

Importance of Skill Based Education on Generating Employment, Special Reference to Subdivision Majuli, Jorhat, Assam

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Abstract: Productive employment is a basic individual right since it not only provides a wage but also an expression of self-fulfillment and dignity advancing the global jobs agenda requires preparing and enabling people to acquire and succeed in jobs through skills development. Skill based education improves functional and analytical ability and thereby opens up opportunities for individuals and also groups to achieve greater access to labour markets and livelihoods. A better educated labour force is essential if we are to meet the labour supply requirements of faster growth. Education is not only an instrument of enhancing efficiency but is also an effective tool of widening and augmenting democratic participation and upgrading the overall quality of individual and societal life. People with more education and skills are more valued by employers and are better able to take advantage of new economic opportunities and productivity-boosting technologies, and to raise the productivity of their co-workers or their businesses.

This paper provides a brief overview on how skill based education i.e. vocational training can help people to be a self employed or productive employed, these study is carried out on a rural area of MAJULI, Assam on a vocational training institute. Our study is conducted to understand and appreciate the importance of skill based education and how it helps in productive employment. From this study we found that vocational education is a wonderful creation for helping people in making themselves self employed.

Keywords: skill based education, vocationalisation, self-employment, productive employment.

1. INTRODUCTION

“Man often becomes what he believes himself to be. If I keep on saying to myself that I can’t do a certain thing, it is possible that I may end by really becoming incapable of doing it. On the contrary, if I have the belief that I can do it, I shall surely acquire the capacity to do it even if I may not have it at the beginning.”

Father of Nation Mahatma Gandhi

Now a days skill based education is becoming more important. Skill Based Education is the study of abilities for adaptive and positive behavior that enable individuals to deal effectively with the demands and the challenges of everyday life. “Education is more important but skill is most important”, It is true that our young generation needs to be skilled in order to get employment. It is very much important to get skills and only then we can think of a bright future of a country. This generation people need to be skilled rather than knowledge based to those who are not well in study, their future is based on their skill. Only skill can take progress in their life. Many people are knowledge able but if they are skilled as well, they can get employment and have a good life but if we only have knowledge it’s useless without a skill to apply it. A student can get a good knowledge by just reading but skill to apply the knowledge can only be achieved by practice. For example one of my friends has a good knowledge on electric circuits but practically he cannot even put a fuse or a bulb. Education Should Be Skill Based It is true because students only mug-up the answers and don't know what it means, and

say that they have a lot of knowledge. These students score better but don't get jobs because they don't have any skill and basic need. Because of this, students having skill will not come up in life. If Education is skill based then students will be able to improve their skills and succeed in their life.

Skills development is central to improving productivity. In turn productivity is an important source of improved living standards and growth. The central aim of this study is to examine how within a decent work perspective, countries can develop their skill base so as to increase both the quantity and the productivity of labor employed in the country. Therefore analyses how strategies to upgrade and enhance relevance of skills training and to improve access to skills for more women and men instead help countries move to virtuous circle of higher productivity, employment and incomes growth, and development.

Government of India is now looking at skill development as an important link in generating employment and in the nation's growth; it's a evident from the Finance Ministers budget speech. According to the Finance Minister Skill India programe would be successful if it works in coordination's with Make in India programe, the four other flagship programs of the Government of India- Digital India, Smart city, Clean India and Clean Ganga- also need millions of skilled hands. The budget does not see education and skill development differently. To ensure a senior secondary school within five kilometer reach of each child, this budget has announced an upgradation of over 80,000 secondary schools and addition or upgradation of 75000 junior/middle, to the senior secondary level. Eventually, all of education and skilling is about gaining employment. Dilip Shenoy, Chairman of National Skill Development Corporation (NSDC) said in an interview to a newspaper, "Financial support needs to be provided for four kinds of activities in skill development, First, for the segment that do not have the ability to pay for skills training, grant based schemes have to be introduced and continued; Second, for advancement and popularisation of different elements of skills training such as advocacy, certification and assessments; third, for initial support to create sustainable models of skill development and fourth, to create a fund for providing skill loan to trainees.

2. PROFILE OF THE STUDY AREA

The research is carried out among the people of Majuli, the largest inhabited freshwater island in the world, is situated in the midst of the mighty River Brahmaputra. A center of Vishnava culture and a bio-diversity hotspot with rare varieties of flora and fauna, the assemblage and assimilation of many ethnic groups under the same sky, retaining their respective individual and traditional cultural entities is a very striking phenomenon that easily attracts visitors to this island. And with a glorious history of 500 years of Satriya (Assammese monasteries) tradition, the island today is a hub where monks learn brilliant ancient forms of arts, philosophy, drama, dance and religion. Majuli is the 24th largest river island in the world. The island had a total area of 1,250 square kilometers (483 sq mi), but having lost significantly to erosion it has an area of only 421.65 square kilometers. On the north-bank is the river Subansiri and on the South bank, the mighty Brahmaputra has excided the island from the main land. Lakhimpur town is to the North and Golaghat is to its southwest. The town of Sibsagar is on the southeast and Jorhat is to the south. On the extreme east is Dibrugarh District.

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As the main objective of this study is to understand and appreciate the importance of skill based education and how skill based education helps in productive employment, here an attempt has been made to survey the vocational institute of Majuli. In the Namoni Majuli area there is only one vocational institute and it is reserve for only tribal students. Here total population is one and sample population is also one, so almost 100 per cent of the total population has been selected as sample so it is assumed that the result from this sample will give a true picture of the population. All the datas are primary and were collected from Shri Luhit Tribal Vocational Institute, Gowal Gaon, Majuli, Assam by following direct investigation method.

The study is made in the rural area (Namoni Majuli) of subdivision Majuli to see the employment generation through the vocational institute of Shri Luhit Tribal Vocational Institute and this is the only vocational institute of Namoni Majuli.

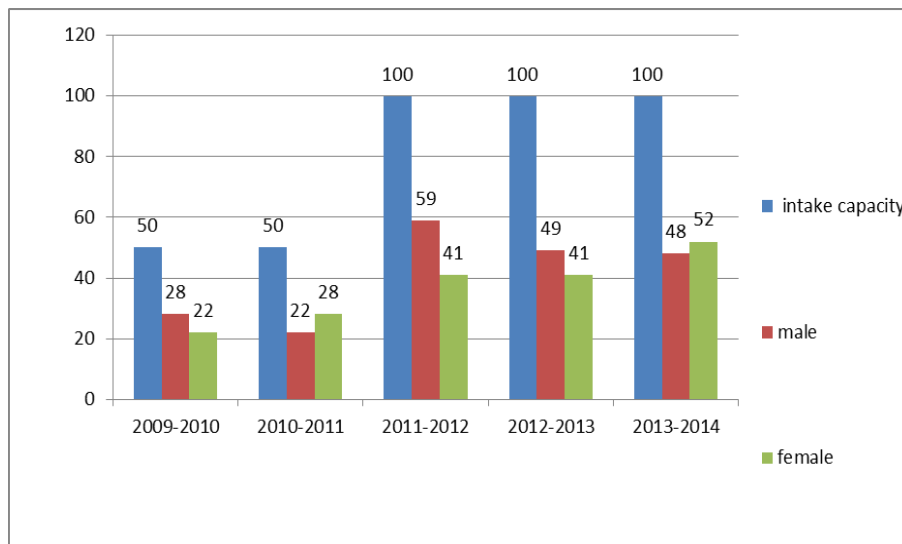
To see the skill based education on generation of employment, establishment some simple statistical analyses have been done.

1. Student profile in the institution:

year	Intake capacity	Male	female	Department									
				stenographer		carpenter		plumber		cutting tailoring		embroidery	
				M	F	M	F	M	F	M	F	M	F
2009-2010	50	28	22	07	03	10	0	10	0	01	09	0	10
2010-2011	50	22	28	02	08	10	0	10	0	0	10	0	10
2011-2012	100	59	41	09	11	20	0	20	0	07	13	03	17
2012-2013	100	49	51	07	13	20	0	20	0	02	18	0	20
2013-2014	100	48	52	03	17	20	0	20	0	04	16	01	19
TOTAL	400	206	194	28	52	80	00	80	00	14	66	04	76
Average		41.2	38.8										

Source: primary data, 2015

From the survey it seems that the intake capacity of the institute was 50 from the year 2009 to 2011 after that the intake capacity is increase to 100 from the year 2011-2012. The institute provides five skill based education of Stenographer, Carpenter, Plumber, Cutting Tailoring and Embroidery. The female students are almost equal to the female student from the year 2009 to 2014. The average male student is 41.2 and the female student is 38.8.

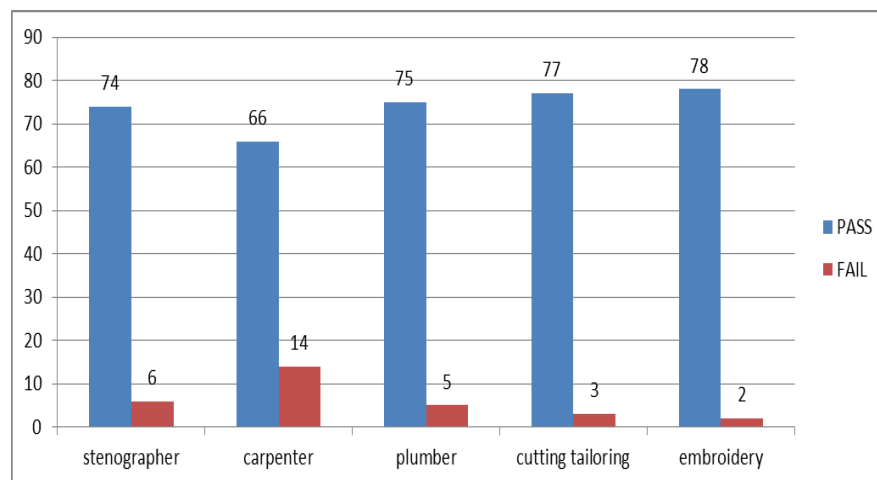


2. Pass Student and Fail Student:

YEAR	stenographer		carpenter		plumber		cutting tailoring		embroidery		TOTAL	
	PASS	FAIL	PASS	FAIL	PASS	FAIL	PASS	FAIL	PASS	FAIL	PASS	FAIL
2009-2010	10	0	10	0	10	0	10	0	10	0	50	0
2010-2011	09	01	07	03	10	0	10	0	10	0	46	04
2011-2012	17	03	18	02	16	04	18	02	20	0	89	11
2012-2013	18	02	14	06	19	01	20	0	18	02	89	11
2013-2014	20	0	17	03	20	0	19	01	20	0	96	04
Total	74	06	66	14	75	05	77	03	78	02	370	30

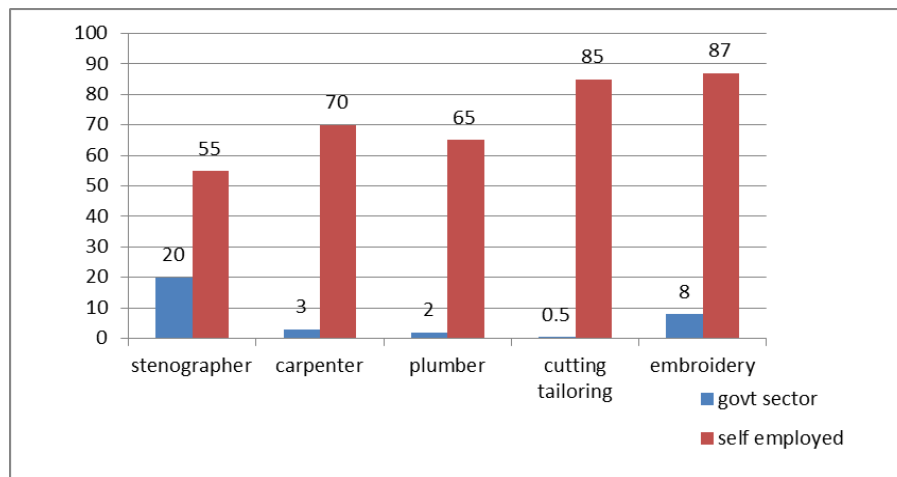
Source: Primary data, 2015

Form the table it seems that in the year of 2009-2010 the result was 100% passed and in the year of 2011-2012 and 2012-2013 the result was same where out of 100 students 89 were passed and 11 were failed and in the department wise the best result is from Embroidery department in the last five years.



3. Engaged in work:

It seems that most of students are self employed and some are engaged in govt. sector. Almost 85 per cent are engaged in some sector with their skills. The overall percentages of employed from 2009-2014 are as follows.



The objective is to understand and appreciate the important of skill based education and how it helps in productive employment, so here from data interpretation we found that vocational training is a wonderful creation for helping student by making them self employed. From this study we observe that, here in this institution (shree luhit tribal vocational institution) has five department i.e. stenographer , carpenter, plumber, cutting tailoring , embroidery, and almost every sector has profited by vocational training and 85 per cent of them are engaged in job and earning money. if we see engagement and percentage of self employed students separately we found that, From stenographer department 20per cent are engaged and 55 per cent are self employed, From carpenter department 3 per cent of students are engaged and 70 per cent are self employed from plumber department 2 per cent are engaged and 65 per cent are self employed from the cutting tailoring 0.5 per cent are engaged and 75 per cent are self employed and lastly from the embroidery 8 per cent are engaged and 89 per cent are self employed and approx above 85 per cent of them are now engaged in various kind of government or private sector job and earn money. So we can say that vocational training may be termed as a wonderful creation for helping people to make them self employed.

Streamlining of skill development programs and education wing of India has to be paid heed to in light of global best practices in education and vocational training. Countries around the world have recognized the very roots of education and skill development, which rest in changing the norms as per the industry's demands and trend of economic development.

Korea interpreted the issue of lack of skill development arrangement in as early as 1970s and hence they imposed in-plant training obligations for large firms; under the job skill Development Programe run in the country, employers provided training to insured employers provide training to insured employees assisted by funds from the government. Germany has in place an apt dual system of vocational education that integrates school-based and work based learning; trainees spend a

day or two in vocational school and three to four days at the employer's place, progress of trainees is evaluated by way of final analysis where they show theoretical as well practical knowledge gained, thus making Germany a place with employers and vocational schools having a joint educational and training responsibility. If the percentages of skilled people among the total workforce in UK are 70 percent, it is 75 per cent in Germany, 80 per cent in Japan and 96 per cent in South Korea. But in India, it is just two percent. One of the biggest challenges faced by the country is not the absence of skill but the lack of a proper mechanism to train and certify the workforce. An internationally accepted training and certification system needs to be evolved to create skilled manpower. There has to be a concrete syllabus to train our manpower.

India, so far has been a country that celebrates knowledge and intellect. Skills, however, are not celebrated. China became a manufacturing giant by steering secondary school students into formal skilled training programs.

3. SUGGESTION AND CONCLUSION

Skills and knowledge are the driving forces of economic growth and social development of any country. The economy becomes more productive, innovative and competitive through the existence of more skilled human potential. Increase in quality of work has direct relation with productivity, which in turn is connected with skill availability of the workforce. In this context, it is necessary not only to create quality employment but also to equip such quality employment with sufficient skills. Active participation of women should also be in consideration. According to one report of UNDP, if women's participation reaches at a level of 70 percent then we could increase our economic growth rate by 4.2 per cent.

To create awareness among the society and give some knowledge how skill based education can help in productive employment. For bringing awareness among the society government have to take some policies and make some awareness camp.

Increasing enrollment of the students in vocational school by using digital market like social media, mobile technologies, or providing information via email.

Government should provide required materials for vocational training and also should give interest on making industries, schools, colleges ...etc where vocational training should be provided.

It is also important to include vocational or skill based education as a regular curriculum courses for students.

Be it school/university education, NSDC, NSDA, NSDF, NSQF, ITIs, polytechnics or the multi-faceted industrial setup of India, all have to come at one place with single goal of extending quality education and skill development to every Indian citizen and their deployment at suitable place of work.

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