

The Contribution of Skill Development Programmes

Natasha Pallavi^{1*}, Deepak Kumar²

¹ Research Scholar, Sai Nath University, Ranchi, Jharkhand

Email: head.knowledgebank@gmail.com

² Asst. Professor, Sai Nath University, Ranchi, Jharkhand

Abstract - Literacy enhances people's knowledge and abilities. Literacy as a fundamental human right is becoming more widely recognized across the globe. Because of this, learning never ends. Having skill makes any task easier to do. Practical education builds on previously gained information, and the two go hand in hand. Making a student financially independent is one of the primary goals of formal education. College degrees are a boon to society in many ways, both financially and otherwise. A total of eleven general secular colleges spread across ten districts in Dehradun were considered for the selection. A large percentage, around 73%, of the population was represented by these institutions. Similarly, twenty private institutions were selected at random from the whole population, making up around 40% of the total. Included were the heads of all 31 universities. The researchers selected a total of 405 professors using the simple random sampling method. Of these, 176 worked for public universities, or about 38% of the total, while 229 were employed by private universities, or about 42% of the total. In a similar vein, 459 pupils were given the test/questionnaire. Of these kids, 230 (or 3.48% of the total) were associated with public schools, while 229 (or 1.54% of the total) were attached to private ones.

Keywords - Skill Development, Ethics, College, Education and Professional

-----X-----

INTRODUCTION

People do not spend their lives in a moral or ethical vacuum; rather, they develop their moral sensibilities within the context of many moral traditions. A liberal democracy can only thrive if its people uphold certain moral and civic principles and exhibit particular qualities. In the current day, technology is having a pervasive impact on society while yet keeping its upright stance. In addition, science and technology are each being impacted by society in their own unique ways. The rapidly accelerating development of science and technology, as well as the ever-increasing complexity of society, provide more evidence of the significance of morality, values, and ethics, as well as the advantages that they have for society.

Ethics is the theoretical, methodical, and logical contemplation upon that human behaviour, but morality is the actual action that refers to morals. Morals relate to human behaviour, while morality is the practical activity. Human behaviour is influenced by ideas, attitudes, and values, all of which are connected to one another. Society, spirituality, and culture all have a significant role in the formation of morals, values, and ethics. There are three different interpretations of the word ethics. To begin, the term "ethics" is sometimes used as a synonym for

"morality," which refers to the universal norms and standards of behaviour that every reasonable person desires that everyone else adhere to. Second, ethics is a well-established school of philosophy that explores the origins of human values and standards, and it strives to identify these origins within various conceptions of the human person and the human social state. Thirdly, professional ethics, which is neither universal nor is it ethical theory; rather, it refers to the specific norms of behaviour that are adhered to by individuals who are engaged in a shared pursuit and have a similar interest. The notion of a profession cannot exist without the presence of a code of ethics for its members.

Concerning matters pertaining to morality, values, and ethics, a broad variety of misunderstandings and false beliefs may be found. Understanding morals, values, and ethics may be challenging at times due to the widespread misconceptions and misunderstandings that surround these concepts, which make it more difficult to arrive at the proper explanation. The goal of moral education is to cultivate shared sentiments with other people and to instill a sense of commitment to one's own personal duties and acts. This commitment is the end result of moral education. Moral agency is a dual state that comprises the teacher as both a moral person

involved in ethical teaching via professional behaviour and as a moral educator who educates pupils with the same fundamental values and principles that he or she attempts to maintain in practise. This is because moral agency is a dual state, the teacher is both a moral person engaged in ethical teaching through professional conduct and as a moral educator. Because it helps instructors to comprehend the complexity of their moral agency, ethical knowledge is the factor that, more than any other, may best encapsulate the essence of teaching professionalism.

The values of responsibility, trust, and trustworthiness are inextricably linked to the concept of ethics. It should always be fair, honest, transparent, and respectful of the rights and privacy of others in society. It should always respect the rights and privacy of others. In today's culture, one may find a variety of different value systems. The values that are connected with education, the values that are associated with science, and the values that are associated with scientific education are all present in society in relation to the field of science. These three variables continue to be in close proximity to one another, and they interact with or overlap one another. Therefore, the separation of science and society is impossible.

The epistemic values of science, social values, and the personal values of scientists are some examples of the values that are included in scientific education. Other examples include the values that are linked with teaching science in schools. The existence of worth is independent of one's circumstances. For instance, the values that underpin western science are distinct from those that underpin various indigenous scientific value systems. Morality, morals, and ethics are inextricably linked to society and are inextricably entwined with social culture. Politics continue to have a significant impact on these aspects of societal life.

LITERATURE REVIEW

Jrall, Reecha & Kiran (2023) The rate of global growth has quickened as a result of the proliferation of information and communication technologies (ICTs), which has resulted in a growing income disparity between the world's affluent and poor. There has been a recent uptick in both materialism and worldliness. One factor contributing to this pattern is the movement towards modern education, which puts an absolute focus on acquiring specialised and technical knowledge. The instillation of ethical standards is an essential part of education. In today's curriculums for more formal education, there is an alarming lack of content that focuses on the cultivation of moral character. The only real hope for the future is in the hands of educators since, as people's schedules become busier, the value that parents, communities, and societies put on the formation of a person's character is decreasing. That same promise is dwindling away in the context of the e-Learning platform as a direct consequence of the physical absence of professors. Within the scope of this article,

we shall describe how learning is driven by ethical growth.

Saini, Damini & Singh Sengupta, Sunita (2020) The majority of management institutions in India have an ethics course in their curriculum, which aims to instill a set of values in individuals. This chapter aims to explore the implications of quality, dilemma, and pedagogy in ethical education and their impact on the acceleration of management education. By examining these factors, we may get a deeper understanding of the role that ethical education plays in enhancing the quality of management education. The authors place significant emphasis on the rationale for prioritising ethical education in their introduction, followed by a concise overview of the historical development of ethics education in Indian management institutes. Authors also demonstrate the placement of ethics courses inside the top 10 business schools in India to underscore their importance and relevance. Moreover, the writers expound upon the primary emphasis of the chapter, which pertains to the role of ethics in the field of management education.

Kapur, Radhika (2020) The importance of professional ethics is widely recognised in the pursuit of higher education and the attainment of career objectives. From the early stages of childhood education until the attainment of career prospects, people must enhance their knowledge and comprehension of professional ethics. Parents are often acknowledged as the primary and most significant educators of persons. Parents and instructors serve as sources of information on professional ethics. When people effectively incorporate professional ethics into their life, they may attain success in higher education and the pursuit of other career objectives.

Joshi, G. & Bhattacharya, Sanchita (2018) The technical education system in the nation has expanded significantly, providing a diverse array of options for technical education across several disciplines, in response to the growing demands of the economy. India has the second largest working-age population (15-59 years) globally. However, it is essential to go deeper and assess the fraction of this population that possesses the necessary skills. Prior to the planning era, the quantity of technical institutions in the nation was around 50. However, at now, the number has significantly increased to above 10,000. The rapid expansion of technical schools has resulted in an increased supply of trained manpower, which has significantly accelerated economic development. This study aims to provide an overview of the current state of technical and skill-based education in the nation.

Sánchez, Lidia & Alfonso-Cendón (2017) This study presents an experiential method to developing competence in ethical elements of the profession. In accordance with a pre-established approach, a series of instances are given to the students with the purpose of assessing the extent to which individuals

involved have shown professional or ethical conduct. The topic of professional ethics or behaviour has also been addressed in discussions with the students. The experience has yielded great outcomes as students have shown active engagement and expressed a favourable appreciation for the instructional approach. This addresses the issue of insufficient previous instruction in the realm of ethical considerations.

RESEARCH METHODOLOGY

All of the ordinary secular colleges in Dehradun, as well as their instructors, pupils, and directors of higher education, make up the study's population. 65 colleges total—15 public, 50 private—are spread over the state of Uttarakhand's 11 districts. The survey includes 17599 higher education students, 876 instructors, 10 districts, 31 institutions, 31 principals, and 31 principals. A selection was made from the government institutions in Dehradun, including 11 general secular colleges that are distributed throughout 10 districts. These colleges were chosen to cover a significant portion, around 73%, of the population. In a similar vein, a sample of 20 private institutions, constituting roughly 40% of the overall population, was picked using random sampling. The principals of all 31 colleges were included. The researchers used the simple random sampling method to pick a sample of 405 professors, consisting of 176 individuals from government institutions, representing roughly 38% of the total population, and 229 individuals from private colleges, accounting for approximately 42% of the total population. In a similar manner, the test/questionnaire was presented to a collective of 459 students. Among this group, 230 students, representing 3.48% of the total population, belonged to government institutions, while the remaining 229 students, accounting for 1.54% of the entire population, were affiliated with private institutions.

DATA ANALYSIS

Analysis And Interpretation of The Data

The data, after collection, were tabulated and analysed in accordance with the outline laid down for the purpose at the time of developing the research plan. The term analysis here, refers to the computation of certain measures along with searching for patterns of relationship that exists among data group. The data collected were analysed by applying descriptive method using percentages and averages. First of all, the raw data collected through the questionnaires and official records were processed by applying frequency counts and then tabulated. After which, the average was found out and converted into percentage. Once the data analysing was done, the investigator proceeded to the stage of interpreting the results, and then formulated conclusions and generalizations based on the results. The process of interpretation is stating what the results show. What are their meanings and significance? What is the answer to the original problem? Keeping in view the limitations of the sample

chosen, the tools selected and used in the study, the investigator did a careful, logical, and critical examination of the results obtained and analysed. For the convenience of study, the data analysing was done under three sections basing on the three different sets of tools used, namely: to the principals, teachers, and students.

Analysis based on principals' response

Table 1 General profile of the government colleges under study

Sl. No.	Name of college	Year of estd.	Type of college	No. of teachers	No. of students	No. of non-teaching staffs	NAAC accessed year & grade	Special courses offered
1	FAC	1959	Arts and Science	81	798	93	Grade B 2009	Functional English.
2	DGC	1961	Arts, Com.	50	891	55	Grade B 2015	Hospitality, Tourism
3	KSC	1961	Science Cl-12 and Degree	101	1234	89	Grade A 2011(Autonomous College)	Computer, Mushroom cultivation.
4	KCK	1967	Arts.	46	1314	18	Grade B 2012	Functional English.
5	MTCW	1974	Arts Cl-12 and Degree	21	370	-	NA	-
6	ZGC	1980	Arts	23	376	-	NA	-
7	WGC	1983	Arts	33	458	34	NA	-
8	PGCP	1987	Arts	21	307	15	NA	NA
9	PGC	1982	Arts	29	358	16	NA	Floriculture
10	YCL	1992	Arts	21	217	24	NA	NA
11	SCT	1973	Arts	38	282	20	NA	NA

The chart provided indicates that of the 11 government institutions examined, only four colleges, namely Fazl Ali College Mokokchung, Dimapur Government College, Kohima Science College, and Kohima College Kohima, have received accreditation from the National Assessment and Accreditation Council (NAAC). Fazl Ali institution, which received a Grade B accreditation, was the first government institution to be recognized in 2009. Subsequently, Science College Kohima obtained a Grade A accreditation in 2011. According to the data shown in Table 1, it can be seen that a total of five (5) government colleges provide specialized degrees in areas such as Functional English, Hospitality, Tourism, Computer, and Mushroom Cultivation. According to research findings, it has been observed that two government institutions provide distinct academic programs. Fazl Ali College offers degree programs in both Science and Arts disciplines, whereas Dimapur Government College offers programs in Commerce and Arts. Kohima College Kohima and Kohima Science College have the greatest student enrollment, with 1314 and 1234 students respectively. Conversely, Yingli College

Longleng has the lowest student enrollment among the government institutions in Dehradun, with a total of 217 students.

Among the government institutions, Kohima Science College has the largest number of instructors, with a total of 101. The data indicates that there are a total of 464 teaching staff members employed across 11 colleges. This information implies that the average number of teaching staff per college is 42.18, which may be considered a favorable figure. Simultaneously, the presence of 6605 pupils instructed by 464 instructors indicates a percentage of 0.070 and an average of 14.23 students per teacher. In relation to the workforce and student body, these government institutions provide the assurance of quality.

Table 2 General profile of the private colleges

Name of College	Date and Year of estd.	Streams	No. of teachers	No. of students	Non-Teaching Staff	NAAC Accreditation Grade and Year	Special Courses Offered
PCC	24.08.1974	Arts, Sci, Com, BCA	64	1402	31	Grade A, 2010(Autonomous College)	Music, Carpentry, Applied Electronics, Computer.
TC	14.06.1991	Arts, Com	27	647	13	Grade B, 2013	-
ECC	21.09.1991	Arts, Com	44	1140	10	NO	-
SCHED	02.07.1982	Arts.	16	200	4	NO	Computer Certificate Course.
SMCD	01.06.1994	Arts	28	683	8	Grade B, 2016	-
PWCD	27.05.1991	Arts, Com.	36	1225	14	Grade B, 2016	Computer (Basic)
SDJCD	10.1993	Arts, Com	30	1132	10	Under process	BBA
SC	01.07.2005	Arts	17	332	-	Grade B, 2015	Basic Computer course.
OCK	01.06.1996	Arts, Com.	27	563	78	NO	-
JCC	05.07.1996	Arts	26	1354	15	Grade B, 2017	Computer Diploma course.
MCK	08.09.1998	Arts	31	447	12	Grade B, 2015	-
MOCK	26.07.1992	Arts, Com	28	835	10	Grade B, 2016	-
SJCJ	19.03.1985	Arts, Com, Sc, BBA	62	2743	12	Grade B, 2011	BBA
PCM	14.09.1984	Arts	19	132	6	Under process	-
BBCW	1996	Arts	14	130	12	NO	-
SXCJ	17.05.2005	Arts	11	185	5	Submitted LOI	-
TCT	17.6.1996	Arts	11	192	3	-	-
ACK	01.03.1992	Arts	-	670	8	Grade B, 2016	-
UCD	01.04.2007	Arts, Com	27	718	10	Grade B, 2015	Computer NIIT Career
LMC	1993	Arts	7	97	6	NO	-

According to the data shown in Table 2, out of the total 20 private schools included in the research, 10 institutions have obtained accreditation from the National evaluation and Accreditation Council (NAAC). Additionally, one college has filed a Letter of Intent (LOI), indicating their intention to pursue accreditation, while three colleges are now in the process of undergoing evaluation for accreditation. Patkai Christian College and St. Joseph College provide a diverse range of academic disciplines, including Arts, Science, Commerce, and BCA. Eight (8) Colleges additionally provide specialized courses in disciplines such as Music, Carpentry, Applied Electronics, Computer Science, and Business Administration (BBA). Among the private colleges in Dehradun, St. Joseph's College has the greatest enrolment with a total of 2743 students, whilst Loyem Memorial College, Tuensang has the lowest enrolment with a mere 97 students. The teacher-student ratio at this institution is 0.035, much lower than that of government institutions, which typically have an average of 28.24 students per instructor, double the ratio seen at government colleges. The mean of the teacher's scores is 26.25, whereas the mean of the student's scores is 741.35. It can be seen from the analysis of the chosen institutions that a significant emphasis is placed on specialized courses. When considering skill education beyond computer skills, there is a need for additional competencies, particularly in the domains of information technology and human resource management courses.

Table 3 Feedback and evaluation of teachers by students

Parameters	Government Total=11		Private= 20	
	Response	Percentage	Response	Percentage
College has student feedback on Institutional parameter	Yes	7 63%	14	70%
	No	3 27%	3	15%
	T.S. E	1 9%	2	10%
	N. A	-	1	5%
Students evaluate Teachers' performance. If yes, which inventory: i) Performance developed by UGC	Yes	5 45.45%	13	65%
	No	6 54.54%	2	10%
	T.S. E	-	2	10%
	N. A	-	3	15%
		1 9%	2	10%
ii) Self developed			3	15%
iii) Suggestion Box	3	27.27%	13	65%
iv) Other	Grievances and redressal cells		Combination of i) and ii)	

According to the data shown in Table 3, it can be seen that a majority of principals from government colleges (63%) and private colleges (70%) expressed agreement with the notion that their respective institutions provide opportunities for students to provide feedback on Institutional parameters. In response to the inquiry on whether students are permitted to assess instructors' work, a majority of principals (54.54%) expressed a negative stance, whereas a significant proportion (65%) of administrators from private colleges provided an

affirmative response. Once again, it was found that 65% of principals from private colleges and 27.27% of government principals indicated their use of suggestion boxes as a means to assess the work of instructors. The presence of Grievances and Redressal Cells for assessing teachers' performance at government institutions is supported by actual evidence.

Table 4 Required number of teachers, qualification and workload

Parameters	Government Total=11		Private= 20	
	Response	Percentage	Response	Percentage
College has required number of teachers	Yes	4	14	70%
	No	1	2	10%
	T.S. E	6	4	20%
All teachers have required qualification as per U.G.C norm	Yes	6	5	25%
	No	5	15	75%
	T.S. E			
Average workload of teachers (Hours per week)	5-10	2	-	
	11-15	6	15	75%
	16 & above	2	5	25%
	N. A	1	-	-

Regarding the presence of an adequate number of instructors in colleges, Table 4 reveals that only 36.36% of respondents (principals) from government institutions acknowledged having the requisite number of teachers, while 54.54% indicated having an adequate number to some level. In contrast, a majority of 70% of respondents from private schools expressed agreement with the notion that these institutions had an adequate number of faculty members. The empirical examination of the aforementioned replies indicates that there is a shortage of teaching faculty in government institutions. In relation to the qualifications of instructors, it was found that 54.4% of principals from government institutions and just 25% of principals from private colleges acknowledged that the professors had the necessary qualifications as per the rules set by the University Grants Commission (UGC). The shown image is disheartening, as it reveals that over 75% of private institutions surveyed reported a lack of adequate qualifications among their teaching staff. Furthermore, it is worth noting that even inside government institutions, a significant proportion of principals, namely 45.45%, expressed their concern about the insufficient qualifications of instructors.

Analysis On the Basis of Teachers' Response

In this part, the tabulated replies provided by the teacher responders from the 31 institutions are presented with distinct titles.

Table 5 Teachers perspective towards the profession

Parameter	Government Total=176		Private. Total=229	
	Response	Percentage	Response	Percentage
I enjoy teaching	Yes	162	174	75.98%
	No		1	0.4%
	T.S. E	13	53	23.14%
	N. A	1	1	0.43%
I feel qualified for the profession	Yes	156	185	80.78%
	No		1	0.43%
	T.S. E	18	41	17.90%
	N. A	2	2	0.87%
Confident with the teaching method used	Yes	140	183	79.91%
	No		1	0.43%
	T.S. E	33	44	19.21%
	N. A	3	1	0.43%
Like to continue the profession till retirement	Yes	133	112	48.90%
	No	11	69	30.13%
	T.S. E	30	45	19.65%
	N. A	2	3	1.31%
Feels that teachers are highly respected in Naga society	Yes	71	51	22.27%
	No	19	52	22.70%
	T.S. E	86	101	44.10%
	N. A		11	4.80%
Find teaching as a Boring routine	Yes	17	32	13.97%
	No	101	139	60.69%
	T.S. E	52	56	24.45%
	N. A	6	2	0.87%
Can perform better if not over burdened	Yes	61	109	47.59%
	No	53	60	26.20%
	T.S. E	57	60	26.20%
	N. A	5	4	1.74%
Get enough freedom to make important decision	Yes	90	86	37.55%
	No	25	72	31.44%
	T.S. E	58	69	30.13%
	N. A	3	2	0.87%
Able to freely discuss concerns among staff members	Yes	117	120	52.40%
	No	9	57	24.89%
	T.S. E	49	50	21.83%
	N. A	1	2	0.87%

Table 5 presents data pertaining to the viewpoints of educators towards the field of teaching. The findings indicate that a significant majority of instructors at government college (92%) and private college (75.98%) reported experiencing enjoyment in their teaching roles. Nevertheless, a minority of respondents provided unsatisfactory answers, with 7.38% of individuals from government institutions and 23.14% from private colleges expressing a moderate level of enjoyment towards their chosen job. In relation to the credentials of instructors, it was found that 88.63% of respondents who were teachers in government colleges and 80.78% of those in private colleges indicated a favorable perception of their own adequacy in terms of their qualifications for teaching. In relation to the level of confidence shown by instructors in their chosen teaching methodologies, it was found that 79.54% of

respondents from government colleges and an additional 79.91% of private college professors expressed a favorable reaction. However, a significant proportion of government officials (18.75%) and respondents (19.21%) expressed a moderate level of confidence.

CONCLUSION

The majority of science educators, teachers, and society at large endorse the inclusion of morals, values, ethics, and character education in science curricula. It is clear that the program had a substantial effect on the participants' problem-solving abilities when looking at the overall findings for the development of logico-mathematical intelligence, which is produced by problem-solving skills. The modules helped participants refine their abilities between the pre- and delayed post-tests, and the impact size of the improvement in logico-mathematical skills was considerable (94.1%). Modules had an impact of 90.4% on participants' oral logico-mathematical skills and an effect of 82.9% on their writing logico-mathematical abilities, according to analyses of pre- and delayed post-test scores on both the oral and written forms of the test. Participants' improved ability to solve problems orally, rather than only in writing, was the most noticeable benefit of the courses.

REFERENCES

1. Jral, Reecha &, Kiran. (2023). Ethics and Value Inculcation in Technologically Dominant Educational Scenario: Exploring the Role of Community and Components of Educational Institutions.
2. Saini, Damini & Singh Sengupta, Sunita. (2020). Ethics Courses Teaching Linkage to Quality Management Education. 10.4018/978-1-7998-1017-9.ch012.
3. Kapur, Radhika. (2020). Professional Ethics in Higher Education.
4. Joshi, G. & Bhattacharya, Sanchita. (2018). Skill Development Efforts in Higher Education to Fulfil the Objective of Make in India: Trends and Issues: Employment, Skill and Health. 10.1007/978-981-13-1414-8_5.
5. Sánchez, Lidia & Alfonso-Cendón, Javier & Perez, Hilde & Quintián, Héctor & Corchado, Emilio. (2017). Skills Development of Professional Ethics in Engineering Degrees in the European Higher Education Area. 736-740. 10.1007/978-3-319-47364-2_72.
6. Zheng, Luo & Hui, Song. (2015). Survey of Professional Ethics of Teachers in Institutions of Higher Education: Case Study of an Institution in Central India. Indian Education & Society. 38. 88-99. 10.1080/10611932.2005.11031715.
7. Lee, Jack. (2014). Education hubs and talent development: policymaking and implementation challenges. Higher Education. 68. 807-823. 10.1007/s10734-014-9745-x.
8. Noe, Raymond & Clarke, Alena & Klein, Howard. (2014). Learning in the Twenty-First-Century Workplace. Annual Review of Organizational Psychology and Organizational Behaviour. 1. 245-275. 10.1146/annurev-orgpsych-031413-091321.
9. Stroud, Dean & Fairbrother, Peter & Evans, Claire & Blake, J. (2014). Skill development in the transition to a 'green economy': A 'varieties of capitalism' analysis. The Economic and Labour Relations Review. 25. 10-27. 10.1177/1035304613517457.
10. Healey, Mick & Flint, Abbi & Harrington, Kathy. (2014). Engagement through partnership: students as partners in learning and teaching in higher education.
11. Nair, Suja. (2014). Ethics in Higher Education. 10.4018/978-1-4666-6198-1.ch011.
12. Jackson, Denise. (2014). Employability skill development in work-integrated learning: Barriers and best practice. Studies in Higher Education. 40. 10.1080/03075079.2013.842221.
13. Gonzalez, Maria Angela & Kasim, Nur & Naimie, Zahra. (2013). Soft skills and dental education. European journal of dental education: official journal of the Association for Dental Education in Europe. 17. 73-82. 10.1111/eje.12017.
14. Bashir, Nadeem & Jehanzeb, Khawaja. (2013). Training and Development Program and Its Benefits to Employee and Organization: A Conceptual Study. European Journal of Business and Management. 5. 243-252.
15. Hidalgo, Luis & Arjona-Fuentes, Juan. (2013). The Development of Basic Competencies for Sustainability in Higher Education: An Educational Model. 3. 447-458. 10.17265/2161-6248/2013.06B.004.

Corresponding Author

Natasha Pallavi*

Research Scholar, Sai Nath University, Ranchi, Jharkhand

Email: head.knowledgebank@gmail.com