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## Analysing Present Status of Education, Skill and Employment among Youth in India

Bechan Singh

Research Scholar, Department Of Education, Assam University, Silchar

### ABSTRACT

*India is one of the few countries in the world where the youth population will be far in excess of those dependent on them and, as per the World Bank, this will continue for at least three decades till 2040. Youth is very important proportion of any country and it is seen as an advantage, even characterized as a “demographic dividend”. Youth (the population in 13-35 years age group) have specific socioeconomic needs and play a great role in determining the future trend of economic development of any nation. Therefore it becomes extremely important to provide them educational facilities as well as income earning opportunities. Government of India has been started many skill development programmes for continuously upgrade the skills of the youth population of our country. The present paper highlights the current status of skill and education of youth and identifies the opportunities available for the skill development among youth in India. The present study is based on secondary data collected from reputed articles, books, papers and prominent sites and survey reports.*

**Keywords:** Youth, Skill development, Demographic dividend

### 1.1. INTRODUCTION

Skills and Knowledge are the key driving forces of social development and economic growth for any country. India has the youngest and one of the largest pools of “demographic dividend” that needs to be nurtured through skill development, which can foster economic growth. The majority of large population of our country which are either unemployed or underemployed, need to be give adequate skill development training which will encourage entrepreneurial ventures and that will in turn generate future employment opportunities and fuel economic growth.

Skill development is a key driver for reducing poverty by improving employment potential. It facilitates the employment opportunities and number of enrolments at all levels of education. The increase in employment opportunities could be due to availability of skilled manpower. The role of education and training plays a significant role in skill development and reducing the rate of unemployment. Skill development implicitly refers to equipping trainees with basic expertise with major objective of enabling them to gain employment. There are two broad categories of skills that are cognitive and non cognitive or soft skills. Non cognitive skills are considered as a precursor for increasing employment potential. In 21<sup>st</sup> century developing countries like India want to create well developed skill workforce with special emphasis on skill development for increase in employment rate. Skill development is continuously viewed as very important aspect by industry associations and chambers of Education and industry as they face lack of skill or shortages of skill

Youth of India is the second largest in the world. India is one of the youngest countries in the world with more than 54% of the total population below 25 years of age. But we are far behind in skilled workforce as compared to china, Japan and South Korea. The government has launched the skill India campaign along with Make in India” to leverage our demographic dividend more meaningful. We look at the skill development system to reduce the skill gap of youth and development of economy of nation. Our country is failing to create job opportunities and the young professionals entering the job market are lacking in skill sets. In 2020 the average Indian will be only 29 years old, compared with the average age of 37 years in china and the US, 45 in west Europe and 48 in Japan. The challenges are immense and in order to achieve skill development goal there has to be substantial expansion of vocational education and training for raising employability. Skill development facilitates the employment potential and productivity.

### **1.2. Statement of the problem**

The present paper tries to study the existing level of skill and education and it will examine the employment status available for youth in India.

### **1.3. Rationale of the study**

The skills possessed by each country’s population provide the basic determinants of well being and prosperity. Skill development is an important ingredient and instrument to improve the overall employability potential and which can foster economic growth but Skill development is a neglected area in India but in last few years’ government of India has been focuses on skill development schemes for empowerment of Youth. Few studies have been conducted in this area. The present study is an attempt to observe the existing status of skill and education in India (with special reference to Youth) and also to look at what are the current opportunities available for youth in India.

### **1.4. Research objective**

To analyse the present status of education, skill and employment (with special reference to youth) in India

### **1.5. Research methodology**

The present study is entirely based on secondary data which is obtained from government reports and other relevant sources. For analysis of secondary data the tools like percentage and descriptive analysis are carried out.

## **2: REVIEW OF LITERATURE**

**Padmini I (2012)** study entitled “Education vs. employability- the need to bridge the skill gap among the engineering and management graduates in Andhra Pradesh” and states that Education and training create assets in the form of knowledge and skills which increases everyone productive capacity of manpower and this is referred to a human capital. The purpose of the study was to throw light on the employability skills required for technology and management graduates, to discuss the initiatives taken by the State Government towards skill building of technical students, to explore how soft skills can be integrated with curriculum thereby grooming the professional students for employment the author used secondary data that soft skill are

identified to be the most critical skill and the current job market especially in the area of technology. It's concluded that the HR in term of quality and quantity are India's biggest assets, to gear up education system through various innovative and initiatives.

**World Bank Report (2013):** The World Bank has given report on "skills or jobs – what comes first?" The report highlighted that "jobs need skills, pull skills, and build skills" and emphasised that "employment opportunities increase the demand for education, which systems then have to meet. The role of policy here is to ensure that signals are adequately transmitted, providing incentives to continue skill accumulation by the young and those of working age alike. In India, informing rural women about job opportunities led to increased schooling for girls and delayed marriage and childbearing for women. On the other hand, privilege in access to jobs distorts the signals. It hurts and discourages, rather than encourages, the building of skills.

**Green (2014):** studied the employability of labour force and find out that in the last decade India has a impress economic growth rate but still it is not able to generate employment opportunities to meet the growing employable population. Make in India focus on creating 100million new employment opportunities in manufacturing industry lowering down the growing problems of unemployment in India. In India only about 14 percent of the labour force is employed in Formal jobs

**Madlani (2014)** in his study entitled "Rural employability: Skill development the need of the hour" The objective of the study was, to understand the meaning of employability skills, to understand the importance of skills, to review the requirements by the firm towards employability skills and to find out various methods for developing employability skills. The study aims at finding solution for the problems confronted with the students as well as teachers. Data has been collected from the students, teachers and organizations to find out their expectations about employability and the required skills. The study suggests that, many training institutes can be initiated by the university in which the curriculum design will be upgraded as per the industry needs. Instead of NREGA (National Rural Employment Guarantee Act) if villages are provided with right skills to enhance farm income and increase job eligibility we can generate more income.

**Sharma, Kaul, Goel, & Narang, (2015):** studied about the initiatives for employability and find out that initiatives for improving employability like Smart City development, Skill India, Digital India, Start up India , FDI enhancement, National Investment & Manufacturing zone, creation of Industrial Corridor will not only make India a global manufacturing hub but it will also generate a huge number of employment opportunities with growing Industrial demand.

**Wheebox (2107):** surveyed on skill development and talent of youth and find out that 40% of the global employees report the talent shortages and are focusing on training and development to fill the skill gap. A two percent increase in talent shortage from 2015 to 2016. Most of the employers demands for the skill of domain knowledge and communication skill in each sector. The top 4 skills selected by the employers were domain expertise, communication skill, integrity& values and learning agility. In these 4 top skills, communication skill is the most preferred skill by the employers.

**Confederation of India Industry (CII):** reported that only 10 % of MBA graduate employable and 17% of the engineering graduate employable.25% of the candidate use in the job market and

60 % of the population available in working and contributing towards GDP. IT industry faced shortage of 3.5% employability skill for the requirement of the job.

**National Skill Development Corporation (NSDC):** The huge number of college graduates entering the workforce every year, India has the potential to provide workforce for the world by 2020. And yet here we are today with awfully low employability rates in metropolitan cities like Chennai, Delhi and Bangalore. The reasons for such low employability rate are lack of language skills, outdated syllabus, insufficient practical sessions and absence of career counselling facilities. To deal with such a situation, IITs across the country have tied up with various organizations to improve their students' soft skills and hard skills.

### 3: DATA ANALYSIS

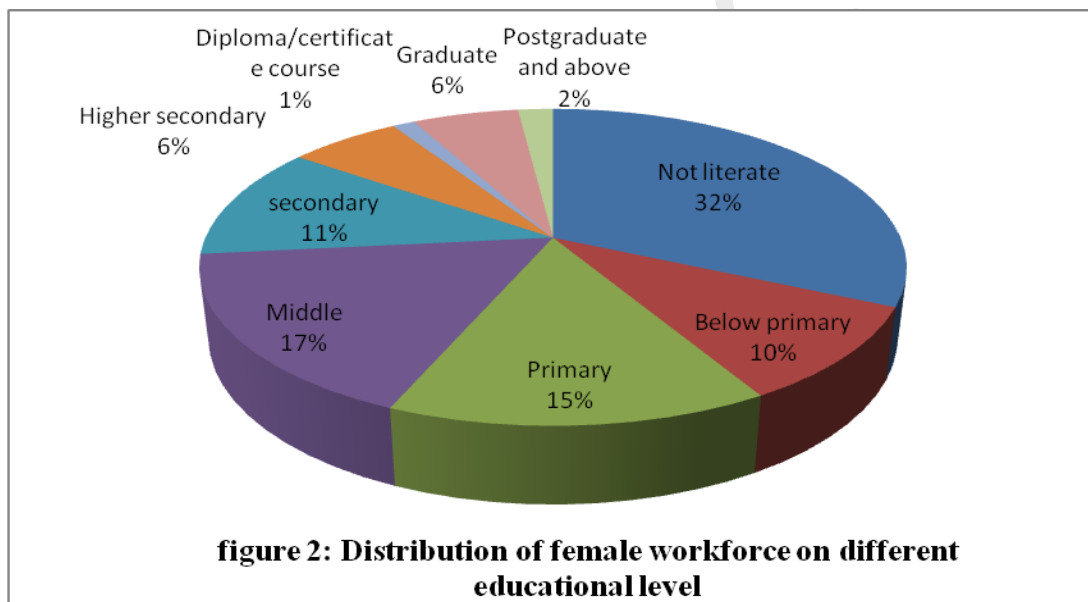
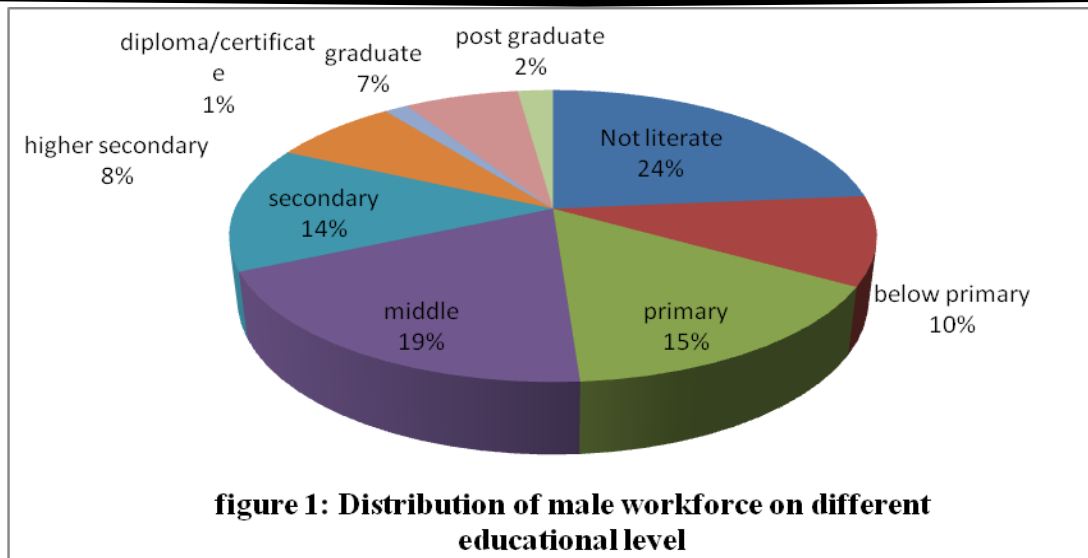
#### 3.1: Distribution of workforce among different educational level

Nearly 56 per cent of the workforce in 2011-12 had basic education up to primary and the proportion of low literacy levels was high among the female workforce (75 per cent below primary) as compared to the males. The proportion of total workforce with educational qualification secondary was just 11.5 per cent while for the female workforce it was still lower at 5.4 per cent

**Table 1: Education level wise distribution of workforce**

Education	Rural + Urban		
	Male	Female	Total
Not literate	234	529	317
Below primary	98	93	97
Primary	154	128	146
Middle	192	110	169
Secondary	138	54	115
Higher secondary	75	27	61
Diploma/certificate course	14	7	12
Graduate	68	31	58
Postgraduate and above	21	15	19
Total	1000	1000	1000

*Data Source: NSSO EUS 2011-12*



### 3.2. Distribution of employed persons among different categories of employment:

In terms of employment there are certain secondary data which shows the distribution of employed persons on the basis of different categories of employment. Skill related secondary data has been analysed in terms of employment potential. The distribution of employed persons by categories of employment, namely, self employed, wage/salary earners, contract workers and casual labour based on UPS & UPSS approach is presented in below Table. The below table shows that majority of the persons i.e. 46.6 per cent of the employed persons were reported to be self employed followed by 32.8 per cent as casual labour, 17 per cent as wage/salary earners and remaining 3.7 per cent as contract workers based on Usual Principal Status approach. Under the Usual Principal & Subsidiary Status approach also a similar pattern as observed in UPS approach was evident.



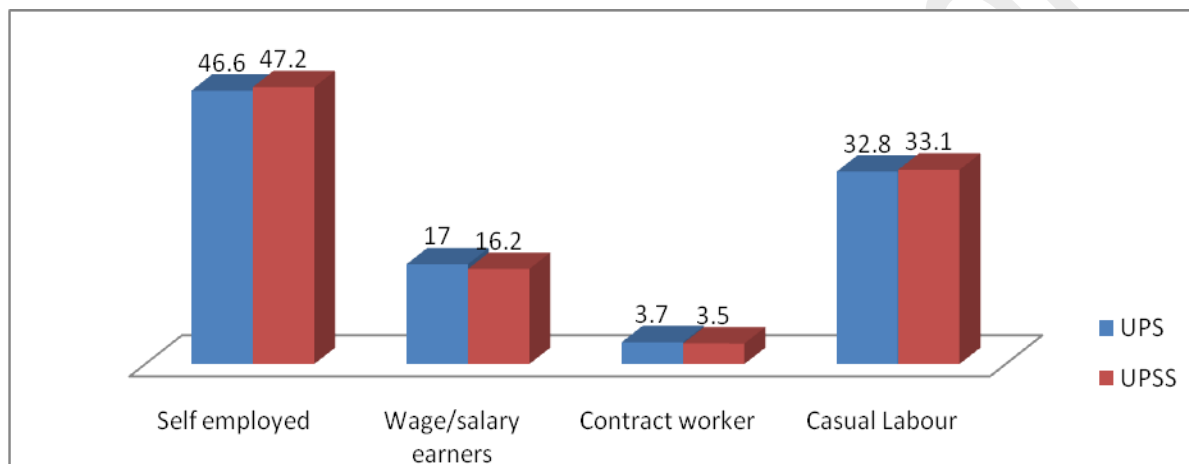
**Table 2: Distribution of employed persons among different categories of employment based on UPS & UPSS approach (in %)**

Approach	Self employed	Wage/salary earners	Contract worker	Casual Labour
UPS*	46.6	17.0	3.7	32.8
UPSS**	47.2	16.2	3.5	33.1

*Data source: Ministry of labour and employment Bureau report (2015-16)*

N.B.: \*UPS approach: Usual principal status approach

\*\*UPSS approach: Usual principal and subsidiary approach



**figure-3: Distribution of employed persons among different categories of employment based on UPS & UPSS approach (in %)**

### 3.3: Distribution of Unemployed educated youth on the basis of reasons

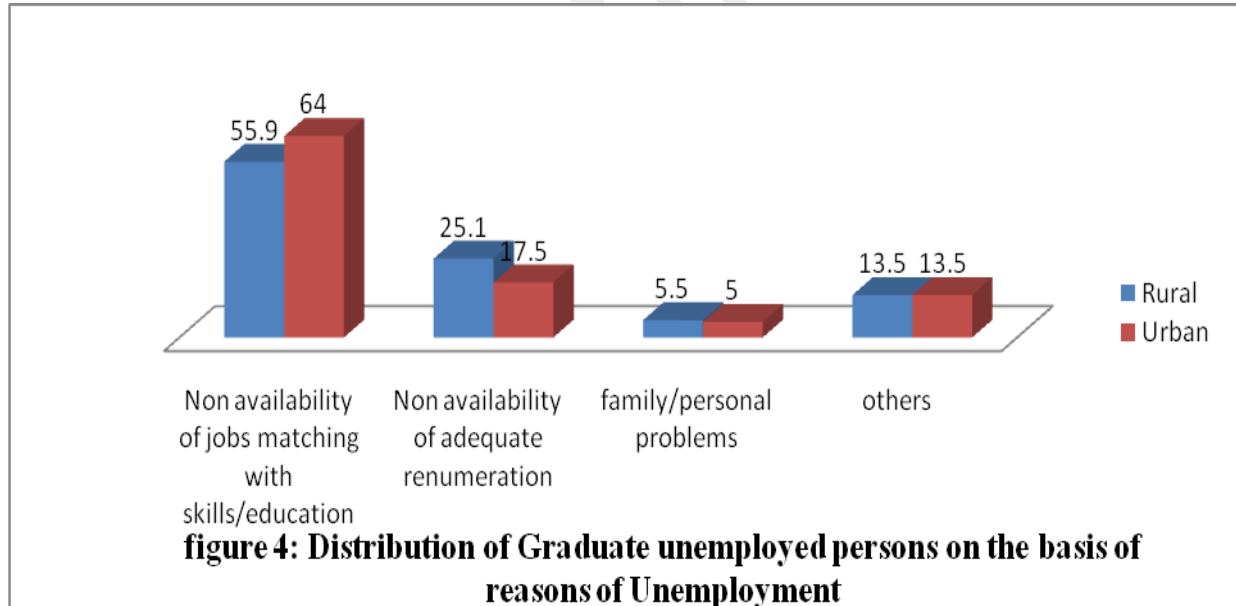
To know about the existing level of unemployed educated youth potential having graduate and post graduate degree, on the basis of reasons has been described in below table which provides the reasons of Unemployment of educated persons. It reveals that for graduates and Post graduates alike the main reason for unemployment was non availability of jobs matching with education/skill and experience. This clearly brings out the prevalence of skill mismatch in the labour market which renders even highly qualified individuals jobless. At the All India level, 58.3 per cent of unemployed graduates and 62.4 per cent of unemployed post graduates cited non availability of jobs matching with education/skill and experience as the main reason for unemployment followed by non availability of adequate remuneration cited by 22.8 per cent of graduates and 21.5 per cent of post graduates. Non availability of jobs matching skills/education and experience continues to be the dominant reason for unemployment for graduates and post graduates across rural and urban sector also followed by non availability of adequate remuneration

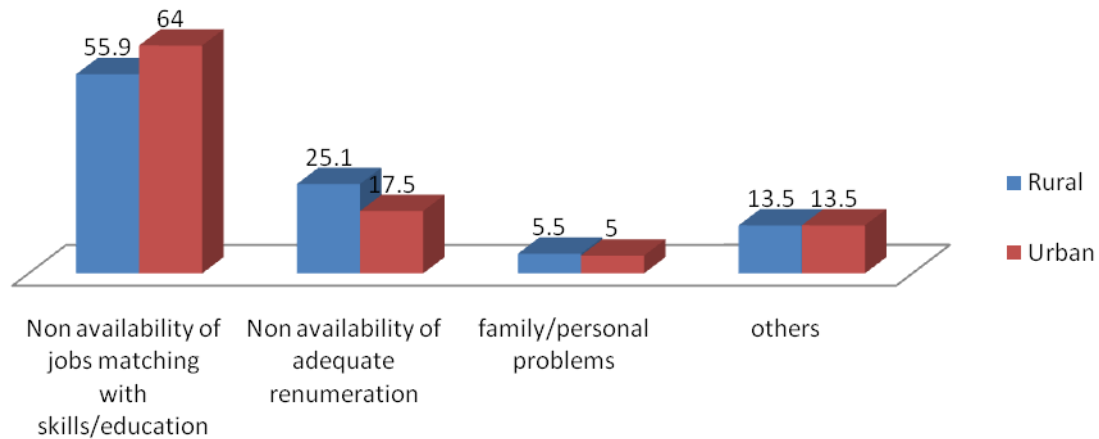
**Table 3: Distribution of Unemployed educated youth having graduate and post graduate level qualification aged 15 years and above by reasons of Unemployment**

	Graduate			Post-Graduate		
Reasons	Rural	Urban	Rural+urban	Rural	Urban	Rural+Urban
Non availability of Jobs matching with education/Skills/experience	55.9	64.0	58.3	58.5	68.7	62.4
Non availability of adequate remuneration	25.1	17.5	22.8	24.8	16.0	21.5
Family/personal problems	5.5	5.0	5.3	3.7	4.0	3.8
Others	13.5	13.5	13.5	13.0	11.3	12.4

*Data source: Ministry of labour and employment Bureau report (2015-16)*

\*(All India) Figures are in percentage (%)





**figure 5: Distribution of post graduate unemployed persons on the basis of reasons of unemployment**

## CONCLUSION:

From the observation of this brief study if you issues became clear and these can be put in following manner

- The proportion of low literacy level of female workforce was high as compared to male workforce and the proportion of total workforce with educational qualification secondary was high for male workforce as compared to female workforce.
- Most of the educated persons having self employment, which is followed by casual labours and the least employed persons from the contract worker employment category.
- The major reason for unemployment of educated graduates is non availability of jobs matching with skills/education in both rural and urban areas. More number of the educated graduate persons facing the lack of job opportunities matching with their skills and education.
- Very less number of educated graduated youth having Family/personal problems for unemployment in both rural and urban areas.
- In case of post graduate unemployed persons the same result have been found in rural and urban areas both. There are major reason of unemployment is non availability of jobs matching with skills and education for postgraduate unemployed persons.

## RECOMMENDATIONS:

The study is a brief one but still following recommendations can be made.

- This present study clearly indicates that low level of education of workforce. The universalization of elementary education has improved the enrolment and retention up to



the upper primary level. There is need to universalize the secondary education so that youth are prepared for working productively or to access alternative employment opportunities.

- In case of non availability of job or lack of job opportunities, self employment is the best option for educated youth in rural and urban both areas.
- There is also need to access of quality and relevant training particularly in rural areas to raise productivity and income and to link opportunities for better livelihood and employment
- There should be promotion for creation of more job opportunities which is matching with their adequate skills and education.
- Policy makers should emphasize on the policy regarding adequate remuneration

It is also to be noted that the study is completely based on secondary data which gives idea about the supply side but the demand side bears more importance to have clear vision on this issue. Such study requires primary data based analysis which is the next stage of this research.

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