

# Review of Indian Higher Education System in Reference to Creating Skill Development in Students

**Gunjan R. Brahmhatt**

Ph.D. Scholar in Psychology

Hemchandracharya North Gujarat University

Patan, Gujarat.

Received Dec. 04, 2017

Accepted Jan. 02, 2018

## ABSTRACT

*Skills and knowledge are the driving forces of economic growth and social development of any country. They have become even more important given the increasing pace of globalization and technological changes provide both challenges that are taking place in the world. Countries with higher and better levels of skills adjust more effectively to the challenges and opportunities of globalization. As India moves progressively towards becoming a 'Knowledge economy' it becomes increasingly important that the Eleventh Plan should focus on advancement of skills and these skills have to be relevant to the emerging economic environment. In old economy, skill development largely meant development of shop floor or manual skills. Even in this area there are major deficiencies in our workforce which need to be rectified. In new or knowledge Economy the skill sets can range from professional, conceptual, managerial, operational behavioural to interpersonal skills and inter-domain skills. In the 21st century as science progresses towards a better understanding of the miniscule, that is, genes, Nano-particles, bits and bytes and neurons, knowledge domains and skill domains also multiply and become more and more complex.*

**Key Words:** Higher Education.

In India, skill acquisition takes place through two basic structural streams—a small formal one and a large informal one. The formal structure includes: (i) higher technical education imparted through professional colleges, (ii) vocational education in schools at the post-secondary stage, (iii) technical training in specialized institutions, and (iv) apprenticeship training. A number of agencies impart vocational education/training at various levels. Higher Professional and technical education, primarily in the areas of agriculture, education, engineering and technology, and medicine, is imparted through various professional institutions. There are seventeen ministries and departments of GoI which are imparting vocational training to about 3.1 million persons every year. The attempt to meet training needs through multiple authorities—labour, handlooms, handicrafts, small industry, education, health, women and child development, social welfare, tourism, etc. leads to redundancy at some locations. While each of the training initiatives has a definite area of specialization, there is need for coordination amongst these ministries/departments. The unorganized sector which constitutes about 93% of the workforce is not supported by any structural training of apprentices. System of acquiring or upgrading skills, by and large, skill formation takes place through informal channels like family occupations, on the job training under master craftsmen with no linkages to the formal education training and certification. Training needs in this sector are highly diverse and multi skill-oriented. Many efforts for imparting training through Swarnjayanti Gram Swarojgar Yojana (SGSY), PMRY, KVIC, Krishi Vigyan Kendra (KVK) and Jan Shiksha Sansthan (JSS) are in place but the outcome is not encouraging.

### Need for skills

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' 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. 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, including infrastructure development, agricultural growth coupled with productivity improvements, financial sector growth, a healthy business environment, ably supported by a skilled workforce

### Current Structure and Supply of Education and Skill Development System in India

Education, including all aspects higher education and college education falls under the Ministry of Human Resource Development. The University and Higher Education arm is responsible for all college education (Arts, Science, Commerce, etc.), while engineering education, polytechnics, etc., fall under the category of Technical Education. The University Grants Commission (UGC) provides funds in the form of grants and also

coordinates as well as sets standards for teaching, examination and research in universities. The All India Council for Technical Education (AICTE) is the regulatory body for Technical Education in India. Its objectives are: promotion of quality in technical education, planning and coordinated development of technical education system, regulation and maintenance of norms and standards. A large part of the current vocational training infrastructure, the Government ITIs and Private ITCs, falls under the Ministry of Labour and Employment's Directorate General of Employment and Training (DGET). The National Council on Vocation Training (NCVT) plays a key role in the formation of training curriculum, policies, standards, as well as in certification by means of the 'trade test'. The National Skill Development Corporation (NSDC) has been set up under Public-Private-Partnership (PPP) mode as a Section-25 Company under the Ministry of Finance to provide viability gap funding and coordinate private sector initiatives. The Prime Minister's National Council on Skill Development has been formulated to coordinate action on skill development.

### **Initiatives under the National Skill Development Policy**

The National Skill Development Policy is aimed at empowering all individuals through improved skills, knowledge and internationally recognised qualifications to enable them to access decent employment, to promote inclusive national growth and to ensure India's competitiveness in the global market.

### **MISSION**

National development initiative will empower all individual through improved skill, knowledge nationally recognized qualifications to gain access to decent employment and ensure India's competitiveness in global market.

### **Aims**

- a. Enhancing individual's employability and ability to adapt to changing technologies and labour market demands.
- b. Improving production and living standards of the people
- c. Strengthening competitiveness of the country.
- d. Attracting investment in skill development.

### **Objectives**

1. Create opportunities for also acquire skills throughout life and especially for youth, women and disadvantaged groups.
2. Promote commitment by all stake holders.
3. Develop a quality skilled workforce entrepreneur.
4. Enable the establishment of flexible delivery mechanisms.
5. Enable effective coordination between different ministries the centre and the states and public and private provider

### **The Coverage Of The National Skill Development Policy Is As Follows:**

1. Institution-based skill development including ITIs/ITCs/vocational schools/technical schools/polytechnics/ professional colleges, etc.
2. Learning initiatives of sectorial skill development organised by different ministries/departments.
3. Formal and informal apprenticeships and other types of training by enterprises
4. Training for self-employment/entrepreneurial development
5. Adult learning, retraining of retired or retiring employees and lifelong learning
6. Non-formal training including training by civil society organisations
7. E-learning, web-based learning and distance learning.

### **Modular Employable Skills Scheme**

The Modular Employable Skills (MES) scheme is being offered under the Skill Development Initiative Scheme (SDIS). The Ministry of Labour and Employment undertook the development of a new Strategic framework, namely the MES, for skill development for early school leavers and existing workers, especially in the unorganised sector in close consultation with industry, micro enterprises in the unorganised sector, State Governments, experts and academia. The main objective of the scheme is to provide employable skills to school leavers, existing workers, ITI/ITC graduates, etc. Skill levels of persons already employed can also be tested and certified under this scheme, i.e., certification of prior/experiential learning. Public Private Partnership (PPP) envisaged in the form of active participation of the industry/private sector in every stage of design and implementation of the scheme.

The MES concept has the potential to go a long way in furthering skill development as it has provided a pathway for multiple entry and exits as well as transforming skill development from long term skill acquisition periods there are 1,122 courses which are a part of the approved list of MES courses.

### **Skill Development Initiatives of The Government**

Other key Skill Development Initiatives of the Government are as follows:

- a. Establishment of 1,500 new ITIs through the DGET
- b. Establishment of 50,000 Skill Development Centres through the DGET
- c. Setting up of PM National Council on Skill Development (already operational)
- d. Setting up of National Skill Development Coordination Board (already operational).

### **National Skill Development Corporation**

The National Skill Development Corporation (NSDC) is a one of its kind, Public Private Partnership in India. It aims to promote skill development by catalysing creation of large, quality, for-profit vocational institutions. It provides viability gap funding to build scalable, for-profit vocational training initiatives. Its mandate is also to enable support systems such as quality assurance, information systems and train the trainer academies either directly or through partnerships. Its objective is to contribute significantly (about 30%) to the overall target of skilling/up skilling 500 million people in India by 2022, mainly by fostering private sector initiatives in skill development programmes and providing viability gap funding.

### **Challenges in Implementing Skill Development Initiatives at a Ground Level**

As skill development in a large scale takes off, implementing agencies (government, institutes –both government and private, vocational training providers, and other such implementers) would be faced with challenges that come up at every segment of the 'skill development value chain'. In other words, these are challenges that each skill development centre or groups of such centres are likely to face.

The various challenges would be pertaining to the following dimensions:

- a. How does a centre attract or mobilise students?
- b. Is there an ability to pay among trainees?
- c. What are the courses that need to be offered for each centre/institute, or regionally?
- d. Is there a demand for such courses/trades?
- e. How does one standardise content and delivery across a large number of centres?
- f. How is the training delivered?
- g. What is the infrastructure required and is it available?
- h. How can qualified trainers be found?

### **Features of Skill India Programme**

- a. The emphasis is to skill the youth is such away so that they get employment and also improve entrepreneurship.
- b. Provide training support and guidance for all occupation that were of traditional type like carpenters, cobblers, welders blacksmith, masons, nurses, tailors, weavers, etc.
- c. More emphasis will be given on new area like real estate construction, textiles, transportation, and gem industries, jewellery industries, banking tourism and various other sectors where skill development is inadequate or nil.
- d. The training programmes would be on the lines of international level so that the youths of our country cannot only meet the domestic demands but also of other countries like us, Japan, China, Germany and those in the west Asia.
- e. Another remarkable feature of the skill India programme would be to create a hallmark called Rural Indiaskill so as to standardise and certify the training process.
- f. Tailor made, need based programmes would be initiated for specific age groups which can like language and communication skill life and positive thinking skill, personality development skill, management skill behavioural skill including job and employability skill.
- g. The course methodology of "skill India" would be innovative which would include games, group discussion, brainstorming sessions, practical experience, and case studies.

### **Advantages**

The idea is to raise confidence improve production and give direction through proper skill development. Skill development will enable the youths to get blue collar jobs. Development of skills, at a young age right at the school level, is very essential to channelize them for proper job opportunities. There should be a balanced growth in all the sectors and all jobs should be given equal importance every job aspirant would be given training in soft skills to lead proper and decent life. Skill development would reach the rural and

remote area also corporate educational institutions non-govt organization govt academicinstitution and society would help in the development of skills of the youths so that better results areachieved in the shortest time possible.

### Conclusion

Skills and knowledge are the driving forces of the economic growth and social development ofany country they have become even more important given the increasing space of globalisation andtechnological changes provide the both challenges that are taking place in the world. Countries with higherand better level of skill adjust more effectively to the challenges and opportunities of globalization.

### References:

1. National Skill Development Policy, March 2009; <http://www.skilldevelopment.gov.in/sites/default/files/resource/NationalSkillDevelopmentPolicyMar09.pdf>
2. National Sample Survey Organisation, Status of education and vocationaltraining in India 2004–2005, Report No. 517,61/10/03. Ministryof Statistics and Programme Implementation, Government of India.
3. Biswas, I., Vocational education in India: science & technology2008, pp.7; <http://www.nistads.res.in/indiasnt2008/India-S&T-2008-Full.pdf>
4. National Policy on Skill Development. Directorate General of Employment and Training, Ministry of Labour and Employment, Government of India, 2009; <http://labour.gov.in/policy/NationalSkill->
5. Skill Development Initiative Scheme, Implementation Manual, Directoraten General of Employment and Training, Ministry of Labour and Employment, Government of India, 2010.
6. <http://dget.gov.in/>
7. Craftsmen Training Scheme in India Report, Directorate General of Employment and Training, Ministry of Labour and Employment, Government of India, 2010.
8. DevelopmentPolicyMar09.pdf

**Diligence is the mother of good fortune.**  
**~ Benjamin Disraeli**