54th Engineers Day

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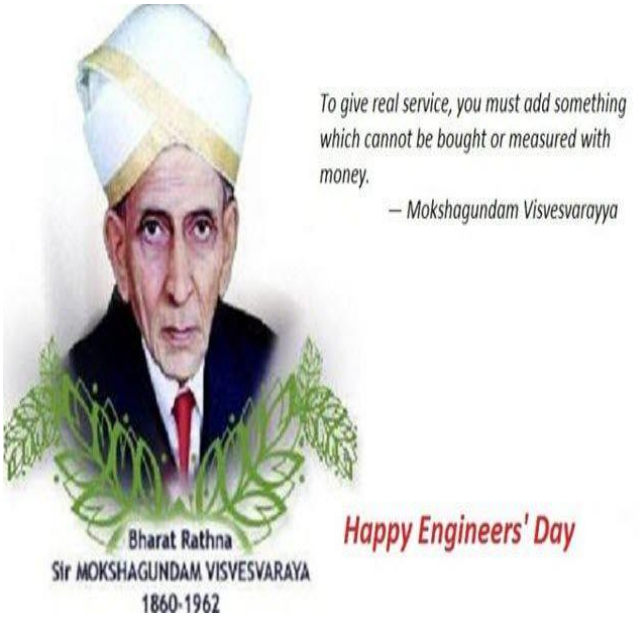

WEBINAR

ON

"Engineers for Skill Development & Employment in combating COVID"

15 September 2021

THE INSTITUTION OF ENGINEERS (INDIA)
MUZAFFARPUR LOCAL CENTRE
(FOUNDED 1969)

MUZAFFARPUR INSTITUTE OF TECHNOLOGY

MUZAFFARPUR – 842003 (BIHAR)

Dr. Anjani Kumar Mishra, FIE
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A TRIBUTE TO BHARAT RATNA DR. MOKSHGUNDAM VISVESVARYA

(Dr.) Anjani Kumar Mishra, FIE,
Chairman,
The Institution of Engineers (I)
Muzaffarpur Local Centre

We have assembled here on this auspicious day of 15th September to pay tribute to Sir Mokshgundam Visvesvarya an eminent engineer and state man who played a key role in building a modern India. Today is his 158th birth anniversary and 52nd Engineers Day. With just passing over 72nd years of Independence. He was popularly known as MV.

Sir. M.V. was born at Madden halli, Village in Kolar district of Karnataka on 15th September 1861. His father Srinivasa shastry was a Sanskrit Scholar and Ayurvedic practitioner. He lost his father when he was only seven year old. This was great shock to his mother, but she was a very brave lady and had tremendous faith in God. She taught her son with great patience braving all the odds. Without her sacrifics and efforts. M.V. couldn't have become M.V. the world knows.

Mokshgundam Visvesvarya took primary education at his village school chikaballarpur and then went to Banglore for higher education in 1881. He got some assistance from the Government of Mysore. He had a great appetite for studies since very child hood. His passion for book were such that be always used to forget even thirst or hunger while studying. Teachers were very affectionate to this sharp and intelligent boy.

M.V was admitted to central college at Bangalore. Here he used to get scholarship, but the amount was not sufficient to meet all his needs. The financial hardship however could not dampen the great scholar who continued his studies and topped the jlist of successful candidates. M.V had a great desire to become an engineers but those days engineering education was a costly affair. However M.V did not lose his heart and got engineering education from Pune Engineering College and topped the list of whole Bombay University in 1883.

He was appointed as Asstt. Engineer in Public works Department, Bombay and remained in service for 24 Years under Bombay Govt. During this period he constructed Sakkher Dam on the Indus river. All the great engineers of that time was surprised to see the skill, intellect and working ability of an India engineer.

Thereafter he joined the state of Hyderabad as Chief engineer and solved the problem of floods and utilized the water for irrigation, and those brought the prosperity to the state.

His works were noticed by Maharaja of Mysore and he was offered the post of Dewan in the year 1912. It was a matter of pride to all technocrats, as till then, this post was held only by I.C.S officers. He constructed Krishna Rah Sagar Dam on Cauvery River and the famous Brindavan garden on its flank, which is a living example of Sir. M.V's developed aesthetic sense.

During his Dewanship the Mysore state underwent rapid development in the field of education, finance and industry many canals were consorted and Mysore University was started.

He was conferred upon the BHART RATNA by the President of India in the year 1955. His work and methodology was appreciated by all and his book planned Economy for India still work as a guide for planning Engineers. He extensively surveyed the food and irrigation problems of India and suggested to link all rivers of Northern India with Ganga through various Canlas.

Sir M.V. was a true patriot a great Scholar and an able administer. He breathed his last on 14th April 1962.

Engineers for Skill Development & Employment in combating COVID

Dr. Anjani Kumar Mishra, FIE
Chairman, IEI,
Muzaffarpur Local Centre, Bihar
Er. Nitesh Kumar Singh,
Lecturer (Electronics),
Govt. Polytechnic Vaishali, Bihar

Abstract

Since the start of 2020, the world has been witnessing a health calamity with uncertain implications. The corona virus pandemic of Covid-19 has wrought havoc, causing immense damage in terms of loss of human lives as well as financial and economic shortfalls. The world witnessed a massive change almost overnight. Countries were forced to impose lockdowns with widespread economic and financial disruptions. Covid-19 has inflicted great havoc on the job industry. To become one successful engineer, one need to know which skills are trending in demand right now and which industry areas are growing at the time. The students, on the other hand, were amongst those whose lives took an unchangeable turn. The decision is not yet out, but the pain of staying indoors is already playing chaos with the minds of the present generation. The school and college-going section had to immediately shift from in-class movement to onscreen lectures and activities. Those who were holding back for the entrance examinations to stimulate their careers are now still keeping their fingers crossed for that moment when these problems would be over. The students, I feel, are amongst those whose lives took an unalterable turn. The verdict is not yet out but the pangs of staying indoors are already playing havoc with the minds of the young generation.

Keywords: Skill, Economy, technical training

Main thrust

The Skill Development and Employment Division plays a key role in (i) building and sharing knowledge for accelerating policy initiatives for making Indian youth and workforce employable, (ii) identifying as well as offering solutions to critical issues concerning employment, jobs and livelihood creation. The Division provides advice and policy guidance to key stakeholders involved in skill development, employment generation and social welfare.

The Division engages with the Ministry of Skill Development and Entrepreneurship (MSDE) and the Ministry of Labour and Employment (MoLE) in formulating policy/ programme initiatives and reforms related to skill development, apprenticeships and employment issues. The Division also collaborates with various research organizations, development partners and experts to advance research oriented towards making an impact on policy and programme initiatives.

At Central Level the Ministry of Skill Development and Entrepreneurship (MSDE) is responsible for co-ordination of all Skill Development efforts across the country,

removal of disconnect between demand and supply of skilled manpower, building the vocational and technical training framework, skill up-gradation, building of new skills and innovative thinking not only for existing jobs but also jobs that are to be created. At State level, Bihar Skill Development Mission (BSDM) under the administrative control of Ministry of Labour and Employment, Govt. of Bihar was constituted in the year 2010 with the vision to increase the capacity & capability of the system to deliver quality skill training and professional knowledge to the youth to enhance their employability and bridge the skill deficit with a view to meet the growing demand for skilled manpower. Bihar Skill Development Mission (BSDM) has been constituted to empower the youth by providing them with requisite skills to fuel the growth of the State of Bihar.

The primary roles of BSDM are:

1. To establish a wide network of training centers for the youth
2. To provide employment opportunities to the youth

The Bihar Skill Development Mission (BSDM) has launched a unique skill training programme by the name of "Kushal Yuva Program (KYP)" which would enhance the employability Skills of all aspirants in the age group of 15-28 years (Age limit for SC/ST, OBC & People with Disabilities is as follows: SC/ST - 33 years, OBC - 31 years, PwD - 33 years), who have passed at least 10th Class irrespective of their having attained higher education or their currently pursuing higher education. Soft Skills training would comprise of Life skills, Communications Skills (English & Hindi) and Basic computer literacy which in turn would enhance their employability and act as a value add to the various domain specific training endeavors currently being implemented in Bihar.

The course curriculum for Kushal Yuva Program would include three components: Life skills, Communications Skills (English & Hindi) and Basic computer literacy. The course duration covering all the three components would be 240 hours (Life Skills for 40 hours, Communication Skills for 80 hours and Basic computer literacy component would be covered in approx. 120 hours). E-Learning mode shall be used for training delivery.

Skill Development initiative is paramount for the development of the state of Bihar. There is an immediate need for adopting a transformational paradigm that goes beyond the confines of the traditional approach of matching the demand and supply of skill development services and multiplication of the skill building services. The need of the hour is to create a holistic ecosystem for skill development, facilitated by an integrated effort from the various stakeholders, in order to effectively create an impact on the economy, demographics and on the society at large in Bihar.

Growth factors after Covid-19

The students of today will have to be very much in sync with the technology trends which are emerging at this key moment in history. Although IT sector is still the biggest recruiter and would remain one post Covid, the jobs coming in this sector would either reduce or be re-engineered to suit the changed set-up.

Automation is going to be the key, as it is not only cost-effective, but also does not get negatively affected by working from home. Be it the education sector, the health-care industry, the manufacturing sector or the construction industry, automation with focus on Artificial Intelligence, Data Sciences, Machine Learning, and Internet of Things (IoT) are going to be the key drivers. Industry 4.0 which has been the buzzword over the last few years, in fact, has been made possible due to the combination of cyber-physical systems, the IoT and Internet of Systems. Here are 5 IT sector job roles that are sure to work in the post-Covid era.

Engineers for Skill Development &Employment in combating COVID

Anjani Kumar Srivastava, FIE
Ex – Teacher Fellow, BIT Sindri
Ex-Dy. General Manager, HAL Lucknow
Member, Aeronautical Society of India
Chartered Engineer (Mech), IEI

"The more we give importance to skill development, the more competent will be our youth"------PM Shri Narendra Modi

INTRODUCTION

The COVID-19 pandemic is posing the most challenging crisis the world has faced since the Second World War—testing the strength and resilience of our society and economies. Globally, the pandemic has cost both lives and livelihoods. Even before the COVID-19 pandemic, skills development and lifelong learning systems were facing increasing challenges in meeting the fast changing demands of labour markets. By intensifying the on going challenges in the world of education and the world of work, the COVID-19 pandemic has placed an urgent demand on individuals to acquire new **skills, reskill,** and **upskill**to adapt to the new normal.

As we move along, the biggest challenge at hand will be getting back on track and accept the new normal. Under the new normal, the jobs, which are heavily dependent on migratory workforce and involve work spaces with higher levels of physical proximity, are likely to see greater transformation and would require skilling and re-employing our workforce. There is dire need to scale up **Skill Development Ecosystem** while strengthening our cloud based infrastructure.

The COVID-19 pandemic has provided us with an opportunity to come up with a well-crafted strategy to deal with this crisis. As uncertainty persists, it is imperative that our workforce is empowered with the right skills through timely and relevant skilling, up skilling and reskilling efforts. This will make our people more agile and resilient, and able to cope with the challenge posed by current pandemic and what lies beyond.

Skill development and e-learning in post –covid-19 age

Skill development through e-learning has gained increased importance and acceptance in view of challenges posed by Covid-19. The rapid adoption of digital technologies is redefining businesses globally. With advances in connectivity and aspirations of tailor-made learning, skilling through e-learning is becoming an integral part of the training methodology of most organizations. Skill development through e-learning is gaining momentum for both domain as well as soft skills. Delivery of soft skills competencies is moving towards the digital mode with the help of short concept audio-videos, real-life scenario-based **AI solutions, secondary research projects, and smart**solutions.

E-learning and e- skilling signifies a paradigm shift in the development of India's talent landscape. We are transitioning to a new phase, where online learning and digital tools may prove to be the answer to the vexed question of skilling India's burgeoning youth population for quality jobs and employability.

BENEFITS OF ONLINE SKILL DEVELOPMENT

- **SCALABLE—Across the organization, even globally**
- **CONSISTENT—Deliver the same program everywhere**
- **MEASURABLE—Monitor learner performance**
- **ECONOMICAL—No travel costs**
- **EFFICIENT—No more headcount or coaching time needed**

Innovative e-learning platforms have been gaining popularity. Students can attend classes and participate in discussion forums online, at their convenience, from their offices, homes and so on. Over the past few months, millions of students and teachers have adopted online education and skills. This includes the vocational education apparatus like technical training institutes focused on practical and shop-floor training, which have also transitioned to online delivery.

Challenges with skill development programmes during the pandemic

Though internet accessibility has increased from 27 percent to 50 percent in the last five years in India, a majority of youth who attend skill development programmes have very limited access to smartphones and data connectivity. On the one hand, participants from low-income families did not have access to digital infrastructure. On the other, trainers were not equipped enough to deliver virtual training, particularly while doing so from home. **The pandemic has widened the digital divide between these students, and those who have**

access to resources. Reaching them through any kind of online programme was difficult.

The phase one launch of **PradhanMantriKaushalVikasYojana 3.0** in January 2021 is a well-planned strategy as it will revitalize government-sponsored skilling programmes to some extent. But the pandemic has also created an opportunity for **CSR and private foundations,** for industry through apprenticeship programmes , and for employers to play a bigger role in creating a skilled workforce for the country.

Six steps to reskilling

- **Rapidly identify the skills recovery business model depends on**
- **Build employee skills critical to new business model**
- **Launch tailored learning journeys to close critical skill gaps**
- **Start now, test rapidly , and iterate**
- **Act like a small company to have a big impact**
- **Protect learning budgets (or regret it later)**

Skill development in India

India has a literacy rate of around 70%, which is less than some of the least developed countries, and only 20%of them are employable. Literacy is not restricted to education but even **broadens** to the concept of skills, which comprises technical expertise, vocational skills, transferrable skills, digital skills, and other such knowledge and abilities required for employment and livelihood. According to a survey, only 25% of the Indian workforce has undergone a skill development program, and India needs a higher number of skilled workforce.

According to the World Trade Organization, the GDP level can increase up to 3-5% in 2035, if India focuses on skill development and training. The **Ministry of Skill Development and Entrepreneurship (MSDE)** is accountable for coordinating skill development activities in India. It has supported various organizations like National **Skill Development Corporation (NSDC),** which aims to promote skill development in the country

by establishing institutes across the country and **National Skill Development Agency (NSDA),** which seeks to coordinate the efforts of the government and the private sector and aid in skill development.

Hon'ble Prime Minister launched the **Skill India Mission,** under the Ministry of Skill Development and Entrepreneurship on 15 July 2015, which aims to train over 40 crore people in different skills by 2022. The mission seeks to vocational training and certification of Indian youth fir a better livelihood and respect in the society. Various initiatives under this campaign are **National Skill Development Mission, National policy for Skill Development and Entrepreneurship, 2015, Pradhan Mantri Kaushal Vikas Yojana (PMKVY), Skill Loan Scheme, Rural India Skill etc.**

CONCLUSION

Skill development is a vital tool to empower people, to safeguard their future and for the overall development of an individual. It is an important aspect that enhances employability in today's globalization. Skills are as essential as one's academic status. Education and skills should now go hand in hand. They are the roots behind the economic growth and community development of a country.

In this context, the acquisition of education and skills can lead to industrial advancement, economic diversification, innovation, technological evolution and overall development of the country.

Education in India needs to improve by leaps and bounds, especially in remote corners and rural areas. There is a need to upgrade teaching methodologies, plug the shortage of teachers, improve the student-teacher ratio, and enhance knowledge resources. **E-learning is going to be face of future education in the country.** Currently, both the learner and the academia are embracing e- learning methodology more as a temporary solution for Covid-19 times, but the need is to take e-learning forward and add it as a long-term framework to existing learning models. With the internet becoming affordable and more accessible, we will have a greater convergence of digital and traditional teaching-learning mediums.

The government is formulating policies to foster digital skilling. There is a concerted effort to enhance the digital infrastructure to help facilitate the use of innovative educational tools. In the near future, digital skilling will no longer be a novelty but an essential mode of imparting education. With digital transformation, the education sector is bound to readjust itself by redefining how we learn and what we learn. Digital technology is also helping overcome language barriers, for learning material to be made available in multiple regional languages is a more feasible option when effected digitally.

Skill development is no longer a matter of choice. It is imperative to adapt, survive and succeed.

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About the Author

Anjani Kumar Srivastava has graduated with distinction in Mechanical Engineering from MIT, Muzaffarpur in year 1979. He was Teacher Fellow at BIT Sindri before joining Hindustan Aeronautics Ltd. as GET in year 1980. He has superannuated as DGM (HAL) Lucknow in year 2017. He is Fellow of the Institution of Engineers (India) and life member of Aeronautical Society of India. His papers have been published on many occasions in seminar, conferences etc.

He was nominated judge (Technical Expert) for the "Technical Innovation competition" for the students of all Engineering and Polytechnic colleges of Bihar held in the month of October 2017 by MIT.

Post superannuation from HAL he has been Guest Teacher at MCE Motihari, DCE Darbhanga and University Examiner at AKU Patna. He is empanelled as Project Guide for students of Section 'B' exam of AMIE in Branch Mechanical Engineering by IEI. He is Chartered Engineer(Mechanical) . Presently, he is Executive Committee member and Nodal Officer, Muzaffarpur Local Centre , The Institution of Engineers (India).

Engineers for skill development & employment in combating covid

Dr. Rajeev Ranjan Kumar
Past Honorary Secretary
Muzaffarpur Local Centre

National attention is today focused on the education of scientists and engineers, thanks to the increasing importance of technology in our modern economic system and the increased globalization of scientific and technological ideas, development, and production for healthy society and eco-friendly. While focusing on the skill development across the country, Prime Minister Narendra Modi government is laying special emphasis on skilling the youths to make them job ready. Educating and skilling the youths of the country to enable them to get employment is the altar of the government. It is expected that overall Indian education sector's market size will increase to Rs 602,410 crores (US$ 100.23 billion) by FY 15 from Rs 341,180 crores (US$ 56.77 billion) in FY 12. On one hand while statistics present a burgeoning opportunity, certain numbers also point out at the difficult task ahead as they suggest less than 25 percent of the graduates are actually employable.

Emphasizing on skills

Realizing the importance of skill education to be imparted at the higher education level, the government has planned skill development initiatives across the country. With India metamorphosing into one of the fastest growing economies, job creation and skilling seem to be natural tools to ensure sustainable growth. As per India Skills Report 2014, of all the students entering the job market across the country, hardly 1/3rd meet the criteria of the employment set by the employers.

In fact, the Government of India has adopted skill development as a national priority over the next 10 years. The Eleventh Five-Year Plan has a detailed road map for skill development in India and favours the formation of Skill Development Missions, both at the State and National levels, to create such an institutional base for skill development in India at the national level, a "Coordinated Action on Skill Development" with three-tier institutional structure consisting of the PM's National Council on Skill

Development, the National Skill Development Coordination Board (NSDCB)and the National Skill Development Corporation (NSDC) has been created. A holistic view of the engineering eco-system shows that there has to be reconsideration of the environments in which today's engineering students will work, leading to new goals for their education. Only then can the country move to the next level.

Tackling the COVID-19 youth employment crisis in Asia and the Pacific

Young people's employment prospects in Asia and the Pacific are severely challenged as a result of the coronavirus disease (COVID-19) pandemic. Youth (15–24 years) will be hit harder than adults (25 and older) in the immediate crisis and also risk bearing higher longer-term economic and social costs, says a joint ILO-ADB report.

'Tackling the COVID-19 youth employment crisis in Asia and the Pacific' by the International Labour Organization (ILO) and Asian Development Bank (ADB), calls on governments in the region to adopt urgent, large-scale and targeted measures to generate jobs for youth, keep education and training on track, and to minimize future scarring of more than 660 million young people in the region.

COVID-19 is the most serious health crisis the world has experienced in a century—and it could also be one of the biggest destroyers of jobs in human history. That matters greatly: when people are stripped of their work, they suffer losses not just of income but also of dignity, meaning, health and hope for better life & future. The International Labour Organization has forecast that the pandemic could reduce global working hours by nearly 7 percent in the second quarter of 2020 - equivalent to 195 million full-time jobs.

Even in countries in which laid-off workers receive protection through unemployment insurance or wage subsidies, there will be many informal workers who fall through the safety net and the social and psychological toll of joblessness will be widely felt. Indeed, there is a serious danger that the loss of work will disproportionately affect those who least can afford it, including lower-wage earners and small enterprises.

Leaders in the public, private, and social sectors are already taking urgent steps to manage the fast-evolving crisis of jobs and work. But we believe there is room—and need—for greater focus, speed, boldness, and innovation in this effort.

Conclusion:

We, as professional engineers, need for all workers safeguarding and recreating jobs must be critical priorities as countries, regions, and cities enter this transition. A sector- and occupation-level heat map can be a key tool in this effort: for each at-risk industry or service, governments and their partners can shape bold, rapid interventions to increase business activity and recreate jobs.

One key focus of these interventions must be to stimulate consumer demand and rebuild confidence—and lessons on those topics can be learned from previous crises. For example, several countries that experienced sharp drops in tourism in the wake of terror attacks and fears of COVID-19 focused on rebuilding local confidence and demand before addressing global markets. A crucial tool was to offer vouchers or discounts for targeted customer groups.

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