



## **EQUITY & QUALITY IN HIGHER EDUCATION: IN PERSPECTIVE OF NEW EDUCATION POLICY 2016 INTEGRATING SKILL DEVELOPMENT IN HIGHER EDUCATION**

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### **Abstract**

*The mission of higher education is to serve the society through its work of research, courses of study and training. New National Policy 2016 on higher education is focusing on to make a key contribution to opening up and highlighting new paths to a better future for society. The individual skills and knowledge are the driving forces of economic growth and social development for any country. Skills development and vocational training enhances a Nation's competitiveness in the global economy. India has the world's third largest education system and more than 50% of India's population is below the age of 25 years, so it is necessary to focus on youth of the country. Skills can be divided in to hard skills and soft skills. There are skills like critical thinking, problem solving, research skills, communication skills, presenting, ICT, literacy media, internet literacy and technical skills.*

**Keywords:-** *Vocational training, global economy, soft skills, internet literacy, technical skills*



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### **Integrating Skill Development in Higher Education**

#### **• Introduction:**

The mission of higher education is to serve the society through its work of research, courses of study and training. New National policy 2016 on higher education is focusing on to make a key contribution to opening up and highlighting new paths to a better future for society and the individual. The ministry of skill development has set up the "Skill India" agenda in a mission mode and proposes to launch the National skill Development Mission across India.

#### **• Present scenario of skill development:**

India has largest youth population in the world. And India currently faces severe shortage of well trained, skilled workers. According to Ministry of Skill development and entrepreneurship, only 2.3% of the workforce in India has undergone formal skill training, where as 96% of workforce in South Korea, 80% in Japan, 52% in USA has acquired formal

skill training. Therefore India must focus on upgrading skill training mechanism as skills and knowledge are the driving forces for economic growth and social development of the country. The link between planned skill development and economic growth of a country is very well illustrated by South Korea. In 1960s and 1970s South Korea planned and implemented skill development programmes as per necessities. This resulted in rapid development of South Korea from medieval country in 1960s to knowledge based economy in 1990s. India, being a very large country, needs to focus on all fronts of skill development. We need to develop 20<sup>th</sup> century skills and 21<sup>st</sup> century skills as well. Only 20% graduates are found employable by the industry and this is more in professional education like medical, teacher training and Engineering. Reports and surveys indicate that students qualifying from higher education institutes lack skills required by the industry. To bridge the gap, tie up with industries is necessary to help design curriculums in line with their requirements.

- **Objectives:**

1. To improve overall quality of instructions at training institutions across the country.
2. To meet trainer's training requirement in each sector and geographical region across India.

- **Skill Development in Higher Education:**

With reference to integrating skill development in higher education different views and options are required to be handled. If higher education institutions focus too much on job focused skills, there is risk that graduating student's jobs depend too much on continued success of particular Industry. Graduates trained with widely applicable baseline skills will allow them to enter in any industry and gain success through hard work and continuous learning.

- **Types of skills:**

In this context skills can be divided in to hard skills and soft skills.

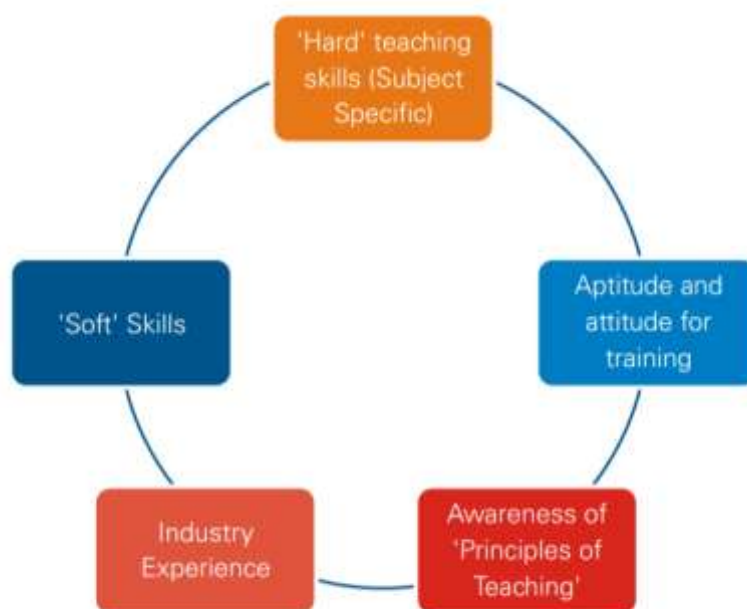
1. When student take education in specialized institution, his goal is to have direct employment. However the fast changing knowledge economy shows that people may lose their jobs from one day to next even with highly specialized skills.

So if Institutions want to develop successful graduates there should be skill developing programs that encourage skills required to succeed. This will help them finding future employment. The best thing higher education institutions can do for their average students is to allow them to generate as many skills techniques as possible, both academic and personal. Skills related to designing, manufacturing medical skills etc. can be taken care of by

specialized institutions like Engineering, medical, education training institutions, teacher training colleges etc.

2. There are wide range of 21<sup>st</sup> century soft skills like critical thinking, problem solving, reasoning, analysis, interpretation, research skills and practices, Creativity, curiosity, imagination, innovation, personal expression, Perseverance, self-direction, planning, self-discipline, adaptability, initiative, oral and written communication, public speaking and presenting, listening, Leadership, teamwork, collaboration, cooperation, facility in using virtual workspaces, civic, ethical and social justice literacy. Higher education institutions imparting these skills will invariably end up having cross-disciplinary courses. So it will necessitate flexible approach towards syllabus and require academic autonomy. Centralized university system may not cope up with academic curriculum development, implementation and skill imparting. Imparting skill development programmes in higher education may depend entirely on government subsidies or by private financing by students themselves. This will ofcourse increasethe cost of education and question will arise who should bear the cost of skill development.

### **Skills required to develop among students**



- **Teacher Education and training:**

Teacher education institutes should give additional training in pedagogy and in methodology. Trainers should be trained in communication skills, inter-personal skills and IT skills. Institutions should improve overall quality of instructions. Teacher should be more

intentional about teaching cross-disciplinary skills in subject-area courses to fulfill "*Skill India logo*".

- **Conclusion:**

Education is the key to human resource development and a tool for economic growth of the country. But without a support skill for employment or vocational work, the appropriate utility of education cannot be done. The focus needs to shift to skill inclusive curriculum for better future of the youth.

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