

ROLE OF CENTRAL GOVERNMENT IN IMPLEMENTATION OF SKILL BASED EDUCATION WITH RESPECT TO HIGHER EDUCATION IN KARNATAKA

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ABSTRACT

21th century is Skill based era due to Globalization, Privatisation and Liberalisation. Education comes under Concurrent list, both central and state government is responsible to implement skill based education to minimise the gap between skill competence and Industrial requirements. This research analyses National Education Policy 2020, National Skill Development Mission , Pradhan Mantri Kaushal Vikas Yojana (PMKVY), National Apprenticeship Promotion Scheme (NAPS), Higher Education Financing Agency(HEFA) , Rashtriya Uchchatar Shiksha Abhiyana(RUSA), PMRF, NEAT and Karnataka government initiatives like CMKKy, Nipuna Karnataka ,Skill Development Policy 2025-32 and others. The present study focused on the secondary information related to role of central Govt. on implementation of skill based education. The present study can be base for the further development of activities related to adaption of skill based education system in higher education institutions.

Keywords: Higher Education, Central Government, India, Initiatives.

Introduction

“Skill, not just degrees, will shape the future of our youth.”

Narendra Modi (Prime Minister of India)

In the current era of fast change in the job market, Skill- based education has become necessary to face real world problems. There is a need for skill-based education in present scenario due to globalisation, such as critical thinking creativity, technical expertise, and problem-solving ability to reduce unemployment and under employment situation in our country. Higher education institution not only academic knowledge hub. But also, it became channel for having practical and employable skill. The efficient enactment of skill-based education in higher education institution needs forceful support and strategic direction from the government.

This involves policy formulation, funding, curriculum, faculty training and development, and industrial alliances. When the government is having a role in a team, academic initiatives more consistent nation economy and human resources requirement. This paper focus on how government initiatives hone higher education, and examine impact in bridging gap between education and industrial requirement.

LITERATURE REVIEW

Mrs.Sujata Chandrashekhar Bhasme(2024) "Significance of Skill Based Education" discuss in an era marked by rapid technology advancement, Globalization and evolving workforce dynamics, the traditional paradigms of education are undergoing a transformative shift. This study conducted with the objective of analysis of concepts features of skill based education and to know the significance of skill Based Education. The Present study is based on secondary data that has been collected from various books, journal, websites and also these used to collect the required information. This research paper highlights the transformative shift in education towards skill-based learning, acknowledging its profound significance in preparing an individual to face the challenges of the modern workforce. Skill-based education, characterized by its practical orientation, industry relevance, and flexibility, stands as a dynamic approach to learning that goes beyond traditional academic boundaries.

Dr. Pidal Anita Sambhaji, Miss Riya Dhende(2023), 'Importance of the Skill Based education and training on school and colleges National education policy-2020. Government of India has initiated various convergences efforts across the skill ecosystem "Skill India Mission[SIM],The National Education policy 2020 ,The Department of School Education and literacy [DOSEL].In today's era and in the future, the basics academic education will not be sufficient for students to be successful, to get a good job, or running a business because all these will need some extra skill which they need to learn. All educators and school system must change their pattern of teaching and inculcate skill-based education to prepare student ready for the future.

Mr. Purushottam Arivind Petare, Mr Kantilal Nanaso Tsmhane (2022), "Expectation from Higher Educational Institutes in India with respect to National Education Policy 2020 Implementation". This paper focus on the Education Policy of India in transforming the education system in after 34 years. NEP 2020 aim at enhancing the work life of people. The objectives are' to study NEP 2020, views of NEP 2020 on Higher Education and highlighting important points in NEP for Higher Education. The NEP will also help to transform the education system in India for taking up Global role and the flexibility in course will bring necessary changes required in education system. Students will be able to build skills and emphasises on digital learning in which the best option towards learner centric approach.

Dr. S Latha (2020), "A Study on Skill Development Initiative Schemes in India" This study focuses on how the Ministry is responsible for co-ordination of all skill development efforts across the country, and reigning the gap between demand and supply of skilled manpower, building the vocational and technical training framework, skill up-gradation, building of new skill and innovation for job to achieve of "Skilled India". Main objective of this paper in to analyses the skill development initiatives scheme in India. This research is based on secondary with regards to skill India information skill India purpose. Skill India offers courses across 40 sectors in the country the course also help the individual focus on practical delivery of work and help him enhance his technical expertise so that he is ready for the work and this employer need not have to invest on training him for his job .

Mrs.V Poornima(2021), "A Study on the History of Education policies in India". this study analyses long and varied history of educational policies at the state and national level .Over the centuries the country has seen many changes and development in its educational system with the aim of providing access to quality education for all its citizens. The NEP is a comprehensive set of guidelines and recommendations for the Indian education system. it aims to make education more inclusive, relevant and engaging for all students, and to faster

the development of critical thinking and problem solving skills, by implementing these recommendations.

G. Santoshi (2021) , “A Study On National Education Policies And Revolution In The Education Sector In India” Education is an important tasks which defines learning, acquire skills, knowledge, values, belief , moral so on so forth. It enhances new aspiration and imports a habitual view for children. The Objectives are to study the major changes in the National Policies on Education and to analyse the major changes in the educational sector in the last decade. In a nutshell this paper concludes that drastic changes have taken place in educational sector resulting in broader scope where students can learn and enhance their skill and knowledge in terms of multidisciplinary and thereby leading to a fruitful output to the society and ultimately contributing to the growth of the economy.

M Kavari, J Srikanth, C Shailsha(2022)”National Education Policies in India” study the Education system in India has seen variegated changes right from Gurukula system till date .

STATEMENT OF THE PROBLEM

In spite of increased demand for skilled professionals in skill driven economy, country like India there is an imbalance in Academic learning and industrial prerequisite standard due to theoretical learning and examination Oriented education system. However, government has initiated various policies scheme, and also to unify skill-based education in Higher Education institutions. Some obstacles like poor infrastructure, lack of industrial alliance, lack of specialized personnel, lack of standardised enforcement and lack of co-operation between state and central government hampers growth. Besides understanding and reachability, initiatives stay asymmetrical over institution and territory. also to know productiveness, obstacle, extent of government involvement is vital to secure skill-based education, but also empowering student job specified skill and carrier advancement is necessary. It is very significant to understand the challenges faced by the students after graduation.

OBJECTIVES OF THE STUDY

1. To study the role central Government’s policies and initiatives to enhance skill-based education in higher education institution in Karnataka
2. To identify channelizing of funding provided by Central government under various schemes.

Scope of the Study

This study concentrate on Higher Education Institutions in Karnataka such as Universities, autonomous college and Private and Government degree colleges The research cover the Period since 2015 onwards key skill based education Initiatives were introduced(e.g. NEP 2020, Skill India Mission)

Research Gap

Even though different studies have focus on skilled based education in boosting, hiring potential and venture creations in graduate , most researches clearly focus on the government role in the methodical implementation in Higher Education .Majority literature focus on the common significance of skill growth .During the strategic intervention, enforcement regime, and assessment structure of the government continue to exist undiscovered., there is a scarcity of extensive study to examine the effectuality of the initiatives namely National Education Policy 2020,National skill development corporation and other region based initiatives in reducing the different between curriculum knowledge and industrial essentials, Additionally regional imbalance , unstable intuitional skilfulness and adversities have

encountered between student and faculty to embrace skill based methods which have been adequately addressed in previous researches.

Significance of the Study

This study gives attention towards the pivotal role of government in framing curriculum in Higher Education by providing skill-based education.

1. This study also focuses on how government initiatives reduce gap between academic knowledge and employability.
2. This study also helps for students to know government's endeavour advancement requirement.

Research Methodology

This study is conducted on descriptive approach to examine the Government initiatives for higher education institutions. This study purely based on Secondary data gather from Government Reports ,policies documents , Research articles and publication concerned to skill-based education in Higher Education.

Government Initiatives

The Central Government is Promoting Skill based education in Karnataka through various efforts, such as National Education Policy 2020, skill India Mission and National Skill Mission (NSDM), it provides strong base for consolidating vocational and skill based schemes in to Higher Educational Institutions. Ministry of Union Government like the Ministry of Education (MOE),and the Ministry of Skill Development & Entrepreneurship(MSDE) harmonize with Karnataka Government to integrate Higher Education Curriculum with industrial requisites .PMKVY , NEAT and NATS help to provide skill based training , internship and enhance Job readiness. The Central Government also provide fund for infrastructure, digital forums, industries academia alliance to minimise the skill gap.

Karnataka government have also introduce some initiatives such as CMKKY, Kalike Jyothege Koushalya (KJK), Nipuna Karnataka, Industry linkage cell (ILS), Skill Development Policy 2025-32 and other initiatives play a significant contribution in achieving the vision of **“Atmanirbhara Bharat”(Self Reliance India)** by channelizing Indian youth's potential in to Nation valuable resources.

Table 1 .Major Central Government Skill Development Initiatives in Higher Education.

Name of Initiatives/Schemes	Year	Pioneered	Objectives
Pradhan Mantri Kaushal Vikas Yo0jana(PMKVY)	2015	MSDE	Give short-term training & Certification
Skill India Mission	2015	MSDE	Strengthen India's Youth , catalysts Economic Growth and making country as International Skill Platform.
National Education Policy -2020	2020	MOE	Reforms India's Education System by making comprehensive , flexible, Multidisciplinary, skill Based and Integrated country.
EQUIP	2019	Department	Double the GER, Quality of Education to

		of Higher Education	Global standard, Accreditation,
TEQIP	2002	MOE + World Bank	Upscale and Support Quality Technical Education
Institute of Eminence(IOE)	2017	Government of India + UGC	Empower Higher Education Institutions to become world class Learning and Research Institutions
Higher Education Financing Agency(HEFA)	2017	MOE + Canara Bank	Provide Financial assistance to build Academic Infrastructure in leading Educational Institutions
Rashtriya Uchchatar Shiksha Abhiyana (RUSA)	2013	MOE	Furnish Strategic Funding to State Higher Education Institutions.
Prime Minister Research Fellows(PMRF)	2018-2019 Budget	MOE	Enrich the quality of research in various Higher Education in India Host Institutions : All the IITs, IISERs ,IIS, Bangalore and some of the top Central University and NITs .
National Education alliance for Technology(NEAT)	2019	MOE	Empowers Academic Outcomes in Higher Education applying Technology based solutions
SHREYAS Program	2019	MOE	Unify Apprenticeship and skill development Training with General degree Education.
National Institutional Ranking Framework(NIRF)	2015	MOE	Grade Higher Education Institutions in India

Table 2. Major Karnataka Government Skill Development Initiatives in Higher Education

Name of Initiatives/ Schemes	Year	Pioneered	Objectives
Chief Minister's Koushalya Karnataka Yojana (SMKKY)	2017	SDEL	Provide short term Vocational & skill Training and enhance career opportunity to Youth.
Kalike Jyothge Koushalya(KJK)	2023	DHE	Encourage skill oriented education and increase job prospects for college students
Nipuna Karnataka	2023	SDEL	Create a skilled and employability, prospective industry relevant professionals by aligning with skill

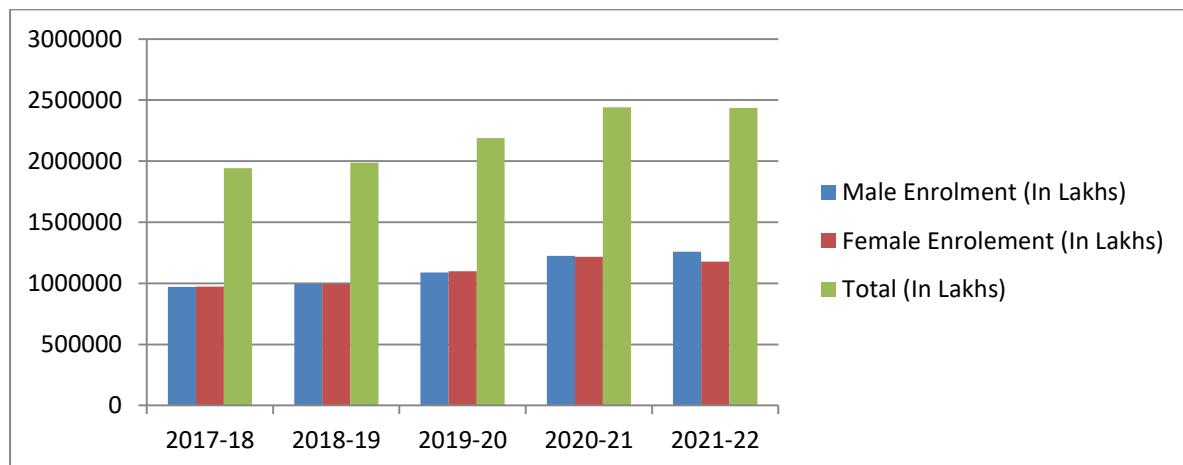
				training with education and industrial requirement in Karnataka
Industry Cell(ILS)	Linkage	2021	KSDC	Develop Strategic partnership between education Institution and industry to minimise skill gap.
Skill Development Policy 2025-32		2025	SDEL	Aim to make Karnataka as a leading skill Capital for talents , integrating with the vision of growing \$1 trillion economy by 2032.

Table 3.Karnataka State Students Enrolment in Higher Education (2017 -2022)

Academic Year	Male Enrolment (In Lakhs)	Female Enrolment	Total (Lakhs)
2017-18	9,71,393	9,72,463	19,43,856
2018-19	9,93,417	9,95,077	19,88,494
2019-20	10,88,883	10,99,009	21,87,892
2020-21	12,23,601	12,16,836	24,40,437
2021-22	12,58,004	11,78,536	24,36,540

(Source: AISHE Reports)

Chart 1. Showing Student Enrolment in Higher Education



The above table illustrates gender-wise enrolment of students in Higher Education, in all the Institutions of Karnataka from the Academic year 2017-18 to 2021-22. There has been a stable increase in total student enrolment during the years, it signs of positive trend in access in Higher Education. The total enrolment shows increasing tendency from 19.43 lakh in 2017-18 to 24.36 lakh in 2021-22 indicating total blooming in spite of quite variation

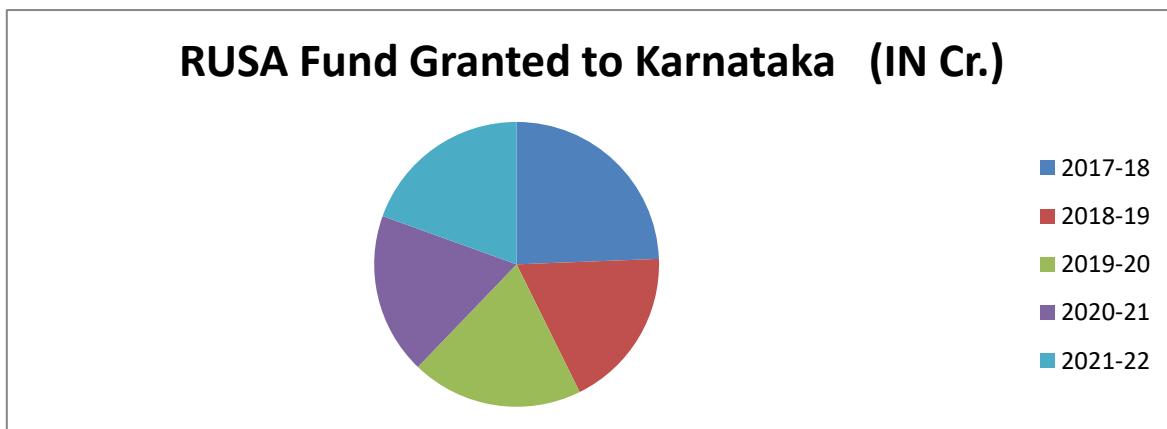
Gender wise analysis disclose that male and female enrolment boosted, continuously since 2017-18 to 2020-21. Male enrolment increasing from 9.72 lakh in 2017-18 to 12.23 lakh in 2020-21. On the other hand Female enrolment increase from 9.72 lakh to 12.16 lakh over the period of time, but in 2021-22 female enrolment some extent turned down to 11.78 lakh, but male enrolment moving to grow slightly to 12.58 lakh. This Model shows that even broad participation extended.

Table 4 Showing RUSA Fund Granted to Karnataka

Year	RUSA fund Granted (In Cr)
2017-18	87.24
2018-19	65.49
2019-20	69.75
2020-21	65.49
2021-22	69.75

(Source:education.gov.in)

Chart 2 Showing RUSA Fund granted to Karnataka (2017-2022)



The Above table reveals quite variation in RUSA funding in between 2017 and 2021-22. The Maximum fund granted was Rs.87.24 crore in 2017-18 and minimum was Rs.65.49 crores in 2019-20 and 2021-22 and totally in overall trend denotes disparity in financial Assistance.

FINDINGS

1. The central government has made significant strides in promoting skill-based education through multiple initiatives. These include large-scale schemes like **PMKVY**, the **National Skill Development Mission**, and **NAPS**. However, while these policies reflect a strong commitment to bridging the gap between education and industry requirements, challenges remain in their effective implementation at the grassroots level.
2. While the NEP is visionary, its success will depend on state governments adapting it to local contexts and ensuring that the infrastructure for skill-based education (including training centres and qualified instructors) is available.
3. The infrastructure gap—especially in rural and remote areas—limits the reach and effectiveness of government programs. Programs like **PMKVY** are particularly dependent on the capacity of training centres, which, in many cases, do not have sufficient facilities to cater to the growing demand.
4. There is a disconnect between what students are trained in and the skills that industries require. **Industry partnerships** need to be strengthened to ensure that skill development programs remain relevant. This could involve developing more sector-specific programs and ensuring regular feedback loops between industries and educational institutions.
5. While financial aid is available, there is a need for clearer guidelines on how the funds can be specifically directed towards enhancing skill-based education programs. Many

institutions struggle with limited autonomy over how to allocate funds for vocational training infrastructure, despite the availability of resources.

SUGGESTIONS

1. Strengthen Industry-Academia Collaboration.
2. Focus on Infrastructure Development in Rural Areas
3. Enhance Digital Literacy and Accessibility
4. Strengthen Awareness and Outreach Programs.
5. Improve Teacher Training and Capacity Building

CONCLUSION

The implementation of skill-based education in India is a critical necessity for aligning the country's educational system with the demands of the 21st-century workforce. As globalization, privatization, and liberalization reshape the global economy, India faces the dual challenge of providing its youth with relevant skills while bridging the gap between the competencies imparted through traditional education and the practical skills demanded by industries. The central government's various initiatives, such as the **National Education Policy (NEP) 2020**, **PMKVY**, **NAPS**, and state-specific programs like **Nipuna Karnataka**, reflect a growing recognition of the importance of skill development in preparing youth for future employment. However, despite the ambitious scale and reach of these programs, the findings from this study highlight several key areas where improvement is needed to enhance the effectiveness and sustainability of skill-based education:

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