
Time Fusion : Education and Employment

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ABSTRACT

The Challenges faced by today's growing Economy and Population are Employability and Education. And the convergence of these two parallel paths can only begin through positive incremental human capital development thoughts converted into output. And for this the Central Government of India, State Governments and the people in private sector, academics, and citizens at large are jointly responsible. In this Volatile and Competitive Era, it is the clarion call for us to understand the dynamics of sustainability through productive Employment- which incidentally is also rooted back to Education as its node. So we need to discuss the bottlenecks in the path of 21st century demography based appropriate education from childhood to adulthood, into employability. And to avoid disguised unemployment we need to identify the relevant skill-sets for the right opportunities in employability as well. This paper is an analysis about the differences in mind-sets of the "to do & to act" types given our current socioeconomic conditions in this modern era of Information Highway.

Keywords: *Economy, Population, Education, Employability, Sustainability.*

Introduction

India the biggest democracy in the world has a huge growing population. By 2020 it is expected that average Indian age will be 29 years and almost 116 million of the population will be below 20-24 years. 65% of India is under the age of 35 years and 600 million are below 25 years presently. Over the next 15 years the workforce of the entire world will reduce by 5% and the Indian workforce will grow

by 32%. This huge number will define the frame work for the next generation and will create the world a better place to live. But question here arises that can these generations over the time frame sustain themselves in this era of globalization and make a stand for a greener productivity on the surface of mother earth? Can civilization continue with minimum pollution and resource depletion? All such question

will be answered through a process transformation of animals to human beings is called "Education". Every human being can be said to be the superior animal only if he or she can have the ability to think and produce the output through a design of aesthetic. This ability to think and produce can only be obtained by education. Education is a wholesome package, which imparts knowledge, Character, Personality, Behaviour, Skills and moulds the thinking pattern which makes a difference not just creating employment.

Literature Review

Sean Worth 2002¹ stated that the increasing importance of work-life flexibility and lifelong learning to employment requires flexible approaches to career and education choices, starting at school-leaving age. The empirical research in this area represents lack of academic and political consideration about young people's attitudes towards their prospects in the modern labour market. His findings through survey conducted to show context of flexible employment prospects. The findings revealed the sample to hold a general commitment to a traditional ideal of standard employment,

especially as a return for personal investment in human capital. Interesting distinctions emerged between groups of school leavers, which may have implications for the employability of different groups of young people in a more flexible working future.

Mantz Yorke in 2006² published that employability is a set of achievements which constitute a necessary but not sufficient condition for employment. Employability on the analysis presented, valuing of good learning, the implications for curricular activities in higher education. He stated that while employers might ask for multi-competent graduates, some aspects of employment-related capability can only be developed in the context: work placements of various kinds during a higher education program can portray the competing skills.

Moreland, Neil,³ published that entrepreneurship can be seen as a special form of employability. When educational institutes promote employability, they are also promoting elements of entrepreneurship. According to his analysis students need to understand what it means to be self-employed, what sources of help are available and where the main pitfalls

¹ Sean Worth, "Education and Employability: School leavers' attitudes to the prospect of non-standard work", *Journal of Education and Work*, Volume 15, Issue 2, pages 163-180, 2002, DOI:10.1080/13639080220137825, <http://www.tandfonline.com/doi/abs/10.1080/13639080220137825#.UzR5n4XTEeL>

² Mantz Yorke, "Employability in higher education: what it is, what it is not", Higher Education Academy, 2006, ISBN: 1905788010, © NCVER, <http://www.voced.edu.au/content/ngv16446>

³ Moreland, Neil, "Entrepreneurship and higher education: an employability perspective", York, England: Higher Education Academy, 2006, ISBN: 1905788037, © NCVER, <http://www.voced.edu.au/content/ngv48741>

lie. Higher education already does something to meet these needs but provision is restricted and is not equally available to all students. To his credit the research draw the connections between entrepreneurship, employability and mainstream higher education curricula in all subject areas at postgraduate and undergraduate levels.

Objective

- a) To understand the basic need for education and employability and the impact of time on it.
- b) To study the relationship between education & employment and its role on today's economy.

Paper focusses on the evolving thought process of education to employment, with 'human capital' as a critical resource.

Methodology

Transformation of animals to human beings by education makes them human capital resources. Without education i.e. building up of skill and gaining knowledge a human being becomes machines. Impact of education also helps to builds up character. But to inculcate education the challenges faced can only overcome by defining the bottlenecks which should be studied, identified and then tried to eradicate them and implement the better practices.

The UNDP (United Nations Development Program) defines HDI (Human Development Index) as the major

development Index by which development can be studied and quantified. Among them EI (Education Index) is one such category which defines the HDI. The calculation based on these give us the frame for the development of human capital resources in the process of Education.

This analysis is developed with secondary data available in different reports and employment data here is been obtained from different reports of NSS. Tables are used and are given in the appendix to develop the thought process and to build this paper. This paper is divided into three modules which are as follows:

- i. Conceptual building of the theme of education and Employment on time axis.
- ii. Employment scenario in India
- iii. Policy Lag

Each of the modules is in contrast with demographic division of our country like India and analyzed over the time frame and finally we conclude in the last module.

Conceptual building of theme Education & Employment

For a country to grow it is highly needed that the economy should be self sustained i.e. it should be able in generating revenue or production of goods/services, but to achieve this employability and creation of employment plays a vital role in determining the framework. Education on the other hand plans for the framework to sustain this employment and hence

nurtures it. Education should as such by which character is formed, strength of mind is increased, that intellect is expanded, and by which one can stand on one's own feet i.e. he can lead a sustainable life by producing the desired output as human capital resources.

Through education we say that the journey for development of human beings can be achieved and this can only be studied over two time frames.

- For Short Run-
 - Which is a point of time approach (i.e. it can create GDP for that year)
- For long Run-
 - Resources that can be utilized over a stream of GDP over a time period

For both the cases stated above time axis plays a vital role in determining what kind of action it will be followed and the kind of utilization it will bring for development of human beings and economy of a country at large. These frames can only be achieved with vision to create either short term or long term approach to enhance to production of the economy or in other words to increase the GDP.

Employment scenario in India

Knowledge, Skills & Attitude comprises of an individual's employability package. India needs to nurture its talent. The demographic dividend of the country is widely acknowledged as unleashing the potential entrepreneurship inherent in this talent is something that can really move

India to the next level. Entrepreneurship is not just the province of start-ups and new companies. There's room for entrepreneurship in all walks of life whether you take civil society, political life, government and even in mainstream companies. Not being sure that many of the top 500 or 1,000 companies would merit the epithet 'entrepreneurial'. There are opportunities to nurture entrepreneurship both within themselves and in the system within which they operate. Is it always essential to take out the best of a talented resource? The 1st picture which comes in our mind when we talk about a conventional organization related to its talent development field includes a well structured HR system, with a systematic or in an elite way of sourcing talent, particularly from both branded and new collages and university. But when we look back in respect of INDIA, we always find a very well versed education system, but the source which connects all this doesn't give you a proper track to follow and hunt, which leads the HR to face a loads of informational limitations. As a result it prevents us from hiring from other than known institutes. That means that talent which is distributed across the country is mostly disenfranchised, disconnected from the economic mainstream. There is always a gap find between the demand and supply of employability from both the companies as well as the young employable perspective. Which says or questions to itself that is there something's required to be done?

From facts stated below from the NSS Report 2009-10⁴ states that -

- Both Rural & urban areas, unemployment rate among the educated was higher than that among those whose educational level was lower than secondary.
- Female unemployment was much more both in Rural and urban when education level was higher than secondary or graduate and above.

To draw conclusion from such data, it is a matter to ponder upon that is really education enhancing employability of human resources or is it the curriculum or the way by which education is delivered needs to be analysed once again if such is the case of education both in rural and urban sector irrespective of the gender to draw employability through employment. It can also be analysed in such a way i.e. may be the education is enhancing the knowledge but due to lack of skills unemployment rate is increasing. Questions arise that what kind of skill set, or who should teach to enhance such skill set, are there any kind of provoking required to include the same in curriculum and so on. On the other hand it can also be stated that there is not much of employment created for employability. The capital investment of the country is enhancing to bring more employment to its countrymen but is it really being done

or the policy lag or high involvement of bureaucracy on the same track is creating bottle necks ?

Policy Lag

Vision plays a very crucial and critical medium to define the objective. And implementation of the thought is the major challenge. It defines what will be the future course of action and how thus the objective will be fulfilled. To have a concrete framework in design, the vision policies are made. But it happens that mostly every time that the policy- framework is either not implemented or the policy itself is not designed. Thus it becomes a critical case where there is policy sabotage and the entire economy faces the challenge. So to overcome these challenges, policy should be implemented as a two way approach - One from the Government End and the other from the Private Sector. Both the sectors play a vital role in generating the revenue of the country so if both the tracks work simultaneously then economy blooms and thus gives a higher productivity or growth.

It is seen that global average of allocation of resources for education is 5% of GDP. For developed nations it is generally 6-7% of the GDP. On the other hand if we compare India (post independence) we see that there is a investment which has never crossed 4% of its GDP (both including centre and state). Nordic countries has a allocation

⁴ NSS Report. 537: **Employment And Unemployment Situation In India** , Chapter Six , P G 152-180, 2009-10.

of 1.4-2.3% of GDP in early child education; Austria, France, Hungary generally spend 0.5-1.0 % of GDP whereas India spends 0.001% of GDP on the same. The comparison becomes more vibrant if the demographic dividends of the countries are compared with one of the variables being population. If we further analyse the figures we get that 30% on average is spent on higher education. 65 years after independence we see that 30% i.e. over 300 millions are comprehensively illiterate and another 50% are quasilliterate. 1975 Integrated Child Development Services (ICDS) for early childhood & nutrition of infants established received token rather than adequate annual allocation in Union Budget. i.e. 72 million was received and 86 million was deprived, hence only 10% middle class & upper class enrolled in 2 ,20,000 private preschools of all types, among that 1/3rd receive the contemporary early child education.

Industry- Academic interface is the critical medium that defines the contours of 21st century education dynamics, and the industry needs to participate more in R&D. In India only 1% of GDP is spent on R&D and 80% on this is spent by Government of India. In developed nations including china it's just the opposite. FICCI is here to play the important role-the National Knowledge functional Hub is one such mile stone of the current policy advancement. The reason is behind this is to reverse the order of current

dissatisfaction of the industry with the quality of engineers/ management graduates entering industry. Vocational Training institutes needed in thousands were Indian industry can play a positive role here, not just the government. Promoting equity with justice we need to prepare students to change their behaviour and social interaction patters. Need to make teaching more attractive with a fine balance in communicating. 3 tier education systems needed where there is intellect quality, comprehensive system that train student for employment and education institutions that have easy access and high linked to practical world. Our current gross education ratio (GER) must be 50% and not 19%. Education should be student centric with open academic market and a proactive faculty. Every student ought to have his/ her choice of what he or she wishes to do or achieve in life, rather than not imposed by parents and faculty. The entire education system is still regulated by old colonial laws and there is a need to get out of such boundary as soon as possible. The scopes of private university/ institutions are also limited with discriminatory practices at all levels. Only bottle neck *mantra* is compromise to survive. Institutions transformation through networks, which enables sharing of knowledge/good practices and builds an inter-university cooperation. These networks can assist mutual issues through projects, programmes and events that promote quality education and not wasteful expenditure. This also provides valuable

platform to engage in higher education that encourages research and wider national/international exposure by stimulating debate and discussions on key policy and operational issues.

NSDC has a target of skilling 500 million by 2020 and industry, government and academia can play a proactive collaborative effort on this problem solving sector wise. The industry academia interface also aims to improve employability. It is also required that we need to benchmark the education standards with others and update it as when required. The 12th 5 year plan focuses upon the consolidation and quality of higher education. It is the time we formulate the strategic and acted unison. Our neighbours (China) have implemented it since 1949 were by we are still laggard in this aspect. We need to formulate on quantity and quality trade off in higher education, the dualistic nature of Indian Higher Education system, and the compatibility of 'partners', 'network'. Importance of policy should be emphasised on

- Proper Development of Curriculum
 - Curriculum is being developed on the basis of selling that curriculum depending on the market.
- Government Expenditure
 - Fiscal Expenditure or Fiscal boost for Capital Expenditure

Companies can sponsor colleges to create apprentice programs between the colleges and the companies. The student spends some time in the college, some in the company. This is well-established around the world. In Germany, apprenticeship is a way of life. Second, companies can work with colleges and develop training curriculum. Some of them may be for two year programs, some for three years, some vocational, some degree-granting. The point is that there are several ways in which corporate India can get engaged with education in a much more systematic and condensed way. Some companies are already doing this in India.

The point to make is that companies can be on the lookout to plug holes in the entrepreneurial ecosystem. We should be trying to upgrade our entire institutional fabric for re-education over time. It can be seen that the role that the state plays is not particularly well functioning in our country today. Not because the state is not capable of doing it, but it needs some catalysis from the corporate sector and civil society. It's not that the state is entirely asleep. Take a look at the government's fabulous initiative, National Skill Development Corporation (NSDC), for example, which takes skilling seriously, and is intelligently mobilizing corporate in different sector-skill councils and using its resources to edge on (corporate) change. NSDC strikes the right note by working with the private sector. Similarly the private sector has to work with the state,

proactively. In effect, India’s corporate will have to engage in the partial private provision of public infrastructure. The loop hole in the Policy Making lies in

- Economy should have GDP expansion and should aim at creating more employment opportunity rather than increasing unproductive conspicuous consumption just by increasing salary bills.

- Emphasis should be given to social sector development of education and youths and it should be treated as capital expenditure made by the Govt. Of India.

- Policy should be providing conducive atmosphere for augmenting private investment which can boost the employment opportunity.

Conclusion

The focus of Indian Education is undergoing a paradigm shift. The Government of India regardless of which party is in power has committed with a set of senior bureaucrats who have accepted the urgent need to change the contours of our education system and is hugely supported by all. These are facts not fiction and if we do not change we shall need to make way for the other waiting change masters. Any change takes its time in a country with uniqueness and weakness as our own. Greed, power and corrupt practices have to be forgotten. India’s under development skill set, <30 years of age are creating aspirations and expectations among all citizens. In the battle of the vicious cycle mounts with the

emerging virtuous, which side are you on is the question. So we are reaching a situation where if we do not shape up we shall be shoved out of the system. The choice is ours to make for our children and their offspring. It is now time to fight a battle against TIME rather than CRIME.

Appendix

Table - 1

Rural Male (Unemployment Rate)

	1990	2004	2009
• Non literate	18	27	42
• Literate(primary)	19	30	26
• Secondary	65	65	93
• Higher education	2	7	90
• Youth (25-29)	44	42	76
• Population(millions)	849	1065	1166

Data is tabulated on per 1000 persons.

Table - 2

Rural Female

	1990	2004	2009
• Non literate	22	25	19
• Literate(primary)	26	31	24
• Secondary	145	115	59
• Higher education	2	270	531
• Youth (25-29)	35	60	76
• Population(millions)	849	1065	1166

Data is tabulated on per 1000 persons.

Table - 3

Urban Males

	1990	2004	2009
• Non literate	22	28	22
• Literate(primary)	35	37	26
• Secondary	66	52	27
• Higher education	2	98	158
• Youth (25-29)	73	72	172
• Population(millions)	849	1065	1166

Data is tabulated on per 1000 persons.

Table - 4

Urban Female

	1990	2004	2009
• Non literate	22	25	18
• Literate(primary)	48	40	25
• Secondary	176	158	186
• Higher education	2	185	193
• Youth (25-29)	129	156	185
• Population(millions)	849	1065	1166

Data is tabulated on per 1000 persons.

Table - 5

Highest & Lowest Employment (2011)

• Highest Unemployment		
– Chandigarh (96 mil)	Male 164	Female 511
• Lowest Unemployment		
– Meghalaya(2.9 mil)	Male 3	Female 8
– Dadar & N Haveli (3.4 mil)	51	0

Data is tabulated on per 1000 persons.

