

Various Components and the present Scenario of Skill Development

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. Formal and informal channels of information dissemination have both been used by educational institutions. 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. Higher education students who participate in skill development programs get insight into themselves while also gaining practical knowledge, increasing their productivity, and realizing their full potential. Undergraduate students who were previously aimlessly pursuing higher education now have an alternate schooling option because to the social logic of these programs. But for skill development programs to be accessible, equitable, informative, and engaging for undergraduates—who "...have miles to go before they sleep"—and to be meaningful and effective in light of the changing global scenario, careful planning is essential.

Keywords - Higher education, student, skill, skill development and science

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INTRODUCTION

Since the 19th century, there have been fast breakthroughs in science and technology. More recently, globalisation is having a profound influence on society, as well as on scientific education and the methods used to teach science. Prior to the nineteenth century, the practises of science were centred on moral and religious ideals, in addition to an awareness of the philosophical and metaphysical parts of scientific education. During that historical period, scientific practises were not only supported by society's activities but also supported by those activities. The upside was that it made it possible for science to function in a way that affected the moral and spiritual development of individuals, in addition to encouraging higher ideals and morals. This was a good aspect. On the other hand, in contrast to that system, the current system does not provide a great deal of support for scientific practises and is seen as having greatly degraded.

It was suggested that the ideology that is now practised in science is powerfully operating against the individual's inner blossoming and fulfilling of their moral and spiritual potential. An opposing ideology might prevent a person from enjoying the truth as well as the kindness and beauty that life has to offer. As a result, it is unable to supply the correct direction and

basis for a healthy mind in a sound body that respects morals and values; they were supplied by society, religion, and traditional cultural values and moralities throughout history.

Education in the scientific method has been centred on how people and society may benefit from it for more than three hundred fifty years. Over the course of the last four or five decades, there has been a sea shift in the way science is taught in schools and how scientists do their research. Significant efforts have been made during the 1980s and 1990s to identify social and higher order thinking abilities linked with science and technology literacy. These skills have the potential to serve as a foundation for the development of a living curriculum. The lived curriculum may assist students in coping with changes that influence human welfare and may also help students develop their morals, values, and ethical principles.

Despite the many school innovations and extensive research that has been conducted over the course of the previous several decades, science instructors are now confronted with huge obstacles. The most significant and concerning obstacle is the worrying decline in students' motivation and enthusiasm in the sciences, particularly in the sciences that enable other disciplines. In secondary schools throughout

the country, students' interest in disciplines that fall under the STEM (science, technology, engineering, and mathematics) umbrella has drastically declined in recent years. At the same time, the fast growth of technology and the increased complications in social life that come with living in a globalised society may make it more challenging to place an emphasis on morals, values, and ethics and to communicate these ideas in a way

LITERATURE REVIEW

Davim, J. (2015) Professors, researchers, and students at academic institutions are all very interested in the burgeoning field of support in higher education. Discussions on information sharing across many areas of sustainability in higher education are provided by Sustainability in Higher Education. Authors who have offered case studies on different aspects of education for sustainability have contributed chapters to this book. • Put sustainability first Explores a range of educational elements from a sustainable viewpoint. Presents research on facets of higher education.

Zheng, Luo & Hui, Song (2015) The educational standards of a school are directly influenced by the professional ethical standards among instructors; these standards are a crucial part of education. This article examines how society assesses those ethics and the factors influencing them, including the formats and standards for teacher-student interaction, the academic expertise of teachers, and the individual charisma [meili] of teachers, in order to shed light on the current situation regarding the professional ethics of teachers in institutions of higher education.

Nair, Suja (2014) Higher education institutions can do a lot to help the younger generation be ready for a bright future. They need to inculcate strong ethical ideals and practises within the student community in addition to providing a superior education. This chapter's discussion of education's many elements and the function of ethics in higher education is its main goal. Through a survey of the literature, an effort has been made to emphasise and highlight the viewpoint on the significance of ethics in higher education. Additionally, small primary research was carried out with faculty members from a few Indian colleges serving as responders. A survey on "Ethics in Higher Education" was given to the respondents to ascertain the relationship between theory and practise.

Nuralieva, Nargiza & T.S., Sanjayan (2023) Education is one of the most important factors for any nation's efforts to achieve economic growth and overall national development. The hallmark of a nation's progress is its capacity to maintain its educational and moral standards across time. What is going on in the nation's classrooms right now is the best indicator we have of where the country is headed in the future. In today's interconnected economy, the knowledge, skills, and capabilities of a nation's people are the most important factors in determining that

nation's level of success. It should come as no surprise that countries with higher levels of education often experience better levels of economic development. Because they allow instructors and administrators to concentrate on their primary responsibility of providing excellent teaching and learning, the support and resources that a system gives to colleges and universities play an essential role in the performance of these institutions. The purpose of the system should be to guarantee that the results for students are equitable. This is an equally vital goal for the system.

Kuusisto, Elina & Groot (2023) Universities all across the globe are starting to push back against the prevalent neoliberal ideology by refocusing their emphasis on the moral development of their students and on encouraging them to pursue meaningful life goals. This research used a combination of qualitative and quantitative approaches to analyse the life goals of students attending higher education institutions in the Netherlands (nDutch = 663) and Finland (nFinnish = 846). On the basis of quantitative research, we were able to determine four different purpose profiles: purposeful, self-oriented, dreamer, and disengaged. According to the findings of qualitative research, the desire of students to contribute to the creation of a better society was not especially prominent. A research university in the Netherlands that adheres to a certain worldview and value basis and places an emphasis on moral education stood out as an institution with data that revealed an exception. Our findings lead us to the conclusion that educational institutions such as colleges need to devote a greater number of resources to the training of young professionals whose life goals extend beyond the pursuit of their own material interests and who are ready, willing, and able to tackle critical issues facing society and the world. Professionals working in the fields of technology and economics specifically fall into this category.

SKILLS DEVELOPMENT EMPHASIZING

It was discovered that the standard deviation was 2.25, with the mean being 24.83%, the coefficient of variance being 22.66%, and the proportion of students who improved being 73.33. This information was obtained in accordance with the instructional situation of the Faculty of Education at SSRU. This would be the outcome of the typical instructional approach chosen by the instructor, which may include lecturing, demonstration, exemplification, answering certain queries, and offering some practises with an emphasis on passing on information gained from books rather than putting an emphasis on the students' own opportunities for self-development based on their ability.

The use of abstract media for explaining and holding activities enabling students to think or solve the issues for growing their skills and process was

relatively low, and there was also a lack of learning from daily occurrences or difficulties of students. This was visible, and it could be observed that the use of abstract media for explaining and holding activities allowed students to think or solve the problems for improving their skills and process. Therefore, the learning management approach was not in line with the realities of the situation, which resulted in pupils not seeing any value in the study of mathematics.

Because of this, they do not pay sufficient attention to their mathematical education, which results in a level of academic accomplishment that is lower than that established by the school. According to the results of a questionnaire that was given to students, it was found that most students had a negative attitude towards studying mathematics, and many students saw mathematics as a challenging topic. Therefore, it is the role of teachers to search out techniques or strategies to manage mathematics education to have the maximum degree of efficiency and make it as the fundamental skills for lifetime learning. Improving the effectiveness of instruction to make it more efficient is the responsibility of teachers.

It is generally agreed that research is the most significant instrument for bringing about educational transformation. Another guideline that may be used by educators and administrators to reform learning in schools is the utilisation of research processes and research outcomes, particularly the reformation of learning based on research processes. The National Education Act B.E. 2542, which is the parent law of Thai education, places a strong emphasis on research and establishes several sections indicating that research is the process that is conducted along with learning process and work process of persons related to education leading to Knowledge-Based-Society, i.e. Section 24 (5) indicated that research should be able to be used as part of the learning process helping to practise thinking process, management, and reasoning in problem s In addition, Section 30 stipulates that teachers are required to do research in order to come up with appropriate lesson plans.

IMPORTANCE OF SKILL DEVELOPMENT IN SCHOOL EDUCATION 2022

A student's formative years are spent mostly becoming knowledgeable via the reading of books at educational institutions such as schools and colleges. And despite the fact that these students are able to develop their personalities as a result of this information, they are not equipped with the practical skills that would give them an advantage in the job market. Ninety percent of available jobs need some kind of specialised training or experience for applicants. However, the youth's inability to acquire the necessary skills makes it impossible for them to get the job of their dreams.

There is a higher need for people with specialised skills in today's economy. Therefore, it is very crucial

that the pedagogy places an emphasis on the students' ability to build skills that will help them prepare for their future jobs. Let's make an effort to comprehend why acquiring new skills is an essential component of the education provided at international schools and high schools, as well as how it benefits pupils.

IMPORTANCE OF SKILL DEVELOPMENT

Because the growth of our economy is dependent upon our students, it is critical to provide them with training that focuses on developing their skills. Developing skills in school is crucial for the following reasons:

- The process of skill development encourages pupils to think about things other than their grades. It assists students in tapping into their strengths, developing skills that are applicable in real-world situations, and preparing themselves to be successful in the vocations of their choosing.
- Increased employability and increased earnings potential for young people are both benefits of skill-based education. In addition to this, it helps a nation's economy and contributes to the expansion of its financial sector.
- Students are better able to acquire methods for problem-solving and approaches for successful communication when they participate in skill-based learning.
- Students enhance their potential for leadership by becoming more selfless and compassionate via the process of learning and skill development. They gain the ability to organise and motivate their teams by putting their abilities to use, which in turn helps them develop attributes of leadership in themselves.
- As a result of its emphasis on the examination and application of information to real-life issues, skill-based learning also assists students in the development of creative thinking, critical thinking, and analytical thinking.

IMPORTANCE OF SKILL DEVELOPMENT CURRICULUM IN SCHOOL

At the school level, the development of pupils' skills contributes to the construction of a solid foundation. It is beneficial to the development of self-esteem, confidence, and leadership abilities. It fosters abilities in problem-solving and teamwork at the same time. Students are encouraged to make long-

term plans and become more autonomous thinkers as a result of this activity. Given that the primary focus of schools in India is on academics, the incorporation of skill development within the curriculum is very necessary. Students are given the opportunity to investigate and learn about topics not covered in their textbooks. They are also given the opportunity to think for themselves and make decisions at a younger age as a result of this independence.

Students develop characteristics such as teamwork, inventiveness, inquisitiveness, trustworthiness, assertiveness, and compassion as a result of this activity. All of this works together to build a strong foundation that will serve as the basis for future academic and career success. When it comes to preparing pupils for the stresses and expectations of today's complex world, education and the development of their skills go hand in hand. Students profit in the following ways from the development of their skills:

- It instills a sense of self-assurance in them, which allows them to engage in joint endeavours.
- It teaches kids to accept responsibility for the consequences of their actions.
- Students gain the ability to think critically and independently, as well as an understanding of how the choices they make may have consequences for themselves and others.
- They acquire the skills necessary to handle problems and predicaments on their own.
- Students in high school who work on developing their skills will be better prepared to deal with difficult circumstances in the world after graduation.

SKILL DEVELOPMENT IN HIGHER EDUCATION

Today, a significant portion of the working-age population is jobless, and a significant portion of this group is comprised of highly educated young people who are unable to find employment due to a lack of skills, as well as talented persons who lack eligibility due to a lack of knowledge. And as a result, there is an absolute need for skill-based learning to be included in higher education in order to assist students in receiving vocational training in addition to academic training in order to boost their prospects of obtaining better work and having a successful career. As a result of increasing need, universities are beginning to take into consideration including vocational education as part of more traditional degree programmes. Students

will benefit from this in a variety of ways, as they will be given different opportunity to gain skills that are specific to certain occupations in addition to a general education.

In addition to the standard academic tracks, such as science, arts, business, medicine, engineering, etc., this will make it easier for students to seek graduation in a wide range of professional fields. Students will have the opportunity to choose a profession of their interest and pursue a successful career in that field. In addition, as a result of the skill development programmes, students will have the opportunity to participate in hands-on training that will enhance their employability and improve their prospects of finding work.

SKILL DEVELOPMENT PROGRAM: HOW THEY HELP THE YOUTH?

The government of India is working on a number of initiatives to boost job prospects for young people by fostering the development of a wider range of skills. These programmes not only provide the necessary vocational training to increase career chances, but they also assist in the development of personalities, the enhancement of work competence, as well as the improvement of communication skills, time management skills, and negotiating skills.

The adolescents also get assistance in identifying their interests and abilities when they participate in skill development programmes. They are better able to build flexibility, dependability, productivity, and efficiency as a result of it. All of this contributes to increasing their chances of having successful professions and expanding the options available to them in those occupations.

SKILL DEVELOPMENT IN INDIA

Skill India is the name given to a programme that was initiated by the government of India in the year 2015. It was intended to educate 40 billion Indians in a range of trades and industries. To achieve this aim by the year 2022, it is intended to provide programmes and educational opportunities for young people.

The following are some of the advantages of taking this step:

- An increase in the minimum wage, the number of available employments, and the overall quality of life for young people.

- Growth throughout all areas of the economy, with each sector having about the same amount of expansion.
- People entering the workforce who have received training, which will result in improved and more rapid outcomes and provide a boost to the Indian economy.

As part of this project, a variety of programmes, including those focusing on management and development, entrepreneurial development, skill development, the promotion of small businesses, cluster development, loan schemes, and other similar topics, are made available to participants.

HIGHER EDUCATION AND SKILL DEVELOPMENT

The fact that India has a comparatively youthful population as compared to both its peers and its neighbours is one of the country's greatest strengths. 65 percent of India's population is under the age of 30, and of that age group, around 83 percent can read and write. Around 28 million young people are added to India's labour force on an annual basis. There is no question that India is fortunate to have demographic dividends; nevertheless, there is another side to the coin, and that is the fact that India is battling with a high unemployment rate, which is expected to reach 7.75% in October 2021. The primary sector is not able to absorb the labour that is moving into the secondary and tertiary sectors, which are unable to absorb the workforce that is moving out of the secondary sector into the primary sector, seasonal unemployment, regional imbalances, and other factors are all contributing factors.

But the largest issue that is preventing young people in India from finding work is their lack of employability, which can be defined as their inability to do specific kinds of occupations that need more advanced skill sets. The employability of young people in India is just 45.9%, according to India's skill report (whose study is this?). According to the findings of a poll that was carried out by Times Higher Education and a French consulting firm called Emerging, India would hold the 15th position in terms of employability in the year 2020. According to another survey by ASSOCHAM, just 20% of the 5 million students who graduate each year in India end up finding employment in the country. Based on the data shown above, we can draw the conclusion that a lack of skills is the primary factor preventing young people in India from gaining employment even after they have completed higher levels of school. We see that there is a lack of talent among young people, and there is also a huge gap between the skills demanded by business and the skills that our higher education institutions can supply to the students in their programmes.

The quality of a student's higher education is directly proportional to the degree to which they can acquire marketable talents that are both useful and relevant

throughout their studies. It is imperative that we acknowledge the fact that the capabilities possessed by a country's workforce not only assist individuals in obtaining employment but also have a significant bearing on the socioeconomic growth of the nation.

India requires an education system that is of high quality, inexpensive, adaptable to the demands of the student as well as the needs of business, relevant, and responsive to the needs of Indian economy and the society in order to unleash the full potential of its demographic dividend. The primary goal of any skill development programme carried out on a national scale is to equip and empower young people to secure and maintain a living for the rest of their lives. It is necessary for educational institutions and the government to go beyond the conventional technique of educating students and adopt a more practical pedagogy by accepting frequent input from students as well as from the industry. In order to accomplish this goal, it is necessary to look beyond the traditional approach of educating students. We also need to look at combining the development of skills with the growth of entrepreneurship in the country. This should not just cater to a few metropolitan hubs but expand into rural regions of the country and act both as centre for skill development and as incubators for start-up businesses.

In addition, the development of skills becomes particularly crucial in a nation like India since only around 12% of the population enrolls in higher education, and the other 88% of the population is unable to get access to chances of this kind for a variety of reasons. When looking at the growth that is predicted to occur in the economy both now and in the future, more than 75 percent of the new employment opportunities will be entirely skill-based. Therefore, in order to educate this neglected group and to fulfil the requirement for a skilled labour force, a certain skill set has to be instilled in them. In addition, this skill set should be easily available, and students should be able to study at their own speed. Even though India has the biggest higher education system in the world when measured by the number of institutions and the second greatest when measured by the number of students, there is a significant disparity between the country's demand for and provision of higher education. These organisations alone are not sufficient to fill this need; hence, the role of the government has become very vital. Up to this point, 10 million individuals have benefited from the several skill development programmes that the government has offered, and the goal is to grow the total capacity of all of the skill development programmes to 500 million people.

In 2009, the government came up with the idea for the national skill development strategy, which aimed to make it easier for people from all parts of the country to acquire new skills and expand their existing knowledge bases. A new institutional framework for the development of skills was established as a result of this strategy. Composed of

the Prime Minister's National Council on Skill Development, the National Skill Development Coordination Board, the National Skill Development Corporation (NSDC), and the National Council for Vocational Training, this framework was brought into existence. In addition, the strategy included a provision for the establishment of a distinct institutional framework that would be responsible for the planning, implementation, and oversight of skill development programmes tailored to certain industries and sectors.

The government of India has launched a number of programmes to advance the country's skilled labour force. In 2014, the government of India made the decision to establish a distinct Ministry of Skill Development and Entrepreneurship with the goal of encouraging entrepreneurialism and the development of skills throughout the whole country, particularly among young people living in rural areas. The Union Budget for 2016–2017 included nine key areas of concentration for future growth, one of which was the promotion of higher education, which included investments in education, training, and job creation. In 2014, the government also enacted a bill known as the "Apprentices Bill." This law stipulates that each sector that has the discretion to employ apprentices must have between 2.5 and 10% of its workforce comprised of apprentices. The Ministry of Human Resource Development pushed for the implementation of vocational education beginning in class IX and continuing forward.

The National Skill Development Corporation (NSDC), a public-private partnership organisation that was established in 2009, with the goal of establishing 5,000 skill development centres and 1,500 new industrial training institutes all throughout India. The National Skills Qualifications Framework (NSQF) was developed the next year in 2013. In accordance with this framework, the credentials were arranged in a hierarchy that took into account the learner's prior knowledge, skills, and abilities. According to the NSQF, the skills are ranked from level 1 to level 10, with level 1 being for unskilled labourers, levels 2-3 for semi-skilled labourers, level 4 for skilled labourers, level 5 for supervisors, level 6 for supervisors' supervisors, level 7 for first-level management, levels 8-9 for mid-level management, and so on. In addition to it, the National Occupational Standards were developed. These standards serve as a reference point for education and skill training programmes, as well as assessment criteria that are tailored to the particular needs of each job.

Scheme of Community College: Community colleges give local students with access to low-cost, high-quality education; in addition, they provide both conventional skill development and coursework as well as the chance to either enter the workforce or continue their education at a higher level. Community colleges are adaptable institutions that encourage continued education throughout one's life. The Community College requires students to have a 10+2 education in

order to register, and it provides a stipend of Rs 1000 each month.

B.Voc Degree Programme: The University Grants Commission (UGC) has introduced a plan for skills development-based higher education as an integral component of university education. This plan results in a Bachelor of Vocational Studies degree and offers numerous exits, including a Diploma and an Advanced Diploma accredited by the National Skills Qualifications Framework (NSQF). As part of a degree programme at the university level that culminates in the awarding of a Bachelor of Vocational Studies diploma, the UGC has also included a plan on skill development oriented higher education. 10 and 2 are required for entry into any of the B.Voc programmes.

CONCLUSION

Students may enhance their understanding of skill training via the use of real-world activities that complement their studies. Therefore, to make sure that students get better training and build their marketable abilities, it is suggested that classroom activities be included in the course curriculum. Colleges and universities can also establish marketable skill clubs where students may voluntarily enroll in skill development programs taught by experts in the field. This would facilitate communication between academic institutions and businesses, which is crucial for keeping up with market changes and making timely adjustments. Applicants who are up-to-date on industry trends and can adjust to new demands are in high demand by employers. A deeper relationship between academics and business may be fostered via the establishment of such clubs and organizations at universities.

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Corresponding Author

Natasha Pallavi*

Research Scholar, Sai Nath University, Ranchi, Jharkhand

Email: head.knowledgebank@gmail.com