



Education in India with Emphasis on Skill Building for Employment – A Case Study

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Introduction

As per Hindu philosophy, everyone is born with the duty and obligation of Pitirin, Rishirin and Devarin. The first means, obligation to the family and ancestry, the second means obligation to the heritage and tradition and the last, formulated in modern terms will boil down to, obligation to the environment. The overall obligation is to repay them more than what they have given, so that the family, the heritage and the environment get richer and richer. And to be able to repay adequately the individuals need to be imparted required education and skill.

To the Western educated, the undertaking of education is necessary in a society to make a person productive so as to be useful to society and thereby earn his or her livelihood.

True education is one that is experienced, tasted and digested, so that it becomes one with the blood, and not an external establishment. The central purpose of all education is that the nation as a whole should become self-sufficient in clear thinking and appropriate skills.

Most definitions of education essentially speak of building of character comprising sincerity, honesty and integrity and then acquiring skill in order to earn livelihood. I personally feel that it is really the Parental education that can teach and help

character building whereas the Institutional education does skill building. Responsibility towards the State and the Nature are to be learnt in both the platforms

In this essay, I shall confine myself to discussing the Institutional education with requisite emphasis on skill building, only

The present system of Institutional education in India has many drawbacks and therefore need the following remedial measures:

Focus on skill based education

Reward creativity, original thinking, research and innovation

Get better people to teach

The internet has created this possibility – the performance of a teacher now need not be restricted to a small classroom. Now the performance of a teacher can be opened up for the world to see. The better teacher will be more popular, and acquire more students.

Remove Roadblocks by

Increasing capacity and capability of the existing system to ensure equitable access for all.
Maintaining quality and relevance

Creating effective convergence between school education and the government's skill development efforts

Advantage India: what we can capitalize on

As compared to Western economies where there is a burden of an aging population, India has a unique 20–25 years window of opportunity called the “demographic dividend.” This “demographic dividend” means that as compared to other large developing and developed countries, India has a higher proportion of working age population vis-à-vis its entire population.

What is the current scenario of unemployment in India today?

33,000 new job seekers per day

231,000 per week

1,000,000 per month

12,000,000 per year!

And the pace at which we are creating jobs?

Only 4.4 million from 2009-2015...and this year's number (as recorded by the Labour Bureau) is at 0.15 million...among the lowest. However, an estimated 50–70 million jobs will be created in India over the next five years and about 75%–90% of these additional employment avenues will require some vocational training.

For India, the difficulty to fill up the jobs is 48%, which is above the global standard of 34% in 2012. India lags far behind in imparting skill training as compared to other countries. Only 10% of the total workforce in the country receives skill training. Further, 80% of the entrants into the workforce do not have the opportunity for skill training.

Capacity development in India

In India, about 12 million people join the workforce each year comprising highly skilled (constitute a minuscule part), skilled, semi-skilled and unskilled work force. The last category constitutes the majority of the population entering the workforce. However, the current skill capacity of the country is about four million. Hence, skilling and technical education capacity needs to be enhanced to about 15 million.

A growing trend, especially evident in new and evolving "high-tech" jobs, is the demand for workers with a combination of technical training, formal education and “soft” skills. In addition to job-specific knowledge and skills, employers today look for a broader set of skills – often called employability skills – in all workers. The Conference Board of Canada developed the critical employability skills profile for the Canadian workforce. This is as follows:

Academic: provides the foundation for good communication skills, a capacity to analyse, evaluate and solve problems and to learn new assignments and new ways of doing the job when technology changes.

Personal management skills: positive attitude, ability to take responsibility and be accountable, ability to deal with changes in the workplace and be innovative, and respect for others.

Teamwork skills: the skills needed to work with others on a job and to achieve the best results.

In the current scenario, **Skill building in India** can be viewed as an instrument to improve the effectiveness and contribution of labour to the overall production. It is as an important ingredient to push the production possibility frontier outward

and to take growth rate of the economy to a higher trajectory. Skill building could also be seen as an instrument to empower the individual and improve his/her social acceptance or value.

In the context of achieving the necessary 'scale' and 'speed', the following solutions could be the way ahead in providing a conducive environment for India to meet its skill development goals: Targeting skill development at all levels of the 'skill pyramid'

- ♣ Implementing Vocational Education in schools
- ♣ Creating a large talent pool through Modular Employable Skills
- ♣ Ensuring Quality in Delivery ♣ Employing technology to achieve scale
- ♣ Formulation of institutional mechanisms for content formation, delivery, and assessment
- ♣ Expediting the formulation of Sector Skill Councils
- ♣ Setting up of a National Human Resource Market Information System (a National Skill Exchange).

The National Skill Development Mission was officially launched by the Prime Minister on 15.07.2015 on the occasion of World Youth Skills Day. The Mission has been developed to create convergence across sectors and States in terms of skill training activities. Further, to achieve the vision of 'Skilled India', the National Skill Development Mission would not only consolidate and coordinate skilling efforts, but also expedite decision making across sectors to achieve skilling at scale with speed and standards.