilities that each of them possesses? Should we pursue education throughout our lives, or should it only last the first 20 to 25 years of our lives?

5.4 India’s efforts to incorporate skill in higher education

To support the nation's skill development programs, the National Policy on Skill Development was framed in 2009. The National Skills Qualifications Framework (NSQF) came into effect On December 27, 2013, the framework is based on the most recent understanding of competencies, which examines the aptitude, knowledge, and abilities required for each qualification. The Ministry of Human Resource Development in India is in charge of overseeing both vocational and educational training. It oversees the nation's primary, secondary, and tertiary education systems.

College education is the main focus of universities and other higher education institutions. Disciplines like the arts, sciences, and commerce are a few instances of it. Through engineering colleges and polytechnic institutes, technical education is offered. The University Grants Commission (UGC) controls how colleges and universities of higher learning operate. They provide funding, verify, and guarantee that uniform criteria are set for instruction, learning, and assessment in universities. The All India Council for Technical Education (AICTE) oversees the regulation of technical institutes in India.

6. Growth of Higher Education in India

6.1 Universities/ Institutions

Institutions at the university and university level, or those authorized by a state legislature or parliamentary act to confer degrees. Universities/Institutions that award degrees fall into three categories:

1. Central universities
2. State public universities
3. State private universities
4. The organizations are to be regarded as universities,
5. Institutes of National Importance &
6. Others and institutions founded by the state legislature.
7.

There were just 20 universities and 500 colleges in the nation during independence, with more than 2 lakh students enrolled in the higher education system overall.

Table 1: Type-wise Number of Universities * as of 31.03.2019

S. No.	Type of University / Institution	Number of Universities/ Institutions (as on 31.03.2019)	Number of Universities eligible for Central Assistance under Section 12(B) of the UGC Act, 1956 (As of 31.03.2019)
1	Central Universities	51	--
2	State Universities	397	228
3	State Private Universities	334	7
4	Institutions established through State Legislation	3	--
5	deemed to be Universities	126	39
Total		**911**	**274**

Source: UGC Annual Report 2018-2019 (November 2019) & AISHE Report: 2018-19 based on Actual Response
*Universities/ Institutions listed by UGC

6.2 Stream-based student enrolment at UG and PG level in Indian Universities

The enrolment of students in universities, broken down by stream, is shown in Table 2. It has been noted that UG and PG programs in India are divided into ten categories: MA, MBA, M.COM, M.SC, and M.TECH for postgraduate programs, and BA, BBA, B.COM, B.SC, and B.TECH for undergraduate programs. Based on the table, most students were enrolled in BA for the entire research period, with B.SC, B.Tech, B.COM, and BBA following closely after. From PG's perspective, things have significantly changed. In MA, the enrolment is greatest. In contrast to UG, MBA enrolment is the second-highest, with MSC, M.COM, and M.TECH following. After 2014-2015, it has drastically come down for M.TECH. Wide differences in the enrolment between BBA and MBA can also be seen during the period of the study.

Table 2: Stream-wise enrolment at UG and PG level in universities of India

COURSES	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019
BA	9,860,520	9,651,891	9,527,060	9,299,437	9,198,205
BBA	343,237	349,667	383,827	424,785	476,169
B.COM	3,338,111	3,422,312	3,484,301	3,548,572	3,571,436
B.SC	4,299,538	4,618,172	4,978,564	5,138,250	5,043,732
B.TECH	4,254,919	4,203,933	4,085,321	3,940,080	3,770,949

MA	767,027	878,677	865,410	901,448	899,653
MBA	409,432	416,352	416,490	421,409	462,853
M.COM	222,709	271,266	275,695	288,206	321,458
M.SC	481,330	519,159	562,896	605,628	623,114
M.TECH	289,311	257,361	16,088	142,081	135,500

Source: "All India Survey on Higher Education (AISHE)" 2018, 2019, MHRD, GOI

6.3 Yearly Supply of higher educated graduates in India

The total number of students who graduate from participating colleges, institutions, and universities in a given calendar year is known as the pass-out rate. The pass-out rate every year during the past five years is reported at above 20% with a projection that this trend will cover the entire higher educational sector (see table no. 3) among this the pass-out rate of graduates and post-graduates is higher compared to others such as diaphragm, PG Diploma and PhD etc. Hence in this situation, the major question is educated unemployment. The proportion of educated segments of the population will be high in India. To correlate correctly there is always the problem of AD that is often presumed to appear any time, but believes that is really an illusion since there is a deep structural mismatch between the educated populace and how many meaningful occupations are being created every year by the Indian economy. In such a situation big gap will be created between high literacy rate and correct employment levels which can be defined as educated unemployment. In the country now, the lack of employment for a person from the term refers to be more of the situation of underemployment.

Table. 3: Higher education passing percentage from 2011-12 to 2019-20

LEVEL	2011-12	**2012-13**	**2014-15**	**2015-16**	**2018-19**
Under Graduate	5469330	5928857	6294907	6331999	6474715
Post Graduate	1114026	1177019	1420211	1404996	1500064
Diploma	557715	600490	747652	788322	783914
PG Diploma	88785	109113	222510	175353	159697
Certificate	68987	61278	75965	78788	75358
Integrated	20131	19973	22273	22604	31550
M.Phil.	20617	20883	23197	23124	25787

Source: Educational Statistics at Glance, MHRD

7. Skill development and Employability relationship

India's Present Situation Regarding Skill Development the National Skill Development Agency (Government of India) has established a committee under the "Skills Innovation Initiative" to introduce novel concepts and methodologies at the national level. This will help to establish and expand a national skill development program that is uniform. The government prioritizes the skill development of the working population. By establishing a bunch of industrial training institutes (ITIs), vocational schools, technical schools, polytechnics, and professional colleges to support adult learning, apprenticeships, sector-specific skill development, e-learning, training for self-employment, and other forms of training, the National Policy on Skills (2009) seeks to expand on outreach, equity, and access to education and training. However, given the constantly shifting and increasingly demanding requirements of the sector new examination of this policy was desperately required. As a result, the National Policy on Skill Development and Entrepreneurship was introduced in 2015. This policy aims to address the issue of skilling at scale quickly and to a high standard (quality). It seeks to give all skill development initiatives conducted in the nation a unified framework, to bring them into compliance with national standards, and to connect skill development with job demand hubs. The several institutional frameworks that can serve as a means of achieving the desired results are also being identified. This policy connects increased production and employability to skill development.

Table 4: Employment Status of higher education graduates (HEGs)

States	Unemployment rate of HEGs			The proportion of HEGs in regular/salaried workers		
	2004	2011	2017	2004	2011	2017
Andhra Pradesh	11.91	11.13	26.08	37.27	41.07	33.99
Assam	15.59	12.83	19.88	40.80	41.01	38.18
Bihar	7.69	7.13	14.95	18.26	22.95	25.71
Gujarat	4.67	1.93	9.15	29.78	31.70	33.82
Haryana	12.53	5.92	13.10	30.48	31.41	30.75
Himachal Pradesh	11.65	5.83	21.73	34.92	36.26	28.21
Karnataka	8.08	5.78	13.15	34.86	39.92	36.97
Kerala	29.43	18.38	32.30	32.77	33.23	30.58
Madhya Pradesh	4.98	3.26	12.67	29.78	34.70	31.17
Maharashtra	5.36	3.74	10.41	34.68	36.38	37.22
Odisha	24.96	11.52	20.73	26.37	34.06	29.02
Punjab	10.02	6.20	16.48	31.96	31.03	29.90
Rajasthan	8.99	8.18	15.74	35.87	33.21	29.40
Tamil Nadu	9.98	9.87	24.42	42.03	40.80	36.70
Uttar Pradesh	9.28	5.83	14.35	20.01	20.85	21.67
West Bengal	10.86	11.04	15.08	26.08	29.53	28.48
All India	11.62	8.04	17.51	31.62	33.63	31.36

Source: computed using NSS various rounds unit level data
Notes: (1) higher education includes technical education . (2) Estimation is based on PS workers only

Table 4 shows that increase is greatest for individuals with graduate plus degrees, technical education, and vocational education categories, even though the youth unemployment rate has also increased significantly across all education categories. A highly depressing scenario is also provided by a state-by-state review of the trends in unemployment among graduates of higher education. Even while URs decreased initially, there was a significant increase across all states from 2011–12 to 2017–18. Between 2004–05 and 2017–18, Madhya Pradesh, Tamil Nadu, Andhra Pradesh, Gujarat, and Bihar saw the biggest increases in URs. Gujarat is the only state in the group to have single-digit UR in each of the three periods while maintaining the lowest rank, while Kerala continuously held the top spot with the highest UR.

8. Skill development challenges in India

8.1 Insufficient Infrastructure and Limited Capability

Considering the enormous need for workers, the infrastructure that educational institutions currently have is insufficient. There is a dearth of highly qualified and experienced trainers. It reflects the inadequate and improper infrastructure found in small towns and villages as well as large cities. To take on greater duties, the faculty must possess the necessary skills and motivation. A suitable training infrastructure must also be created, considering the quantity of candidates seeking skilled employment. The faculty's wealth of expertise and experience guarantees that the student has acquired the necessary skills and had an amazing educational experience

8.2 Disturbing trend in student enrolment

Enrolling students in vocational education and training has grown to be a very difficult task. Those involved in skill development still have a very traditional viewpoint. Since careers in technical trades are typically linked with low incomes and little recognition, the students would transition into managerial responsibilities. There are students who cannot afford the fees and may not be aware of the government-run initiatives, which further contributes to the low

inclination of students towards these kinds of programs. Skilling has long related to blue collar work, which is further linked to poor compensation, less room for advancement, and less demanding positions.

8.3 The issue of skill development of Women

Women who are 25 to 54 years old make up roughly 30% of the workforce in 2010, down from 39% in 2000. This is significantly less than the 72% of workers in Brazil and the 82% of workers in China. A sizable portion of the female labour force is employed in low-wage, unorganized labour, which prevents them from obtaining skilled positions. Approximately thirty per cent of urban women do not complete their primary education, compared to sixty-five per cent of rural women. Now, most Indian women are unskilled workers; that is, relatively few of them possess any kind of education.

8.4 Gap between Education and actual skill required

Many issues surround the talents that the industry requires and the skills that are taught in educational and training institutions. The skill set is not appropriate for the employer because there is not enough interaction between industry and faculty. Despite their potential skills, the individuals are unemployed. It becomes crucial that specialists from the sector are included in the curriculum design process as well.

8.5 Dismal transfer of skill knowledge

In terms of abilities, the viewpoint is a little different because a skill that is not passed on to the next generation would eventually vanish. This is the main distinction between education and traditional knowledge transmission. It is easy to forget about principles that have evolved throughout time and then come back to them later. However, skills cannot be kept in the same manner. They must be communicated to persist, which is why training is so crucial. They are not easily forgotten or abandoned. Knowledge needs to be passed down from one generation to the next—from instructor to student, from master to apprentice.

Conclusion

The most crucial factor in the nation's progress is the advancement of skills. For the program to be successful, all the agencies, stakeholders, and students must work together in unison. If the initiatives are successful in reaching a wider audience, the job situation in the nation will change. India needs to make the most of its "demographic dividend" to benefit the nation. Supply of a trained labour force domestically, not only strengthens an economy but also promote the "Make in India" initiative. Like China, Indian school-based vocational training programs ought to be integrated into the curriculum. To guarantee that more jobs are created in the nation, the Skilled India programs must concentrate on enhancing the workforce's entrepreneurship skills. For more individuals to avail the benefit of such a model, there needs to be effective market advertising for the Startup India and Stand-up India initiatives. If more skill-based programmes are introduced in India’s Educational system, then India can fulfil its aim of "Koushal Bharat, Kushal Bharat."

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