

# Education and Skill development: a Gateway for Employment in India

**Kongkee Devi**

Research Scholar, Department Of Education, Gauhati University, India

## ABSTRACT

### Keywords

*Article Received: 10 August 2020, Revised: 25 October 2020, Accepted: 18 November 2020*

## Introduction

In the era of globalization, development of a country always boosted up by the efficient and smart uses of knowledge and skill. In this modern edge, skill and knowledge are working as the fuel for economic and social development of any country. Countries with highly qualified skillful persons are prominently deal with different issues of globalization in regard to their all round growth and development is concerned.

India is a developing country with the largest youth population in the world. In every three person in India there is one who is between age group of 15 to 29 years. According to annual report of Periodic Labour Force Survey (PLFS), Govt. of India (May 2019), unemployment rate among the youth (15-29 years) in usual status is 17.4% for rural male, 13.6% for rural female and 18.7% and 27.2% is for urban male and urban female respectively. In order to bring revolutionary changes in the employment sector of India, there is an urgent need to provide quality education and skill training to the population in order to smoothen the process of development. Now, the question arises what is skill? So, skill is an ability to work an activity in a very smooth way without taking much time, energy and both. Skill can be acquired and improved through a very systematic, deliberate effort. Skill can be considered a collaborative result of knowledge, practice and experience. Skill can be classified into two basic types- hard skills and soft skills. Hard skills basically include the specific technical, tangible and specialized skills and soft skills include behavioral, non domain specific and intangible skills. These two types of skills always moving forward simultaneously for meeting the requirements of any job.

For a country like India, it is very difficult to initiate and implement skill development programs as its socio-economic and demographic point is concerned. India made an effort in March, 2015 by launching a multi-skill project 'Skill India' for providing training to create an opportunity, scope and space for developing talents of the youth population. It is process by govt. of India for reducing poverty by increasing, productivity, empowerment and employment through which sustainable growth of the country can be assured. Skill India emphasises on developing skill among the youths as a way so that they can get employed and also improve entrepreneurship. Skill India program is well recognized and welcomed by all and it will definitely boost up Indian economy and make India internationally competitive one.

In India, youth populations who will enter in workforce very soon cover a large portion of total population. But, it is seen that majority of that population are not getting proper education and vocational training. Due to the population explosion, there is an increasing demand for education day by day. The enrolment rate is increasing day by day as everyone can access education easily, but, at the same time dropout rate is also remaining same and sometimes high in different level of education. As, India moving forward for transforming the whole country into knowledge economy; hence, it is essential to focus on proving more skill based education and training so that the population are capable of getting engagement. India has various educational institutions for proving vocational education and training. But, this well institutionalized system could not meet the requirements of today's industry and labour market as huge demographic territory and socio- economic condition of the country is concerned. Here, financial assistance also plays a vital role in improving the quality of education and training. So, every govt. should provide necessary support and facilities to the educational institutions so that children are able to get proper quality education and capable for getting engaged in workforce.

## Objective of the study

This paper attempts to study the status of employment in India in relation to the education and skill development and also to suggest some remedial measures for solving the unemployment problems.

## Methodology

This study is based on primary and secondary sources of data. Data are collected from the books, journals, official website, government reports and publications of other prestigious institutions.

## Education, Skill Development and Employability

Education is the most effective tool for social and economic growth of a society. Population with adequate knowledge and skill of any country can help in the process of growth in an inclusive way. Now- a days, skill and knowledge are pre-requisite condition for all round development of a country. The relation between education, skill development and employability can be presented as; Education> Skill development> Employability. Because, a person with full of skill, experience and training have more demand in the field

of employment and proper skill and training can be gathered by better quality of education. Now a days' education is considered as an investment. People often define the benefits of education in terms of getting establishment.

The fastest development in science and technology brought an era of skill and experiences. So, skill development of youth is very essential as expert person has more demand in the field of employment. Education as an instrument for societal change plays an important role in building skill based society. But, India, Instead of having one of the largest education systems in the world where education is a prime right of a child from 6-14 years, it could not rise to a satisfactory level as compared to the modern competitive world as per the employment sector of the country is concerned. Education and employability are in two different poles in India because of a large gap in academics and expectations of industry and society. Due to the lack of adequate quality education, vocational and professional education, skill development training facilities, a huge number of youth populations of India is suffering from lack of skill, efficiency which leads the employment rates to the negative trends. To generate more skilled manpower the whole education system needs to be flexible enough with having small units of competency- based courses. The

educational institutions should develop courses as per the requirements of the students as well as need of society. So, there is an urgent need to reorganize and modify the education system according to the current need and growing demand of employment market through which it is possible to create more and more skill and competent manpower that accelerate the process of development of the country.

### Vocational / Technical Training and employment in India

In this competitive era, vocational and technical education is very essential for enhancing one's skill and experiences for coping up with the fast growing world. The youth populations of India are become aware day by day and putting their steps forward for receiving vocational and technical training by different modes of education. In India, Skill can be acquired by both formal and informal mode. Both private and public sector provide skill education and training by formal mode. Beside this, now a days' govt. of India also gives emphasis on PPP model (public and private partnership model) in various sector for development of the nation. Status of vocational / technical training received by people of India is presented below:-

**Table-1:** Percentage of distribution of persons in the age group of 15-59 years by status of vocational/ technical training received in India.

Locality	Category of persons	Received vocational training						Total (formal and non-formal)	Did not receive vocational training	Total
		For formal mode	Non-formal Mode							
			Hereditary	Self-learning	Learning on the job	others	Total non-formal			
Rural	Male	1.5	3.0	2.6	3.1	0.4	9.0	10.5	89.5	100.0
	Female	0.9	0.9	1.2	0.7	0.4	3.2	4.1	95.9	100.0
	Person	1.2	1.9	1.9	1.9	0.4	6.1	7.4	92.6	100.0
Urban	Male	4.0	1.2	2.3	4.9	0.8	9.2	13.3	86.7	100.0
	Female	3.3	0.4	1.0	1.0	0.6	2.9	6.3	93.7	100.0
	Person	3.7	0.8	1.7	3.0	0.7	6.1	9.8	90.2	100.0
Rural+ Urban	Male	2.3	2.4	2.5	3.6	0.5	9.1	11.4	88.6	100.0
	Female	1.7	0.7	1.1	0.8	0.5	3.1	4.8	95.2	100.0
	Person	2.0	1.6	1.8	2.2	0.5	6.1	8.1	91.9	100.0

Source: Source: Annual Report: PLFS, 2017-18

Table 1 show that percentage of persons receiving vocational training by non-formal mode is higher than the percentage of persons receiving vocational training by formal mode. Again, the percentage of male receiving vocational training is higher than female in both rural and urban areas.

Today, importance of vocational / technical education is recognized by everyone. Govt. of India has taken various initiatives for generating skilful persons for making India more powerful in terms of employment and social and economic development. But, instead of all these incentives, in 2017-18 percentage of person of age group of 15-19 years and 15-59 years who received vocational/technical training is same as obtained in 2011-12 during the 68<sup>th</sup> survey of NSS Round for both rural and urban areas. Percentage of person age group of 15-19 years and 15-59 years who received formal vocational/technical training during the period from NSS Round 68<sup>th</sup> (2011-12) to PLFS Report (2017-18) is presented below:-

**Table-2:** Percentage of person age group of 15-19 years and 15-59 years who received formal vocational/technical training during the period from NSS Round 68<sup>th</sup> (2011-12) to PLFS Report (2017-18)

Locality	Category of persons	NSS Round 68 <sup>th</sup> (2011-12)		PLFS (2017-18)	
		15-29 years age group	15-59 years age group	15-29 years age group	15-59 years age group
Rural	Male	1.9	1.6	2.0	1.5
	Female	1.3	0.9	1.3	0.9
	Person	1.6	1.3	1.7	1.2
Urban	Male	4.4	5.0	4.6	4.0
	Female	4.1	3.3	4.2	3.3
	Person	4.3	4.2	4.4	3.7
Rural+ Urban	Male	2.7	2.6	2.8	2.3
	Female	2.1	1.6	2.2	1.7
	Person	2.4	2.2	2.5	2.0

Source: Annual Report: PLFS, 2017-18

India is the fastest growing country in world. Economic strength of India is developing steadily day by day but a major part of the population still remain in the darkness of poverty, illiteracy, lack of skill and proper training. The employment scenario of India is upgrading gradually. In the year 2019, 42.39% of the workforce was employed in agriculture, 25.58% in industry and 32.04% in services; while in the year 2011 there was 48.98% of workforce engaged in agriculture, 23.49% in industry and 27.53% in services. It is seen that agriculture still a main sector of employment in India as it shares almost half of the workforce in it. But, it also shows a shifting paradigm in the composition of the total main workers from agricultural sector to non- agricultural sector.

As the tendency to get vocational training among the youth of the nation to develop their skill has been increasing in the last few years, the union and state governments in India has taken different initiatives to provide vocational training to those youths. If we observe the field of employment it can be noticed that most of the youths getting vocational training are able to get employment in different fields. The table below shows the board activity status of persons who pursue formal vocational training in both rural and urban areas in the year 2017-18.

**Table-3:** Formal vocational/technical training and board activity status

Locality	Category of Persons	Usual activity Status (ps+ss)			
		Employed	Unemployed	Not in labour force	All
Rural	Male	67.2	15.5	17.3	100.0
	Female	37.4	11.0	51.6	100.0
	Person	56.0	13.8	30.2	100.0
Urban	Male	72.0	12.4	15.6	100.0
	Female	38.6	10.0	51.4	100.0
	Person	57.1	11.3	31.5	100.0
Rural+ Urban	Male	69.8	13.8	16.4	100.0
	Female	38.1	10.4	51.5	100.0
	Person	56.6	12.4	31.0	100.0

Source: Annual Report, PLFS: 2017-18

### Govt. Initiatives: Skill Development and Employment Generation program

Economic strength of India is developing gradually day by day but a major part of the population still remain in the darkness of poverty, illiteracy, lack of skill and proper training. After recognizing the distance from education to employment govt. of India has taken various initiatives for reducing the gap. Govt. of India intended to help students of every state and UT's in active participation in job market and gain access to employment services. Indian government has also launched skill development programs for the rural youth of each and every state in order to build and develop their competency level. Govt. of India is working hard constantly to transform the country into skill economy. Ministry of Skill Development and Entrepreneurship has taken many more energetic steps for developing skill and efficiency of rural youth and make them useful resources for

the society. The ministry is maintaining co-ordination of all skill development efforts across the country along with putting necessary effort for cutting down the gap between demand and supply of skilled manpower. Ministry also gives stress on reducing unemployment among the educated youth by providing training and equipping them with suitable skills for Industrial Employment and Self Employment. Therefore, MSDE, Govt. of India launch various short term and long term training schemes along with different apprenticeship training and entrepreneurship schemes like Pradhan Mantri Kaushal Vikas Yojana (PMKVY), Pradhan Mantri Kaushal Kendras (PMKK), Udaan, Craftsmann Training Scheme (CTS), Vocational Training Programme for women, National Apprenticeship Promotion Scheme (NAPS), SANKALP, Rozgar Mela, Aspirational Skilling Abhiyan etc. in order to encourage and develop skills in the country.

Indian govt. made one step ahead through conducting training of trainers by Advanced Training Institutes and Regional Vocational Training Institutes in collaboration with Ministry of Labour and Employment. Again, it has also modernized the National Employment Service and converted into National Career Service (NCS). In addition, the Ministry of Labour and Employment is also bringing out the National Employment Policy and Vocational Rehabilitation Centre (VRC) also set up for providing speedy rehabilitation to differently able children which enables them to secure suitable employment that helps in integrating and reintegrating with the greater society. In the year, 2014 Govt. of India has also formulated National Youth Policy in order to address the challenges of unemployment. The policy gives stress capacity building, improving quality of education and promoting skill development and lifelong learning and also makes useful strategies to ensure sustainable and gainful employment of the population across the country.

### Suggestions for developing skills for employment generation

1. In India, the institutional setup and training infrastructure is not sufficient for providing skill education and training to the youth as per the growing demand. Therefore, govt. should draw a proper plan for strengthening the existing infrastructure facility by proving new equipments, replaced tools and machineries with the latest one to cope up with the situation as per the need of the market.
2. Though Govt. of India has taken various initiatives by launching different programs and schemes for minimizing disequilibrium condition between industry expectation and academic reality, still it can be observed that very few population of India are able to get vocational/technical education and training. So, it is high time to take appropriate action for filling up the gap between demand and supply.
3. Concerned authority should put one step forward for resolving the poor linkage issue between education and job market to help the trained youth in getting employment.
4. Encourage girls and women to pursue skill education and training so that they can get employed by developing their skills.

5. Focus should be given in conducting more research in the field of skill development.

6. Indian labour market is also adversely affected by the geographical set-up of the nation. It is a major reason of having mismatch between demand and supply of labour market. So, union and the state govt. should collaboratively work for resolving this issue.

### Conclusion

In the 21st century skill development plays a vital role in making India successful and empowered by bringing the formal, technical and vocational education together to meet the industrial need. Indian workforce is extremely talented, versatile and hardworking. Govt. of India put various efforts like skill India, Make in India for generating skillful youth as India progressively moving towards 'knowledge economy'. But due to the demographic, geographical and socio-economic situation of India the pace of development is still very slow. So, in order to make India skilled one govt. of India should take proper stand for producing skillful person by reducing the major hindrance. Govt. should increase investment in education and training to fulfill the requirements of industries and fill the gap between industry and academics aim with the aim to establish a proper balance between them.

### References

- [1] 5th Employment Unemployment survey Report, 2015-16, Labour Bureau, Ministry of Labour and Employment, Govt. of India.
- [2] Statistical Year Book, 2016, Ministry of Statistics and Programme Implementation (MOSPI), Govt. of India.
- [3] Annual Report, Periodic Labour Force Survey (PLFS), 2017-18, National Statistical office, Ministry of Statistics and Programme Implementation, Govt. of India.
- [4] Ansari, T.A., & Kan, M. A., (2018). Role of education and skill development to promote Employment in India. Retrieved from <https://www.researchgate.net/publication/329782820>
- [5] Arora, R., & Chhadwani, M., (2019). Analysing the impact of skill India as a tool for reshaping Indian economy. International Journal of research and analytical Reviews, 6(1), 2348-1269. Retrieved from <https://scholar.google.com>
- [6] Kumar, A., (2017). Skill India: Opportunities & Challenges. International Journal of Engineering and Management Research, 7(3), 2250-0758. Retrieved from <https://www.ijemr.net>.
- [7] SandhyaRani, G., (2016). Skill Development Training Programmes for Reducing Gender Inequality in India. Paripex-Indian Journal of Research, 5(3), 2250-1991. Retrieved from <https://scholar.google.com>
- [8] Singh, R., & Bansal, R., (2019). Skill development in Indian: Achievements & Challenges. Journal of the Gujarat Research Society, 21(8), 0374-8588. Retrieved from <https://www.reserachgate.net>