



A STUDY ON STUDENTS PERCEPTION TOWARDS SKILL DEVELOPMENT COMPONENTS IN HIGHER EDUCATION

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ABSTRACT

The major issue faced in industries and academics in employability and skill. The colleges provide various lectures, workshops, seminars, conference, etc and still the industries are lacking skilled employees. The most critical dimension related to employability is recognition of skill and value accorded to it by the industry. The industries often face the situation of lack of skilled workforce both in quality and quantity which has created the company to have their model sources and developed requires skills. This is mainly because the skills acquired by the students are not meeting the requirements of the company. It was generally found that although skill development is included as a part of the curriculum, industry found it difficult as they were not properly supplied.

The study is done to find out the student's perception towards the requirement of skill development programmes such as tutorship, paper presentation, workshops, internship, etc in academics and its importance in industries employment.

The objective of the study is:

- *To study the current skill development component in higher education.*
- *To study the students' perception towards the skill development components in higher education and its importance.*

Therefore the research was conducted to study the aspiration of youth and importance of developing relevant skills and capabilities. It is based on both primary data and secondary data.

KEYWORDS: *skill development, higher education, employment, skill gaps.*

INTRODUCTION

Skill development means to identify the skill that is being possessed by an individual and focusing on skill to develop different routes to achieve goals. At present there is lack in necessary skills between existing skills and demanded skills of industries. The youth today are facing lot of challenges with plenty of opportunities available because the students are failing to meet their individual standards. The skills have to be developed in a right age only then the individuals will be benefitted and even nations benefits. The skill development and employability are facing many issues in industries as well as in college because the skill acquired in the college through various activities like internships, workshops etc helps the students to develop communication skills, team work and team building skills gives them experience to implement in work place and also for job applications.

Earlier the education system was all about teaching in theoretical aspects mentioned in syllabus but now as a result of modernisation and globalisation the colleges have modified their teaching patterns. Through this the colleges are trying to offer opportunities to students in expanding their knowledge.

LITERATURE REVIEW

1. **According to Aderogba (2011)**, effective skill acquisition in education is an indispensable tool towards producing a self-reliant nation and dynamic economy. Thus, there is need for continuous assessment of technological needs of the country so that educational curriculum and policy can be tailor-made towards meeting the emerging needs for national development.
2. **Nishad Nawaz & Dr. B Krishna Reddy** concluded that it is necessary to bring a change in Indian education system. It is time to focus on

modern training and creative teaching than theoretical knowledge. The universities should focus on innovative initiatives in order to lower the skill shortage and focus on the barrier in communication between the industry and institute.

3. **Anitha Ganesh & Swapna** conclude that skill development enhance employment opportunities to students and makes it easy for them to get employed as per the requirements of the industries. This reflects on lowering the unemployment rate and makes utilize of the skills of youngsters. So the colleges should train the students in such a way that it meets the potential employment demand of the industries and also the government should come up with different schemes for skill development.

STATEMENT OF PROBLEM

The students are not aware of the opportunities that are being offered to them from different fields. The college are giving more importance to theory based knowledge than practical skill based knowledge. Therefore the researchers felt the need to assess the current scenario in relation to the skill knowledge gap between the academic teaching and industry requirement in skill. It is also to seek the understanding of the student in institution in higher education towards skill development.

THE OBJECTIVES OF THE STUDY

- To study the current skill development component in higher education.
- To study the students' perception towards the skill development components in higher education and its importance.

METHODOLOGY

The research on skill development components in higher education was conducted by using both primary data and secondary data. The primary data was collected by circulating questionnaires from a sample of 106 students of different colleges and represented in graphs. The secondary data was collected from online websites and books.

SCOPE OF THE STUDY

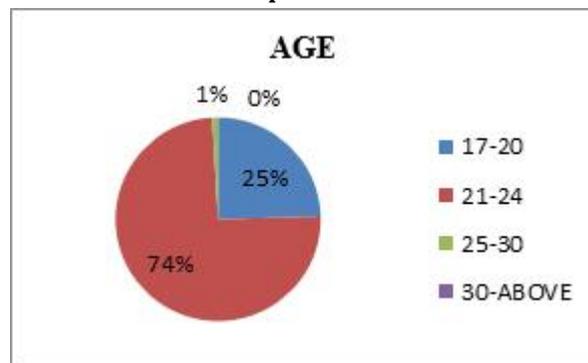
- The research is being limited to UG and PG students.
- The questionnaire was circulated to the students of Bangalore only.
- The study is the perception of student's skill development knowledge.

LIMITATIONS OF THE STUDY

- The primary data was randomly collected from students pursuing higher education in different colleges
- The study is limited to UG and PG students
- The findings of the study cannot be generalized to other areas of research
- The accuracy of the study depends upon the objectivity of the students which could be biased

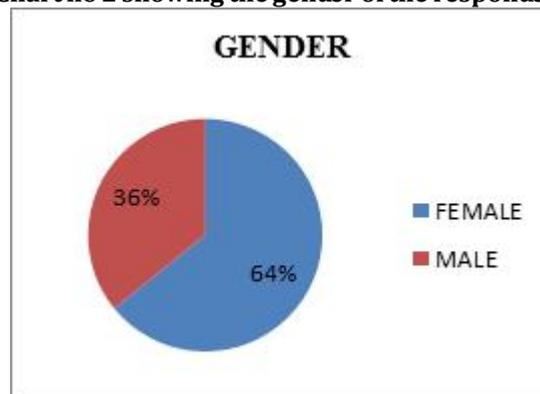
ANALYSIS AND INTERPRETATION OF THE STUDY

Chart no 1 showing the age group of the respondents



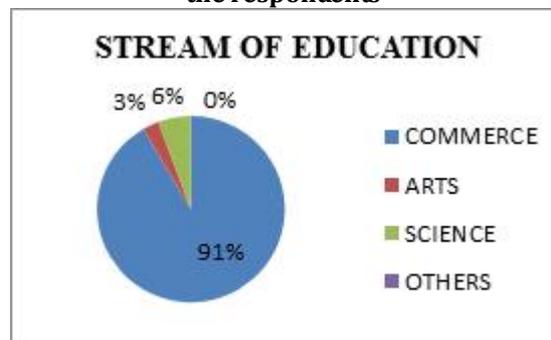
From the above chart it is seen that 25% of the respondents in the group are of the age 17 – 20, 74% of them belong to the age group of 21-24, remaining 1% of the respondents are from the age group of 25 – 30 and none of the respondent is above the age of 30. Therefore it can be inferred as majority of the respondents are from the age group of 21 – 24 who are young people just passed their teens.

Chart no 2 showing the gender of the respondents



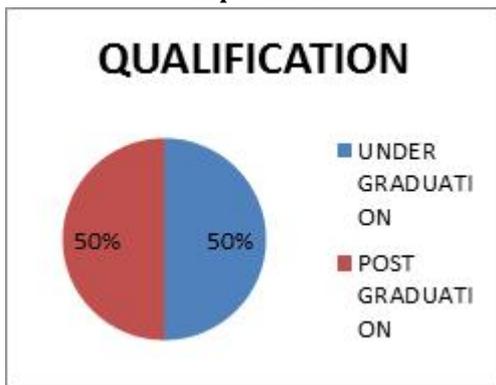
From the above table it is analysed that 64 % of the respondents are female and remaining 36% of the respondents are male. Therefore it can be inferred that majority of the respondents are female consisting of 64%.

Chart no 3 showing the stream of education of the respondents



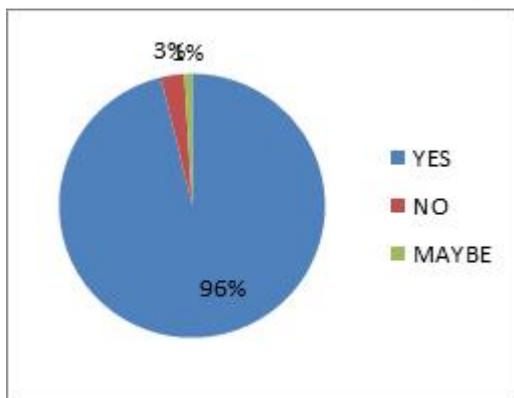
From the above table it is analysed that major part of the study comprises of the students belonging to the commerce background consisting of 91% and then students belonging to the arts stream consisting 3%, remaining 6% of the students belonging to science and none of the respondents belong to other stream of education.

Chart no 4 showing the qualification of the respondents



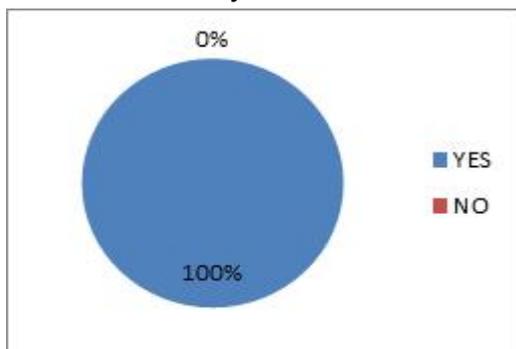
From the above table it can be analysed that the 50 % of the respondents are under graduate student and remaining 50 % of the respondents are post graduate students, the combination of the students are those who are pursuing their under graduation and post graduation. Therefore it can be inferred that the responds are being equally collected from under graduation and post graduation.

Chart no 5 showing the importance of acquiring skills than just theoretical knowledge



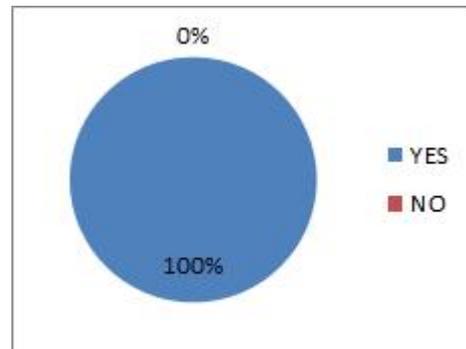
From the above table mentioned it is analysed that major part of the students prefer to possess practical knowledge that is 96% of the students want to have practical knowledge, 3% of the respondents feel that just acquiring skills is not enough and remaining 1% of the students are confused about its importance. It can be inferred that the majority of the respondents feel that it is important to possess skill rather than just having theoretical knowledge which helps them to acquire job or get employed.

Chart no 6 showing the response of the respondents importance of skill in academic syllabus



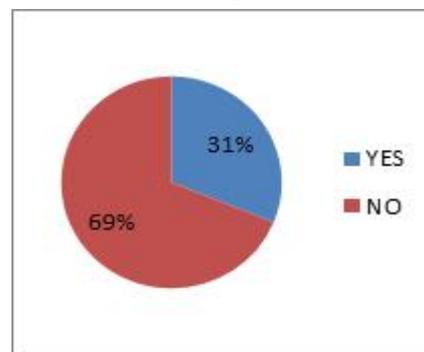
From the above table it is analysed that 100% of the respondents are feeling that academics should include skill developmental syllabus and none of the respondents are against it. Therefore it can be inferred that the respondents are accepting to have skill development in their academic syllabus.

Chart no 7 showing the preference of the respondents in acquiring skill in a separate course



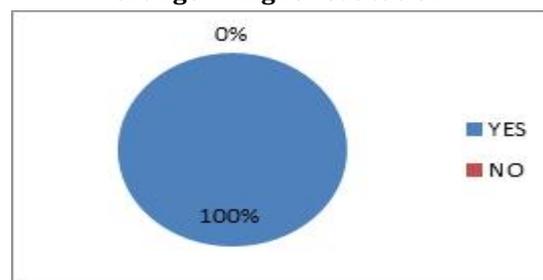
From the above it is analysed that 100% of the respondents prefer to have a separate course offered by college to acquire skill and none of the respondents are with standing against the need of separate course for skill development. Therefore it can be inferred that respondents find as a necessary need in order to get better employment opportunity.

Chart no 8 showing opinion of the respondents on the skill possessed by them is sufficient to get employed



From the above table it is analysed that 31% of the respondents have confident that they are possessing enough skill required to get employed whereas 69% of the respondents feel that they are in need for acquiring more skill development then theoretical knowledge. Therefore it can be inferred that majority of the respondents are not satisfied with the knowledge and skill level that are required to possess employment.

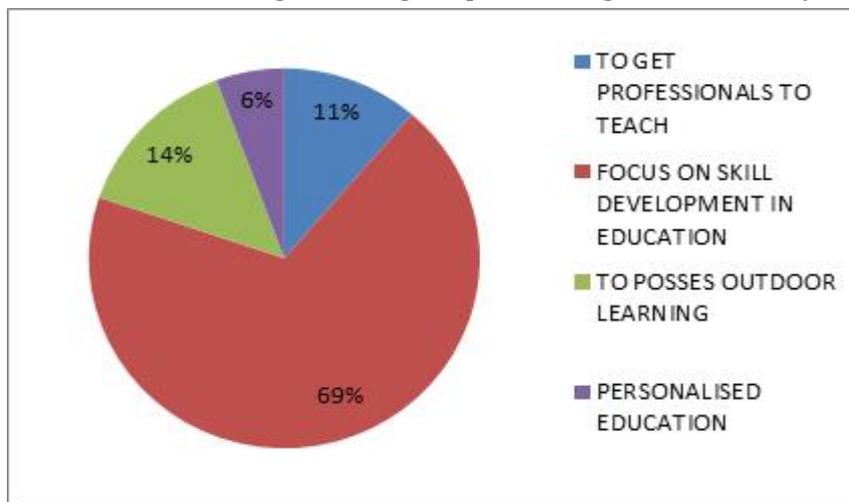
Chart no 9 showing the importance of bringing change in higher education



From the above table it is analysed that 100% of the respondents are feeling it is important to have some changes in higher education system and none of respondents are feeling it is not required. Therefore it can be inferred that the

respondents are feeling to have changes which they feel is required because it is necessary to transfer from more of theories to skill developments.

Chart no 10 showing the change required in higher education system



From the above table it is analysed that 11% of the respondents prefer personalised education, 69% of the respondents wants skill based education, 14% of the respondents prefer outdoor learning and remaining 6% prefer personalised education. Therefore it can be inferred that the respondents prefer to acquire skills in a realistic manner than traditional.

FINDINGS

- Majority of the respondents feel that it is important to possess skill rather than just having theoretical knowledge which helps them to acquire job or get employed.
- Respondents are accepting to have skill development in their academic syllabus.
- Respondents find as a necessary need in order to get better employment opportunity.
- Majority of the respondents are not satisfied with the knowledge and skill level that are required to possess employment and the Respondents prefer to acquire skills in a realistic manner than traditional.
- Respondents are feeling to have changes which they feel is required because it is necessary to transfer from more of theories to skill developments.

CONCLUSION

Higher education and skill development plays a crucial role in enhancing the human capital, of the country, pushing the economic growth and sustainable development. Skill development enhances the earnings of individuals and plays a significant role in reduction of poverty. With increase in demand for skilled workforce, higher education requires focused attention. Suitable policy impetus can foster growth of the education sector, equip people with the right skills and stimulate economy, putting India on the track development.

SUGGESTION

- Based on the study the researchers found that 100% of the respondents expect to have separate course for skill development so we recommend colleges to have a separate course on skill development that can help to bridge the gap between academy and industry.

- Majority of the respondents feel that the knowledge that they possess is not sufficient to get employed, therefore it can be suggested that the colleges can enrich the skills provided to students that can help them in getting employed.
- Majority of the colleges are providing skill based education, but students feel those education provided by the college are not effective and has lack of impact on getting employed so it can be suggested that colleges who are focusing on skill based education should adapt to changes in higher education like personalised education, outdoor learning, internships etc, to grab students' interest.

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