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# ROLE OF SKILL EDUCATION OF FUTURE ECONOMY DEVELOPMENT AND EMPLOYMENT GENERATION IN INDIA

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### Abstract

India is the second largest population of the world. Unemployment is a serious problem of our country which slows down the economic growth of the country. But more than 50% of our population of are below the age of 25. Therefore, India has immense opportunities to establish as a vibrant economy by utilising this young energetic youth. Although majority of this work force are unskilled or semi-skilled and there is shortage of adequate skilled manpower to meet the needs and demand of the economy. Therefore, there is a need to proper training of this young people to ensure the global competition and Government of India has also taken initiative to introduce skill education in conventional learning system from school level to higher education level. This paper is based on conceptual study and secondary data. This paper reviews the current position of education, need of skill education and role of skill education in economic development and unemployment problem.

**Key words:** Skill education, Economic development, unemployment, population.

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## INTRODUCTION

India is the fastest-growing trillion-dollar economy in the world and the fifth-largest economy in 2019. India's growth rate is expected to rise from 7.3% in 2018 to 7.5% in 2019 (Investopedia, 2019). After independence of India Indian economic was based on agriculture and over

the years the manufacturing and services sector has emerged strongly. Currently service sector is the fastest-growing sector whereas manufacturing sector is also a crucial sector for development of our country. Government has taken initiative such as "Make in India" to bust up these sectors. Dependency on agricultural sector is also gradually declined.

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Presently Indian economy is considered as knowledge-based economy because of abundance of young, capable, and qualified population. More than 50% of our population are below the age of 25 and more than 65% below the age of 35 (NSSO Survey). Therefore, India ntlly Indian economy is considered as knowledge-based economy because of abundance of young, capable, and qualified population. More than 50% of our population are below the age of 25 and more than 65% below the age of 35 (NSSO Survey). Therefore, India Inhas immense opportunities to establish as a vibrant economy by utilising this young energetic youth and target of supply 500 million workers by 2022(Ernst & Young Pvt. Ltd. & FICCI, 2012, pp. 1–3). Although majority of this workforce are unskilled or semi-skilled and there is shortage of adequate skilled manpower to meet the needs and demand of the economy. Therefore, there is a need to proper training of this young people to ensure the global competitiveness and Government of India has also taken initiative to introduce skill education in conventional learning system from school level to higher education level.

**OBJECTIVE OF THE STUDY:**

1. To analysis the needs of skill education.

To analysis the Government initiative regarding skill development

2. To analysis the opportunities and role of skill education in employment generation.

**RESEARCH METHODOLOGY:**

This study is basically a descriptive study and based on secondary data. Different literatures, journals, published reports have been for this purpose. Data collected from the published Annual Reports of UGC, NSQF, Ministry of Human Resource Development (MHRD) and All India Survey of Higher Education (AISHE). Different tables and charts have been used to presentation of data.

**NEEDS OR IMPORTANCE OF SKILL EDUCATION:**

Present education system is a holistic nature of education. The main objective of this education system is to develop knowledge but the strong linkage between the economy and education is neglected in the present system. As a result, there is gap between educated people and demand for skilled based workforces in the industry. In the changing scenario, employment possibilities of graduates and postgraduates of academic knowledge are becoming limited. Majority of these qualified, knowledgeable young people are looking for suitable jobs in Government Service, specifically teaching jobs. Due to this changing scenario educational choice of the student, has remarkably been influenced by the market economy because availability of employment attracts them to choose the skill-based education, only the quest for knowledge is no more the only motivating factor of prospective youth. Therefore, it is necessary to think to promote skill-based education system instead of conventional teaching pedagogy. Level-wise enrolment from primary education to higher education for the year 2015-16 shows in table 1.

**Table 1. Level-wise Enrolment in School & Higher Education (In thousand)**

Education Level	Male	Female	Total
Primary (I to V)	66873	62250	129123
Upper Primary (VI to VIII)	34720	32874	67594
Secondary (IX- X)	20547	18598	39145
Sr. Secondary (XI- XII)	13002	11733	24735
Higher Education	18594	15991	34585

*Data Source: For School Education: National Institute of Educational Planning & Administration, New Delhi, For Higher Education: Department of Higher Education, MHRD, Government of India*

On analysis of the above table 1, it reveals that dropout percentage is 52.35% from primary level to upper primary level and 51.17% from upper primary to higher education level. Therefore, only a few 26.78% students in compare to enrolment in primary level are getting

chance in higher education. In this situation skill education is urgently needed in school level which will help them to get practical training to do something for their life hood. Trends in higher education in India since independence is shown in table 2.

**Table 2. Trends in Higher Education in India**

1950	1991	2004	2006	2009-10	2012-13	2015-16	2018-19	
No. of universities	25/28	177	320	367	467	667	799	993
No. of colleges	758	7346	16885	18064	25951	35525	39071	39931
Students Enrolment Ratio	-----*	-----*	-----*	-----*	-----*	21.5	24.5	26.3

*Source: UGC/ AISHE Report 2018-19 \*Data not available in UGC & MHRD official website*

From the above table 2, it is observed that number of University increases rapidly in last 15 years. In 2018-19 number of universities is 993 but in 2004, it was only 320 i.e. it increases more than three time from 2004 and majority of these universities are private universities. These private universities are offered different professional courses and all these courses are market driven. Students' enrolment ratio in higher education for the year 2018-19 is just 26.3%. This figure is pointed out that majority

of the youth are not able to peruse higher studies due to financial crisis, family burden, lack of interest in general education, unemployment problem etc. Therefore, government should take initiative regarding industrial training or skill education which will help them to get a suitable job or starting new entrepreneurship. Types of universities for the year 2018-19 is shown in table 3

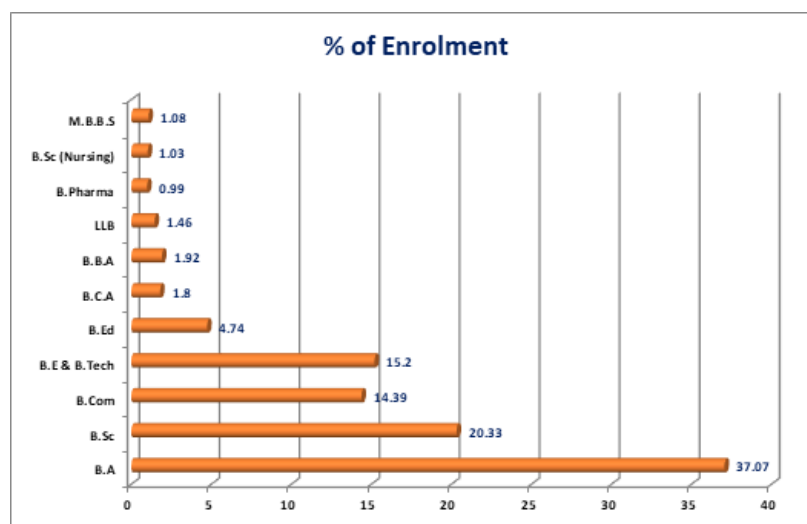
**Table 3.Types of Universities**

TYPE OF UNIVERSITIES	NO. OF UNIVERSITIES
Central University	44
Central Open University	1
Institution of National Importance	127
State Public University	371
Institution Under State Legislature Act	5
State Open University	14
State Private University	304
State Private Open University	1
Deemed University- Government	34
Deemed University- Government Aided	10
Deemed University- Private	80
Grand Total	993

Source: AISHE Report 2018-19

Percentage of enrolment in higher education for the year 2018-19 is depicted in chart 1

**Chart 1.**



Data Source: AISHE Report 2018-19.

From the above chart 1, it is clearly shows that 71.79% students are enrolled in general educations like B.A, B.Sc and B.Com whereas enrolment in professional and technical educations like B.B.A, B.C.A, LLB, M.B.B.S, B.Sc in Nursing etc are very poor. This picture indicates that

mind set of students those who are enrolled in higher education, are very much traditional and lack of knowledge about skill-oriented courses. Therefore, proper awareness of skill education is needed to change this mind set.

**Demographic distribution of the population of our country for the year 2016 is shown in table**

**Table 4. Distribution of estimated population (in percentage)**

Age									
Group	Total	Rural	Urban						
	Total	Males	Fe- males	Total	Males	Fe- males	Total	Males	Fe- males
0-4	8.5	8.7	8.2	9.1	9.3	8.8	7.2	7.4	7.0
5-9	8.9	9.1	8.8	9.4	9.6	9.2	7.9	8.1	7.8
10-14	9.6	9.8	9.4	10.1	10.3	9.9	8.5	8.7	8.3
15-19	10.1	10.4	9.9	10.6	10.9	10.3	9.1	9.3	8.9
20-24	10.4	10.2	10.7	10.6	10.4	10.8	10.1	9.8	10.4
25-29	9.7	9.5	9.8	9.4	9.3	9.4	10.2	9.9	10.6
30-34	8.1	8.1	8.0	7.6	7.7	7.6	9.0	9.0	9.0
35-39	7.1	7.0	7.2	6.7	6.6	6.8	7.8	7.8	7.8
40-44	6.1	6.1	6.1	5.8	5.8	5.8	6.9	6.9	6.8
45-49	5.3	5.3	5.4	5.1	5.1	5.1	5.8	5.8	5.8
50-54	4.3	4.4	4.3	4.0	4.1	3.9	5.0	5.0	5.1
55-59	3.6	3.5	3.7	3.4	3.2	3.6	4.0	4.0	4.0
60-64	3.1	3.0	3.1	3.0	2.9	3.1	3.2	3.3	3.2
65-69	2.2	2.1	2.2	2.2	2.1	2.2	2.2	2.2	2.2
70-74	1.5	1.4	1.5	1.5	1.4	1.6	1.4	1.4	1.5
75-79	0.9	0.8	0.9	0.9	0.8	1.0	0.8	0.8	0.9
80-84	0.5	0.4	0.5	0.4	0.4	0.5	0.5	0.4	0.5
85+	0.3	0.2	0.3	0.3	0.3	0.3	0.3	0.2	0.3
Total	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0

Data source: NSSO report

From the above table 4, it is shown that 57.2% population is below 29 years age. If we consider age group 10 to 29, 39.8% population is young population and gender wise this percentage of male population is 39.9% and female population is 39.8%. Percentage of rural population below 24 age are higher than urban population whereas working population i.e. age group 25 to 59 are higher in urban than rural population.

Therefore, it can be said that India is the youngest population in an aging world. It is forecasted that by 2022, the average age India will be 28 as compared with 37 in China and the United States, 45 in Western Europe and 49 in Japan (Report of Asia Times on 10.04.2019.). Whereas it is forecasted that global shortage of young population will be around 56 million by 2020, India will be the only country with a youth surplus of 47 million (Ernst & Young Pvt. Ltd. & FICCI, 2012, pp. 1–3). Therefore, India has an immense opportunity to reap the benefit of this global shortage of skilled work force (Swati Shantaram Mujumdar, 2012, pp. 1–3). In this backdrop Government of India should give the utmost priority to promote skill based education immediately.

#### **INTERNATIONAL PERSPECTIVE OF VOCATIONAL EDUCATION & TRAINING (VET)**

Many countries like Australia, Korea, China, Germany, United Kingdom etc have started vocational skills courses.

Australia has issued Level-I Certificates from the VET system are regarded as educationally equivalent to Senior Certificates from secondary schools, and Diplomas and Advanced Diplomas may be issued by the VET system or by higher education institutes. Vocational education in China is primarily two- or three-

years courses which are linked with local industry and business need. China has introduced three-year or two-year vocational education or four years higher education. In last decade China has supplied large quantity of low-level technical workers, low-level managerial professionals, and skilled workers through this vocational curriculum. Similarly, Korea has also introduced three years vocational courses after grade 11 and also allowing vocational students to proceed to higher education. In Germany, vocational education is introduced at secondary level through dual VET system and full-time vocational schools. Germany has also offer Bachelors and Master's Degree Programs in Vocational Streams through Vocational Universities which is known as Universities of Applied Sciences and there are a total 160 Universities of Applied Sciences. United Kingdom has also introduced vocational curriculum through the National Qualifications Framework (NQF) (Mujumdar 18–23).

#### ***Government initiative regarding skill development***

Present education system of our country is governed by the National Policy on Education (NPE), 1986 (modified in 1992). This policy has also recommended that “The introduction of systematic, well planned and rigorously implemented programmes of vocational education is crucial in the proposed educational reorganization.” This policy emphasizes the vocational course to enhance individual employability, to reduce the mis-match between demand and supply of industry.

The Kothari Commission Report had also recommended vocational courses at school level starting from class 8 to higher secondary levels

and full-fledged vocational education in vocational institutions.

In the Eighth Five Year Plan was given priority on vocational education and modify the National Policy of Education accordingly. The focus in the Ninth Plan was on reducing disparities by emphasis on vocational education and employment oriented courses. In the Tenth Five Year Plan, vocational education and training has been identified as a vital thrust area in order to ensure the consistency between the demand for and supply of skills manpower and additional allocation of Rs 650 crores has been done for the Vocational Education. For this purpose the following scheme of vocational education had been suggested-

- The vocational courses in schools should be competency-based and in modular form with a credit transfer system and provisions for multi-point entry/exit.
- Vertical expansion of vocational courses at the +2 level and courses at the university level is necessary. The present admission criterion for entry to vocational courses at the graduation level also needs to be changed.
- Memorandums of Understanding with industry and training institute are very much essential for certification of the courses.
- In order to sustain the scheme, these courses may be designed on a self financing basis.
- The apprenticeship training facility made compulsory.

- Apprenticeship and training should be decided by the Board of Apprenticeship Training immediately after the results of the +2 examinations are declared.
- Vocational courses should be commenced according to the needs of local business and industries and a survey should be conducted before introduction of such courses.

In light of this the Government of India has formulated a National Policy on Skill Development in 2009. The National Skill Development Policy has fixed the target to supply skill work forced about 12-15 million youth each year. The Government of India has setup the National Skill Development Mission under the aegis of the Hon.ble Prime minister of India. The National Skill Development Policy has prepared a National Vocational Education Qualification Framework (NVEQF).

The main features of this NVEQF are-

- a) Competency based qualifications.
- b) Certification for learning achievement and qualification.
- c) A range of national qualification levels with respect to responsibility, complexity of activities, and transferability of competencies.
- d) The avoidance of duplication and overlapping of qualifications.
- e) Quality Assurance regime that would promote the portability of skills and labour market mobility.

- f) Lifelong learning through an improved skill recognition system; recognition of prior learning whether in formal, non-formal or informal arrangements.
- g) Open and flexible system which will permit competent individuals to accumulate their knowledge and skill through testing & certification into higher diploma and degree and that offer vertical mobility from vocational to academic learning.
- h) Nationally agreed framework of affiliation and accreditation of institutions.
- i) Multiple certification agencies/institutions will be encouraged within NVQF.

The Ministry of Skill Development and Entrepreneurship is co-coordinating of all skill development initiatives i.e. vision of a 'Skilled India' across the country and prepare the guide line for vocational and technical training framework, upgradation of existing skills and development of new skills, and elimination of demand and supply gap of skilled manpower in the industry. For this purpose the Ministry of Skill Development and Entrepreneurship intends to work with the existing network of skill development centers, universities and other alliances such as National Skill Development Agency (NSDA), National Skill Development Corporation (NSDC), National Skill Development Fund (NSDF) and 33 Sector Skill Councils (SSCs) as well as 187 training partners registered with NSDC and so many non-government organizations (NGOs).

The National Policy on Skill Development, 2009, has recognized the need for the development of a national qualification framework

that would cover both general education and vocational education. This framework will stimulate, support and facilitate establishment of a standardized, acceptable and internationally comparable qualifications. The Ministry of Labour and Employment has developed the National Vocational Qualifications Framework (NVQF). In light of this the Ministry of Human Resource Development (MHRD) developed the National Vocational Educational Qualification Framework (NVEQF). After that, an Inter-Ministerial Committee was formed by the Cabinet Secretariat and prepares a unified framework, known as 'National Skills Qualification Framework' (NSQF) for vocational training and the NSQF is a quality assurance framework. NSQF has framed qualifications according to a series of levels of knowledge, skills and aptitude. This will enable young people to acquire desired competency levels, transit to the job market and at an opportune for acquiring additional skills to further upgrade their competencies. The key elements of the NSQF provide:

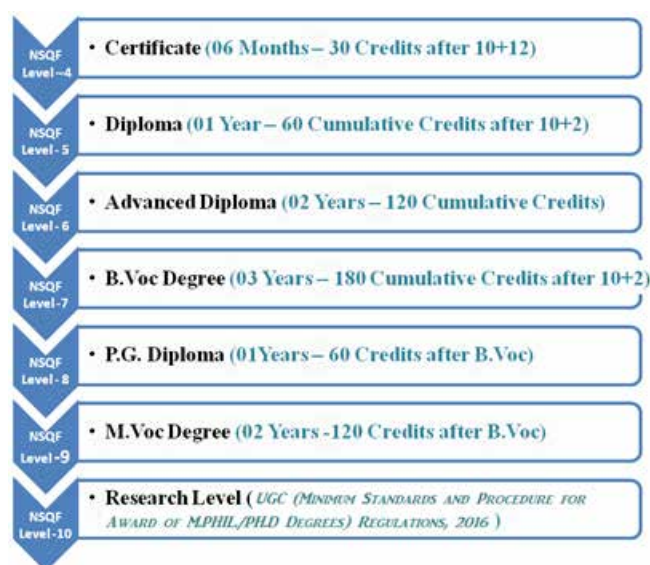
- *national principles for recognising skill proficiency and competencies at different levels.*
- *multiple entry and exit in vocational education.*
- *opportunities to promote lifelong learning and skill development*
- *partnership with industry/employers*
- *a transparent, accountable and credible mechanism for skill development across various sectors*



The biggest beneficiaries of such a framework are the learners who can judge the relative value of a qualification at a particular level on the framework and make decisions about their career progression paths. NSQF is composed of 10 levels. Each level representing different level of professional knowledge, professional skill, core skill and responsibility. Students can move

from level 1 to the highest level 10. Level 1 to level 3 course curriculum is designed for school level i.e. up to class 12. There is a scope of vertical movement from lower level to higher level like any other academic courses. This is shown in following diagram 1.

Diagram 1



After completion of 1st semester i.e. NSQF Level 4 students will get certificate of this NSQF level 4 and after one year i.e. completion of two semesters, students will get diploma certificate and after completion of four semesters (i.e. 2nd year) advanced diploma certificate will be given. B.Voc degree will be awarded after completion of all six semesters i.e. NSQF level 7. The students may further move to Masters and Research degree programmes mapped at NSQF Level 8 – 10.

#### OPPORTUNITIES OF SKILL EDUCATION

- The main advantage of this course is the multiple entry and exit which enables the learner to seek employment after any level of Award and join back as and when feasible to upgrade qualifications / skill competencies.
- Skill-based programmes offer at the level of certificate, diploma, advanced diploma, B.Voc, P.G. diploma, M.Voc and Ph.D. as per general education.

- These will be full-time credit-based modular programmes, where skill component is 60% and general education components is only 40%. Therefore, the curriculum is based on hands on experience, field visit, industry visit and on the job training (OJT) in the related industries.

#### **ROLE OF SKILL EDUCATION OF FUTURE DEVELOPMENT:**

India is the second largest and the highest working age (15–59 years) population of the world. Unemployment is a serious problem of our country which slows down the economic growth of the country. The major problem of the skill development program is the unwillingness of candidates to undergo training and that lack of awareness of this course. India suffers a serious skill gap in various job sectors. It is estimated that in the near future more than 75% new job opportunities to be created in India will be skilled based (ANSARI & KHAN, 2018, p. 210). The Government of India has been introduced National Policy on Skills in 2009, which has aimed to fulfil skill education by establishing several industrial training institutes (ITIs), vocational schools, technical schools, polytechnics and professional colleges, apprenticeships, sector-specific skill development, e-learning, training for self employment and other forms of training (Ernst & Young Pvt. Ltd. & FICCI, 2012, pp. 1–3). The government has planned to provide necessary financial support, infrastructure support and also made collaboration with private sector to introduced skill education and training in Public-Private Partnership model (PPP model). As per guideline of National Policy on Skills (2009), the Government of India has launched Skill India project in March 2015 to

reduce the unemployment problem (Government of India, Ministry of Finance, Dept of Economic Affairs, 2013, pp. 1–3). The main objective of this project is to provide training to young Indian Youths specifically jobless, school dropouts along with the educated ones in different sectors like construction, transportation, textile, agriculture, weaving, handcraft, horticulture, fishing and various other sectors (Verma, 2016, p. 37). This Skill India project plays an important role in the growth of the economy.

#### **CONCLUSION**

In India, young population (i.e. 16-29 years) who will soon be entering the labour market have limited access to education and training. Majority of them have worked in the informal sector of the economy. In India dropout rates are very high and educational attainment remains low because majority of our population are very poor and lives in below poverty line, therefore, education is luxury to them, and dropout rate from primary to upper primary is 52.35% of total enrolment. Government of India has started Mid-Day meal programme in school education to reduce the dropout rate. But dropout rates remain very high. Government of India has introduced National Policy of Education (2009) and Skill India project in 2015 to reduce the skill gap and increase the employment opportunities. Therefore, vocational education may help them to get employable in job market and reduce the unemployment problem and this will accelerate the growth of Indian economy.

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