

“Importance Of Job Oriented Skillbased Education For Bridging The Skill Gap: An Exploratory Study”

Pallavi Tomar Mishra¹, Prof. (Dr.) Sudhinder Singh Chowhan^{2*}

1 – Research Scholar, Nims Institute of Management, Nims University Rajasthan, Jaipur INDIA
pallavi.abhishek.mishra@gmail.com

2 – Research Supervisor, Nims Institute of Management, Nims University Rajasthan, Jaipur INDIA

*Corresponding Author: sudhichowhan@yahoo.com

Abstract

In today's world skill based education is the prime requirement in higher education (Professional & Technical) because it will give career growth and improve employability. Skill gap is the gap between what an organization or an employer required and what employee skill of employee, which is available for accessible. Even with the best efforts, many organizations are searching comprehensive solution to bridge the skill gap. A survey was discussed bases on start-ups, 70% of skilled employee with the precise skill required as well as new employees hired in local markets possess required skill-sets.

Introduction

In higher education system, the current curriculum which is been taught in classes, needs to update to meet the requirement for awareness to improve technologies and industrial skill interference. This change or modified curriculum will improve in access the quality skill and will help to boost the competence and efficiency.

Whereas with different prospective it was discussed and concluded that apart from the skill job there is a requirement of non-skilled job also, skilled education that includes specific knowledge may be limited to the subject specialization whereas non skilled education required overall and detailed knowledge. Both required technology and techniques to improve the scenario and prepare the candidates to fit for the specific job which may face the real world and working environment. This can be done only after gaining required practical and experience based learning and training in higher education (Professional, Non-professional and technical courses. Practical and experience based training will give more realistic, functional and that will leads to learning the technological eco system and will act as a bridging the skill gap.

Various types of education present in India like

- a. **Formal education:** This type of education is provided in a structured environment by a certified teacher of the subject where there are multiple students sit together, learned together in a class room.
- b. **Preschool Education:** It consist of the students belonging to age 3 to 7 years, that too vary country to country and which also known as nursery school, kindergarten etc.
- c. **Primary Education:** In primary education there are the students of 5-7 years old. Schools who are providing primary education is known as elementary school also, which can further be divided in two categories i.e. infant school and junior school. In India national curriculum framework is being provided to all students which are framed by NCERT.
- d. **Secondary Education:** Secondary Education is the formal education which is provided to the young or teenagers. Different countries have different norms and system. In India the school for age group from 13-19 may be called as the secondary school or high school etc. Secondary education occurs mainly during the teenage years. The main aim to provide secondary education to teenagers is to provide them proper knowledge and to prepare them for higher education or they can also be trained to go directly in profession.

- e. **Tertiary Education (Advance Education):** Advanced education is otherwise called tertiary instruction and it is likewise not obligatory training. Higher education involves degrees, diplomas, professional certification courses etc. College and universities provide higher education.
- f. **Vocational Education:** vocational education direct and practical training for a specific trade or craft is being provided to students. There are various forms of vocational education like apprenticeship or internship as well as there are so many institutions who are providing the vocational education in the courses like carpentry, agricultures, and engineering etc.
- g. **Special Education:** The specialized curriculum in early occasions was accessible just for incapacitated individuals. Kids having incapacities were denied to take instruction by doctors or unique mentors.
- h. **Alternative Education:** Alternative education was developed after the failure of traditional education. Many other approaches of education system like self-learning, home schooling and un-schooling also emerged.
- i. **Indigenous Education:** Indigenous learning enable communities to “reclaim and revalue their languages and culture, and in so doing, improve the educational success of indigenous students”.
- j. **Informal Education / Self Directed Learning (Distance / Correspondence Education) / Open Education:** modern use of electronic educational technology has grown up 14 times faster. It is very efficient and result oriented. Cost of education was an issue in history as well as political issues all these types of educations are being provided by different Educational Institutes.

Significance and scope of research gap for skill gap:

1. Community
2. Government Bodies Students
3. Teacher / Faculty
4. Students
5. Institutional owners
6. Education sector

**Some important way to improve job oriented skill based education (Technical & Professional) for bridging the skill gap.**

1. Job oriented education; Access and Competition
2. Industry interference programme; MOU's with different industries & organizations
3. SWOT analysis of career growth; Evolving and exposure the career opportunities
4. To understand relationship with real world exposure
5. Using of updated technologies; Training tools for skill building

Anova Test on Factor -Education Practising

		Sum of Squares	df	Mean Square	F	Sig.
Infrastructure-Location of Institutes	Between Groups	83.292	4	20.823	13.685	.000
	Within Groups	570.589	375	1.522		
	Total	653.882	379			
Faculty- experienced	Between Groups	102.822	4	25.705	30.087	.000
	Within Groups	320.386	375	.854		
	Total	423.208	379			
Faculty-Qualified	Between Groups	51.312	4	12.828	15.001	.000
	Within Groups	320.675	375	.855		
	Total	371.987	379			
Faculty- Proper subject Knowledge	Between Groups	103.419	4	25.855	28.793	.000
	Within Groups	336.736	375	.898		
	Total	440.155	379			
Faculty-Bonding with students	Between Groups	35.966	4	8.991	7.518	.000
	Within Groups	448.505	375	1.196		
	Total	484.471	379			
Placements-Provide students with job in good companies	Between Groups	68.000	4	17.000	19.396	.000
	Within Groups	328.682	375	.876		
	Total	396.682	379			
Placements-Invite good companies of placements	Between Groups	6223.904	4	1555.976	27.914	.000
	Within Groups	20903.093	375	55.742		
	Total	27126.997	379			
Placements-Placements ratio	Between Groups	24.871	4	6.218	8.081	.000
	Within Groups	288.526	375	.769		
	Total	313.397	379			
Placements-career counselling and guidance	Between Groups	51.408	4	12.852	15.175	.000
	Within Groups	317.589	375	.847		
	Total	368.997	379			

Interpretation: with reference to the above table all the factors are having less than .05 significant values which is less than alpha, we can reject null hypothesis and accept alternative hypothesis.

Job oriented education; Access and Competition:

In view of enhance job oriented skill based education in higher education, institute should include knowledge and practical base programme in their curriculum by finding opportunities to introduce skill based and realistic knowledge experience sharing by implant new skill techniques. Educational institutes should measure existing capability and drive the required needs.

Industry interference programme; MOU's with different industries & organizations: Higher education institute should build partnerships and interference program with Multi-National Companies, Educational Institutes, skill assessment organizations and industries to reform better learning policy and strategy. All higher education institutes should analysis demand and supply the job oriented skill based education for bridging the skill gap. To find the correct partners from industry / academia / government organization/ Agencies and public organization, is very judiciously because of

the involvement and participation of understanding will move to create planning and strategies for bridging the skill gap.

To understand relationship with real world exposure: In view of bridging the skill gap higher education institutes should use the updated technologies so that students may learn how to compete the global world.

According to the National centre for education statistics, there are 19 million employees between the age group of 25 and 35 neither who have not completed degree nor having any skilled certificate which may help for further help in better employability. Institutes can more focus on mind and leveraging technology to create a flexible educational experience.

Using of updated technologies; Training tools for skill building: Smart technologies will help students and faculties to build training oriented assessments and knowledge building process. Everywhere employers, educators, academicians, policymakers are training in charges and students required attention the tracking the skills gap. According to the study on education and the workforce at Georgetown University, there will be 165 million jobs in the economy by 2020, and 65% of those positions will require some from post-secondary education.

Improving the affordability is another face to increase the access due to high cost and inequality of opportunity that threatens ability to compete the required skills.

SWOT analysis of career growth; Evolving and exposure the career opportunities: Higher education institutes and colleges should strive to provide opportunities for the better path for their career growth. Despite of regular curriculum, traditional liberal arts core curriculum may be discussed, as many employers consider developing the critical and strategic skilled thinking. Many institutes and vocational colleges, schools. All higher education institutions strive to provide quality education and placement opportunities to the students. Many of vocational programmes which required industrial academic coloration and attention towards practical exposure and skill labour training will be the prime requirement for upcoming job opening challenges.

The existing skill gap indicates that the course curricula should be updated with providing enough opportunities the provision for student training etc.

References

- Meghe B. Business Schools in India and student Expectations. International research journal. 2010, Jun 1(9) : (pp38-40).
- Sachdeva JK. Impact of world's economic recession on India's growth perspective—theories and facts. Journal of Global Economy. 2009;5(3):(pp225-38).
- Sharma R. Teachers on the move: international migration of school teachers from India. Journal of Studies in International Education. 2013, Jul;17(3):(pp262-83).
- Shin JC, Harman G. New challenges for higher education: Global and Asia-Pacific perspectives. Asia Pacific Education Review. 2009, Mar 1;10(1):(pp1-3).
- Stephens JC, Hernandez ME, Román M, Graham AC, Scholz RW. Higher education as a change agent for sustainability in different cultures and contexts. International Journal of Sustainability in Higher Education. 2008, Jul 11;9(3):(pp317-38).
- Tilak JB. Higher education and development. In International Handbook of Educational Research in the Asia-Pacific Region ,2003 (pp. 809-826).
- Tilak JB. Policy crisis in higher education: Reform or deform?. Social Scientist. 2010, Sep 1;38(9/12):(pp61-90).
- Ujitani E, Volet S. Socio-emotional challenges in international education: Insight into reciprocal understanding and intercultural relational development. Journal of Research in International Education. 2008 ,Dec;7(3):(pp279-303).

- Zusman A. Challenges facing higher education in the twenty-first century. American higher education in the twenty-first century: Social, political, and economic challenges. 2005 ;(pp.115-60).
- Turner SE. The impact of the financial crisis on faculty labor markets. InHow the financial crisis and Great Recession affected higher education, University of Chicago Press: 2013, Jul 15 (pp. 175-207).
- Varghese, N.V; “The impact of the economic crisis in higher education in Korea’. In: (Ed.) Impact of the economic crisis on higher education in East Asia: Country experiences. Paris: International Institute for Educational Planning (IIEP) ; UNESCO 2001: (pp.81–102).
- Zlatkin-Troitschanskaia O, Shavelson RJ, Kuhn C. The international state of research on measurement of competency in higher education. Studies in Higher Education. 2015, Mar 16;40(3):(pp393-411).