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ARTICLES

NOTES & COMMENTS

BOOK REVIEWS

MANPOWER NEWS



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LABOUR ECONOMICS RESEARCH AND DEVELOPMENT
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NOTE FROM THE EDITOR-IN-CHIEF

According to the World Investment Report 2016, by the UNCTAD, India is the third most preferred investment destination and it is likely to attract higher foreign direct investments (FDI) in 2016 even as global flows are expected to fall sharply. To sustain such positive dynamo, we need continued reforms in the areas of improving competitiveness, ease of doing business, infrastructure development along with development of an educated and skilled workforce and building an entrepreneurial eco-system. Knowledge and skill development are crucial inputs for invention and innovation, improvement in productivity, creating new opportunities, reducing inequalities and alleviating poverty. Hon'ble Prime Minister, in a recent meeting held in NITI Aayog, had also emphasized that India needs rapid transformational changes, not mere incremental ones, to meet the challenges of the future.

After the country has universalized its elementary education, there is substantial emphasis on secondary and higher education. Initiatives have been taken to set up a national digital library, to provide scholarship for differently abled to pursue technical education and connecting institutions of higher education to remote villages. Initiatives are being taken to map the entire country on a GIS platform to identify habitations which still do not have elementary and secondary schools. There is a focused approach to identify geographical pockets which performed poorly in terms of education, particularly among girls and those belonging to marginalized sections of the society. Industrial training Institutes (ITIs) have begun to expand rapidly, the number of ITI seats has been risen, vocational education has been introduced in many more schools. Regulations have been liberalized to give greater flexibility to women to complete their M. Phil and Ph.D. degrees. The approach now is to take education to reach the unreached which would also address the issue of educational migration. This would on the one hand, restore the State's human resources and on the other, be more egalitarian in terms of access to education.

Pursuant to dismantling of Five Year Plans, NITI Aayog is in the process of preparing (i) a 15-year vision document keeping in view the social goals set and/or proposed and Sustainable Development Goals, (ii) a 7-year strategy from 2017-18 to convert the longer vision into implementable policy and action, as part of "National Development Agenda" with a mid-term review after 3 years; and

(iii) a 3-year action document from 2017-18 to 2019-20, which will help translate goals into action to be achieved by 2019. The Atal Innovation Mission (AIM) has been set up in the NITI Aayog to give fillip to incubators and tinkering labs to create a platform for promotion of world class innovation hubs. The Action Plan of the Start-Up India initiative has announced a number of reforms to ease the entry and exit of start-ups.

The articles in this issue reflect upon the patterns and determinants of educational migration and a critical review of demand estimation for education, thus providing a space to formulate policies for more equitable access to education in the country. There is also an attempt to understand the labour use pattern and forest related livelihood activities, which provides insights into the employment opportunities, wages, contribution of different schemes and possibilities etc. in the region. I hope the readers will find the articles important and useful.

Dr. Yogesh Suri
Director-General
NILERD

EDITOR'S NOTE

Employment, Education, Skill development and Migration are the four important factors that influence socio-economic development of a country as they have potential to reduce poverty and bring in social change. For a country like India where unemployment is high with a massive number of youth population, these key factors play a dominant role. Limited employment opportunities within the area or region are the push factors for rural migration and lack of basic education and skill education plays a crucial role in demand and supply gap resulting in a large number of unemployment.

Unemployment and migration especially seasonal migration cannot be stopped just by imparting education and skill development. Education and skill development need to be accompanied with economic opportunities as well. Further, there are more complex issues related to social and cultural domain. Lack of social values towards educating marginalised, underprivileged sections such as girls, differently abled and other marginalised sections is a real concern. The increasing number of unskilled and uneducated population has a cumulative effect on all the other social and economic parameters which will affect the progress of the nation in general.

In this issue there are three articles dealing with the dependency of rural poor on forested landscape for livelihood and migration, determinants of educational migration and methodological issues in estimating demand for education.

Tapas Kumar Sarangi in his article "Labour use pattern in Forested Landscape of Western Odisha" analyses the labour allocation by different groups of households under different forest protection institutions and finds that majority of poor and medium households have to rely on collection of forest products in different seasons of the year to maintain their livelihood in the absence of adequate wage employment opportunities. He has also observed that many forest products are low value and often require labour intensive activities. Some of the forest products that have the potential to generate increased income also require skill and capital inputs and thus poor may not be able to benefit from these. He suggests for investment in employment generating activities through Mahatma Gandhi National Rural Employment Guarantee Scheme (MGNREGS) as well as raising the productivity of the existing assets such as land which is necessary to enhance their legitimate livelihood opportunities.

Sarbeswar Padhan's article "Patterns and Determinants of Educational Migration in India" attempts to bring out the issues of internal migration for education among the 15-29 years of age group by analysing NSS data and observes high rate of urban bound migration due to availability of educational infrastructure in towns and cities across the country. The author by using Binary Logistic regression model for educational migration finds that those who belong to the socially and economically upper strata have higher probability of moving for higher education and vice versa.

Pradeep Kumar Choudhury in his paper "Estimating Demand for Education: A Critical Review", examines the theoretical concerns and methodological issues in estimating demand for education. He also analyses major concerns on the data and methods used in calculating the demand for education with an aim at identifying the key estimation issues that are often used in the studies on manpower planning in economics of education.

In the Notes & Comments section two papers are included that revolve around the issues of skill development from sociological perspective and education as a tool for empowering weaker sections of the population including differently abled persons.

Indu Shekhar in his article "Hindrances of Skill Development: A Sociological Approach" looks into the institutional hindrances of skill development primarily the family, the educational institutions and the world of works as the places where the basic norms and values are formulated and imbedded by the members in the society to acquire skill competences. He makes an attempt here to delineate the nature of these three institutions highlighting the lacunae and possible solution for a better systemic blueprint for skill development followed by an international comparison of education and labour market.

Duryodhan Nahak in his paper "Educating Differently Abled Persons in India: A Critique" elaborates on the educational scenario for the physically challenged persons in India. He also makes a critical evaluation of educational policies and programmes of the Government and non- government entities and suggests several steps to be taken such as providing barrier-free environment inside the campus of educational institutions, special pedagogy to be used for different category of disabled persons and use of methods like occupational therapy, physiotherapy and speech therapy to make teaching-learning process smooth. The author feels that if proper education and training facilities are provided to the physically challenged persons, they can be assets to the nation.

This issue of the journal contains three book reviews. The first book titled "An Outsider Everywhere: Revelations by an Insider" provides a detailed insight into the autobiography of M.K. Kaw which deals with his life prior to being and

as a bureaucrat. The second book titled “Empowerment of Women in Developing Countries: Challenges and Pathways” discusses women’s empowerment in the rural areas of developing countries. The cases discussed by the authors present a rich understanding of the mechanisms that hinder and facilitate the process of empowering the women. The third book titled “Governance, Conflict and Development in South Asia: Perspectives from India, Nepal and Sri Lanka” dwells on governance, development and conflict and its intersection in South Asia, the various ways in which particular modes of governance have emerged after colonialism and its challenges, ways of exclusion of minorities and other groups resulting in conflicts.

The last section of this issue presents a compilation of national and international news items on various manpower related issues reproduced from both print and electronic media.

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An **abstract** (of about 150 words) should be submitted along with the paper at the time of submission. Illustrations, figures, maps and graphs should be prepared in black and white and be kept to the minimum.

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Hazell, P. and S. Haggblade (1991), "Rural-Urban Growth Linkages in India", *Indian Journal of Agricultural Economics*, Vol. 46, No. 4, pp. 515-529.

Meier, G. (1970), "Development without Employment: Note" in Meier, G. (ed.), *Leading Issues in Economic Development: Studies in International Poverty*, Oxford University Press, New York.

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Saith, Ashwani (1992), *The Rural Non-farm Economy: Process and Policies*, ILO, Geneva.

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