CHAPTER 7

CONCLUSION AND SUGGESTION

Conclusion
The present research work is a small attempt to describe the overall system of skill and vocational education in India so far. The study puts an emphasis on the assessment of the method used for imparting skill and vocational education in India, specifically in Madhya Pradesh.
Further the study narrows down its approach to the district level majorly on a selected sample.
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 to see 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 roll out figures and especially in the quality of the skilled individuals.
The Indian state governments are running parallel skill development missions and are incorporating training as per common norms defined by the central agency for implementation of vocational education programmes.
In a nutshell, it can be stated that Mandla district having a tribal dominant population and low level of literacy, has government working through many schemes and awareness for them. 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.
**Suggestion 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, the aptitude and the attitude as well 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 skills are not transferred as desired and the quality of the final product (the person who is trained in a particular skill) doesn’t yield the expected benefits. It is therefore suggested that before start of any skill development initiative a thorough and serious home work 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 drop outs, reason for drop outs etc. Once this is done the beneficiaries can be separated and then a brief counseling 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 other town or city. They may be counseled on initial teething problems of staying away from home & family, the various hardships, struggle they may have to undergo at work place, savings, career growth etc.

The role the service provider/the skill imparting agency: Is the identification &selection of the right 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 in the training methodology, time duration etc.
Proposed Model

Impact on the Employability:
1. Identification of job providers -> negotiating -> signing MOU
2. Identification & selection of the right beneficiary (as per the above method)
   Counseling and Family counseling -> designing of the course content
   Methodology as per the understanding of the beneficiary -> imparting training
   Periodical Internal assessment -> Third party assessment
3. Placement with the Job providers: Placing of trainees as per the mou
4. Post placement service/Hand holding for sustainability.

Impact on socio-economic conditions
A person who after stringent selection process has either acquired skill or has
gone for up-gradation of his/her skills is an asset to the industry/organization
he/she is employed. A gainful employment will contribute directly to the
overall development of the individual, his/her family, society and the overall
growth of the national economy.

The present condition of the person (before undergoing any skill initiative
program) is that he is completely dependent on his family. He may have
primary or secondary level school education and may be a burden for the
family. He may be also be considered as a nuisance in the society. Being in this
state for a long time he may develop frustration which will lead to getting
involved in non productive or illegal form of life style. This act of the person
would hinder in the growth of the family who is struggling hard for survival.

On the contrary if the person is introduced to vocational education or skill
development training it can provide a platform for growth & development of
the person. By acquiring skill of his choice he can get a job in any industry this
will lead the person to live an honorable and decent life. In the first place he
will engage himself in a productive manner; he can earn a dignified livelihood,
earn & save money. Physical and mental growth will take place. His next
generation can also become stronger. He/she can contribute to his family and
may add to the overall family income. The family can live a dignified life with
status in the society. The family purchasing power will grow thereby adding to
the economic growth of the family, society and finally to the nation. Thus vocational education and skill development would act as an mile stone in the life of rural youth.

It is thus suggested that every youth of this country mainly in the rural area with marginal income be associated with the vocational education coupled with skill development and hands on training to create a direct impact on their life as well for the their socio-economic development. This approach should be the life line any development scheme targeted for the upliftment of the rural mass. All the stake holders: the planners, the implementers, the beneficiaries and the society in general should selflessly contribute their best in ensuring the percolation and implementation of the development schemes to deprived and not so well rural mass. The combined effort will make the society and the nation to grow multifold and this country will become a place for all to live happily and in eternal peace.