

Indian Education and Employment

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Introduction:

"Education according to Indian tradition is not merely a means of earning a living; nor it is only a nursery of thought or a school for citizenship. It is initiation into the life of spirit and training of human souls in the pursuit of truth and the practice of virtue".

A person's education gives them the ability to view society and all of its facets from a wider angle. People cannot acquire the essential sense without education. The rural sector is home to almost three-fourths of the nation's population. Rural Indians who are literate and educated might help our country become a developed country. The foundation for employment is laid through education, which increases the supply of labour from basic school to higher education for more highly trained workers. The resources needed for employment and company, government, and consequently the economy as a whole growth are produced through education. In contemporary times, the topic of education and work appears in several contexts. While work involves making a living, education refers to the acquiring of information. Learning arouses a person's It bestows on him superior will and confidence. One is given the necessary tools to perform at the top of his game by all of this. If a person learns these skills, we may conclude that their education has served its intended goal. Education is not always a factor when considering how to support oneself. We may observe individuals around who have little to no formal education yet are nevertheless talented and prosperous businesspeople. They frequently appear to be far more successful than those with formal education. This does not negate the importance of education, though. If man wants to progress, he must become educated. One may argue that the problem of education is related to how better jobs can be attained as a result of it. Although India's GDP is expanding more than twice as quickly as the rest of the globe, the situation The industrial sector has been blatantly ignored by the Indian economy, which has gone straight from agriculture to the services sector, which accounts for nearly three-fourths of India's GDP. No platform can question the need of a responsive and active higher education sector in capturing this so-called "demographic dividend." However, the business has been rather underwhelmed by the type of graduates coming out of our higher education, particularly due to a lack of the proper kind of employability skills. Although India has one of the greatest educational institutions in the world, one of the main problems the nation now confronts is the employability of educated graduates.

INDIAN EDUCATION SYSTEM:

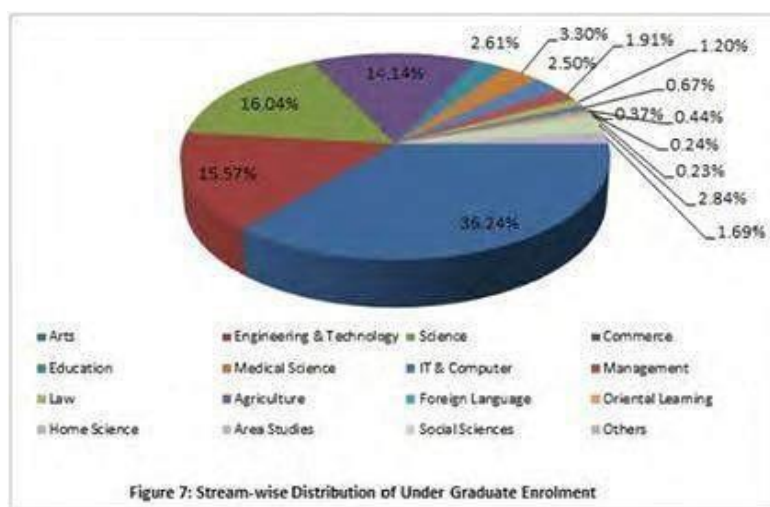
In India, there is a significant divide between the "General" and "Vocational" educational systems. A recent study called The Pearson Voice of Teacher Survey found that 57% of students nationwide have a high school diploma but are not fully prepared for the workforce. The study also revealed that 75% of teachers wanted to restructure course curriculum in partnership with business, and they believed that the nation's education evaluation system lacked concrete steps that parents and teachers could take to support holistic education. The higher education system in India has grown quickly. India now boasts the largest higher education system in the world, with over 70 million students enrolled. In less than 20 years, India has also been able to expand its capacity to accommodate an additional 40 million students. By 2025,.

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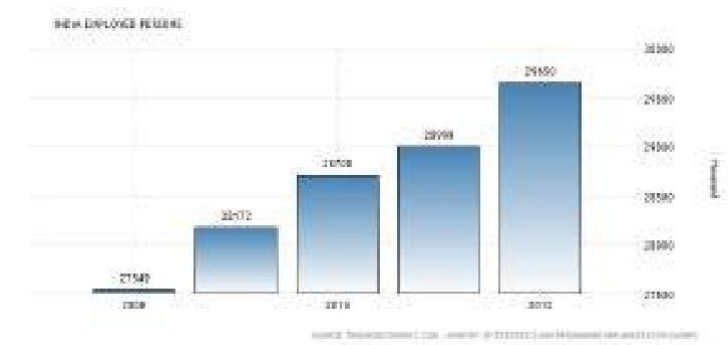
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The distribution of undergrad enrolment by stream is seen in the following graph. According to the graph, the purpose for selecting a particular topic of study depends on its breadth and employment stability. Behind China and the United States, India has the third-largest higher education system in the world, with 795 universities, 39,671 associated colleges, 10,15,696 teaching faculty, and 2,37,64,960 students, including 29,34,989 post-graduate and 2,00,730 research researchers. The whole enrollment rose from a meagre 2 lakh students in 1947 to 238 lakh students in 2013–2014. The majority of India's higher education system is made up of colleges, which account for around 86.48% of all enrollment and are affiliated with 194 universities.

According to Wikipedia/AICTE, there were 8526 professional institutions in 2015, of which 3364 were engineering colleges and 2450 were management (MBA) colleges. The issue of employment, however, is still unresolved. Human resources with skill are needed in the work market. The greatest and most qualified human resources are still a challenge for Indian universities to produce. Therefore, there is a demand and supply mismatch for work and education in this situation. Employment scenario in india:



It is clear that India's labour force has very low educational levels. In 1999– 2000, over 44.0% of all workers lacked a high school diploma, while another 22.7% just had one. Only roughly 33.2% of the labour force had education that was at or above that level, if the minimal level of education required to function in a contemporary economy is defined as up to medium level education. In urban regions, the proportion was greater (57.4%), while in rural areas it was lower (just 25.4% of the workforce in rural areas met these norms). The

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current educational system has not succeeded in creating a skilled and productive labour force that is capable of self-employment. a considerable number of graduates are being produced by the

Some other reasons of unemployment:

- Indians don't take jobs which are below their grades. Many find it difficult to work at the below qualification level job.
- Low wages or salary below the market rate.
- Many big industries look for the skilled candidate only, for their company.
- Many Employers give preference to the experienced candidates only and not the fresher.
- High demand for government jobs and government unable to create required number of jobs.

Suggestions or Improving the System of Higher Education:

There is need to implement innovative and transformational approach from primary to higher education level to make Indian educational system globally more relevant and competitive. In higher educational institutes Industrial co- operation must be for the development of curriculum, organizing expert lectures, internships, live projects, career counseling and placements. Higher educational institutes need to improve quality reputation and establish credibility through student exchange, faculty exchange programs, and other collaborations with high-quality national and international higher educational institutes. Government must promote collaboration between Indian higher education institutes and top International institutes and also generates linkage between national research laboratories and research centers of top institutions for better quality and collaborative research. There is a need to focus on the graduate student by providing them such courses in which they can achieve excellence, gain deeper knowledge of subject so that they will get jobs after recruitment in the companies which would reduce unnecessary rush to the higher education.

Role of Higher Education in Economic Development:

The role of higher education as a major driver of economic development is well established, and this role will increase as further changes in technology, globalization and demographics impact the nation. To remain competitive in light of these changes, regions will need to improve productivity and adopt an innovative spirit. HE system especially has to be reengineered to promote interactive, collaborative and active learning. Re engineering is required as the country is facing many challenges, such as financing and management, access, equity, relevance and reorientation of policies and programs for laying emphasis on values, ethics and quality of higher education. Higher education has the capacity, knowledge, and research necessary to help achieve these goals. Advancement of technology, cost of education, global competition and society expectations are the major factors in transformation. The central Government has also launched a scheme called Unnat Bharat Abhiyan for the promotion of technologies from the laboratory to the ground. Under the schemes, higher educational institutes would connect with village in their neighborhood and address the various problems faced by them. The scheme would particularly look for the solutions for water coordinating institute of this scheme. About 130 villages have so far been adopted by IIts, NITs across the country under the scheme. Rashtriya Avishkar Abhiyan has launched to revive interest in the technology among youth through support for innovative learning based on observations and experimentation. The focus would be on learning outside the classroom through direct interaction with the environment around the educational institutions. Under the Global Initiative of Academic

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Networks (GIAN) programme, India's ministry of human resource development and department of science and technology will create a channel for US professors in Science, technology, engineering and mathematics to teach in Indian academic and research institutions on short term exchanges, as per the website of the US Department of State.

Conclusion:

The focus on basic education and skills training has been a key component of this strategy of development. The availability of an army of educated and skilled workers was essential for labour intensive growth. Free universal basic education and public health, combined with the early emphasis on land reform, made inclusion an essential feature of the East Asian model. Thus, exclusive political institutions have presided over economic institutions that are inclusive. The education system and syllabus haven't kept up with the fast-changing business needs, especially those that are interlinked to soft skills, advanced technology adoption, and even the flexibility to re-skill for emerging opportunities.

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