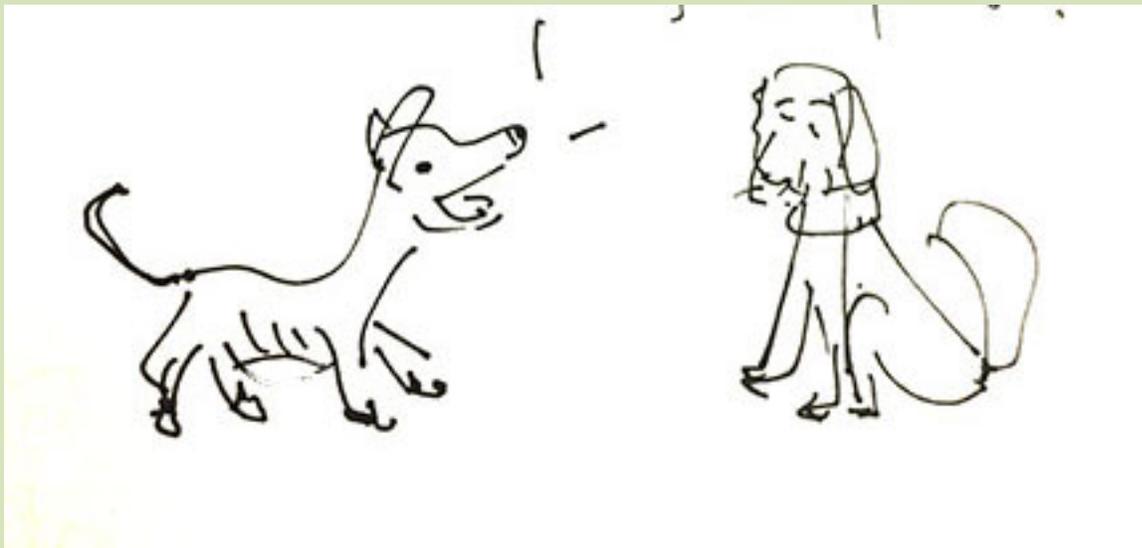


*News and Views -9*  
*from a g rao*

**Seasonal Cartoon**

*We stray dogs will starve if we don't learn new skills*



**Mud gem 7**

*A planned action becomes a skill with practice*  
*every Skill has 'encoded tacit knowledge' in it*

**Recent additions**

1. Memory lane 9 - [Those enchanting days at NID](#)
2. [INNOMATH Workshop](#)
3. [Wings of Bamboo A film](#)
4. [Workshop on Deconstructing Design presentation](#)
5. [Creative Innovation Design](#)
6. [Avishkar Abhiyan](#)

## ***My thoughts***

30 October 2017

### **Can we design 'skilling'?**

a g rao

Today 'Skill training' is seen as a 'gap' in employment generation. Promises made by P.M earlier resulted in 'a separate ministry' to take care of 'skilling'. Recent findings showing 'skill training did not lead to anticipated employment generation', has been a major concern for the Govt. of India. Heads have rolled since then and a new Minister has taken over the task. It is time to look with a fresh eye at 'issues regarding skills' in the context of 'employment' or 'jobs' for Youth!

### **Understanding Skills**

We can see 3 types of skills in this context.

1. Industrial Skills
2. Traditional Crafts Skills
3. New generation innovative skills

#### **1. Industrial skills**

These are skills required by Industries to run their production and service enterprises. Technical Training leading to skilled turners, welders etc have been indentified long back and several ITI's (Industrial Training Institutes) were started in the Country. Over the time it has been discovered that this general skilling is not adequate. Previous Govt. brought in a 'scheme' asking Industries to 'adopt ITI(Industrial Training Institutes) for providing specific training required by them and subsequently absorb the trainees. For some reasons the 'scheme' was not successful! Growth of hardware industries were not adequate to create large employment. Though Industries complained about lack of suitably trained man power, they were not ready to commit to absorb the trainees!

In the recent Govt efforts also, it was observed that 'demand for training and jobs', is much more than the demand for trained man-power in the organised sector.

Increased demand for trained man power would require

- a. Rapid industrial growth with large capital inputs.
- b. Fine tuning the skill training to the requirement of Industries
- c. Qualitative change in skill training to incorporate adequate transferable skills.

Efforts are going on this front.

## 2. Traditional Crafts Skills

India has large population with traditional skills like textile weaving, bamboo craft, pottery etc, which has been providing employment to large number of people. Most of the craft-persons are self employed. This sector is facing grave problems.

*All these trades need repositioning with 'Products and Markets' which give higher returns.*

Further, School education has created a crisis for the traditional crafts over a period of time. Children are not only losing the traditional skills of their families, but also developing low respect for their parents with traditional skills. Low social status and lower economic returns have been the main culprits.

When children 'Learn and Practice' crafts in the traditional system

2.1 They develop respect for the craft skills and for elders from whom they learn.

2.2 They also acquire 'entrepreneurial skills of the trade'. For example 'a child from bamboo craft community will also know, cost of bamboo, how to choose bamboo as well as where and how to sell the bamboo products which they make, etc.,

*Since it is a 'tacit skill they learn by practice' it becomes exclusive valuable knowledge.*

2.3 They also learn the '**tacit Maths**' required for practicing the trade . Though they cannot do math calculations, they can figure out 'time required to supply', 'cost of product' and 'how to negotiate without losing in the bargain'.

**These become their transferable tacit skills of entrepreneurship as well.**

School education has a tendency to imbibe low respect for their traditional craft. Maths, the way it is taught in Schools, does not enable students, to apply it to real life situations. A significant research study done in Brazil has shown a wide gap between 'School Math and Street Math'. Similar situation prevails in India. Schooling as a broad enterprise, has a tendency to turn out large number of *educated unemployable youth*. There is an urgent need to incorporate craft skills into school curriculum in an innovative way.

*A child of a craftsman ought to be able to become a next generation craft person with transferable skills in Math estimations and business practices like dealing with banks, business, net transactions etc.,*

Lack of attention to these aspects is likely to result in 'knee-jerk' training programmes which may add to the overall problems.

It is also necessary to integrate any 'vocational training' into general education to overcome the apprehensions of tribal and other communities to take up vocational streams.

*Bambu Studio of IDC is currently working with Gondwana University through STRC (Science and Technology Resource Centre) at Gadchiroli, to evolve a new 1 year diploma programme in bamboo craft. The programme will incorporate '**thinking and transferable skills**' to tap the entrepreneurial abilities of local communities*

### 3. **Creation of new skill trades**

With increasing availability of digital based new technologies, it is possible to conceive new **skill trades** as well as 'service and product' requirements for such trades. For example no skill trade exists in dentistry which has the training components of , *aesthetics, 3-D printing and dental basics*. With increasing demand on quality services in short time and new aspirations of affluent class, such new trades would find ready employment.

- 'Bare foot health care advisers for low income communities with skills in taking standard health measurements like BP, Pulse rate, Sugar etc, with portable gadgets, ability to report on line to a specialist and get suitable advice.
- Educational/career advisers to parents,
- 'Educational communication' assistants for Experiential education in Schools
- Instructors to manage Tinker toil science and technology workshops in Schools
- and so on.....

One can gaze a huge requirement and hundreds of new trades with combination of digital, computer knowledge and required proficiency in specific fields. We see creative people coming with such 'innovative trades' on their own. But the magnitude of the problem demands a systematic thinking platform and an institutional frame work to come out with such innovative trades in large number in a short time frame.

*Designerly Ways of thinking can play an important role in such an endeavour.*

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