| -                                      |   |
|--|---|
| <b>-</b>                               | Topic: Higher Education   |
| <b>~</b>                               | Skill acquisition   |
| **                                     | Skill acquisition   |
|  |   |
| ************************************** | Outline   |
|  | A . Takeduction No definitions in the introduction                        |
| **<br>**<br>**                         | 1. Defination of higher education and skill                               |
|  | acquisition   |
| 9                                      | 2. Brief overview of the debate between                                   |
|  | higher education and slut acquisition                                     |
| <b>9</b>                               | 3. Thesis statement   |
| 9                                      | The discussion is not based on pros                                       |
| 9-                                     | B. Higher Education Pros Helphris Company                                 |
| <b>9</b>                               | argumentation on which  |
| <del>-</del>                           | argumentation on which one is better for personal & professional growth.  |
| 9                                      | a) Higher education develops critical thinking and problem solving skills |
| 9-                                     |   |
| 0                                      | - Highlights of Association of American colleges                          |
| Þ                                      | and Universities  |
| <b>9</b> .                             | b) Higher education in key to unlock social                               |
| ,<br>                                  | acceptance and approval   |
| •                                      | - Quote of Anistotle.   |
| ,                                      | c) Higher Educations Provides understanding                               |
| 9                                      | of This complex world.  |
| ,                                      | - "Knowledge in understanding of World.                                   |
| 9                                      | (Aristotle)   |
| •                                      | 11110101101   |

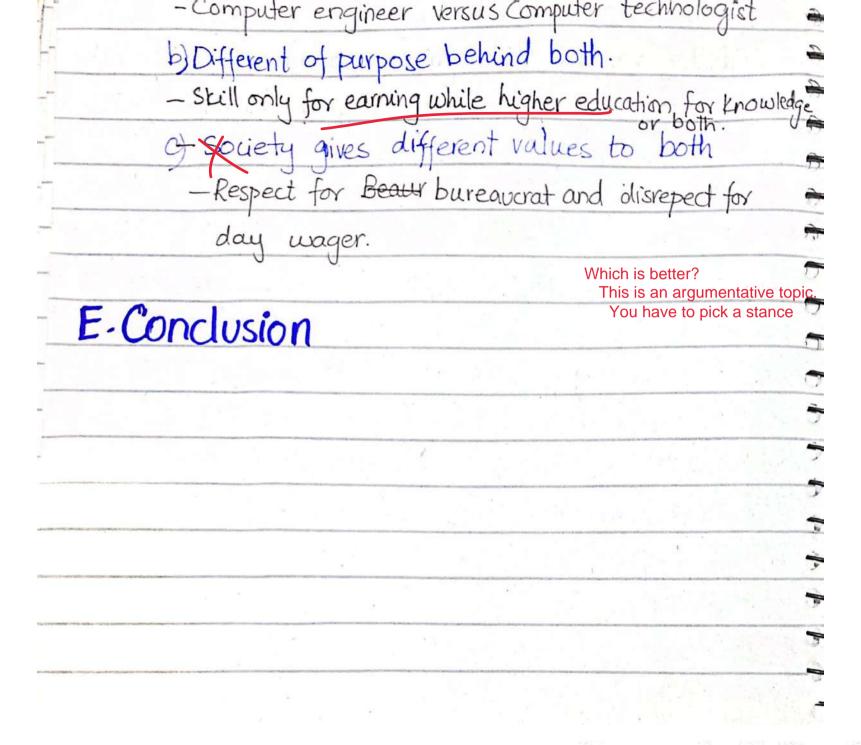
2. Cons of Skill acquisition a) Lack of critical thinking element - study of Association of American Colleges and Universities b) Dependency on educated people - For technology and office work c) Skill depends upour demand - Research of World Economic Forum. D. Similarities and Differences Between Higher Education and skill Acquisition. 1. Similarities a) Both have potential earning factor - world Economic Forum Shows higher salaries for both cases. Not relevant ) Both are two sides of same coin - Both are sec compulsory espects for sustantial development.

c) Rewarded after recognition.

- Only social recognition fuels career success in both cases.

2. Differences

a) Higher education takes too much time while skill acquisition is not that much time consuming



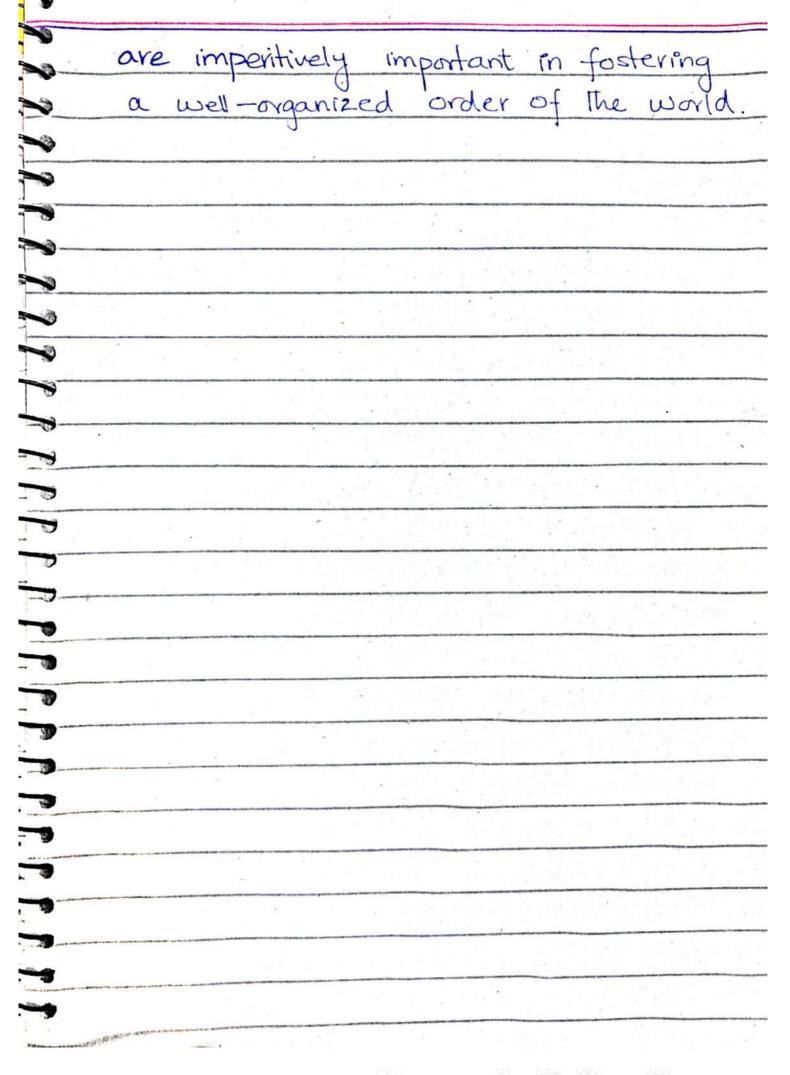
In an eva of technological advancement and highly researched developments, the quest for successful career path became increasingly complex. There lies a question: whether higher education or the skill acquisition is the key to success. While Higher education provides a broad knowledge. and social acceptance with a demerit of Properly discuss Costs, skill acquisition gives practicable your outline. and applicable techniques with lacking of Citical thinking element. Higher education and Skill acquisition have scope and demands with different merits and demerits. According to rapidly evolving market, choice between both depends on individual goal and circumstances. To start with, one of the prime advantage of higher education in provision of critical thinking and problem solving skills. Through rigorous academic programs, students learn to analyze complex information, evaluate evidence and develop innovative solutions to real world problems. By fostering critical

thinking and problem-solving skills, higher 6 to navigale empowers individuals 8 8 uncertainity, adapt to change, and drive B various fields. As Albert Einsten progress B "The important thing is not to stop Ó Evidence is not relevant to the argument questioning, Curiobity has 1 existence "tikewise, Higher education ianites 3 this with curiosity equipping students \$ skills of questioning, Seeking answer stablish link to topic instead solving problem. In this way, higher 4 an education shapes Their minds andly, another penetit of 2 that education in 400 a Dowertd 4 acceptance and too social appro 6 <6 doors to new opportunities connections By earning a degree individuals gain recognition and respect employers and Society teo 0 These two arguments are separate Social acceptance could translate to a time breaks down Better career options and professional diversity Development opportunities ostering inclusivity and from all backindividuals erables grounds succeed. AS Malala Vousatzai

skills ensures that knowledge in translated into actions. Moreovers in todays rapidly Unstructured and incoherent of learning skill, consumes a paragraph shorter duration depends upour capacit No example no rearrier. furthermore; to stay a head curve, individuals must be able to adapt quickly and learn new skills according to changing and trends and market demands. 0 so, skills can be adapted easily and quickly 4 such benefits make skill acquisition easy 4 Q. Pulsue for career. secondly; there are some limitations still acquisition , showcasing serious combat challenges. Lack of efforts to critical thinking ability or capacity makes highly skilled person dependent on person, forexample, a highly skilled educated Unstructured and inconferentialor cann't read any letteror 4 paragraph application furthermore, skills write any No example no essfulness depends up These are illustrations not examples market tobexample; Now in the era Q. technology and machinery, there is no need of manual typewriters. Therefore,

Some certain Consideration and decisions are required while acquiring any skill. In view of above arguments, it is clearly dovious that there are some Similarities between both elements of discussion. Firstly, both have almost equal potential for earning or financial prospectives. World Economic Forum shows equal and higher salaries for both elements of discussion. Secondly, both compulsory and necessary elemement are for sustantial developments. For example, a highly educated architect cannot construct Irrelevant building without builder and construction workers. Thirdly, both will be rewarded and approched after social recognition. These three are most prominant aspects which make higher education and skill acquisition to a bit similar. Conversely, although there are similarities between the two, it is crucial to acknowleage distinict differences. Firstly, higher education takes almost sixteen years of education while skill can be learned with in months Unstructured and interest is one purpose supposed for

which is earning Still acquisition other hand, there could be diverse higher education like prosperity and financial Too many points in act i have different standards single paragraph. No proper structure and espect an educated person and skilled person. Society have respect bureacrat disrespect and pity eyes In this ways Higher education is far-more different Skill acquisition. from hindsight; according to modern Changing trends, where there are pros and both higher education and acquisition exist, the best approach lies in recognizing the value of both and finding a that suits individual career goals market demands. Both have demands sustantial development and advancement. higher education provides understanding 4 Lacks proper structure ledge of this complex world alongside acquisition fulfills the gaps Skill higher education. Both are the two same coin, which collectively tace



|           | Category               | Total marks | Obtained marks |
|-----------|------------------------|-------------|----------------|
|           | Qualitative analysis   | 10          | 0              |
| Content   | Quantitative analysis  | 10          | 0              |
|           | Validity & Reliability | 10          | 0              |
|           | Relevance              | 10          | 2              |
|           | Sentence structure     | 5           | 1              |
| Language  | Vocabulary             | 5           | 2              |
|           | Clarity                | 5           | 1              |
|           | Command of language    | 5           | 1              |
|           | Expression             | 5           | 1              |
|           | Outline                | 5           | 1              |
| Structure | Introduction           | 5           | 0              |
|           | Body paragraphs        | 5           | 1              |
|           | Conclusion             | 5           | 1              |
| Coherence | Cohesion               | 5           | 1              |
|           | Coherence              | 10          | 1              |
|           |                        | Total       | 13             |