

## Skill Based Education System: A Determinant of Employability

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### ABSTRACT

*Education is one of the pertinent factors and accounts for the holistic growth of any nation. There are many developed countries across the globe, which have witnessed this fact for their overall growth and sustenance. Moreover, these countries adopt a type of education system and rubrics, whichever included skills alongside the educational mainstream. Thus, making the youth workforces prudent and effective for upbringing their overall socio-economic development. However, the education system in India is struggling to address and bring in significant changes in terms of infusing skill based education due to its pluralistic society and regional barriers. According to the guidelines of National Curriculum Framework (NCF), the education system must reflect changes in the learning standards and has to put more emphasis on professional development through imparting four 'Cs' such as critical thinking, communication, collaboration and creativity skills. Hence, the skill based education needs to address the employment requirements in terms of bringing professional development thereby making the youth workforces employable in accordance with expectations of employers. This in turn will enhance the socio-commercial and socio-economic development of the nation. The present study proposes a conceptual model based on reviews so as to measure the skill based education for employability, which comprise of skills.*

**Keywords:** Employment, Skill, Education, Development

### I INTRODUCTION

Education is the backbone of society's phenomenal growth for any developing country. However, this education alone cannot suffice to achieve complete employability of the workforces emerging out of all academia. The reason being country's productivity is directly proportional to the skilled labourers in large proportions. It is very much indispensable for a country like India with diverse population. India has exerted greater effort in early 90s to promote and nurture entrepreneurship. The considerable attempts at various levels have taken place to directly or indirectly promote entrepreneurship. It is in the past two decades there has been a growing debate about how well educational systems prepare the young workforces for becoming employable. The reason being the trends of rapid globalization alongside technological advancements have made the employers of many organizations / industries to face undue competition and challenges with regard to survival. This has necessitated the academia to impart relevant, current and cutting edge knowledge to the students for bridging the gaps and enabling employment growth at large. In this context, entrepreneurship education needs to gain firm ground to change the face of economy. This is mainly due to its dual nature of creating vibrant entrepreneurial base for future and providing enterprising workforces to address the skill based requirements. It is only under such a condition one could witness a longer queue of job providers than job seekers. Moreover, skill based education is the need for the hour to enhance the employability growth. Hence, in India the 'National Skills Policy' in 2009 has set a target to impart skills training to 500 million by 2022.

The Prime Minister's National Council on Skill Development is an apex institution for policy direction and review, which comprises of three tier structure and concerned with vision setting and laying down core strategies. This is functioning under Chairmanship of the Deputy Chairman of Planning Commission, Government of India, wherein, the National Skill Development Coordination Board has been setup and works on Public Private Partnership (PPP) Model. It performs the following functions:

- (a) To implement the programmes under National Skill Development and formulation of strategies
- (b) The outcomes of various schemes and programs for the Council are monitored and evaluation.
- (c) To address regional and social imbalances, develop practical solutions and strategies.
- (d) Quality assurance is ensured in vocational training and education.
- (e) Monitoring private participation strategies.

The economy is moving towards the expansion of service sector, wherein the role of skills is increasing gradually and playing a crucial role in the recent years. Furthermore, the service industry experts have revealed that soft skills have been given weightage in various national and international companies. According to them, skills are required at various stages like, selection, job performance, task accomplishment, rational thinking, job efficacy, etc. The soft skills such as good communication skills, positive attitude and adaptability are highly required for getting employment in service sectors. It is to be noted that at the time of recruitment, more emphasis is

given to soft skills. The reason being as soft skills indicates the personality of the candidate and facilitates to assess the basic domain knowledge. The domain knowledge is improved by the employers in the workplace ambiance but soft skills has to be infused from very beginning, which includes situation handling skills, team work spirit, professional etiquettes, positive attitude towards work and flexibility, etc. Moreover, in service industries most of the tasks and responsibilities are customer-centric. Hence, in performing these jobs and meeting the targets, customer services skills, selling skills, negotiation skills, convincing skills, motivational skills, social networking, etc. are highly required.

The soft skill appears to be very simple, but has a wide impact on one's own success or failure. It is usually assumed that soft skills are more than that of communication skills. It is important to note that a person's job performance, interactions and career prospects are enhanced by soft skills, which are known as personal attributes. In the past decade, the main focus was on hard skills, but due to rapid globalization, the industrial requirements have been changed periodically, which necessitated the importance of soft skills. Furthermore, the curriculum has to be specifically designed to make technically very sound for meeting the employer demands thereby becoming employable. The soft skills training and its learning outcomes do reflect in effective presentation, public speaking, interviews, etc. Thus, the soft skills help the prospects who aspire for career opportunities in coordinating the external partners, external customers and internal customers i.e., employees in other departments. Also, it provides the chance to work on a series of projects/assignments either in teams or individually in which they are expected to use variety or combination of their skills. Hence, in the current scenario soft skills becomes indispensable, wherein employers are looking in the incumbent employees. It has been an observation that those individuals who have a blend of abilities demand higher salary packages, where they can integrate technology, knowledge, management, teamwork and specific application skills effectively. Moreover, in general the term, 'soft' consists of style, skills, staff and shared goals. These four attributes are the pillars of organizational success.

## **II ROLE OF SKILL BASED EDUCATION IN PROMOTING ENTREPRENEURSHIP**

Entrepreneurship promulgation is possible only through adequate skill acquisition programmes. This enables the socio-economic development of any nation. The skill based education plays a functional role in promoting entrepreneurship education to develop regional and society economies (Binks, Starkey & Mahon; Co & Mitchell, 2006). Moreover, a research study stated that schools and universities have a key role to play in promoting entrepreneurship. The reason being educational institutions are ideally considered the place in shaping entrepreneurial cultures and aspirations among students whilst studies for today's robust business. Furthermore, the universities are the seedbeds of entrepreneurship to teach their students with regard to thinking and behaving entrepreneurially (Mahlberg, 1996). Also, universities in this respect should position themselves as a hub of entrepreneurship by making a substantial contribution in nurturing an entrepreneurial environment, which combines factors that contribute to the development of entrepreneurship (Gnyawali & Fogel, 1994).

As a provider of entrepreneurship training programmes, universities must do all the best to create an entrepreneurially supportive environment that could encourage entrepreneurial activity, which in turn help to develop an enterprising culture among university students who are tomorrow's entrepreneurs (Roffe, 1999). This is supported by a study conducted by Autio et al. on entrepreneurial intentions of technology and sciences students across four countries consistently and concluded that university teaching environments are the most influential factors, which affect the students' perceptions towards entrepreneurial career and entrepreneurial convictions. Hence, it is important to present a positive image of entrepreneurship as a career option to draw students' attention within the university environment by providing the resources and other facilities available to them (Autio et al. 1997). In addition to that, we have to always remember that even though individuals have the relevant entrepreneurial knowledge and skills, if they do not possess positive image about entrepreneurship they might eventually not venture into the field (Alberti, Sciascia & Poli, 2004).

Madhya Pradesh is one among the leading states of India, wherein innovative and revolutionary steps have been taken to realize the Skill India Mission by Government of India. Also, in addressing a recent convention of the young entrepreneurs of Micro, Small and Middle level enterprises (MSMEs), Chief Minister has said that financial constraints will never be allowed to impede the

progress of young and innovative entrepreneurs. It is due to concerted and favourable efforts of the state government in the past two years, the Madhya Pradesh has witnessed an upsurge of about 1.5 lakh MSMEs creating over 3.63 lakh employments.

### III RATIONALE OF THE STUDY

The skill based education is defined as a qualitative concept influencing the quantitative aspects like business productivity and growth of individual as well as organization. Today, skill based education is at the highest stake, wherein the potential employers are looking for aspirants. Also, in the fast changing environment, it is extremely important to meet the customers' changing demands, winning competitive advantage and sustain the positioning of the image of company across the national and global levels. Hence, it is the moral responsibility of every institution and / or university to provide the platform for its students to learn the employability and entrepreneurial skills so as to groom themselves with positive attitude. In furtherance, it builds the confidence among the students and leads them towards achieving their goals and objectives. The overriding purpose of this study will be measuring the importance of skill based education and its integration in lieu with employability in industry. The present study has envisaged in understanding various components of skill based education, which are essential for employment and also determines its impact on employability.

### IV LITERATURE REVIEW

The research conducted to explore the importance of employability skills of engineering graduates through employers' perspective from various fields of engineering in Malaysia using SCANS model has showed that employers put high level of interests in employability skills from graduates. The study also revealed that no significant difference exists between the size of company and employability skills. However, significant differences between information skills and technology skills acquired by graduates (Mohd Yusof, Mokhtar & Abdul, 2018).

A study conducted by Paulrajan in 2011 on 'Employability skills in Chennai retail market, India' aimed to understand the prerequisites for the job with regard to skill sets and discovered the methods of developing employment skills in the retailing industry. The study outlines the underlying skill set required in getting and sustaining employment in the organized grocery and vegetable retail industry. The findings of the study concluded that, for entry level job a mix of vocational skills, personal skills and academic

qualifications are required whereas, in case of managerial jobs in retail industry employers focuses on people having communication skills, team work skills, academic qualification, leadership skills and work experience. Interestingly, this result has been contradicted by Groh et al., wherein they argued that employers around the world complain that youth lack the soft skills needed for success in the workplace. In response, a number of employment programs have begun to incorporate soft skills training, but to date there has been little evidence as to the effectiveness of such programs. Also, it has reported on a randomized experiment in Jordan in which female community college graduates were randomly assigned to a soft skills training program. Despite this program being twice as long in length as the average program in the region and taught by a well-regarded provider, the researchers have found that soft skills training does not have any significant employment impact in three rounds of follow-up surveys. Furthermore, they cited that elicited expectations of academics and development professionals revealed that these findings are novel and unexpected (Groh et al. 2016)

A research study on leadership styles in terms of personality traits by adopting Big Five Personality Type model, which analyzed the five dimensions of personality like, extraversion, agreeableness, conscientiousness, neuroticism and openness to experience on high level managers in private and public sectors. The results indicated that there exists a relationship between personality traits and leadership styles. The study also found that extraversion has showed positive relationship with transformational style and neuroticism exhibited negative relationship with transactional style (Simic, 2017).

A research reported that main reason for graduates are not employed from the perception of Malaysian university students is due to lack of self-discipline. However, from an interview with a Government-Linked Company (GLC), it was found that employers expect good personality from the graduates. The results have indicated that recent competitive trend for employment not only evaluates the academic achievement but also the interpersonal and personality criteria, which the graduates possess. Also, it highlighted that respondents are relatively positive for the influential role of some personality traits on employability. This has provided the evidence for educators to consider more about personality skills in courses and to explore instructional methodologies to improve the aspect of this skill (Azmi, Hashim & Yusoff, 2018).

**V RESEARCH GAP**

The aforementioned research studies have revealed about various factors related to employment skills, which highlighted that there should be an interaction between job and skills. The present study intends to project the indispensable skills that have to be enhanced in order to provide adequate placements, which are very much required for students’ employability. The reviews are insisting upon the fact that institutes / varsities have to create an appropriate skill based educational curriculum, which should comprise of some specific skills for students to gain employment. In view of the literature review, the present study has explored the gap between industry expectations and skill based education for reinvigorating with a view towards better participation in the global economical context. Moreover, the researcher has observed that day-by-day industrial needs are rapidly changing and academia has to update the curriculum in accordance with employment requirements.

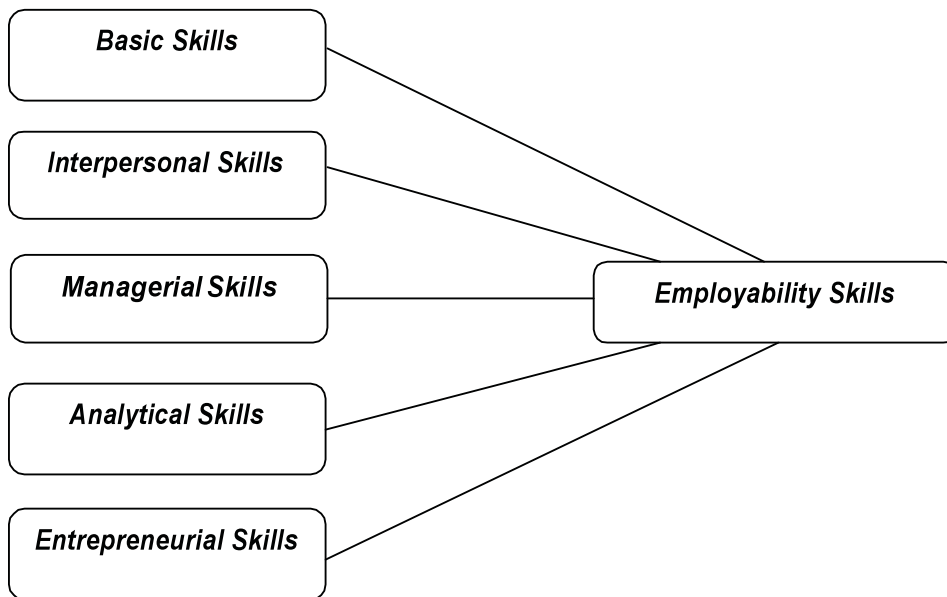
**VI NEED & RELEVANCE**

The present research intends to conceptually understand the need for skill based education, which is required for employability to face the contemporary challenges in accordance with global demands. Also, the significant roles that have to be played by institutions / organizations / industries for restructuring the system of education through skill based education system. Keeping the scenario, there is a sheer necessity to view the dynamics of skill based education to maximize the employability of workforces to survive in a competitive environment.

**VII OBJECTIVE**

To conceptually assess the skill based education on growth of employment and project a model for employability

**VIII SKILL BASED EDUCATION MODEL FOR EMPLOYABILITY**



**IX DISCUSSION**

The present study has proposed the above model, which reflects the skills that can be achieved through modern education such as, basic skills, personal or interpersonal skills, managerial skills, analytical skills and entrepreneurial skills so as to embrace maximum employability. This is supported by a study, which insisted that government and the education providers or educators should instigate

and internationally recognized quality assurance system to assess and grade professional education programmes. Also, he expressed that classroom based teaching must focus more on practical exercises, group work and creative activities by refining our education system right from the elementary level to develop generic skills and vocational / specific skills (Singh, 2014). Furthermore, the critical reviews on employment growth and skill based education on youths indicated that there is a relationship between the

skills based education and employability. In today's ever changing business environment, capable managers are quite crucial to organization's / industry's success in gaining and sustaining competitive advantage. This is possible only when the gamut of education focuses on holistic skill development process. A research study revealed that to reap the maximal performance out of the growing young population, investing in the education of the huge demographic is a must. Moreover, the transition of these latent economic assets into devastating liabilities needs to be prevented. There is also a direct need to analyze and scrutinize the education policies by the central government and regulatory authorities at the national level (Agarwal & Goyal, 2019). This indirectly provides an indication on the necessity of reviving the existing educational policies through infusing entrepreneurship-centric courses. In furtherance, the impact assessment on such policies becomes crucial in understanding the exact need based action to impart the required skills, which includes life skills. A study by Scandurra and Calero showed that differences in family cultural and social capital are relevant in explaining education and skills in the long run. The differences emerge in the ways in which countries deal with the unequal life chances of individuals, connected to their education and welfare arrangements and to their historical and institutional evolution. Moreover, the association of education with literacy skills varies greatly across countries and has both a direct and indirect effect on skills outcomes (Scandurra & Calero, 2020). It is to be noted that the educational programs across the nation should recognize the need to change in response to external pressure from key stakeholders. Also, an important dimension of such change is the redesign the educational curriculum. Therefore, it becomes the fundamental responsibility of academia to educate and groom the future leaders to address the future challenges for business organizations / industries.

## X SUGGESTIONS

- (a) A full-fledged research study could be conducted on impact assessment of any governmental schemes and / or policies focusing on employment generation or skill development. This will provide the overall understanding of various factors that are needed and / or added to enhance the employment growth and strengthen the skill based education.
- (b) The universities must address the equivocal nature of business entry through entrepreneurship education and include skill building courses highlighting about leadership, new product development, creative thinking and exposure to technology innovation.
- (c) The government should focus on creating awareness of entrepreneurship and foster entrepreneurship career options, sources of venture capital, idea protection, ambiguity tolerance, etc, wherein these are few important attributes that define the entrepreneurial personality in accordance with entrepreneur development.
- (d) The education curriculum should introduce the following learning tools, which are useful for fostering entrepreneurship education, such as business plans, student business start-ups, consultation with practicing entrepreneurs, computer simulations, behavioural simulations, interaction with entrepreneurs, environmental scans, case studies, field trips, and use of media (videos & films) and social media.

## XI CONCLUSION

In ever changing world, talented human capital will be a prime ingredient of business success. The effective management of business has spurred the creation of jobs, the generation of wealth and access to opportunity for an increasingly diverse population. However, the curriculum development in infusing skill based education has to be inculcated across academia. The education system in institutions or varsities should take appropriate steps to encourage research in entrepreneurship through fellowship support and also undertake joint research projects with Indian and overseas universities and institutions. These steps will slowly but surely bring in a remarkable change in the area of entrepreneurship education in India, which in turn, start showing positive impact and significant contribution towards becoming a developed nation.

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