

Shift from Degree Based Education to Skill Based Education: Youth Perspectives and Challenges

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Abstract:

As the world steps into a new decade that is Industrial Revolution 4.0, Fourth Industrial Revolution which is a fusion of advances in artificial intelligences, robotics and the internet of things.

As per United Nations (UN) population prospects, the youth population (15-29 years) globally stands at 1.8 billion. Out of the total youth in the world, every fifth resides (20 percent) in India (366 million), reflecting the importance of this segment of people in the country.

In the past years, the development can be seen in the enrollment of youth in secondary and higher level of education, which has resulted in better-skilled employees and escalation of employment in many developed and developing countries. However, the Periodic Labour Force Survey for the period 2017-18, reported a significant increase in unemployment rates for the data related to youth segment of the population.

Why is the unemployment rate consequently increasing in India? To answer this question in this paper, we will study the correlation between the degree based education and its effect on unemployment and will try to see the need for the shift from degree based to skill based education.

In this paper we will also discuss the role of government in developing Skill based education for completing the demand of future jobs. To test the above-mentioned hypothesis, this research paper aims to collect the data of around 120 respondents through a survey. It will be collected through the questionnaire on various stakeholders of higher education consisting of students of under graduate and post graduate courses, teachers, parents and Alumnae's in the selected colleges of Lucknow city. Data will be interpreted through the Cluster sampling method. At last we will give some policy recommendations related to the various loop holes in Indian education system and a need for shift from degree based education to vocational skill based education.

Keyword: Unemployment, Economic growth and Development, Skill Education, Industrial Revolution 4.0

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I. INTRODUCTION

In India, where youth plays a very significant role in the economic growth and development of the country. It's very important to take the advantage of youth dividend for nation building. This can be possible through making the education system more effective and efficient and youth oriented. But prior to the industrial revolution, till the 19th century, India's percentage in the global population and GDP was near about 25%, now after 200 years India is still trying to become a successful industrialized economy. As the industrial revolution passed through different phases like 1.0, 2.0, and 3.0 and at the present time this is the era of industrial revolution 4.0. In this era every student goes through formal school education and tries to fulfill the dreams of a white collar job but when he fails in his dream they find themselves eligible for a blue collar job. In relation to this statement, as per the UN, a more serious concern is the increasing joblessness among educated youth (15-29 years), which went up nearly three times from 6.1% in 2011-12 to 17.8% in 2017-18. In particular, the technical degree holders have been noted to fare the worst with their unemployment rate at 37.3%,

closely followed by those who are post-graduate and above (36.2%), graduates (35.2%), and youth with formal vocational (33%). For young women, the unemployment situation is grave in terms of labour force participation as well as lack of jobs. Women are moving out of the labor force in greater numbers, but among those who remain, unemployment rates are higher than those among men due to gender based discrimination prevailed in Indian society. This holds true even for women who are educated or have received training, and the situation has worsened during the COVID-19 pandemic. Keeping above mentioned problems in mind, this research paper aims to highlight the need of skill-based education in formal education. The main purpose of the rationale behind the paper aims to throw some lights on the aspirants of future industry from our future generations. In this regard we also try to highlight the role of government to bridge the gap between lack of skill training and unemployment. If we take the example of developed countries like Japan, Germany and so on. They are fully literate and had an industrial base by the early 20th century.

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It happened because they enforced compulsory skill and technical education within the education system itself. The Indian government too launched the NEP, 2020. It aims to ensure equity and inclusion in and through education by addressing all forms of exclusion and marginalization, disparity, vulnerability and inequality in education access, participation, retention and completion and in learning outcomes. The whole purpose of this research paper is to mainstream vocational education and skill development within the education system which is the only way forward to make youth economically empowered and satisfied.

II. METHODOLOGY

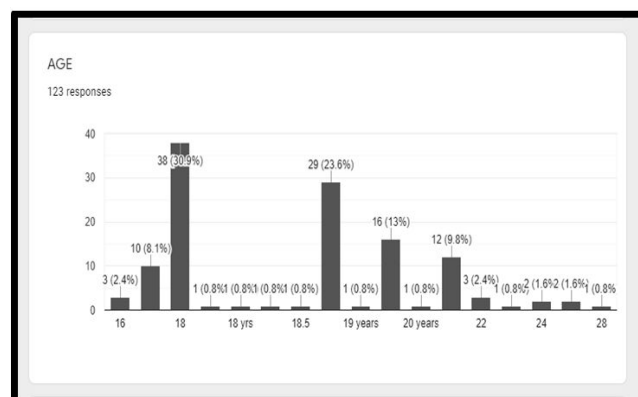
Lucknow city, the capital of Uttar Pradesh, the largest state of India is governed by Municipal Corporation which comes under Lucknow Metropolitan Region. Since this study is focused on Lucknow, city, we tried to gather information from the different stakeholders of higher education about the need of skill based education for the future generation according to the demand of industry in Lucknow, City.

- Both secondary and primary data were analyzed to test the various hypotheses relating to the above mentioned objectives of the study.
- While the information available in published sources was obtained and used wherever necessary, the major part of the data required for the study was generated through a sample survey.
- Secondary data for getting the information about the different reports, articles published by the United Nations, UNICEF, MHRD, MOSPP regarding the increasing unemployment, joblessness due to lack of skill based education have also been collected.
- Data collected through random sampling method, covering 120 respondents in the selected colleges of Lucknow.
- Pilot testing of questionnaire has been conducted on 10 respondents and two mistakes have been found in the questionnaire. Questionnaire was reframed and has been sent for the data collection. For the data analysis and representation Cluster sampling method has been used. For the representation of the analyzed data, pie charts have been used for showing the all outcomes of interpretation.

III. ANALYSIS AND INTERPRETATION

Table 1

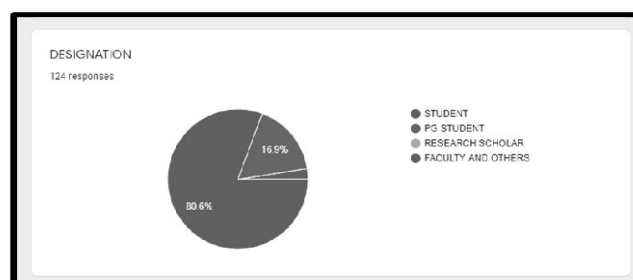
Age(years)	No. Of respondents
16-18	10
18-20	75
20-22	25
22-24	6
Above 25	7



This research paper is mainly targeted the undergraduate, post graduate students of different colleges. In the above table 1, we see that the large portion of this questionnaire were filled by those who were from 18-20 age group, after that respondents were from 20-22 age group, then 16-18 age group and few were from above 25 group. Also this above graph shows the largest student group belongs to 18-20 age group which is young active, energetic and looking for employment oriented education.

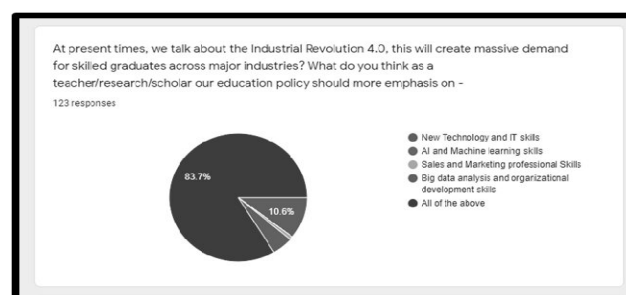
Table 2

Designation	No. Of respondents
Student	65
P.g student	38
Research scholar	15
Faculty and others	6
Above 25	7



In table 2 In all the students assessed the majority students were of the undergraduate programme some were post Graduate students and few were faculty and research scholars from different colleges of Lucknow city.

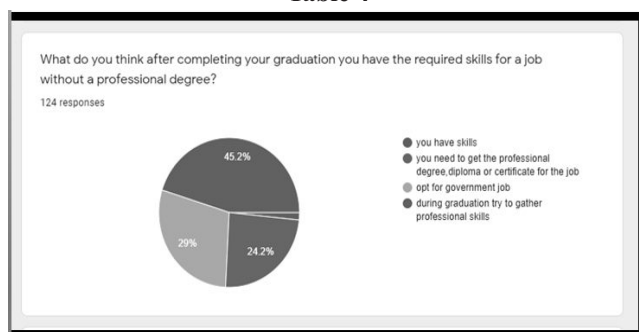
Table 3



Skills required for the industry demand	No. Of respondents
New technology & it skills	10
AI and machine learning skills	5
Sales and marketing professional skills	8
Big data analysis skills	15
All of the above	85

In the above table 3 we see that a major portion focused on the all round development, in Today's world of Digital development we need multitasking employers who can learn fast through knowledge on all grounds so that efficiency at it best can be achieved.

Table 4

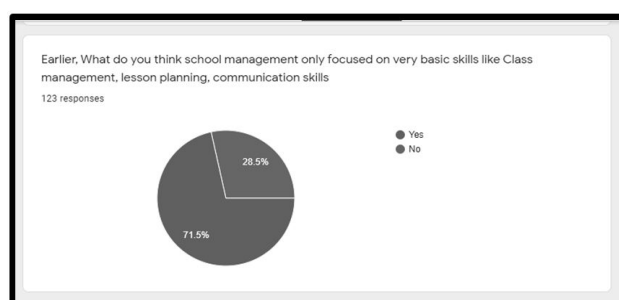


After completing graduation you have the required skills for job	No. Of respondents
You have the skills	10
You need professional degree	23
Opt for government job	31
During graduation try to gather professional skills	60

In the above table 4 majority students present were the one who gather the required for the job of their choice during graduation while almost same number of People go for the government job or acquire certificates, degree, and diploma for the job. Also this table highlights the need and aspiration of these students which they feel during their graduation and try to gather professional skills along with their studies. But this focuses then sometimes to mix with their classes and leaves them.

Table 5

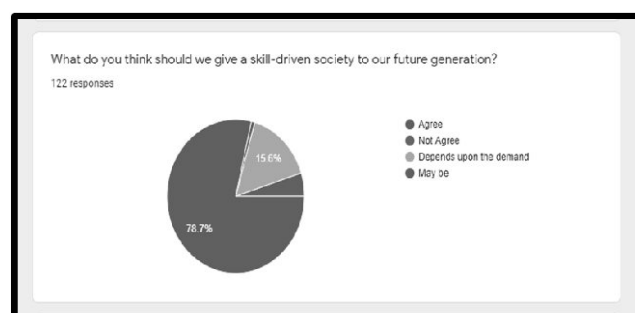
Earlier school management focused basic skills	No. Of respondents
Yes	98
No	25



In the above table 5, shows that schools are basically focused on western culture and cannot manage to take the holistic development of the student which includes Co-Curriculum, personality development and other things.

Table 6

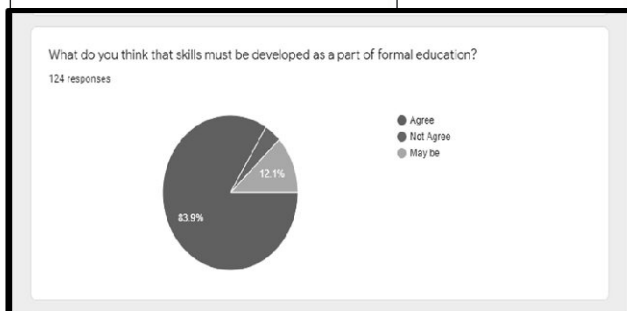
Need for skill driven society	No. Of respondents
Agree	78
Not agree	2
Depends upon the demand	31
May be	11



In the above table 6 shows that it is clear and obvious that most people emphasis on a skill driven society with people of advanced and extra knowledge apart from academic knowledge people specially employers prefer all round development and managerial skills in their prospective employees while few people rely on the demand and acquire the skill set accordingly while only a small section is uncertain about the procedure to be adopted.

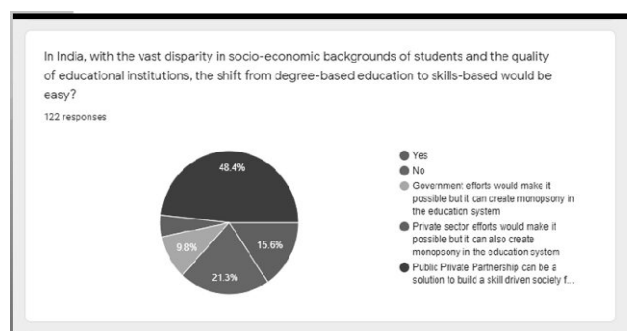
Table 7

Skills must be developed as a part of formal education	No. Of respondents
Agree	81
Not agree	21
May be	22



In the above table 7, it can be seen that people see skills as an essential part of formal education and skill development and academics should go hand in hand, extra skills and knowledge can be best learnt with proper knowledge which academics provide and allow us to apply it in the real world, while few people are not sure about the Formal education system which they aspire for.

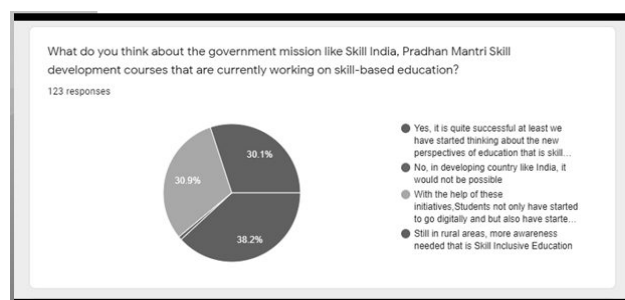
Table 8



Which model is best suited in india	No. Of respondents
Yes	16
No	22
Public sector	11
Private sector	25
Public private sector model	50

In the above table no. 8, we see that degree based education can be easily shifted to practical education since practical form of education makes us learn fast and have a greater impact on our mind which gives us the required set of skills while equal number of people believe that private Sector or public private partnership interference successfully to develop the skill based education in India.

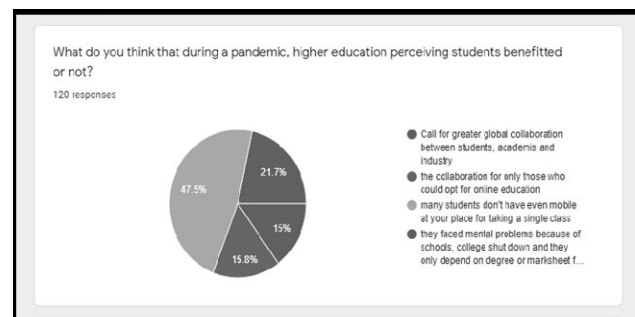
Table 9



Government mission are working for skill india	No. Of respondents
Quite successful	42
No, in india it would not be possible	10
Students started thinking about talents	36
In rural areas need for the skill inclusive education	35

In the above table no 9, it shows that both the crisis and success can be equally seen which says that thinking about development of new skills is helping us while on the other hand rural areas still needs to be pushed up with more knowledge and the students who already have been engaged in the Digital learning and skill development programme are successful in learning in new ways.

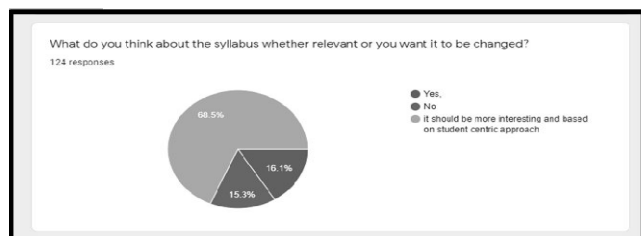
Table 10



Pandemic for higher education students "boon or curse"	No. Of respondents
Call for global collaboration	25
Only for those who could opt online education	27
Many students haven't even smartphone	58
Faced mental issues	32

In the above table no 10, we see that online study is the thing of only the privileged section of the society while many faced issues of gadgets and internet while some could not cope with the online study environment and some even faced mental issues regarding the online study pattern. But the major problem stands in the unavailability of gadgets and laptops and internet.

Table 11



Student perspectives for the syllabus	No. Of respondents
Relevant	26
Not relevant	25
More interesting according to the interest of student	78

After the assessment of above table no 11, we can see that majority people want the academics to be more interesting and catchy so that students can show their interest and learn in new ways and innovative ideas are welcomed while few people believe that traditional system is the best.

IV. CONCLUSION

Secondary data for getting the information about the different reports, articles published by the United Nations, UNICEF, MHRD regarding the increasing unemployment, joblessness due to lack of skill based education have also been collected.

After analyzing the responses of 120 respondents, we finally reached to the conclusion that a large number of students agreed that do not have required skills after completing their graduation; they have agreed that it will require a professional degree along with the graduation or post graduation degree. After analyzing the reports of developed countries published by the United Nations as well as this questionnaire. We concluded that this can be possible only when skill based education must be a part of formal education. A large number of students agreed that the syllabus is quite relevant, but it should be more career oriented. However the government is continuously working on the mission of skill India, digital India and quite successful in this mission through various schemes like Pradhan Mantri Kaushal Vikas Yojana. Skills Acquisition and Knowledge Awareness for Livelihood Promotion (SANKALP) UDAAN. National Skill development council initiated following schemes

- Rozgar Mela
- Pradhan Mantri Kaushal Kendras (PMKK)
- Capacity Building Scheme
- Udaan
- School Initiatives and Higher Education

- India International Skill Centres (IISCs)
- Pre Departure Orientation Training (PDOT)

But the system should require that the student in the vocational stream begins by spending 80 per cent of his time in the classroom gaining technical knowledge and 20 percent working in the fields gaining practical skills which will prepare students for their career goals.

They have the option of pursuing technical education on a part-time/full-time basis and that's the reason they seek employment easily.

A boy in a village who is not doing well in the standard curriculum should be able to graduate with dignity from his school with elementary mathematics (class 8 level), language and basic computer skills, as core subjects and optional subjects such as horticulture, or nursing and so on.

Moreover, in these subjects, the knowledge and skill levels should be internationally competitive.

Then young people at 18 would have skills which are in demand according to the industries, global markets and would find it easier to get jobs.

But this is not going to be easy in developing countries like India.

The existing educational policies and system does not have the capacity to tackle this problem.

It would require following things

- Massive public investment.
- A new set of vocational teachers for specific trades and skills
- They need to be trained and appointed.
- Without such a sweeping publicly-funded transformation of the school system to the public-private funded transformation of the school system, only then India would continue to find it easy to make its youths competitive in the cut throat globalised marketplace, international and domestic industries and so on.
- Then the returns would be very broad through higher productivity and employability of the India's Youths, to conclude we can say that skilled should not be choice but they should be integral part of our education system to make it more relevant. This will be enabling the whole country to have skilled manpower and human resource contributing in economic development in a more positive way.

V. ACKNOWLEDGEMENTS AND REFERENCES

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