
UNIT 3 EDUCATION AND SKILL DEVELOPMENT

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3.1 INTRODUCTION

Globalization and advancement of information technology has brought about several structural changes in the Indian economy. To keep pace with such changes, education and skill development are important. India has more than 50 percent of its population below the age of 25 and more than 65 percent of its population below the age of 35. Young population is considered to be one of the most important assets for economic growth. As the working population of India grows at a fast pace, it is important that this increasing workforce is equipped with knowledge and skill so that the country can harness its human capital potential. India has entered a phase of demographic dividend since 2018 where its working age population of 15 to 64 years is more than the dependent population of children below 14 years and adult above 65 years. However, just this shift in population structure alone cannot help India to reap the benefits of demographic dividend. According to UNFPA, countries can only harness the economic potential of the youth bulge if they are able to provide good health, quality education and decent employment to its entire population.

In this unit you will read about the role of CSR in imparting education and skill development in India. After reading this unit you will be able to:

- Explain the current literacy and skill status in India
- Discuss the impacts of illiteracy and lack of skills on human lives
- Discuss various government programmes for education and skill development
- Explain the role of CSR in promoting education and skill development

3.2 LITERACY AND SKILL STATUS IN INDIA

3.2.1 Literacy Status in India

The literacy level is one of the basic indicators of the level of development of a society. In this section we will look into the status of literacy in India as a whole and in different states of the country. With literacy are associated the signs of modernization like industrialization, communication, urbanization, trade, etc. Literacy also enhances the capabilities of individuals and communities in terms of health, education and access to opportunities for a better life. In India, literacy as defined by census is the ability to read and write any one language. Going by this definition, the literacy rate in India has increased from 34.5% in 1971 to 74% in 2011. The corresponding figures for males and females during the year 2011 are 82.14% and 65.46%, respectively. However, India is still far from achieving the goal of universal literacy. Besides, there is a lot of interstate variation ranging from a low of 63.8% in Bihar to as high as 93.9% in Kerala. Female literacy in India is also very low (60%). A very positive development has been the decline in the male-female gap in literacy from 21.59% in 2001 to 16.68% in 2011.

Table 1: Literacy rates in India (1961 to 2011)

Census Year	Persons	Male	Female	Male-Female Gap in Literacy Rates
1951	18.33	27.16	8.86	18.30
1961	28.3	40.4	15.35	25.05
1971	34.45	45.96	21.97	23.98
1981	43.57	56.38	29.76	26.62
1991	52.21	64.13	39.29	24.84
2001	64.83	75.26	53.67	21.59
2011	74.04	82.14	65.46	16.68

In terms of the total literacy rates, Kerala ranks first with a literacy rate of 93.91% followed by Lakshadweep (92.28%) and Mizoram (91.58%). Among the states at the bottom of the ladder, Bihar ranks last with a literacy rate of 63.82%, preceded by Arunachal Pradesh (66.95%) and Rajasthan (67.06%). Kerala tops the ranks in female literacy with 91.98%. Rajasthan with 52.66% is last which is preceded by Bihar (53.33%). Lakshadweep (96.11%) tops the list in terms of male literacy and Kerala (96.02) ranks second. Bihar (73.39%) ranks last in male literacy preceded by Arunachal Pradesh (73.69%).

3.2.2 Skill Status in India

As already discussed, India is one of the youngest nations in the world with 54% of the population below 25 years of age and hence is in a state of leveraging the benefits of demographic dividend provided India's growing young workforce acquire the market-relevant skills needed in today's highly competitive job market. Livelihood opportunities are affected by supply and demand side issues. On the supply side, India is not able to create enough job opportunities for the

people, and on demand side, we fail to equip the workforce with needed skill set. Skill is defined as the ability to carry out tasks and duties of a given job for which the person earns remuneration. Nationally, only 1.8% of the population reported receiving formal vocational/technical training in 2017; 18.5.6% reported receiving informal vocational training (such as hereditary, self-learning, and on-the-job training). This means 93% of the population did not receive any vocational/technical training from either formal or informal sources (Anand and Thampi, 2019). Another challenge that the country faces is of poorly trained workers in the informal sector which incidentally is the largest employment generator in the country. Most of the skill is learnt informally by observation, self-taught or taught by some master craftsman. The proportion of formally skilled workers in India is extremely low, at 4.69% of total workforce, compared to 24% in China, 52% in the US, 68% in the UK, 75% in Germany, 80% in Japan and 96% in South Korea (Shukla et. al., 2019). This mismatch between the supply and demand of trained workers is leading to a situation in which employers are not able to get trained people and the job seekers are not able to get the kind of job they desire. According to the latest India Skill Report (2019), only 45.6% of the youth graduating from educational institutions are employable.

According to the study conducted by (Shukla et. al., 2019), the skill levels can be classified into four types as summarized in the table below.

Table 2: Types of Skill Levels

Skill Level	Definition	Examples
1	Skills involving simple and routine physical or manual tasks	Hawker, street vendor, gardner, cook, household servant, construction worker, mason etc.
2	Skills involving operation of machinery and electronic equipment.	Plumber, electrician, artisan, barber, mechanic, tailor etc.
3	Skills involving written records of work, simple calculations, good personal communication skills in specialized fields	Clerical, supervisory level etc.
4	Skills involving decision making and creativity based on theoretical and factual knowledge	Doctor, lawyer, chartered accountant, engineer, architect, scientist, actor, author etc.

According to the study, around 56%of the labour force is dominated by those classified under level 2 skills and 30%by those classified under level 1. Nearly 11% can be classified under skill level 3 and a very few, i.e., only around 3% are classified as those possessing level 1 skills. Table 2 clearly shows that there is a very high level of correlation between education and skill level. The higher the education, higher the skill level. There is an urgent need to re-qualify and re-specialize the labour force with adequate skills so as to make them able to compete in this fast-changing globalised job market.

3.3 EFFECTS OF ILLITERACY AND LACK OF SKILLS

The impacts of illiteracy are inter-generational. The educational capital of the household is essential to a child’s physical and social development. Such development is unquestionably limited among children whose parents have not acquired basic reading and writing skills, or have lost them through disuse (Martinez and Fernandez, 2010). Adult illiteracy also increases socio-economic vulnerability. Illiterate people face several difficulties. On a personal level, they face difficulties with social inclusion, work issues and high rates of diseases; at family level, they face problems related to child nutrition, hygiene, health and schooling and at societal level they face lower productivity and higher health care costs. People with lack of formal schooling also face serious employability related issues. Illiterate people are less aware of their rights and duties and hence end up accepting precarious and low quality employment.

The impact of adult illiteracy can be divided into the following categories:

- 1) Health: Illiteracy limits a person’s ability to understand and absorb the knowledge related to self care. The inability to comprehend such messages has a negative impact on household health, hygiene and nutrition.
- 2) Education: Illiterate parents tend to have little expectations and aspirations for themselves and their children. Children of parents who have not attended school or failed to complete primary education tend to do the same. Parent’s schooling also has a close correlation with a child’s academic performance and behaviour.
- 3) Economic: Literacy and schooling are believed to have a significant impact on individual’s income. People who have not completed primary education are less likely to get good jobs or avoid poverty.
- 4) Social Integration and Cohesion: In terms of social integration and cohesion, illiterate persons are often denied the social recognition they deserve, and suffer from low self-esteem, display little autonomy and possess little ability for critical thinking (UNESCO, 2006). Illiterate people have less opportunities to be aware of and to make use of individual rights or participate in attainment of collective rights.

Activity 1

Discuss with your friends/colleagues regarding various skill sets that would help in better employment of youth in your district. Write down the suggestions given.

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Check Your Progress -1

Note: a) Use the space given below to note your answers.
b) Check your answer with those given at the end of this unit.

1) Explain the different skill levels.

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2) What are the effects of illiteracy on human lives?

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3.4 GOVERNMENT PROGRAMMES FOR EDUCATION AND SKILL DEVELOPMENT

3.4.1 Education

There are several programmes started by the Government of India in order to achieve universalization of elementary education. The National Policy on Education was first promulgated in 1968 with the objective of promoting education among the people. A new policy was then developed in 1986 which was later revised in 1992. In 2019, the Ministry of Human Resource Development released a Draft New Education Policy, 2019. In line with the principles of National Education Policy, the government has come up with various schemes from time to time to ensure equitable education for all. For more details, you can click on the link provided.

- 1) **Samagra Shiksha:** It was introduced in the Union Budget, 2018-19 with the aim to treat school education holistically without segmentation from pre-nursery to Class 12. Samagra Shiksha aimed to extend school education from pre-school to class 12 so as to improve school effectiveness measured in terms of equal opportunities for schooling and equitable learning outcomes. It subsumes the three schemes of Sarva Shiksha Abhiyan (SSA), Rashtriya Madhyamik Shiksha Abhiyan (RMSA) and Teacher Education (TE) (<http://samagra.mhrd.gov.in/>).
- 2) **Right to Education:** According to the Right of Children to Free and Compulsory Education (RTE) Act, 2009, every child has a right to full time elementary education of satisfactory and equitable quality in a formal school

which satisfies certain essential norms and standards. ‘Compulsory education’ casts an obligation on the appropriate government and local authorities to provide and ensure admission, attendance and completion of elementary education by all children in the 6-14 age group (<https://mhrd.gov.in/rte>)

- 3) **Mid-Day Meal Scheme:** The National Programme of Nutritional Support to Primary Education (NP-NSPE) was launched on 15th August 1995 with a view to enhancing enrolment, retention and attendance and simultaneously improving nutritional levels among children. In 2001, it became a cooked Mid-Day Meal Scheme under which every child in every Government and Government aided primary school was to be served a prepared Mid-Day Meal with a minimum content of 300 calories of energy and 8-12 gram protein per day for a minimum of 200 days. In 2002, the Scheme was further extended to cover not only children studying in Government, Government aided and local body schools, Education Guarantee Scheme (EGS) and Alternative & Innovative Education (AIE) centres. (<https://mhrd.gov.in/mid-day-meal>)
- 4) **Scheme to Provide Quality Education in Madrasas:** SPQEM seeks to bring about qualitative improvement in Madrasas to enable Muslim children attain standards of the national education system in formal education subjects. (<https://mhrd.gov.in/spqem>)
- 5) **Scheme for Infrastructural Development in Minority Institutions:** In order to enhance quality of education to minority children, IDMI was operationalised to augment infrastructure in private aided/unaided minority schools/institutions.
- 6) **Sakshar Bharat:** This programme was formulated in 2009 with the objective of achieving 80% literacy level at national level. It aims to reduce the gap between male and female literacy to not more than 10 percentage points by focusing on adult women literacy. The principal target of the programme is to impart functional literacy to 70 million non-literate adults in the age group of 15 years and beyond. (https://mhrd.gov.in/saakshar_bharat)

3.4.2 Skill Development

Skill development is a critical factor for employability. A very small percentage of fresh graduates are considered employable and majority of them lack the skills required to be hired by corporates. In order to enhance the employability of the workforce, Government of India has taken several initiatives for skill development. For more details, you can click on the links provided.

- 1) **Pradhan Mantri Kaushal Vikas Yojana (PMKVY):** PMKVY is the flagship scheme of the Ministry of Skill Development & Entrepreneurship (MSDE). The objective of this scheme is to enable the youth to take up industry relevant skill training that will help them in securing a better livelihood. Individuals with prior learning experience or skills will also be assessed and certified under Recognition of Prior Learning (RPL). Under this Scheme, training and assessment fees are completely paid by the Government. (<https://www.msde.gov.in/pmkvy.html>)

- 2) **Skill Acquisition and Knowledge Awareness for Livelihood Promotion (SANKALP):** SANKALP was launched on 19th January, 2018. SANKALP aims to address the ongoing challenges like bringing about convergence, infusing quality in skill development programmes and making them market relevant and accessible while ensuring private participation in the context of short-term training. (<https://www.msde.gov.in/assets/images/sankalp/note.pdf>).
- 3) **UDAAN:** Udaan is a Special Industry Initiative for Jammu & Kashmir implemented by National Skill Development Corporation. It is based on partnership between the corporates of India and the Ministry of Home Affairs and aims to provide skills training and enhance the employability of unemployed youth of J&K. The scheme covers graduates, post graduates and engineering diploma holders. It has two objectives:
 - i) To provide an exposure to the unemployed graduates to the best of corporate India;
 - ii) To provide corporate India, an exposure to the rich talent pool available in the state. (<https://www.msde.gov.in/udaan.html>).
- 4) **Vocationalization of Higher Education:** In order to bridge the industry academia gap – NSDC (National Skill Development Corporation), this scheme was developed to integrate skill-based trainings into the academic cycle of the Universities. These are based on National Occupational Standards set by industry through sector skill councils. (<https://www.msde.gov.in/higher-education.html>)
- 5) **Sub-Mission on Polytechnics under the Coordinated Action for Skill Development 2015-16:** The schemes under this sub-mission are:
 - i) Setting up of new polytechnics in unserved and underserved districts
 - ii) Scheme of community development through polytechnics
 - iii) Central assistance for construction of women’s hostel in selected polytechnics
 - iv) Central assistance for upgradation of selected polytechnics
 - v) Scheme for integrating persons with disabilities in the mainstream of technical and vocational education.

3.5 ROLE OF CSR IN PROMOTING EDUCATION AND SKILL DEVELOPMENT

Education and skill development are fast emerging as preferred choices for CSR initiatives in India.

3.5.1 Role of CSR in Promoting Education

Education is the backbone of any developed economy. In spite of the Right Education Act passed in 2009, which envisages free and compulsory education for children, many children are still deprived of education and forced into child labour. Most of the government schools lack basic amenities, adequate infrastructure, adequate teachers, effective teaching aids and efficient school

management, etc. Also, the drop out rates are high especially among girls. The governments are constrained with resources to tackle these issues and hence the involvement of corporate sector is important to complement the efforts of the government. In India, CSR in education mostly involves steps towards construction of school building, scholarships for underprivileged children, sponsorships of teaching aids, books, uniform, bags etc. awareness creation, transport facilities, teacher's training and providing other related infrastructure.

Other CSR practices for the education sector that are increasingly gaining popularity among specific industries include the promotion of computer illiteracy, establishment of gender equity by targeting girls from economically disadvantaged families for quality education, provision of toilets and maintenance of a clean and hygienic school environment, customization of programmes designed to provide educational support to children with disabilities, provision of nourishment to students, psychological support to underprivileged students by providing motivational talks on leadership development, personality development, establishment of training institute for teachers, libraries for rural school education of slum children and night schools for uneducated adults for empowerment of illiterate public in surrounding villages, tribal areas (Deshmukh, 2017).

Awareness creation is one of the important ways in which CSR initiatives can spread awareness about the importance of education. Companies can provide their active support to the public education system through providing support in development of curriculum and study materials, teacher's training, academic monitoring of school, etc.

With the increased virtualization of education, opens up huge potential for CSR initiatives to use the potential of digital India to spread education to the huge, diverse population of the country. Teacher's can be trained in the use of computers to impart education to students across the country. Several companies can also come together to make available to the students in the remote areas the needed infrastructure and training to be able to reap the benefits of digital India.

There are three models prevailing in the country wherein corporates can carry out their CSR activities in the field of education. They can own the programme, be a fund provider for an educational programme or be an implementation partner.

- 1) Corporates can initiate, conceptualize and implement an educational programme on their own through their foundations.
- 2) Corporate can provide support, either financial or material, to development initiatives in education run by NGOs, Government Institutions or partner with other corporate.
- 3) Corporates can help in designing and implementing development initiatives of third party entities like government or other corporates.

3.5.2 CSR and Skill Development

CSR by corporates has a crucial role to play in accomplishing national agenda for skilling India. There are several ways in which skill development can be supported through CSR initiatives of the corporate.

- 1) By funding the training of socially and economically disadvantaged, underprivileged and differently abled by establishing their own foundations or funding training organized by other organizations or NGOs.
- 2) Corporates can either set up new institutions or modernise the existing ITIs or vocational training institutes with latest tools and technologies, software, support services, knowledge transfer, finances or infrastructure.
- 3) In order to enable livelihoods in rural areas, corporates can facilitate microfinance so as to supplement training and skill development. Corporates can also support programmes involving vocational trainings in schools.
- 4) Corporates can sponsor professional counselling for mobilizing people to enrol for skill development courses. Corporates can also provide funding for capacity development and meeting the requirement of qualified human resources to manage their projects effectively.
- 5) Encourage startups, self help groups and micro enterprises through seed funding, mentoring and incubation support. Besides sharing knowledge and best practices, corporates can sponsor projects that have demonstrated high impact through innovative models and technology-enabled initiatives in skill development and vocational education. They can also support entrepreneurs who are working on initiatives to support work-integrated training through entry level skilling and upskilling. Specific skills intervention for self help groups could increase their efficiency and outcomes. Innovative ideas that could help scale at the village level could be supported through the incubation phase and also mentor support be provided (Chenoy, 2016)

3.6 CASE STUDIES OF CSR INITIATIVES IN EDUCATION AND SKILL DEVELOPMENT

3.6.1 CSR Initiatives of Corporates in Education

1) Promotion of education in Jharkhand and Orissa by Tata Steel Limited

The project aims at increasing access of children to school by improving the quality of education in government schools in these states. Tata Steel operates two all girls schools at Pipla and Noamundi and an all boys school (Masti Ki Pathshala) at Jamshedpur. In order to reintegrate the out of school children into the formal education system, residential bridge courses are provided by these schools. Also, to provide quality education to 30 educationally backward blocks in Orissa, Tata Steel entered into a MOU with the government of Orissa to construct 30 model schools.

Impact: By the end of FY 2017-18, the initiative has benefited 2 lakh children in 2800 habitations in Orissa and Jharkhand. 1165 habitations are now free of child labour. There has also been quality improvement in the functioning of the schools in Orissa with attendance going upto 90 percent in some of the schools, regular PTA meetings, good quality mid day meals, school projects, children's festivals, active libraries etc. Overall there has been an improved learning environment due to better infrastructure for 5000 children in 9 model schools.

2) Project Catch Them Young with Road Safety Clubs (RSC) by Hero MotoCorp Limited

In order to sensitize students about road safety, the company has created road safety clubs in 1150 schools across India by the end of FY 2017-18. The company also supports 2200 Student Police Cadets who propagate road safety message and help in overall personality development and inspire their peers to be conscious and responsible citizens. The mobile safety vans of the company support the road-safety awareness activities of the clubs as well as the SPCs.

Impact: i) The project has been successful in creating RCS in 1,150 schools.
ii) It has created 2,200 SPC's.

3) Learning Made Fun and Promoting Educational Initiatives by HDFC Bank Limited

In order to bring about an improvement in the quality of education, the programme focuses on teacher's training, scholarships and career guidance so as to improve the standard of education in communities across India. Their flagship programmes, 'Zero Investment Innovations for Education Initiatives', 'Teaching the Teacher' seek to transform education in government schools across India. This programme aims at benefitting the students by improving the skills of the teachers.

Impact: By the end of FY 2017-18, the programme has oriented 10,47,250 teachers covering 1,47,021 schools.

4) CSRL Super 30

It is the flagship programme of Centre for Social Responsibility and Leadership. It provides one year free residential coaching and mentorship for admissions to IITs, NIITs etc. This initiative began in 2009 when the first CSRL Super 30 unit was established in Kanpur with support from GAIL India Ltd. The success of this programme fuelled the opening of 2 more units in 2010 and today there are 20 units (spread across UP, Delhi, Assam, Arunachal Pradesh, Odisha, Rajasthan, Maharashtra, Kashmir and Uttarakhand) where more than 750 students are receiving the benefit. The well thought out system of residential mentoring focuses on a one-to-one relationship with our students and enables us to invest in their holistic development. Several such initiatives have since been established across India with the support of PSUs like Indian Oil, ONGC, NTPC, etc.

5) Satya Bharati School Programme of Bharati Airtel Limited

Satya Bharati School Programme is the flagship programme of Bharati Airtel Limited. It is a rural education initiative and aims to provide quality education to students in the rural areas free of cost. This programme has a special focus on the girl child and aims at transforming students into confident, self reliant, educated employable citizens. The programme also encourages involvement of parents of students, the community and other organizations involved in education. It operates in 13 states across India and aims at developing replicable and scalable components of quality education which can be adopted by government and other educational institutions.

Impact

- By the end of FY 2017-18 it has reached 45,388 students and 1,617 teachers in 254 schools.

- 50% of the total students are girls of which 76% are from minority community
- 70 % of the teachers employed are women.
- Nine Satya Bharti students among the coveted top 100 at the ‘Design For Change’ contest that recognizes impactful community campaigns addressing social change.

3.6.2 CSR Initiatives of Corporates in Skill Development

1) Construction Skills Training Institutes (CSTIs) by Larsen and Toubro

L&T Ltd has set up eight Construction Skills Training Institutes (CSTIs) running across the country to contribute to the demand for quality craftsmanship in construction. These institutes provide free vocational training in constructional skills to the unorganized workers. Skills like bar-bending, formwork, carpentry, masonry, scaffolding, and welding are taught to illiterate youth and school dropouts. To encourage the participants to complete the course, stipend, hostel facilities and a completion certificate are also given.

Impact: By FY 2016-17, 7000 youths have been trained under this programme.

2) Skill development programmes by Oil India Limited

The company offers various industry relevant placement linked skill training and capacity building programmes in construction industry (plumbing, masonry, carpentry, welding, etc.) housekeeping & hospitality, food & beverages, electrician, sewing machine operator, BPO/Voice calling, general duty assistant, etc.. in Dibrugarh, Tinsukia and Sivsagar districts of Assam for youth aging between 18 to 35 years. These programmes are certified by NSDC government of India. The implementation partners of the programme include IL&FS Education & Technology Services (New Delhi), Construction Industry Development Council (New Delhi), Indian Institute of Entrepreneurship (Guwahati), Pragati Edutech (Guwahati), Gyanjyoti Foundation (Guwahati), Gram Tarang (Guwahati) and Downtown Hospital (Guwahati).

Impact: Since the launch of the project in 2013-14 till 2016-17, a total of 8,560 candidates have been successfully trained, 78% of which have found placement in various industries across the country. Further, entrepreneurship education programmes for students and teachers of schools and colleges were conducted under the project benefitting 4290 participants.

3) Skill development programmes by adopting and upgrading ITI's by Maruti Suzuki India Limited

Maruti Suzuki is working with 141 ITIs across India. A Japanese expert through a Japan-based Human Resources and Industry Development Association (HIDA) was invited by the company for a period of two weeks to train teachers/students on latest technologies at ITI Pusa, Delhi. Students were imparted training on global best practices in vehicle service and repair and latest automobile technologies along with training in soft skills like discipline, punctuality, cleanliness, safety, and quality in the field of service.

Impact: A total of 144 students, studying the Maruti Suzuki training module has been employed by Maruti Suzuki dealers in all.

4) Skill development through ISO certified rural BPOs by JSW Steel Limited

With a vision of skilling 2 Lakh people of the age group of 18 to 35 years over a period of five years, the company has designed the CSR initiatives in line with the ‘Kushal Bharat Kaushal Bharat’ vision of Hon’ble Prime Minister. The project operates in three states of Tamil Nadu (Vijaynagar), Maharashtra (Vasind, Dolvi, Kamleshwar), Uttarakhand (Tarapur).

Impact: From initiation till FY 2016-17, 6000 people have been already skilled through an ISO certified rural BPO and nearly 280 women have started enjoying financial empowerment and have become instrumental in motivating others.

5) Skill development programmes by establishing vocational education and training centers through the implementing partner by Idea Cellular

Livelihood education training is imparted to youngsters in the age group of 18 – 30 years who have completed 12th and dropped out of college. For this purpose, they are operating Vocational Education and Training (VET) centers, operating in 6 States. Training is provided in sustainable and marketable skills and 10 other training programmes with six technical services namely, Household Electrician, Hardware & Mobile Technician, Field Technician CD & WG, Salon Executive, Tailoring, Logistics Operations Executive and four Service Sector Programmes; Retail Stores Exec, BFSI Executive, Hospitality Executive and OA/DEO are provided to the candidates.

Impact: The project reaches out to 1800 youngsters in 6 States

Activity 2

Visit a nearby CRS programme on education or skill development and write about its impact on the community.

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Check Your Progress -2

Note: a) Use the space given below to note your answers.

b) Check your answer with those given at the end of this unit.

1) Write in brief about the Right to Education Act, 2009.

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- 2) What are the models prevailing in the country wherein corporates can carry out their CSR activities in the field of education?

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3.7 LET US SUM UP

Education equips people with the required knowledge, skill, technique and information required to empower people to lead a meaningful life. Skill development is another important aspect which helps in improving employment opportunities among the masses. In this unit you have read about the status of literacy and skill development in India. The ill effects of illiteracy and lack of skills has also been discussed. The government has initiated several programmes towards enhancing the literacy and skill levels of the people. Various such government programmes have also been discussed in this unit. You have also read about the role of CSR in literacy and skill development. Finally, several case studies on how CSR has helped in promoting literacy and skills have been discussed.

3.8 KEYWORDS

- Skill** : The ability, coming from one’s knowledge, practice, aptitude, etc., to do something well
- Literacy** : The ability to both read and write with understanding in any language.

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3.10 CHECK YOUR PROGRESS – POSSIBLE ANSWERS

Check Your Progress - 1

Answer 1: There are four levels of skills.

Level 1 Skills involving simple and routine physical or manual tasks

Level 2 Skills involving operation of machinery and electronic equipment.

Level 3 Skills involving written records of work, simple calculations, good personal communication skills in specialized fields

Level 4 Skills involving decision making and creativity based on theoretical and factual knowledge

Answer 2: The impact of adult illiteracy can be divided into the following categories:

- 1) Health: Illiteracy limits a person's ability to understand and absorb the knowledge related to self care.
- 2) Education: Children of parents who have not attended school or failed to complete primary education tend to do the same
- 3) Economic: People who have not completed primary education are less likely to get good jobs or avoid poverty.
- 4) Social Integration and Cohesion Illiterate people have lesser opportunities to be aware of and to make use of individual rights or participate in attainment of collective rights.

Check Your Progress - 2

Answer 1: According to the Right of Children to Free and Compulsory Education (RTE) Act, 2009, every child has a right to full time elementary education of satisfactory and equitable quality in a formal school which satisfies certain essential norms and standards. 'Compulsory education' casts an obligation on the appropriate Government and local authorities to provide and ensure admission, attendance and completion of elementary education by all children in the 6-14 age group.

Answer 2: There are three models prevailing in the country wherein corporates can carry out their CSR activities in the field of education.

- 1) Corporates can initiate, conceptualize and implement an educational programme on their own through their foundations.
- 2) Corporate can provide support, either financial or material, to development initiatives in education run by NGOs, Government Institutions or partner with other corporate.
- 3) Corporates can help in designing and implementing development initiatives of third party entities like government or other corporates.