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**EDUCATED UNEMPLOYMENT PROBLEM IN KARNATAKA: A STUDY**

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**ABSTRACT**

*Educated unemployment involves the waste of the best of our human talent. It means a great national loss that such a valuable human capital should remain idle. The most important feature of the unemployment problem is the increasing unemployment amongst the educated classes. The present paper makes an attempt to study the reasons for increasing educated unemployment, to focus on the statistics of educated unemployed youths in Karnataka and suggest some remedial measures to bring down the stock of educated unemployed during twelfth five year plan.*

**KEYWORDS**

Unemployment, employment Exchanges, Problems.

**INTRODUCTION**

The problem of the educated unemployed constitutes a very serious and menacing problem. The educated unemployed is relatively harmful person in the social setup. He is vocal; he has influence; he nurses a sense of personal injury and if the grievance is long continued and the numbers involved are large, as in India, the situation is decidedly explosive, and will be a constant threat to the security and stability of the country. The unemployed persons belonging to this category are not 'dumb, driven cattle', but intelligent people, and will not accept an unenviable position lying down.

The comprehensive working definition of an 'educated unemployed youth' for the present study is therefore identified as –anyone between the age group of 15-34 years from matriculate to the post graduate level, who is capable of working, willing to work and making an effort to find work but unable to find any remunerative job.

According to John Black's Oxford Economics Dictionary, unemployment is the situation when a person is able and willing to work but does not get opportunity to work. Educated unemployment is the type of unemployment in which a person may not be getting job suitable to his qualification to enable him to make full use of his capacity. Educated unemployment is related with jobless among the educated people i.e., matriculate and above. At present, educated unemployment problem became an important issue in the society.

Educated unemployment involves the waste of the best of our human talent. It means a great national loss that such a valuable human capital should remain idle. The most important feature of the unemployment problem is the increasing unemployment amongst the educated classes. The present paper makes an attempt to study the reasons for increasing educated unemployment, to focus on the statistics of educated unemployed youths in Karnataka and suggest some remedial measures to bring down the stock of educated unemployed during twelfth five year plan.

**OBJECTIVES**

1. To study the magnitude and trend of educated unemployment and employment opportunities for educated youth in Karnataka state.
2. To find out the problems of educated unemployed.
3. To offer suitable measures to reduce the unemployment problem particularly in educated group in India.

**ENROLLMENT OF EDUCATED YOUTHS IN EMPLOYMENT EXCHANGES**

The most important aspect of this problem is the increasing unemployment amongst the educated classes. But, the problem is not new in India; even in the twenties and thirties, there was growing concern about this. Unfortunately, in spite of the best efforts of the various committees to examine the matter, the problem has persisted and grown in intensity. The statistics maintained by the employment exchanges also point to steady rise in the number of the educated unemployed in Karnataka, as will be evident from table 1.

**TABLE - 1: REGISTRANTS ON THE LIVE REGISTERS OF EMPLOYMENT EXCHANGES IN KARNATAKA**

Registrants	At the end of			Variation (Dec-2010/ Mar-10)%	Net registrants as at the end of Dec-2010
	March-2009	March- 2010	Dec-2010		
1.Post-Graduates	4417	4334	4779	10.27	3124
2.Graduates	63220	57935	52894	-8.7	27558
3.Diploma Holders	22720	21082	21761	3.22	12678
4.I.T.I. Apprenticeship, Other Certificate holders	53978	53233	57720	8.43	30315
5.Matriculates and Stenographers	393183	325235	282210	-13.23	125583
6.Below Matriculation	114186	102118	91494	-10.4	40138
Total	<b>651712</b>	<b>56393</b>	<b>510858</b>	-9.41	239396

Source: Department of Employment and Training.

Karnataka is one of the states in India that has always suffered a higher incidence of unemployment than that of the national average. This is particularly true of the educated unemployment. As per the employment exchange data, the total number of unemployed in the state which was 5.11 lakh in December 2010 compared to 5.64 lakh at the end of March 2010, a decrease of 9.41 per cent. During the corresponding period in the previous year the number of job seekers had decreased by 10.64 per cent. As compared to previous year there is increase in post-Graduates and ITI Apprenticeship, other Certificate holders. There is slightly increase in Diploma Holders. There has been 13.23 percent decline in the registrants of Matriculations and stenographers followed by Below Matriculation (10.40 percent) and Graduates (8.70 percent). Registrants on the live registers of Employment exchanges in Karnataka are given above table.

**SOME IMPORTANT REASONS INCREASING EDUCATED UNEMPLOYMENT**

The problem of educated unemployment has increased from time to time in spite of various opportunities for the educated unemployed; some important reasons that have increased this trend in India are as follows.

- 1) Mismatch of required skill.
- 2) Uncontrolled expansion of secondary and higher education.
- 3) Outdated content of education: the system of education is highly related to life.
- 4) More preference for white-collar jobs manual and industrial jobs.
- 5) The secondary and higher education has been adopting the policy of 'invite-all' or 'open-door' generating maximum number of educated unemployment.

**REMEDIES FOR THE PROBLEM OF EDUCATED UNEMPLOYMENT IN INDIA**

The problem of unemployment of the educated in India is really complex and multi-dimensional. Different scholars and authorities have viewed and examined the problem from different angles. Therefore, a uni-dimensional approach to solve the problem may not be very fruitful. In order to comprehend the problem in its entirety it would be useful to examine it on the following different lines. However, it may be admitted that the crux of the problem, looked at from any angle, is the imbalance between the supply of, and the demand for, educated labour in the market.

Now, it is interesting to see how on practical aspects the different issues on supply and demand side are involved in the problem and how the planners and governments in India are attempting to act and react upon such issues with a view to solve the problem.

**A) The Supply Side:**

On the supply side of the problem, analysis is made on quantitative and qualitative aspects separately.

**1) Quantitative Controls:**

**i) The Case for Quantitative Control:** As is generally understood, the main reason for the problem is the excess supply of the educated labour to the market. Therefore, the simplest way of dealing with it would be to control the growth of education by imposing quantitative restrictions on the admission of students to schools and colleges.

**ii) Efforts to Control Higher Education:**

In spite of repeated use of phrases like, 'top heavy' school system, 'education explosion', 'educational hyperinflation', 'no-new starts', 'consolidation rather than explosion', the five year plans never fixed quantitative targets for the growth of higher education. The review of each plan recorded a greater public expenditure on higher education than 'planned' and the establishment of several institutions of higher education where none was recommended. They have been allowed to grow under the pressure of public demand. The Education Commission 1965-66 admitted in so many words that the expansion in secondary and higher education had never been kept under control. It went even further and recommended restriction of the unplanned and uncontrolled expansion of general secondary and higher education by a policy of "selective admissions". But the Parliamentary Committee constituted to consider the report of the Education Commission rejected the proposal of "selective admissions"; on the contrary, it recommended an "open door" policy at higher levels.

The foregoing analysis leads one to the grim conclusion that the control of higher education in the Indian context would neither be acceptable nor possible.

**2) Qualitative Changes:**

**i) The Case for Change in the Quality of Education:** The education system India does not provide the necessary skills required in practical life. The education imparted is essentially 'literary' in nature and as generally stated, it is not 'technical' or 'professional' or 'vocational'. This creates a wide gulf between 'word of education' and 'world of work'. Therefore, to solve unemployment problem of the educated, it is argued, what is needed is a change in the curricula and not a control on the expansion of education. The change in curricula may take any form like 'ruralisation', 'vocationalisation', 'technical education', 'work experience' and 'job-orientation'. The most widely experimented form is the vocationalisation of education.

**ii) Efforts towards Vocationalisation of Education in India:** In spite of the recommendations of various commissions and committees and repeated emphasis placed on vocationalisation of education by the Five Year Plans, the programme has not made any considerable headway and the quality of education has in essence, maintained its predominantly academic character or 'literacy bias'. Indian education even to this day is criticised as being 'colonial', as it produces 'clerks' and not 'productive workers'.

The vocationalisation of education may not prove an effective policy for relieving the problem of unemployment of the educated. Long back, Dr. Pant argued that "our educational system is not so different from that of abroad and whatever change or changes you introduce in the sphere of higher education you cannot solve the unemployment problem until and unless this country creates demand. Therefore, a solution to the problem of educated unemployment could be found on its demand side and not on the supply side.

**B) The Demand Side:**

The demand for labour in the market, it should not be forgotten that this demand included both the demand for the educated and the demand for the uneducated. It is generally accepted that the growth of the Indian economy has failed to absorb all the growing labour force. As a result, there is an overall imbalance between total demand and total supply of labour in the country. Hence, educated unemployment is a part of the 'general' unemployment.

Any attempt to solve educated unemployment, ignoring the phenomenon of general unemployment, may not be fruitful. Therefore, measures like the substitution of educated labour for the uneducated, the provision of jobs without an increase in output and the appointment of all the educated unemployed once for all at any given point of time, may not be logical and sustainable.

**1) Employment in the Organised Sector**

Firstly, we should promote use of labour intensive and capital saving technologies. And secondly, the way the "organised sector" as defined at present needs a review. One definition of organised sector is based on its capital intensity, i.e., the technology used. Other definition of organised sector is in terms of employment – the terms of contract between the employer and employee. At present the terms of employment are seen to be rigid by the organised sector, with the result that though organised sector needs and uses a lot of labour input, it does not show up in jobs created. Similar tendencies have forced the capital intensity to increase even in the small-scale sector. One of the suggestions has been that, if employment is the social purpose of a small-scale policy or small and medium enterprise policy then the policy should be designed in terms of jobs created rather than investments made.

**TABLE - 2: EMPLOYMENT IN PUBLIC AND PRIVATE SECTOR**

(in '000)

Branch	Employment as on			Percentage variation Sept -10/March-10
	March-09	March-10	Sept.-10 (Provisional)	
1. Central government	95.2	97.4	95.1	-2.36
2. State government	571.3	570.9	574.9	0.7
3. Central government (Quasi)	159.5	164.5	163.3	-0.73
4. State government (Quasi)	159.6	160.8	159.7	0.68
5. Local bodies	66.9	68.3	68.5	0.29
6. Private sector - Act	1115.9	1157.5	1163.5	0.52
7. Private sector - Non-Act	66.1	65.9	65.9	0
Public sector	1052.5	1061.9	1061.5	-0.04
Private sector	1182	1223.4	1229.4	0.49
<b>TOTAL</b>	<b>2234.5</b>	<b>2285.3</b>	<b>2290.9</b>	<b>0.25</b>

Source: Planning Programme Monitoring & Statistics Department, Government of Karnataka.



Organised sector employment in the state has increased by 0.25% from 22.85 lakh at the end of March 2010 to 22.91 lakh at the end of September 2010 adding 0.06 lakh additional jobs. Public sector employment accounts for 10.62 lakh (46.34 per cent) and private sector for 12.29 lakh (53.66 per cent), while the former has decreased slightly by 0.40 per cent, where as the latter has increased by 6 per cent between April and September 2010.

Branch wise comparison shows that employment in the State Government and local bodies has increased from 5.71 to 5.75 lakh and 0.68 to 0.69 and respectively from March 2010 to September 2010. Central Government, Central Government (quasi) and State Government (Quasi) employment has decreased from 0.97 lakh to 0.95 lakh, 1.65 to 1.63 lakh and 1.61 lakh to 1.60 respectively from March 2010 to September 2010. Employment in public sector has increased from 10.62 lakh in March 2010 to 10.66 lakh in September 2010. Table 02- gives branch wise details of the organised sector employment at the end of September 2009

## 2) Employment in the Unorganised Sector

In India, a major chunk of labour force is employed in the organized sector. The unorganized/informal employment consists of casual and contributing family workers; self employed persons in unorganized sector and private households; and other employed in organized and unorganized enterprises that are not eligible either for paid, sick or annual leave or for any social security benefits given by the employer.

**TABLE 3: DISTRIBUTION OF WORKERS ACROSS UNORGANISED AND ORGANIZED SECTOR IN KARNATAKA, 2004/05**

Item	Numbers (in Millions)			% distribution		
	Unorganised	Organised	Total	Unorganised	Organised	Total
<b>Gender</b>						
Male	14.44	2.65	17.09	84.5	15.5	100
Female	8.8	0.98	9.79	90	10	100
<b>Location</b>						
Rural	17.91	1.5	19.41	92.3	7.7	100
Urban	5.33	2.13	7.46	71.5	28.5	100
<b>Total</b>	<b>5.33</b>	<b>3.63</b>	<b>26.87</b>	<b>86.5</b>	<b>13.5</b>	<b>100</b>

Source: Calculated from the unit level records of the EUS of the NSSO of the respective rounds

If the growing labour force is not absorbed in the modern sector, the alternative is to get it absorbed in unorganized sector. The size of unorganised sector is 92.3 percent in Rural and 71.5 percent in urban Karnataka. As per the definition of National Commission for Enterprises in the Unorganised Sector (NCEUS), about 87 per cent of the workers work in the unorganized sector in Karnataka (the size of unorganised sector workers in India is 91.83 percent). Most of the unorganised workers are illiterate and low skilled and primarily engaged in low quality and low productive jobs with poor working conditions and absence of any social security provisions. Therefore, skill development and enhancement of productivity and levels of income of the unorganised workers is a tremendous challenge for the State. In view of the large size of workers in unorganized, the state has set up the social security board based on the Social Security Act, 2008, construction welfare board, Beedi welfare, skill development commission. The details are discussed in the ensuing section. The organized sector with secured job and provision of social security employs only 13.5 per cent of the total workforce. This picture is better than all India average of 8.17 percentage share of organized sector workers (Table- 03)

The gender break-up of workforce indicates that a higher proportion of both male and female workers work in the unorganised sector. However, the proportion of female workers dependent on unorganized sector for their livelihood is relatively higher than their male counterparts, which in turn suggests that dependency of female workers on unorganized sector for livelihood is higher than their male counterparts. Across rural-urban locations, it is observed that the unorganised sector is deep rooted in both rural and urban areas; however the relative size of unorganized sector is high in rural areas whereas in urban areas the same is true for organized sector

## 3) Manpower Planning Approach

The manpower planning is a blend of education policy and employment policy. It attempts to adjust the skills and capabilities of the labour force with the needs and requirements of the society. By a precise method of manpower planning the educational system would produce the skills and talents required for the economy and the economy in turn, would fully utilise such skills without rendering them useless or idle.

In India, manpower planning exercises have been initiated in an adhoc manner since the early days of planning. Manpower forecasts were made in respect of some categories like engineers, doctors, scientists, teachers and managerial and commercial personnel. Manpower forecasts of matriculates and general graduates have not been attempted hitherto. Even where manpower forecasts were made, they were adhoc and half hearted. Therefore, the later results have revealed wide variations between the forecasts and actual realities.

## 4) Attitudinal Approach:

There is also a socio-psychological approach to the problem of the educated unemployment. According to this approach, the 'attitudes' of the educated are the main reasons for their unemployment. Educated youth are not accepting 'manual' work. They always prefer 'white collar' jobs. Gunnar Myrdal observed that "the educated are looking for non-manual work and are not prepared to accept work that 'soils their hands'". If the educated were ready to accept manual work or blue-collar employment, the problem of educated unemployment would soon vanish.

## 5) Radical Approach

Some radical measures on both the demand and supply sides of the problem are frequently suggested. They include measures like the abolition of examinations, recurrent education, delinking degrees from jobs, deschooling, encouraging the emigration of educated labourers, reduction of working days and hours, early retirement of employees and so on. But all of them are still in a controversial stage, and not put into practice anywhere.

After a brief survey of the different approaches to the problem of educated unemployment in India, one may conclude that there is no single royal road to its solution. Indications are that the problem will persist for a long time to come.

## SELF-EMPLOYMENT-A SAFETY VALVE

The only way out for the educated unemployed in the present context seems to be self-employment. This strategy might exert the strongest influence on both the supply and demand sides of the problem. On the supply side, self-employment strategy makes the educated more productive by imparting to them skills in formal and informal ways. From the demand point of view, it develops 'self-employment' as an independent sector where the unemployed people could seek their fortunes. If the government encouraged such self-employment seeker by providing a 'package' of inputs/services, the educated unemployment could get at least subsistence employment, if not gainful employment.

Erstwhile self-employment programmes such as IRDP, TRYSEM, DWACRA etc., have been merged into a single composite programme called "Swarna Jayanthi Grama Swa Rozgar Yojana". The Government of India has discontinued PMRY scheme with effect from August 2008 & introduce new self employment scheme Prime Minister's Employment Generation Programme (PMEGP).

## CONCLUSIONS

This problem of unemployment among the educated youth is a serious problem, which needs timely attention and solution. Unemployment should not be viewed as a 'residual' problem to be tackled after the other problems have been solved, but as a 'primary' problem. Determined efforts are needed and appropriate policies, plans and programmes are to be made so that our young men and women can become job creators and not job seekers.

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