A Study On Employment And Educational System In India

Dr.Neelam Sujeet Yadav, University of Mumbai, Thane, India

Abstract
There is a tremendous growth in the increase of productivity and industrialization is making big leaps in the country. But due to our total educational system has remained very much ill-planned. There has never been a planned assessment of what industrial developments have been taking place and what sort of jobs are in demand. Unemployment is a daunting problem for both the developed and developing countries. India is one of those developing countries which continue to have the problem of unemployment and underemployment despite of continuous policy emphasis and programmers to eliminate the problem. Therefore the problem of large scale unemployment stares in our face. Although with increase in school and college enrollment rates, the proportion of youth has been declining; their high proportions indicate that the problem of youth unemployment and underemployment would remain a serious policy issue for many more years to come in India.

“The net result of this is that there are lots of jobs for which qualified people are not available and there are job-seekers for whom there are no jobs.”

The paper offers policy recommendations for increasing productive employment and reduction in unemployment for the youth, if measures are not taken to improve the educational attainment and skill development among the youth.

What is urgently, needed in our country is a proper survey and a planned assessment of what sort of jobs are most in demand both in the public as well as in the private sector and there needs to be a controlled enrolment in institutes and institutions which should be training young men in such needed jobs.

Keywords: Employment, unemployment, joblessness, demographic dividend, literacy, school education.

Introduction
There is a tremendous growth in the increase of productivity and industrialization is making big leap in the country. But our total educational system has remained very much ill-planned. There has never been a planned assessment of what industrial developments have been taking place and sort of jobs are in demand. India is one of those developing countries which continue to have the problem of unemployment and underemployment despite of continuous policy emphasis and programmers to eliminate the problem. However, recent studies have shown that the poor employability of the workforce due to deficit in educational attainment may hamper the advantages due to demographic dividend. In this context, the present paper examines the employment and unemployment situation in India.

Importance of Education:
“Education is the manifestation of perfection already in man” – (Swami Vivekananda)

Education is a light that shows the mankind the right direction to surge. If education fails to inculcate self-discipline and commitment to achieve in the minds of student, it is not their fault. Education should become a fun and thrill to them rather than burden and boredom. It is an integral part of their growth and helps them to become good citizens.

Education is an engine for the growth and progress of any society. It not only imparts knowledge, skills and inculcates values, but is also responsible for building human capital which breeds, drives and sets technological innovation and economic growth. In today’s era, information and knowledge stand out as very important and critical input for growth and survival. Rather than looking at education simply as a means of achieving social upliftment, the society must view education also as an engine of advancement in an information era propelled by its wheels of knowledge and research leading to development.

Review of Literature
Panandiker, V. A (1991) emphasized that Knowledge and knowledge-creation will be far more central to the education of the future rather than technology. He further added that humans will live not by bread and car alone but far more by knowledge, wisdom and ideas.

This fundamental transformation of education is both inevitable and necessary because the present consumption patterns of mankind can only take him thus far in its evolution and no further. It will, therefore, be necessary to anticipate and study some of their contours so that we design appropriate system of education as early as possible.

According to Sahu K.C (1991) that values are of utmost importance and are inseparable irrespective to any form of education education should produce persons with such value orientation, who, through example of dedicated hard work in a spirit of service, can change the attitude
of the people they manage towards work, and towards each other to ensure quality of life and of work life.

Chowdhry, K. (1977) wrote is his article that after independence, a combination of events, people and government policies came together in a unique way to professionalize education in India. As a result of this unique interaction several institutions came into being in the 1950s and 1960s. Education in India today has acquired the characteristics of a commodity, to be bought and sold in markets like other commodities.

Methodology and Data Source
This paper is mainly based on National Sample Survey Organisation (NSSO) quinquennial rounds of employment and unemployment survey data during the period 1983 to 2004-05. In some cases, have also included 2007-08 annual survey on employment unemployment. Most of the analysis is based on the usual status (including both principal and subsidiary status).

Growth of Higher Education in India:
Higher Education in India has been receiving continuous financial support from both the Central and the State Governments. In its size and diversity, India has the third largest higher education system in the world, next only to China and the United States (Tilak 2004).

Issues and Concerns of Higher Education:

a) Access: The Gross Enrolment Rate (GER), measures the access level by taking the ratio of persons in all age groups enrolled in various programs to total population in age group of 16 to 23.

b) Equity: On one hand GER stands low for the overall population, while on the other hand there exists large variations among the various categories of population based on gender, urban or rural and rich and poor.

c) Quality: The higher educational institutions suffer from large quality variation so much so, that a NASSCOM-Mac Kinsey Report-2005 has said that not more than 15% of graduates of general education and 25-30% of Technical Education are fit for employment.

d) Cost of Education: Government funding on higher education has been diminishing on a year on year basis for more than one decade. Further, in government aided universities the model of self financing and self sustaining institutions has been introduced.

e) Shortage of Teachers: Economic growth led by industrial and service sector during the last decade has created more opportunities and faster career growth for the young talent. The government has been finding it difficult to attract adequate number of young talent to teaching job.

f) Declining Enrolment in Traditional Fields: The major chunk from youth opts for professional courses leading to early employment. Thus, it poses the challenge to the basic pillars of knowledge.

g) Vocationalization of Degree: In conformity with the National Policy on Education, 1986, a scheme to provide career orientation through education at the first degree level was launched in 1994-95.

h) Privatization: Approximately 3.1 million out of total 8.4 million (Agarwal, 2006). Around 50% of the higher education in India is imparted through private institutions, mostly unaided involving high cost.

i) Global Competition: India being a signatory of WTO is bound to open up its market for trade in services including education but it does not have a clear policy for strengthening its education sector to compete with the giants in the world.

Joblessness of Youth in India by Literacy Status and Educational Levels:
The incidence of joblessness between the literate and illiterate youth indicates that the joblessness was distinctively higher among the illiterates than that of the literates.
Note: Table-1. Figure presented are in percentages.
2. Youth mean 15 to 24 year age group.
3. Secondary includes higher secondary below graduation.
Source: NSS Employment and Unemployment Survey unit record data.

In terms of the level of education, unlike the pattern of unemployment rate which was increasing with the level of education, the joblessness among youth was in fact declining with the level of education up to secondary level.

Growth of the Economy and Youth Employment:
The objective of economic development is to provide people with basic necessities, and opportunities for meaningful employment. Labour absorption, depends on the pattern of growth, on whether it is labour intensive or capital intensive.

Table-2: Growth Rate of Population, Labour / Workforce, Unemployed, Students and Jobless Youth, India.

<table>
<thead>
<tr>
<th>Period</th>
<th>Population</th>
<th>Labour Force</th>
<th>Work Force</th>
<th>Unemployed</th>
<th>Studying</th>
<th>Jobless</th>
</tr>
</thead>
<tbody>
<tr>
<td>Young (15-24)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1983-94</td>
<td>2.01</td>
<td>1.06</td>
<td>1.02</td>
<td>1.59</td>
<td>5.22</td>
<td>-1.98</td>
</tr>
<tr>
<td>1994-2010</td>
<td>3.79</td>
<td>3.23</td>
<td>3.06</td>
<td>6.60</td>
<td>5.57</td>
<td>3.24</td>
</tr>
<tr>
<td>1983-2010</td>
<td>3.51</td>
<td>2.76</td>
<td>2.62</td>
<td>4.72</td>
<td>5.99</td>
<td>1.26</td>
</tr>
<tr>
<td>All Ages</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1983-94</td>
<td>2.33</td>
<td>2.26</td>
<td>2.28</td>
<td>2.26</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>1994-2010</td>
<td>3.04</td>
<td>3.10</td>
<td>3.04</td>
<td>7.10</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>1983-2010</td>
<td>3.28</td>
<td>3.28</td>
<td>3.26</td>
<td>5.31</td>
<td>-</td>
<td>-</td>
</tr>
</tbody>
</table>

Note: Growth is Compound Annual (CAGR). Source: Computed.

The growth of population for all ages declined in the 1990s as compared to that of 1980s. Moreover, the rate of growth in employment was always lying below their population growth rate. We observed a declining work participation rate among the youth over a period. In spite of this, the employment growth was higher. This was due to higher population growth for the youth.

Usually the affordability of unemployment is lower among the lower economic classes and higher among the economically better household. However, there should be a great deal of policy concern about the higher rate of jobless people. The high reserves of jobless youth may have to be either channeled into formal educational or training institutes to equip them with human capital and skills which will fetch them in the labour market.

Summary and Policy Recommendations:
a) Labour force and work participation rates have fluctuated between 40 to 44 per cent during the last three and half decades. The share of youth outside labour force increased.

b) The size of the youth population (15 to 24 age group) has increased three folds in the last four decades of the 20th Century. The projected population in 2011 is around 240 million youth population in the country.

c) The self employed form the majority of youth workers (50%). The share of youth regular salaried/wage employment increased over time.

d) India has 459 million workers in 2004-05. Out of this, 423 million (92%) are unorganized workers.

e) Unemployment among youth is three times to that of adults for usual status. It is two times to that of adults for weekly status.

f) Joblessness (27%) is much higher than unemployment rate. In absolute number, of the total 203.6 million youth.

g) Literacy and educational levels are increasing in Indian youth. However, About 89 per cent of the youth have not taken any kind of vocational training and among the rest about half of them have received through hereditary practices.

h) 26% of youth employed suffer from poverty (around 22 million)

i) Unemployment is one acute problem of people in labour market. Since many of them are in the unorganized sector, the income and productivity of workers, conditions of work and social security have to be improved.
Based on the summary, the following three recommendations are given:

1. **Appropriate Macro Policies:** Appropriate macro policies are important for generating employment. In other words, one has to examine whether macro policies in India are pro-employment and pro-poor in the post-reform period. Investments are important for higher growth which can improve employment if invested in labour intensive sectors.

   Fiscal reforms are supposed to reduce fiscal deficit, improve social sector expenditures and capital expenditures. Recent improvements in tax/GDP ratio have increased investments and expenditures in social sectors.

2. **Improvement in Education:** We can only reap this demographic dividend if we invest on human resource development and skill formation in a massive way and create productive employment for our relatively young working” (Approach to 11th Five Year Plan).

   Problems in education are:
   a) Access to basic education for the unreached groups
   b) Qualitative improvement to raise learning achievements
   c) Tackling high drop-out and low retention.

   There are emerging signs that rapid growth can result in shortage of high quality skills needed in knowledge intensive industries

3. **Active Labour Market Policies:** Skill improvement is one of the important things needed in active labour market policies. Expanding capacity through private sector initiatives in higher learning needs to be explored while maintaining quality. Cluster development should be undertaken for improvement in productivity of self-employed.

**Conclusion**

India has a well developed educational set up in terms of range of programs and their acceptability in local industry, but it lacks in terms of international quality standards. Therefore the problem of large scale unemployment stares in our face. If India has to emerge as preferred location for education in the world it will have to develop a national policy to address the challenges of sub-standard quality, ineffective systems of monitoring and control.

**References:**

[1] GOI (2010), Mid-Term Appraisal of Eleventh Five Year Plan”, Planning Commission, Yojana Bhavan, Government of India


