Society & Social Justice · GS - II

Skill development programmes have succeeded in increasing human resources supply to various sectors. In the context of the statement analyse the linkages between education, skill and employment.

EXAM YEAR	PAPER	SUBJECT
2023	GS - II	Society & Social Justice

MARKS	WORD LIMIT
15	~250 words

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Answer Hint

Education creates foundational knowledge and capabilities, skill development converts them into occupational competence, and employment provides productive application; weak alignment among the three produces educated unemployment and underemployment.

Model Answer

Introduction

Education, skill and employment constitute an interconnected human-capital chain. Skill-development programmes have expanded employable capabilities, but their effectiveness depends on the quality and alignment of education and labour-market demand.

Body

Linkages

Education → Foundation: Education develops literacy, numeracy, conceptual understanding, critical thinking and social capabilities. Strong foundational education makes subsequent skill acquisition more effective.

Skill → Employability: Vocational and technical training converts knowledge into practical competencies relevant to specific occupations.

Employment → Application: Employment allows individuals to apply and improve skills, generate income and contribute to productivity.

Existing Gaps

Skill mismatch: Educational curricula often remain disconnected from industry requirements.

Employability deficit: Degrees do not always provide communication, digital, technical and problem-solving skills demanded by employers.

Informal employment: A large workforce remains in informal occupations with limited training, social security and career progression.

Regional mismatch: Skill opportunities and employment centres are concentrated geographically, creating migration pressures.

Changing technology: Automation and digitalisation continuously alter occupational requirements.

Measures

Curricula should be aligned with industry needs while preserving broad-based education. Apprenticeships, internships, vocational education, recognition of prior learning and stronger industry-academia partnerships can improve transition to work.

Skill programmes should also emphasise **reskilling and lifelong learning**, particularly for workers affected by technological change.

Conclusion

Education without employable skills can produce educated unemployment, while skills without foundational education may restrict adaptability. India therefore needs an integrated ecosystem where **education builds capabilities, skills build employability and employment builds productive human capital**.