



## Higher education institutions role in developing highly skilled women workforce to enhance country's economic growth

Chaya R

Assistant Professor, Department of Commerce, Karnataka State Open University, Mukthagangothri, Mysore, Karnataka, India

### Abstract

The highly educated women workforce supports country's economic growth and the skilled women labor can be deployed flexibly, achieve high levels of productivity, apply existing technologies and engage in innovation. That is why low and middle income countries are assigning greater importance to higher education as a source of the scientific, technical and analytical skills needed for higher productivity and technological catch-up. As technology becomes more skill based and competitive pressures intensify, women employees need more than a secondary education. Organizations must employ larger numbers of skilled women workers with higher degrees to have desired results. The market demands for high skilled and highly educated employees for having innovation and creativity. This was to be expected given the current focus on innovation and intellectual capital across all business sectors, but skills issues have taken on wider corporate significance in a context of economic globalization. The argument that a knowledge-driven economy demands a larger proportion of the skilled workforce in order to meet the present market demands. Hence, the present study focuses on the importance of highly skilled women and well trained with help of higher education to have nation's economic growth.

**Keywords:** creating quality workforce, higher education, skilled women workforce, underpinning growth, global skilled web and innovation

### Introduction

A knowledge-driven economy demands a larger proportion of the skilled women workforce with high educational qualification. In order to be a highly skilled women worker one should have an attitude of lifelong learning and it has had a major impact on productivity. Whatever the merits of the economic case for expanding higher education, there has been major growth. The economic success and dynamism countries must tackle an increasingly complex set of challenges to continue on a path of sustainable development. Learning from others within the area and beyond can help to identify what works, what doesn't and why in the search for practical solutions to these challenges. This helps to presents analyses of certain issues drawing on the global knowledge and experiences enables actions to turn challenges into opportunities.

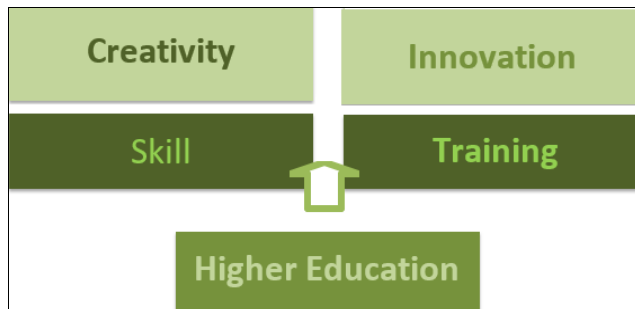
Higher education plays an important role in providing required skills and training for innovation in women workforce. A number of important questions remain as to what kind of higher education teaching can be conducive to the strengthening of skills for innovation in women workforce. This aims to shed light on the issue by reviewing the current situation on the effectiveness of problem-based learning compared with more traditional approaches in higher education teaching. The good-quality education and lifelong learning helps women work force to well equip with the requisite knowledge and skills needed to address a sustainable future. Hence, the role of educational institutions becomes

vital to achieve country's economic growth with the help of women workforce. It explores the extent to which problem-based learning can be an effective way to develop different discipline specific and transferable skills in women workforce for innovation. Despite the promising evidence linking problem based learning and effective teaching in higher education to certain aspects of skills for innovation, more work is needed in this area. There is potential for further study to provide additional important insights into the development of skills in women workforce for innovation.

It is important to understand the economic context the need for an improved higher education system for women workforce. There are heterogeneous group of economies and these can be divided into three income groups on the basis of their gross domestic product (GDP) per capita (and productivity) and technology clusters on the basis of the skill and technological intensity of products. To have good economic condition we need to increase productivity both in the short run and long run and must develop the technological capacity need to increase productivity, the key drivers are well training and high skills.

This paper explains the how higher education can provide the skills and training to develop country economy. Although primary and secondary education provides individuals with their basic skills for life, higher education builds on these skills to provide high-level academic, technical, behavioral and thinking skills. Economies need these skills to increase their human capital and produce a strong labor force to apply

the technology of today to reach higher productivity. At the same time math, science and technological knowledge and skills, such as the ability to think critically and spur creativity to improve countries' capacity to assimilate, adapt and develop new technology. The two processes are training and high skill increases productivity through innovation. This paper proposes the conceptual framework of the role of higher education for women.



Source: Author

### Higher Education for growth through Skills and Training to Women Workforce

There is much evidence of the positive relationship between higher education and economic development. Countries with high educational background will have high GDPs and high labor productivity. Individuals with more years of higher education score higher on measures of skill competencies than individuals with few or no years of higher education and skills and productivity are positively related. Several indicators of innovation also support the need for higher education to women workforce. Technologically innovative firms have higher shares of workers with higher education specially more importance and focus to women workforce.

This paper explains how higher education provides the skills and necessary training to women work force by the country to develop its economy. Although primary and secondary education provides individuals with their basic skills for life, higher education builds on these skills to provide high-level academic, technical, behavioral and thinking skills. Economies need these skills to increase their human capital and produce a strong labor force to apply the technology of today to reach higher productivity. To this higher educational institutions have to play a critical role to implement and driving sustainable economic growth initiatives through their institutional policies and practices. The challenge is now how higher education institutions have to contribute towards the economic growth through appropriate vision, mission and values with the help of their strategic plans and organizational culture to support women workforce.

The roles of higher education to women work force to sustainable economic growth increases year by year. Higher education can be seen as a focal point of knowledge and its application, an institution which makes a great contribution to the economic growth and development through fostering innovation and increasing higher skills. It improves the quality of life and address global challenges hence can have the higher living standards and well-being of women workforce.

### Knowledge Skill Webs-Higher Education Role in supporting women work force

In the knowledge economy the imparting skills and training to women work force resource issues had become more important to corporate competitive advantage. This was to be expected given the current focus on innovation and intellectual capital across all business sectors but skills issues and training have taken on wider corporate significance in a context of economic globalization. This change has come about via a combination of factors including the rapid expansion in the global supply of high skilled workers in low-cost as well as high-cost economies, advances in information technologies and rapid improvements in quality standards in emerging economies, including the capability to undertake development.

The primary goal of higher education should be to assist students to acquire knowledge *and* develop skills. Knowledge acquisition for the sake of knowledge acquisition, absent application, is akin to hoarding. We should have concern towards what student learns to *do* with that knowledge. Graduation should occur when the requisite skills are acquired and can be reliably demonstrated. It is better to have skills-based competency model rather than the current credit hour model. The emphasis shifts from knowledge possession to knowledge application via demonstrable skills and abilities

After disciplines, programs and departments identify and articulate the desired skills for their students, the looming challenge is the meaningful measurement of those skills and abilities. Some may posit that the ephemeral aspects of a college education cannot be measured or that the act of measurement changes the experience. Can we measure a student's skills and abilities for such nebulous concepts as critical thinking, ethical reasoning, socio-cultural awareness and so on.

### Higher Education as a provider of Skills

A well-trained and highly educated women workforce underpins the growth. The skilled women work force can be deployed flexibly, achieve high levels of productivity, apply existing technologies and engage in innovation. That is why low and middle-income countries are assigning greater importance to higher education as a source of the scientific, technical and analytical skills needed for higher productivity and technological catch-up. As technology becomes more skill based and competitive pressures intensify, entrepreneurs and managers need more than a secondary education. And they must employ larger numbers of skilled workers, some with higher degrees.

### Quality of Higher Education graduates of Women

The higher educational institutions need to retrain tertiary graduates and the coexistence of employment vacancies and unemployed tertiary graduates are two indicators of skill gaps. Although labor market failures in matching skill demand and supply may also be a factor, this book explores higher education's failure to develop adequate skills to meet employer demand, improve productivity and foster innovation. Results of employer and women employee surveys highlight the need for greater skills. Across low and

middle income countries, employers expect workers particularly those with higher education to possess the technical, behavioral and thinking skills to increase their productivity and spur growth. Employers want workers who possess the ability to think, adapt, undertake continuous learning and even be creative. Employers also expect additional skills in leadership, industry experience, creative mindset and ability to think outside the box. Employers highlight gaps in creative thinking and problem solving and also in behavioral skills such as communication, negotiation, working attitude and in technical skills including gaps in practical knowledge of one's job and information technology. Since from the last decade business has changed a lot, there are a so many jobs today that failed to exist several decades ago. Technology is changing the nature of work. The requirements of women employee's skills have drastically changed. Hence higher educational institutions has to assures the relevance of their knowledge, identify skills gaps and therefore create special programs to build the right skills which help countries to have economic success and adapt women workforce development to the economy to fill the changing demand.

### Conclusion

Higher Educational Institutions are playing a more vital role in the changing economic and social landscape. There is a great link between the university and productivity with help of higher education providing to women workforce along with the imparting skills and providing training. In his view, now the university overlooked the essential connection between these aspects but previously there was a lack emphasize on science, had rigid disciplinary boundaries and ineffective governing boards. The current economic circumstances, countries call for many of their higher education institutions to be more widely engaged with the world around them. These institutions typically focus on teaching with limited regard to using knowledge spillovers as a vehicle for economic growth. Higher educational institutions primary challenge is to move from being countries of assemblers and processors to countries of innovators with high technological capability in manufacturing and to introduce new technologies in their service sector keeping women work force in the view.

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