Skill and vocational educational in the socio-economic development of rural youth in India: An empirical Study

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Vocational, Skill, Education, Training, Youth

Abstract

VET (Vocational Education and Training) is an essential part of the country's educational strategy. Both quantitative and qualitative research methodologies were used in this study. The present paper is a small attempt to describe and see the overall skill and vocational education system and its impact on rural youth in India using Quantitative as well as Qualitative Research techniques. A descriptive study approach was used to assess the thought process, degree of awareness, and perception of skill-based training among a chosen population. Because education is widely regarded as the most effective weapon for development, our government is attempting to educate almost all individuals, particularly those in rural regions, via a vast vocational Education initiative. The concept is that via education, unskilled employees will become skilled, peasants will be taught in new crops and will be able to adopt new agricultural practises and educated people will develop strategies for self-employment after learning new methods and skills.

Introduction

VETSD stands for Vocational Education, Training, and Skill Development. It includes a wide range of academic and non-academic activities, such as the study of technology and related fields of study, as well as the development of practical skills, knowledge, attitudes, and understanding that are useful in a wide range of jobs in society and the economy.

More precisely, vocational education, training, and skill development may be summed up as:

a means of preparing for a career and becoming a productive member of society.

lifelong learning and preparation for responsible citizenship.

To promote environmentally sound and long-term sustainable growth.

Vocational education in India's Background

In India, "vocational education" refers to the officially supported "Vocationalisation of Secondary Education" programme, which offers vocational courses in grades 11 and 12. 1976-77 was when the Vocational Education Program (VEP) was launched to improve vocational training in public education institutions. It was recommended that the country's Vocational Education Program be expanded by the National Working Group on Vocationalization of Education (Kulandaiswamy Committee, 1985). Because of the CSS on Vocationalization of Secondary Education, which began implementation in 1988, its recommendations were put into action. Its goal is to "improve individual employability, eliminate the gap between the demand for and supply of trained labour, and provide an alternative for individuals pursuing higher education without special motivation or purpose." The Ministry of Human Resources Development oversees vocational education (MHRD). Vocational education in India is coordinated by the All-India Council for Vocational Education (AICVE), which is part of the Ministry of Human Resource Development (MHRD). State councils carry similar duties for vocational education (SCVE).

According to the most recent data, just 3% of students in grades 11 and 12 are currently enrolled in vocational education programs. In all four states (home to 95% of the country's population), according to PSSCIVE's statistics, vocational education has a total capacity of 846,100 seats. The institutions that received funds have a weighted average capacity utilisation of 42 per cent. As a result, around 3% of the 14 million people in the eleventh and twelfth grades are engaged in vocational training. Additionally, this would mean that fewer than 1% of kids who attended Grade 1 in the previous decade involved in some kind of vocational education programme.

A student's performance on the Grade 10 tests determines whether or not they will be placed in the vocational programme. Most states use state-level standardised tests in Grade 10 to funnel pupils into vocational education. Because students and their parents put such a high value on general secondary and higher education, it's reasonable to assume that those entering the vocational system would score lower on the Grade 10 test than those entering the available secondary and higher education systems.

Teachers' credentials are comparable to those of teachers in the regular high school system. Teachers who work full-time must have a master's degree, and their qualifications are typically identical to those of those who teach general education classes. In addition to full-time professors, schools may hire part-time instructors to teach speciality classes. Usually, these instructors are chosen because they know a lot about a particular subject.

The program's effectiveness should be assessed in the same terms as its justification in the job market. However, there are just a handful of assessments that enable this.

There seems to be little engagement from the private sector in operating the network. When deciding what courses should be taught and how they should be taught, the business sector has a voice in what is known as the Joint Council for Vocational Education.

India's Situation Regarding Vocational and Skill Education

National education initiatives include VET as a vital part of the process. To reap the benefits of India's demographic dividend, changing national contexts need to redefine the fundamental features of vocational education and training to make them more flexible, current, relevant, inclusive, and innovative. The government has already taken several critical measures in vocational education.

Our government, believing that education is the most effective development strategy, is attempting to educate almost everyone via a massive adult education programme, primarily those in rural regions. Unskilled employees will be trained, peasants will be taught new cropping practices, and educated people will develop strategies for self-employment after learning new methods and skills. As long as the concept of rural development via education has been around, no appropriate solution has ever been found. During the 1930s, Mahatma Gandhi proclaimed the importance of education and urged our people to spread the message of mass literacy across our nation. Primary education was his brainchild, and he envisioned it as a way to empower our rural youngsters to find work for themselves. Since the country's independence, the government and non-profit organisations have worked to improve literacy and education as a tool for national development, although little progress has been made.

Table 1: Literacy Rate in India (1951 to 2011)

Census year	% Literate (Total)	Male	Female	Male-Female Gap in literacy Rate
1951	18.33	27.16	8.86	18.30
1961	28.30	40.40	15.35	25.05
1971	34.45	45.96	21.98	23.98
1981	43.57	56.38	39.76	26.62
1991	52.21	64.13	39.29	24.84
2001 2011	65.38 74.04	75.85 82.14	54.16 65.46	21.69 16.68

The following table shows India's literacy rate's progress from 1951. While the rates for 1951, 1961, and 1971 are connected to the population in the five-year-plus category, those for 1981, 1991, and 2001 refer to the people in the seven-year-plus class. The overall literacy rate rose from 18.33% in 1951 to

65.38% in 2001, with a male literacy rate of 75.85% and a female literacy rate of 54.163%. Between 1991 and 2001, the growth in the literacy rate was the largest ever at 13.17 percentage points. This decade has increased more female literacy than male literacy, at 14.87 per cent against 11.72 per cent. There has been a decline in the male-female literacy gap from 24.84 percentage points to 21.70 percentage points during the last twenty years. Over the decade ending in 2001, a more significant proportion of rural residents (14.7 per cent) became literate than urban residents (7.2%); urban literacy was 80.3%, while rural literacy was 59.54%. There has been a significant difference in male and female literacy rates since 2001.

Industrial and labour market dynamics show that vocational education in India should be strengthened. Through bivalent schools and SSC (vocational) vocational education at the secondary level, we may expand the vocational education foundation at the secondary level. Moving ahead requires a clear route for vocational students to access university programmes.

In India, the government plays a significant role in developing skills.

Only in the last few years has the government come to terms with the magnitude of the problem and taken steps to address it. By 2022, the government aims to teach 500 million individuals under Prime Minister Narendra Modi's National Skill Development Mission. It was also formed to expedite the identification and mapping of skills needs and enable private engagement in the sector via grants, gap financing, and other means.

NSDA: As part of the 12th Five-Year Plan, it controls and coordinates the activities of both the government and the private sector to meet the skilling objective.

'SSC' (Sector Skill Councils): SSCs are joint ventures between the public and private sectors (PPPs). With the SSCs, industry training standards are established and aid capacity growth. This will ensure that the training provided is consistent and that the skills learned are easily transferable.

The National Vocational Education Qualification Framework (NVEQF): The NVEQF, which was just announced, will be used by polytechnics, engineering schools, and other educational establishments all around the nation. After the seventh year, students will complete a seven-level certification programme in several vocational training subjects, culminating in a degree.

Secondary and Vocational Education Alignment: Through several entrance and departure points and flexibility in picking modules (of vocational education), this project, in combination with the NVEQF, gives more mobility to students. Since its inception, this programme has benefited around 1 million students at 9,619 different institutions.

The PPP model: PPPs were suggested to upgrade 1,396 Industrial Training Institutes (ITIs) by the Directorate General of Employment and Training in 2007-08.

The MES: The Modular Employable Scheme: The Ministry of Labor and Employment implemented it as part of its Skill Development Initiative (SDI). Prior knowledge of current employees is recognised and certified via MES.

NSAs: The National Skills Awards: The National Skills Development Authority (NSDA) the creation of NSAs, or Rashtriya Kaushal Puraskar (RKP).

The Prime Minister's Initiative: The NaMo government has unveiled another initiative in addition to "Digital India" and "Make in India." An updated version of past skill-building initiatives is being introduced here. The goal of this new initiative is 'Skill India', a new multi-skills programme. In March of 2015, it was introduced.

Skill's Influence

The Noble Social and Educational Society, Government of India, August 2013 has majorly concerted the history of JSS (Jan Shakti Sansthan), the role and operation of JSS in promoting skill development training courses for neo-literates, and the number of JSS in India. Self-employment and paid employment were the primary outcomes for most of the programme participants.

"Impact assessment study of socio-economic development programs—a Himachal Pradesh case study," The goal of the research was to gauge the qualitative progress made by the state's underprivileged and weaker citizens by analysing the results of numerous socio-economic programmes executed between the years 1996-1997 and 1998-1999. Two-thirds of families received some benefit from one or more of the programmes.

The JSS in Ahmadabad, Gujarat, was appraised by the State Resource Centre for Adult Education in Indore in 2004. Neo-literates, low-income clients, students who have dropped out of school, and those who work full-time are all included in the target audience. It was primarily directed toward disadvantaged girls and women. The average ratio of male to female involvement was found to be 30:70. The length of the courses offered by JSS, Ahmadabad, varies from 15 days to 10 months, depending on their focus. To accommodate the lowest socioeconomic strata of society, JSS offers vocational training programmes for which tuition is negotiable.

Global and local demand for Indian labour is expected to remain high and strong in the next few years, according to Chadha, G.K. (2004), "Human Capital Base of the Indian Labour Market, Identifying Worry Spots," Indian Journal of Labour Economics, 47(1), pages 3–38. The only problem is that doing so would require the use of highly trained and knowledgeable workers. In recent years, the aptitude of Indian youngsters has become a big worry. However, it isn't simply the amateurs and inexperienced that lack the necessary abilities; educated people routinely fall short of the mark. This study proposes a broad strategy to fill gaps and missing links in the context of Indian job seekers, labour market needs, and the employability index for high-growth industries. Due to an increased demand for technical and professional workers as well as a higher employability index, higher education's expansion has likely been distorted. As a result, we have more difficulty educating a more significant number of general education graduates to meet the changing skill requirements of employable young people.

The Vocational Education and Training System, World Bank Report, 2008, "Skill Development in India" Although India's economy is growing at a rapid speed, the government is having a tough time providing enough work for the majority of Indians so that they can both contribute to and profit from this development. As a result, education and training are needed to prepare them for the job market. The vocational education and training system is one method for preparing the skilled workforce. Despite this, the government recognises that current approaches are insufficient to satisfy the labour market's demands. The question of how to improve the system's efficacy via changes and interventions has become critical. These new realities have been a challenge for many countries, but few have been as difficult for our nation as it is.

Even though India's population growth rate has slowed in recent years, the workforce is expected to rise by around 2% annually or about 7 million people. There is still a sizable population segment and businesses firmly anchored in the old ways. Educational institutions have a critical role in preserving the country's traditions through cultural values, social norms, and political institutions. However, other factors must be altered if individuals are to escape poverty. Rural activities still employ more than half of the country's workforce. One-third of the population is still farming, despite a significant shift in the population. Nearly nine out of ten Indians are employed in the unorganised sector, where many do menial or low-wage jobs. Access to secondary education and vocational training (VET) is critical for this majority group, and for most of them, secondary education and VET will be their last formal education. It will be easier for these young people to transition from school to work if they can access higher-quality secondary and postsecondary education and vocational training.

According to the GoI (2009), National Policy on Skill Development, Ministry of Labor and Employment, Government of India, New Delhi, the NSQF should be viewed as a valuable tool among various policies, instruments, and actions than as a stand-alone policy. Sector-to-sector dialogue is just getting started, and everyone involved has much to gain from one another. It is expected that the National Policy on Skills Development will be updated so that TVET's future vision can be expressed consistently (India-EU Skills Development Project, 2015).

NVEQF State Ministerial Meeting, January 28, 2011— According to an official report from the Ministry of Human Resources and Development (MHRD), there are two primary structural streams in India's skill acquisition: one small formal and one huge informal. According to the research, around 2.5 million seats are available for vocational training, whereas 12.8 million people enter the labour market each year, according to the study.

Kumar et al. (2008) have pointed out, that rural transformation is a growth booster that benefits the poorest members of society by creating more jobs outside the agricultural industry and relieving pressure on the industry as a whole. Rural poverty may be alleviated if the population strain on land is reduced

and efficiency and income levels are increased, thereby reducing the demand for land. When the non-farm activity is left over, it still serves the poor as a safety net and keeps poverty from worsening since it serves as an economic safety net. It's encouraging to see rural jobs slowly shifting to the city in recent years. Most pastoral human resources, however, are still restricted to small commerce or informal work. Rural labourers are still mostly unaware of the benefits of working in the non-farm sector, such as higher wages, regular hours, and more security. A person's level of education and experience, as well as their age, gender, and wealth, are all factors in determining what job they will be most suited for.

Education's role in societal and economic growth

Significant shifts have occurred in recent decades due to globalisation and an ageing population (Karmel and Maclean, 2007; Walker, 2009). Business strategies, financial markets, information technology, management techniques, and organisational working methods have advanced quickly. Demand for skills has never been greater. Keeping in mind that the education system should respond to the needs of the workforce required for the economic growth of the nation, Vocational education and training are highly valued by the Indian government. While elaborating on the nature and purpose of education, the National Policy on Education (NPE), 1986 (as updated in 1992), has acknowledged that education generates workers for various stages of the economy. The NPE also envisages the introduction of systematic, well-planned and rigorously implemented vocational education programmes, which can be strictly enforced to enhance employability, reduce the mismatch between demand and supply of skilled workforce and provide an alternative to those pursuing tertiary education without particular interest or purpose. The policy's goal is to offer general vocational training for high school students that applies to a wide range of professions and does not focus on one in particular.

Objective

The present work is a small attempt to analyse the impact of skill initiatives and vocational education undertaken by the Government of India and its impact on rural youth in India so far about increase the level of employment.

Methodology

A combination of quantitative and qualitative methods was used in this research project. A descriptive study has been used to examine how a particular group of people thinks about, feels about, and perceives skill-based training. A descriptive study collects data without altering the surrounding environment in any way. Descriptive research includes researchers' engagement with the participant and conducting surveys or interviews to acquire the essential information.

Primary Data

To acquire primary data, a survey is being done using a questionnaire. A survey is an excellent method for learning what many people think about a particular topic or how a group of people describe their behaviour. Questionnaire "Survey/Schedule" questionnaire surveys are used to acquire primary data in the study. Researchers have surveyed by giving out questionnaires to obtain needed information. A Customized Structured Questionnaire has been employed to extract the respondents' demographic status, current occupational level, and awareness of government skill programmes and skill-oriented training. Those who participated in different skill-based training programmes were also asked about their attitudes toward and engagement in this kind of training and their social and economic standing.

Secondary Data

Before using secondary data, it is necessary to analyse the data itself . Particularly severe attention should be given to terminology utilised, measurement inaccuracy, source bias, dependability and period. In this study, the help of census surveys of 2011 and prior years, together with different data accessible via government websites, has been employed in this research.

Target Population and Sampling

Size: 500 questionnaires have been delivered to the target demographic. 350 questionnaires have been completed fully out of 500.
Location: India

Respondents: Most youngsters are picked randomly without prejudice or any motive of convenience.

Sample size: A sample size of 500 was chosen at the beginning of this study. But only entirely completed questionnaires have been taken into consideration, which totals of 350.

Nominal Scale: In this investigation, a nominal scale was applied. From a statistical perspective, the lowest measurement scale is called the Nominal Scale.

The technique used: Descriptive statistics have been used in this study

Mean (the average value) and the frequency of something occurring (the percentage of responses that fall into a set of categories)

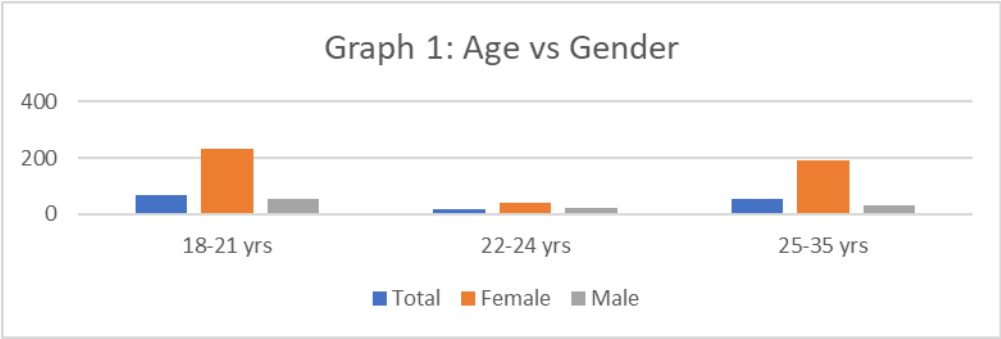
Cross-tabulations: Simple cross-tabulations are used in the analysis to compare the findings of two distinct groups of people. We need not stop at two types. We may reach as many groups as we wish.

Data Coding: Qualitative data were coded using a Likert scale in this study. SPSS and MS Excel have been used for both data coding as well as data transcription.

Analysis

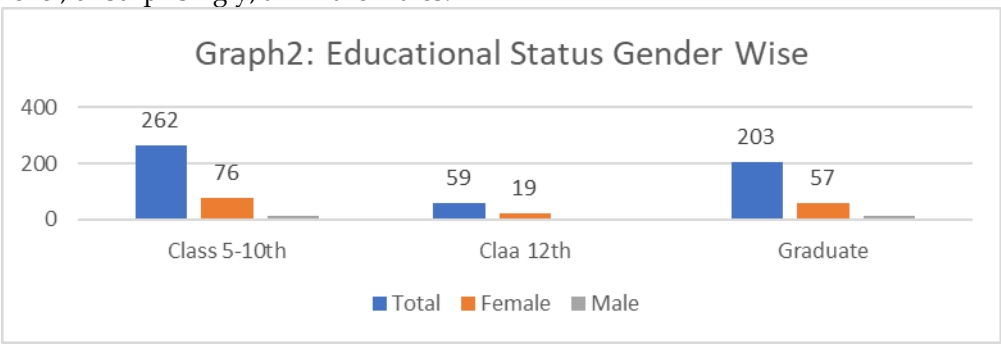
Age and Gender

Females mainly account for just 22.2% of the total sample, while males make 77.8% of it. The maximum youth of the target area belong to the range of 22-24 years of the age group, which is 66% of the total sample. This age group is dominated by males comprising 82% of the entire youth belonging to this age group. Other minor age groups are 18-21 and 25-35. Both of these age groups share a division of 19.14% and 14.85% respectively of the total sample.



Educational Status

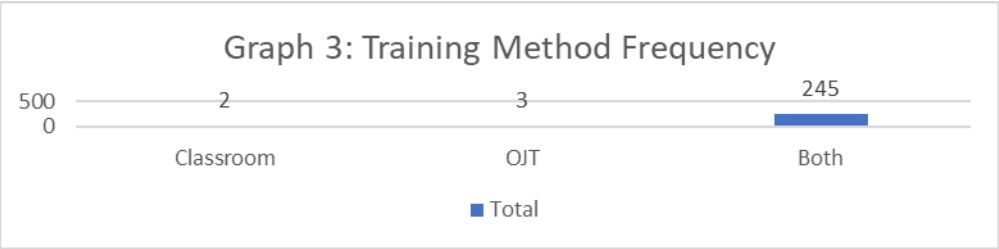
74.8% of the total sample responders are primarily educated. This group comprises most of the males, 203 out of the total 262 in this group. 21.7% of the total responders have an education level up to the 12th standard, mainly consisting of males (57 out of 76). A very small number of the total sample is graduate or equivalent level; unsurprisingly, all 12 are males.



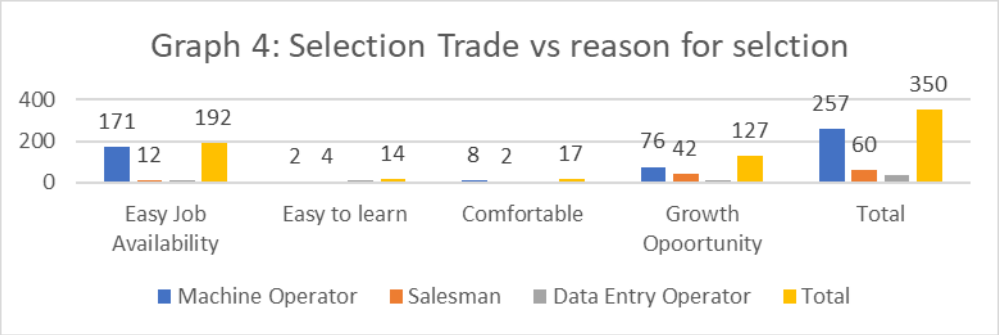
Skilled Work Analysis

The machine operator has emerged as the choice for the majority of respondents. 257 out of the 350 have selected this trade. The main reason for this trade selection was easy availability of related jobs accounting for 192 respondents out of the total sample. Another main reason driving this selection was the

potential growth opportunities related to the jobs in the machine operator field, as stated by 127 respondents out of the sample. The training mode for all the respondents was classroom and OJT types.

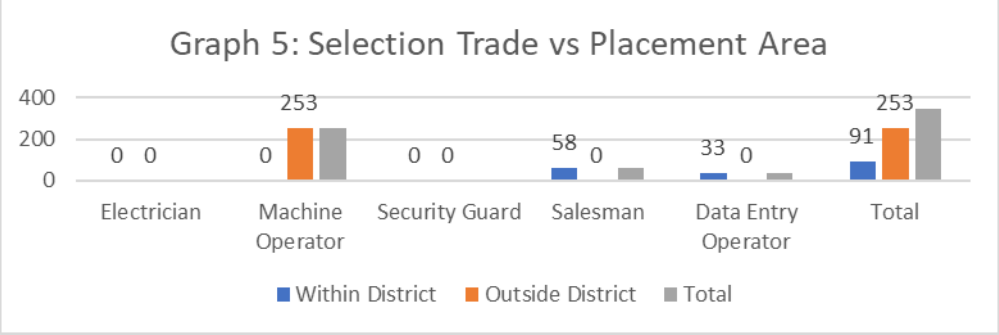


Trade Selection Vs reasons for Trade selection



Trade selection was driven mainly by the reasons like easy job availability and growth opportunity. Among the 257 respondents who selected Machine operators as trade, 171 sought easy job availability while 76 sought growth opportunities in this trade. Of the 60 respondents who opted for salesman trade, 42 stated growth opportunity as the reason for such selection. However, 33 respondents' selection Data Entry Operator had mixed reason s. In other words, easy job availability was the main reason behind **trade selection for 192 respondents, followed by growth opportunity for 127.**

Trade Vs placement



Those 253 who had selected Machine Operator trade were placed outside their district. Similarly, all 58 respondents who had opted for salesman got placed within their district. While all the 33 data entry operators were placed within their districts.

Inferential Analysis

Salary/ Remuneration * Savings per Month Cross tabulation

Further, to justify the impact of salary per month, chi-square test has been applied. The result of the test indicates that the salary received by the trainee produces a significant effect over the monthly savings. Though it is obvious that earnings lead to savings, the present analysis reveals the fact that the trainees

who received skill training are capable enough to get a job and therefore save that gradually brings up financial stability for them.

Table 2: Salary/ Remuneration * Savings per Month Cross tabulation

			Savings per Month				Total
			500-700	750-1000	1000-1250	1500 and Above	
Salary/ Remuneration	3000-5000	Count	12	18	3	0	33
		% Within Salary/ Remuneration	36.4%	54.5%	9.1%	0.0%	100.0%
		% Within Savings per Month	4.6%	29.0%	42.9%	0.0%	9.4%
		% Of Total	3.4%	5.1%	0.9%	0.0%	9.4%
	5000 and Above	Count	249	44	4	20	317
		% Within Salary/ Remuneration	78.5%	13.9%	1.3%	6.3%	100.0%
		% Wit hin Savings per Month	95.4%	71.0%	57.1%	100.0%	90.6%
		% Of Total	71.1%	12.6%	1.1%	5.7%	90.6%
Total		Count	261	62	7	20	350
		% Within Salary/ Remuneration	74.6%	17.7%	2.0%	5.7%	100.0%
		% Within Savings per Month	100.0%	100.0%	100.0%	100.0%	100.0%
		% Of Total	74.6%	17.7%	2.0%	5.7%	100.0%

Table 3: Chi-Square Tests

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	46.276[a]	3	.000
Likelihood Ratio	37.026	3	.000
N of Valid Cases	350		

a. 2 cells (25.0%) have expected count less than 5. The minimum expected count is .66.

Salary/ Remuneration * Placement Area Cross tabulation

Table below reveals the level of salary with reference to placement within and outside district. The results of chi square state that area of placement is having a significant effect on the quantum of salary. The salary received outside of the district is way more than within the district.

Table 4: Salary/ Remuneration * Placement Area Cross tabulation

		Placement Area			Total
			Within District	Outside District	
Salary/ Remuneration	3000-5000	Count	0	33	0	33
		% Within Salary/ Remuneration	0.0%	100.0%	0.0%	100.0%
		% Within Placement Area	0.0%	36.3%	0.0%	9.4%
		% Of Total	0.0%	9.4%	0.0%	9.4%
	5000 and Above	Count	6	58	253	317
		% Within Salary/ Remuneration	1.9%	18.3%	79.8%	100.0%
		% Within Placement Area	100.0%	63.7%	100.0%	90.6%
		% Of Total	1.7%	16.6%	72.3%	90.6%
	Total	Count	6	91	253	350
		% Within Salary/ Remuneration	1.7%	26.0%	72.3%	100.0%
		% Within Placement Area	100.0%	100.0%	100.0%	100.0%
		% Of Total	1.7%	26.0%	72.3%	100.0%

Table 5: Chi-Square Tests

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	103.701[a]	3	.000
Likelihood Ratio	99.444	3	.000
N of Valid Cases	350		

The sample reveals the interest towards skill training and also selected certain trades on the certain bases. Statistical analysis has revealed that so far training has developed a core understanding of the skills and has thus provided employment to the training.

Conclusion

The study was carried out to signify the effects produced so far, by the vocational training on the employability level of youth. The focus was also on seeing the profound effect on the overall socioeconomic conditions of the selected sample that were produced by training related to certain skills.

The sphere of vocational education has developed its own ecosystem of public-private funded training programmes for the needful candidates. The whole cycle of centre setup-mobilizations-training-certification-placement has brought a productive change in the rollout figures and especially in the quality of the skilled individuals.

The Indian state governments are running parallel skill development missions and are incorporating training per standard norms defined by the central agency for implementing vocational education programmes.

Suggestions to Improve the Skill:

Skill development is a complex initiative for the providers as well as the takers. Skill sets vary with the educational qualification, aptitude, and attitude of the person undertaking or who wants to possess the skill. In the process of imparting/transferring the skill these aspects are often overlooked and misunderstood by both the providers as well as the receiver. The resultant effect is that skills are not transferred as desired and the quality of the final product (the person trained in a particular skill) doesn't yield the expected benefits. It is therefore suggested that before start of any skill development initiative a through and serious homework to be carried out as follows:

Selection of the beneficiaries: Before the start of any skill development initiative/training programme the following work has to be carried out:-

Detailed survey of the beneficiary; their family background- Occupation, monthly income of the family, saving pattern if any, family members, education level in the family, school dropouts, reason for dropouts etc. Once this is done the beneficiaries can be separated and then a brief counselling session to be carried out with the beneficiary as well as the parents. The beneficiary to be probed on their need for skill training, area of their interest, the non-availability of job in their own village may be required to migrate to another town or city. They may be counselled on initial teething problems of staying away from home & family, the various hardships, struggle they may have to undergo at workplace, savings, career growth etc.

The role of the service provider/the skill imparting agency: Is the identification &selection of the rightproper beneficiary. Plan the skill training as per the interest of the beneficiary and as per the market demand. Impart training as per the level of the identified beneficiary, not as per the pre-designed course content. Changes are to be incorporated into the training methodology, time duration etc.

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