

**Skill India a tool for enhancing quality in
higher Education for later life success
-An Empirical study of Corporate in Bangalore city**

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Abstract

Higher Education in India needs a extreme revamp not merely to provide quality education but to transform the nation as a whole. Education has two major roles that of passing on knowledge from one generation to the next and the providing people with skill that enables them to analyze, diagnose and then question. Education tunes the destiny of the country in different facets.

In the light of the India being an educational hub in Asia, education system will have to alleviate individuals with required skills to meet the aspiration of being employed and develop competencies in executing work at organizations. Skills at higher Education imparted encompassing skills in the curriculum creates employment opportunities in the students which in the later life success ensures sustained development of economy. To meet these aspirations, influence of an education a student's success will be noticeable and reflects the continuing need for Education to cope with technological advances, business competition, and the changing global economy. Individuals with an aspiration to be successful and gain economic benefit, the Education and training with adequate skill development to make them successful employees. This paper is an empirical study which throws light on indentifying the perception of students towards the formal Education as a tool in inculcating the right Skill to be developed in the young budding entrants into the job market. The study helps in understanding how imparting of skills at institution level helps transforming them into human capital for a profitable economic gain through later life success. The findings of the study will help to emphasis on skills in preparing the upcoming generations for their later life success.

Keywords: Skills, Quality in higher Education & later life success.

Introduction

Swami Vivekananda has rightly said “truly educated person is one who has got the capacity to learn and change”. The individual is said to be educated if he is able to learn and adopt the same. Education is important in development of knowledgeable individuals who will contribute to the society and its welfare. In other words, preparing the students to become intellectually alert, physically strong, morally upright, aesthetically sensitive, socially committed and economically self-reliant is the prime of nation development. Human assets have unlimited potential provided they have relevant Education and appropriate skills and training in developing their skills to be successful in being successful in later life in their career. Relevant

Education means the individuals need education right from the age of 2 to 7 where nearly 90 % of human brain is developed. School education must not only develop not only IQ, SQ and EQ but also technical, management, research and innovation to develop the individuals into successful entrepreneurs.

Skills helps a person to live the traits, values and interest. Technical skills are easy to develop in the light of its performance value as against the conceptual skills, when a person is skilled he will be able to develop a new concept and create a new world and add knowledge to the world. No doubt , that the professional require skills as they have to deal with human to make peaceful living .It is evident that 71% or 840 million are below 35 years of age wherein most of the Indians are young. The population of the country increases by 1.6% every year. 88 % are dropouts of children.12 % of the population are in college degree which may not b e very relevant for employment generation and national GDP enhancement. 62 % of all graduated are arts graduates and balance 38 % are in science, commerce, medical and other special subjects. 80% of the world youth between the age group of 15 to 35 years of age learn vocation, a skill or a trade 3 % of the population in India go in for VET Training.

It is easier to start and carry on the business successfully, if entrepreneur has a deep knowledge of the business that he decides to pursue. Further, around 45% of all start-ups fail to survive for more than two years. One of the main reason is that many entrepreneurs do not accumulate needed industry knowledge and skill.The influence of a college education on small business success was noticeable and reflects the continuing need for higher Education to cope with technological advances, business competition, and the changing global economy.

To sum up, successful entrepreneurs have their own style of dealing with various problems, set backs and uncertainties. They always tend to change the existing state of affairs and get the

work done without bothering about obstructions and barriers. The emphasis should be laid on enterprise skill development improve SQ & EQ.

Theoretical Background

Quality in higher Education with skill enhance perspective has been a matter of concern in the past decade. The higher education institution must be a healthy approach with a momentum to develop skills in the students to ensure holistic development of students as what is learned will be adopted in the later life. Colleges should be a center of Education beyond curriculum and a place to learn skill set to earn living in later life. Education should be homogenized across all regions and educational institutions should become more accountable to the need of student and society at large. To ensure this, inculcating effective quality management systems and thereby enabling the students to become productive members of the society is the ultimate goal of Education. Higher Education serves several important functions in the society, the most important being creation of knowledge based individuals who will contribute to the welfare of the society. But educational institutions do not fulfill these requirements. It is observed that there exists a gap between competencies possessed and qualifications attained. Therefore, not all the students who have completed their Education from various colleges, institutions and universities are successful in their career. The parameters of career success being the designation proclaimed, the pay package, the responsibilities discharged the assignments executed, place in the hierarchy so on and so forth. Hence, achieving these parameters to a great extent depends on the overall personality of the individual which includes right knowledge, appropriate skill set and positive attitude. Education which is able to deliver all the required variables of complete personality in an individual can be considered as the right Education which will be able to bring about the desired transformational change in the individual at micro level there by bringing change in the society at macro level in the long run.

But the actual fact is that the present education system in the higher education sector is not all that effective because of the flaws in the system such as wrong policies, improper execution, insufficient resources and unjust allocation of resources, non-suitable pedagogy etc. With this background, the present paper has been able to address to identify how the acquiring of skills in higher Education will have impact on later life.

Need for the Study

The institutions of higher learning are becoming production units of graduates. The vision of creation of personalities with wisdom is still a dream. Not all the qualified graduates are able to satisfy the employers because most of them are not competent. The content that is taught in the college and the competency that is required at work place are not matching. The common reasons are the out datedness of the designed curriculum, no interaction between the corporate and the colleges, no collaboration between the industry and institutions, irregular review and non-revision of the syllabi. There is a mismatch in the priorities of the Education System and the Employment Market. The Universities are aimed at achieving the higher gross enrolment ratio where as the corporate is worried about the average productivity delivered by an employee. There exists a huge gap. The graduates from conventional universities are facing a set-back in the global job market. The corporate are blaming the universities and colleges and the universities and colleges are blaming the primary and secondary education system. Overall, the expectations of the Employer and the abilities of the individuals from institutions are not unified. The fact is that our higher education system is not all that successful in molding the personalities with adequate skills to meet the corporate challenges. The skills and competencies required to perform in a corporate environment are not inculcated in the students during their learning days in institutions.

Therefore the latter life success of an individual depends on several factors associated with their educational life. To what extent these skills learnt at college level has a bearing on the

latter life success is a big question before us. Hence, an attempt has been made by the researcher to address this issue in the present research study.

Statement of the Problem:

In the new millennium it is disheartening that the present system of Education mainly focused on academic for examination, employment and economical advantage with least importance vested on Human holistic development. Therefore, there is an immediate need for revamping of the present educational system by imparting skill based Quality Education which will have an impact on the later life success of the student in being successful in both professional and personal walk of life.

In the name of Education, the system is able to produce just graduates and post graduates; it cannot be considered that the system is in the right direction in achieving its goals and objectives. The progression of the students of an education system is more important and that is a key factor in assessing their latter life success. Therefore an attempt has been made to study the impact of imparting skill based Quality Education on the Latter Life success of prominent stake holders, i.e. students. The researcher aims at addressing the problem of implication of higher education system on the latter life success of the students.

Objectives of the Study

The Primary objective of this research study is to analyze the impact of skill based Education on the Latter Life success of the Students. The other objectives of the study are enumerated below:

- To study the Demographic Variables on the constructs.
- To understand the various dimensions of skills in higher Education.
- To analyze the influence of skills on later life success

- To assess the impact of skills based Education on the later life success of the students.
- To construct a model of relativity

Scope of the present Study

The study is on skills in higher Education and its impact on Later Life Success of students who have completed their graduation in the stream of Science, Commerce or Arts, who are employed possessing experience between two to five years in manufacturing or service industry. The study is confined to the geographical area of Bangalore City. The study aims at covering only Total Quality in Higher Education Sector and does not intend to cover any other sector or domain.

Operational Definition of Concepts

Quality: Quality means creating Environments that are healthy, safe, protective and gender-sensitive, and provide adequate resources and facilities for continuous learning and improvement that gives complete satisfaction to both internal and external stakeholders.

Education: Education means imparting Education in a true sense that help students both in academic and real life.

Higher Education: It is post secondary education after 12 standards / Pre - University in the stream of Science, Commerce or Arts. It is a course designed for 3 year.

Latter Life: Later life is associated with post education where an individual who works on roles in an organization as professional and as a member of family with diverse role.

Success: It possesses highest academic status, designation proclaimed, the pay package; the responsibilities discharged the assignments executed, place in the hierarchy.

Skill Set: It is a serious of skills possessed like leadership, decision making, human relation, communication etc gained in process being graduate at higher Education.

Methodology and Sources of data

The research study is empirical in nature, where quantitative research was used for data gathering and analysis. The study was conducted through a survey method. To carry out the study, the structured questionnaire was used to get insight about the issues explored in the present study.

For the purpose of study, primary data is collected from employees having minimum five years of work experience to formulate the objectives. The secondary data is collected from Journals, books and website etc.

Sampling Design

The study is based on data collected from manufacturing and service sectors based in Bangalore. The method of sampling to be used will be the Multi Stage sampling. The companies for the study will be selected based on the following criteria:

1. The respondents should have been graduated from Bangalore University.
2. The private Company should have a turnover of 75 crores or more in a financial year.
3. The private company should have the employee strength of more than 1000.
4. The monthly salary received by the employee should be above Rs 30,000.

5. The respondent should not be less than 30 years in age in both public and private companies.

In the second stage, totally five hundred respondents (Five from each Company) from twenty companies were selected for study. Selected employees at mid – level were randomly approached to fill in the developed questionnaire. The details of companies and respondents selected for the study are presented in the table below:

Variables used in the study

In this study, skills in higher Education is considered as independent variable while Later life success as a dependent variable along with demographic variable.

Development of Scale

A Likert five-point scale was constructed, adopting the following procedure

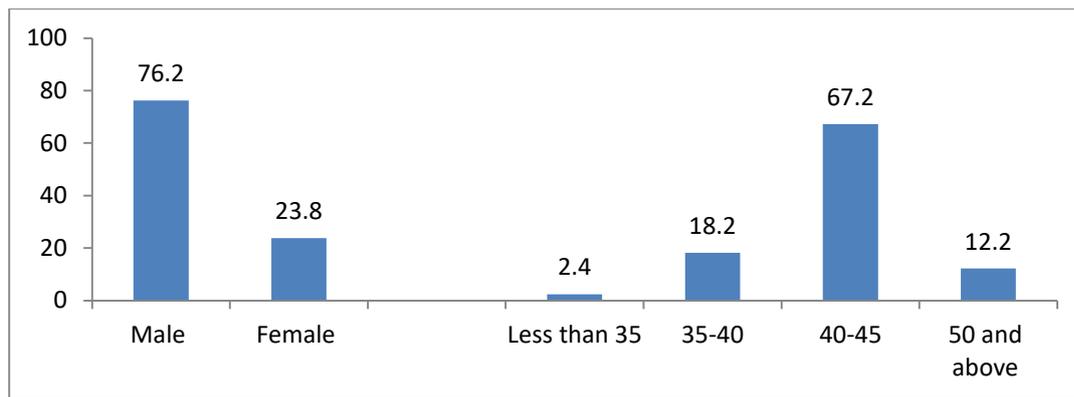
Data collection instruments

- I. Part 1- Demographic Variables
- II. Part 11- Skill Components
- III. Part 111- Later life success

Analysis and Interpretation

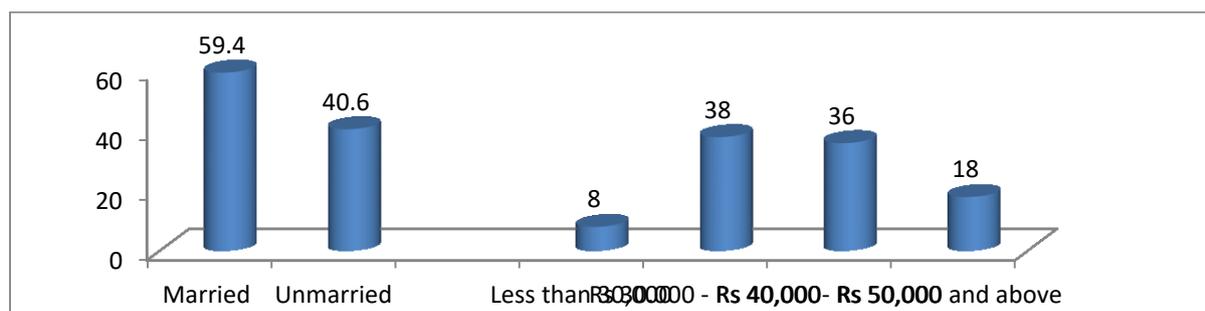
Demographic variables

Classification of Respondents by Gender and Age



Analysis: The results indicate that 76.2% of the respondents are male and 23.8% of the respondents are female. 67.2% of the respondents belong to the age group of 40-45 years while 18.2% belong to 35 to 40 years, 12.2% is associated to 50 and above years and 2.4% belong to less than 35 years of age. The analysis clearly shows that the study is very comprehensive to cover both the genders and respondents from different age groups. Therefore, the study has the characteristic of inclusiveness.

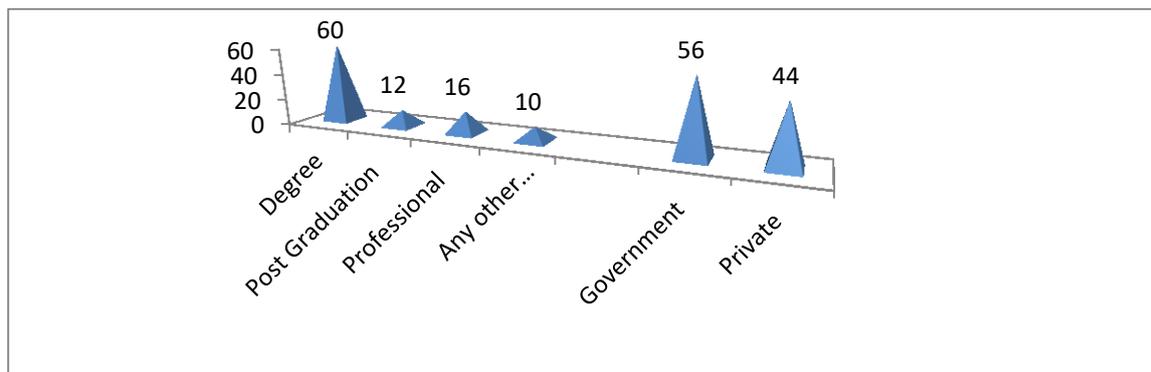
Classification of Respondents by Marital Status and Self income



Analysis: The results establish that 59.4% of the respondents are married while 40.6% are unmarried. The 38% of respondents earn monthly income of 30,000-40,000 per month, 36% earn 40,000 -50,000, 18% of them earn 50,000 and above while 8% earn less than 30,000.

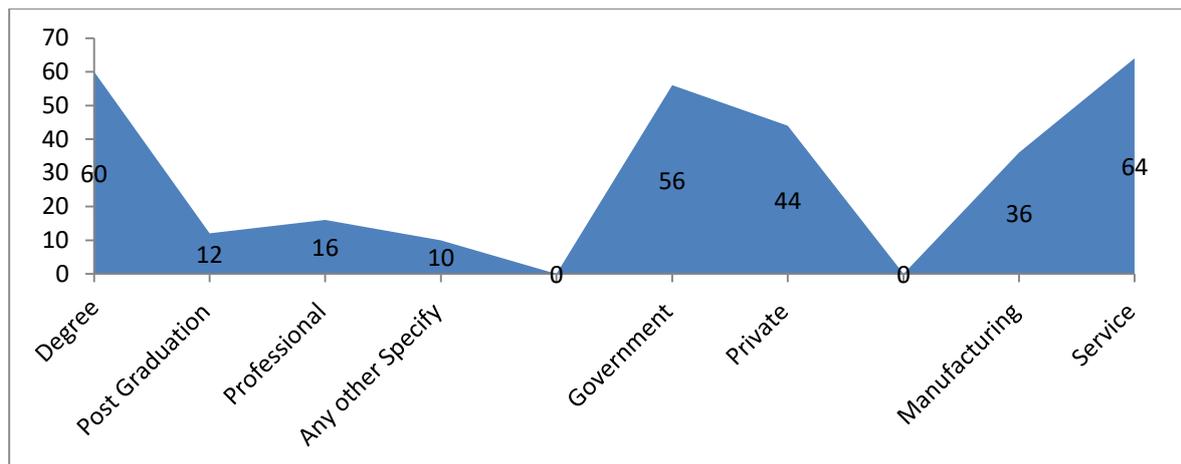
The study covered both the marital status and respondents are also drawn from varied income groups.

Classification of Respondents by Educational level and Type of Employment



Analysis: The findings reveals that 60% of the respondents are graduates, 16% are Profession course qualified, 12 % are post graduates and 10 % of the respondents who have done other courses. 56% of these respondents work for government sector while 44% are appointed in private companies. The study also covered respondents with different educational background and career in both public and private sectors.

Classification of Respondents by Educational Qualification, Type of Employment and Sector



Analysis: From the above, it is evident that 60% of the respondents are graduates, 16% are Profession course qualified, 12 % are postgraduates and who have done other courses. 56% of the respondents work for government sector while 44% are appointed in private companies of which 64 % are working for service sectors while 36% work for the manufacturing sector.

Cross Tabulation

Education and Income

Educ /Income	<30,000	30,000-40,000	30,000-40,000	Rs 50,000& above	Total %
	Rs	Rs	Rs		
Degree	8	34	18	0	60
Post .Grad	0	2	10	0	12
Professional	0	2	6	8	16
Diploma	0	0	2	8	10
Anyother	0	0	0	2	2
Total	8	38	36	18	100

Gender and Education

Gender/Edu	Degree	Post.Grad	Professional	Diploma	Other	Total %
Female	30	9	4	7	0	50
Male	30	3	12	3	2	50
Total	60	12	16	10	2	100

Sector and Education

Gender/Edu	Degree	Post.Grad	Professional	Diploma	others	Total %
Government	36	0	0	0	0	36
Private	24	12	16	10	2	64
Total	60	12	16	10	2	100

The mean of age group with skills and later-life success is as given below

Age Group	Skills	Later life Success
less than 35	3.86	4.14
35-40	3.78	3.84
40-45	3.37	3.76

45 and above	3.78	3.73
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It can be found from the above table that the mean of skills acquired in higher education has been more than proportionately utilized in the career life and has been able to acquire to be successful in later life

The table showing mean and Standard Deviation of Skill and Later life success

construct	mean	construct_sd	construct_N
Skills	3.73	0.28	100
LLS	3.78	0.33	100

Lower Correlation between Skills and Later life success

	Skills	Later life Success
Skills	1.00	
Later life Success	0.47	1.00

Regression: Relationship between Later life success with Skills with respect to gender and age

Coefficients:

(Intercept)	Skills	Gender	Age.Group
1.69932	0.53757	0.17636	-0.05607

Significant Findings of the Study:

- Most of the respondents are graduates, followed by professionally qualified and postgraduates.
- Both male and female are equally active in the survey.
- The study depicts that the respondents below the age group of 35 have higher levels of skills and higher later life success.
- There is a lower correlation between a high degree of skills and higher later life success.

Conclusion:

- The Dream project of the central government is going to have a big impact in shaping the career success of the young workforce. The focus of the Skill India is to promote the Skill Development among the youth. Through skill development, the youth would get ample employment opportunities and which leads to later life success. Therefore, in the later life success of the workforce, the Skill India would play an instrumental role.

Suggestions:

- The course chosen, the institution preferred to have a strong bearing on later life success. Hence, it is suggested to the young potential workforce to be very objective while selecting the college and the course.
- Since the skill level and the age at which these skills are acquired are closely related, it is suggested to focus on the skill development at an earlier age, i.e. at the entry-level.
- It is also suggested that employers conduct contemporary skill development courses for their employees regularly to upgrade their skill set.
- It is suggested to the employers to conduct skill audit and survey of life ambition of the workforce apart from the regular performance appraisal with objectivity.
- Skill & Performance should be linked with compensation.

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