



Skill Development and Education: Essentials for Human Resource Development

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Abstract

India is one of the youngest nations in the world with more than **50%** of the total population below 25 years of age and more than 65% of the population is below the age of 35. India's workforce is the second largest in the world after China. However, India's formally skilled workforce is approximately **21.2%** - which is dismally low compared to developed Nations like Japan (99.9%), U.S & Russia more than (96%) In India's neighbourhood only Bhutan has lower proportion of skilled labour than India. In Nepal and Srilanka 40% of labour force is skilled, 27.8% in Pakistan and 25.8% in Bangladesh. Bhutan is 19.5% lower proportion than India. To say India is not capitalizing it's highly acclaimed demographic dividend.

The greatest natural resource of a nation is its human resource. Development of human resource is essential for any country for its sustainable development. The knowledge, skill, attitude and initiative of people can contribute greatly towards the economic development. Education is important for skill training of workers in future otherwise the demographic dividend that India is enjoying over most of the developed countries may turn out to be a big problem instead. Currently the 35 percent of the labour is not literate and by 2030 around 426 million youth will be looking for jobs in labour market. They all will require employable skills and at least secondary education. According to Sen.'s capability approach, education is one of the critical inputs in the conversion of commodities into functioning's and well being of individual. Under this framework an attempt is made in the present paper to understand the linkages between education, skills and human resource development.

Keywords – Education, human, resource, development, training.

Introduction

Human Resource development has become one of the most significant areas in the industrial as well as in the non industrial world, which inculcated the process of increasing efficiency and productivity by increasing the knowledge, skills and the capabilities of the people through education, training and health facilities etc. Further, human resource development implies qualitative growth of people with capabilities and potentialities to grow and develop. "The basic purpose of development is to enlarge people's choices. In principle, these choices can be infinite and can change over time. People often value achievements that do not show up at all, or not immediately,

in income or growth figures: greater access to knowledge, better nutrition and health services, more secure livelihoods, security against crime and physical violence, satisfying leisure hours, political and cultural freedoms and sense of participation in community activities. The objective of development is to create an enabling environment for people to enjoy long, healthy and creative lives." *Mehub Ul Haq*. Education has the prime importance in human resource development, because education is the only factor, which makes the people aware about their immediate environment. In other words it enlightens the people and sensitive too for developing their potential and materialize them into productive efforts. Education can only be one of the most significant factors which open new vistas of development of the individuals and economy itself, which raises the quality of life of the people. In a country like India where human resources is in abundant it is a pity that it remains under-utilized. It is undisputed that technology alone, however sophisticated may be, cannot bring about desired change in economic performance of a country unless human potential is fully utilized for productive purpose. Marshall emphasized the importance of education as a national investment in human being. Developed human resources i.e. the skilled manpower which might be literate to a reasonable extent can help in transforming the society.

Need for Skill Development

Livelihood opportunities are affected by supply and demand side issues. On the supply side, India is failing to create enough job opportunities; and on the demand side, professionals entering the job market are lacking in skill sets. This is resulting in a scenario of rising unemployment rates along with low employability. . The Associated Chambers of Commerce and Industry of India (ASSOCHAM) reported that merely 20% out of the five million students who graduate every year get employed in India. The above figure is substantiated by the 2019 'India Skills Report' by Wheebox, People Strong and CII, which states that only 46% of Indian students are employable. To say that India is not capitalizing on its highly acclaimed 'demographic dividend' would not be incorrect.

As per an assessment conducted by the National Sample Survey Office, India's unemployment rate was at a forty-five year high of 6.1% in the year 2018. The country was already reeling under economic slowdown when the COVID pandemic hit. The pandemic has completely disrupted the economic landscape of the nation. As per Centre for Monitoring Indian Economy (CMIE), a staggering 121.5 million job losses were reported in the first month of the lockdown in April 2020. Although this loss has narrowed down to 100.3 million in May 2020 to 29.9 million in June 2020 and now to just 11 million in July 2020, it is still a harrowing situation. We are living in unprecedented times when industries and trade are fighting a battle to stay afloat and survive the crisis.

While keeping pace with employment generation is one issue, employability and productivity of those entering the labour market is another issue. As per the India Skills report 2015, only 37.22% of surveyed people were found employable - 34.26% among male and 37.88% among female. NSSO (2010) showed that only 10.1% of the labour force had received vocational training, with only 25.6% among them receiving a formal vocational training. India ranked *last* among 60 countries on labour productivity (World Competitiveness Yearbook, 2012). Industry leaders have often pointed out the lack of conformity between what is taught in classrooms and what is required by the industry. In order to address the skill gap, the Government of India had set up Ministry of Skill Development &

Entrepreneurship (MSDE) and schemes under its purview such as Pradhan Mantri Kaushal Vikas Yojana (PMKVY), Skill India, SANKALP and National Skill Development Mission etc. However, despite these schemes and as per a 2016 report by the Labour Bureau, around 58% of unemployed graduates and 62% of post-graduates have mentioned 'non-availability of jobs matching their skill and education' as the primary reason for their unemployment.

Education and Human Resource Development

"Education to All" if it is to fulfill the mission then illiteracy has to be attacked from all the corners. Pt. Jawahar Lal Nehru once remarked "Every village of India should have three things (i) a Panchayat (ii) a Cooperative and (iii) a School, only then the foundation of our country can be strong." Education is a lever through which the entire human activities – economic, social, cultural and political can be transformed educated human beings can easily adopt the new methods of production in every sphere whether it is agriculture, industry, electronics etc. Educated people can also fight the social evils, superstition and traditional customs out of the society, which hampers the growth of any society. Educated people can make use of their voting power rationally. Thus any attempt of increase the literacy directly means to increase the quality of existing human resource and overall improvement in their life. The basic aim and objective of the education is to create awakening among the general masses; to create semi-skilled and skilled labour force to create experienced and fully equipped people in the society to face challenges of any kind which ultimately lead to development of Human Resources. Education undoubtedly holds the key to prosperity and people thriving, but in any given society and at a given time, the decision regarding the type quantity and quality of educational facilities depend partly upon the social and political philosophy of the people. The principal problem to be faced in development of Human Resources is how can available resources be best deployed to secure the most beneficial form of educational development? How much education of what type or level of quality should society strive to provide and for whom? The fundamental principles that should guide the provision of facilities at the different stages and sectors of education, therefore, may be stated as follows:

- to provide effective general education of not less than seven year's duration to every child, on a free and compulsory basis and to expand lower secondary education on a large scale.
- to provide higher education to those who are willing and equalified to receive such education, consistent with the demand for trained manpower.
- to provide adequate financial assistance to those who are economically handicapped.
- to emphasize the development of professional, technical and vocational education and to prepare skilled personnel needed for the development of agriculture and industry.
- to identify talent and to help it grow to its full potential.
- to liquidate mass illiteracy and to provide an adequate programme of adult education.
- to strive continuously to equalize educational opportunities.

But such type of guiding principles can be adopted in any society if and only if it have developed human resources. There is very deep correlation between education and human resource development.

Human Resource Development, Education and Economy

Educated, skilled and experienced human resource can play a very vital role in the all round development of all the sectors in an economy. Human resource development, education and economy go hand in hand. Developed human resources i.e. the skilled manpower which might be literate to a reasonable extent, can help in transforming the society. It is clear from the above discussion that education can play a vital role in developing the human potential.

Agriculture Sector

An educated human stimulate the agricultural growth in ways more than one. He has broader mental horizon which keeps him away from superstitions, ignorance and get him acquainted with modern techniques of production. A developed human being can very easily adopt new technology in agriculture which is growing very fast in our economy. New Agriculture technology that consists of new varieties of high yielding seeds, new inputs such as chemical fertilizers, pesticides and insecticides and proper management of water resources calls for new brand of farmers who are educated, fully developed and free from superstitions, ignorance and conservatism. If the farmers are illiterate they will not be ready to adopt the new methods of production. Moreover if they are made to adopt new technology, they will to be in a position to reap the full fruits out of it till they acquire complete knowledge to apply it properly. The excess use of any of these inputs than the technically desired would result not only in lower productivity but also in the deterioration of the fertility of soil. Due to the underdeveloped and uneducated human resource, many acres of land have fallen victim of unscientific use of fertilizers in our country.

Apart from this educated farmer can establish contacts with the agricultural extension agencies and then easily adopt new practices in agriculture. Fully awakened and educated farmer can make the full use of credit facilities to promote agricultural production. Being educated they have knowledge about all sorts of short-term as well as long-term credit facilities. Literate and knowledgeable farmers also sell their products in the open market and get appreciable returns on their production.

Industrial Sector

Like agriculture sector role of optimum human resource for the planning process in the industrial sector also requires a certain specialize type of value of orientation. A good deal of work on this should begin sufficiently and in the very early career of education of the people. There are several professions but the more important one is that of encouraging design and development engineers in industrial sector. Curriculum of engineering institutions should be designed in a way in which engineers find it satisfying and productive to continue as engineers. They

should be encouraged to get into emerging areas of high technology and like ocean-technology, biotechnology, computer technology and other hard and soft technologies. Indeed, as a part of research activity of the industry due emphasis should be placed on research activity of the industry due emphasis should be placed on research in manpower planning and activities.

Financial and technical institutions should go in a major way for skill formation in the entrepreneurship sector. Innovative entrepreneurship should be encouraged in the industrial sector to make proper use of our science and technology base.

Tertiary Sector

As in agricultural and industrial sector, it was felt that in the tertiary sector also the greater cooperation amongst the large institutions was required for effectively using the human resources. Like other sectors tertiary sector also requires the continuous updating of technological and human resource skills. All the executives and employees must undergo renewal of their learning. The proper evaluation method of human resource development in tertiary sector is needed. There should be rigorous and imaginative performance audit before any further promotion. All in all rationalization of human activities in tertiary sector and developing standards is the need of the hour. In banking, G.T.C., shipping, railway, road transport sectors personnel should be trained not only for the new techniques but also for behavior and attitude formation to handle money and other things with ease and confidence. Indeed initiative should be taken for cost analysis of different programme. The optimum use of human resource on work projects of development is to be rationalized.

Investment in education which is an important form of human capital also help in the reduction of vast income disparities which is an important avowed objective of our progressive government. Education ensures equal job opportunities to the individuals irrespective of their caste and economic status, etc.

Conclusion

In conclusion, we can say that human resource development cannot be promoted by a single minded pursuit of an economic growth alone. The quantity of growth is important because growth translates into income and income can be used to improve education, health and skill development. But without human resource development very little achievement can be made. Human resource development is the process of providing relevant learning experience to people to facilitate their personal and professional growth. For the individual, it improves his performance and involvement with work. For the organization, it provides a spin-off in efficiency and growth. In a country like India where human resource is in abundant but they are being wasted through unemployment disguised unemployment, primitive skills, lack of work opportunities, poor personnel practices etc. It is undisputed that technology alone, however sophisticated may be, cannot bring about desired change in economic performance of a country unless human potential is fully utilized for productive purposes. India needs to look at creating a framework for institutionalizing skill development and vocational education within the school system. To this regard, the new

National Education Policy 2020 (NEP) intends to bring a complete overhaul of India's education system. The NEP 2020 aims to integrate vocational education into mainstream education in a phased manner by creation of a National Higher Education Qualification Framework (NHEQF), which will be coordinated with the National Skills Qualification Framework (NSQF) for ease of mobility between streams. The policy has planned vocational skill exposure starting from the middle and secondary grade through internship opportunities with indigenous artisans, craftsmen and blue-collared professionals.

The foundations for an effective, efficient and sustainable skill development ecosystem had been laid over the course of the last few years, however, it is time now to build upon it. As per a Bloomberg Economic article and its projections, India's GDP will grow from \$2.7 trillion in 2019 to \$5 trillion by 2025 and \$8.4 trillion by 2030. Whether we achieve it or not depends on how we capitalize this decade and how effectively we eliminate the causes of disruptions. We must utilize this opportunity to rebuild ourselves rationally and critically with greater impetus. The task is herculean but not impossible. The distance between a probable future and a possible future is always shortened by resilience and determination. Making our youth future ready is a call that we can't miss

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