CHAPTER 2
LITERATURE SURVEY

2.1 Impact of Skill

1. “Impact of skill development programmes of jan shikshan sansthan’s on the neo-literates in the states of Andhra Pradesh, Tamil Nadu, Karnataka and Kerala, by Noble Social and Educational Society, Government of India, August 2013, has majorly concerted the history of JSS (Jan Shakti Sansthan), role and functioning of JSS in the promotion of skill development training courses among the neo-literates, number of JSS in India. Overwhelming majority of the beneficiaries benefited from this programme in terms of self employment and wage employment.

2. “Impact assessment study of socio-economic development programmes—a case study of Himachal Pradesh”, Conducted by Asia Pacific Socio-Economic Research Institute, New Delhi, February 2000, The objective of the study was to assess the qualitative improvement of the under privileged and the weaker sections of the society through the feedback of the various socio economic programmes implemented in the state during 1996-97 and 1998-99. It was found that two third of the households were benefited by one or the other programmes.

3. Seshukumari (2001) conducted a study on Impact of Polyvalent Adult Education among Women in Visakhapatnam Shramik Vidyapeeth, has found that majority of the beneficiaries were satisfied with the vocational courses provided to them, after completing the courses 41.6 percent started self employment units and majority in the various courses got employment.

4. Gasskov (2000), more than 60 per cent of high school students in the United States enroll in at least one vocational subject. Variants of this system are in vogue in other countries like Sweden and the United Kingdom. The French system consists of separate vocational and
technical schools along with general education schools separating the students in the lower classes into the two streams depending on their aptitudes. The 'dual system' operating in Germany combines training in industry with part-time instruction in vocational schools and is promoted by employers.

5. Ms. Swati Shantaram Mujumdar, March 2003, “A Study of Significance of Vocationalization of Education and Skill Development in India with special reference to the State of Maharashtra” has analyzed the present problems and possible recommendations for vocational training, skill and development sector in the state of Maharashtra. It was found that the Central government has realized the direct relation between skills based education and its importance in gaining employment for the youth of our country. The present scenario around this sector is quite unwelcoming and there is scope for significant reforms in the area. The researcher in the course of over 2-3 years of its in-depth research, identified problems in the governance, regulation, administration, planning, policy, standards and other aspects related to the Vocational Education, Training and Skill Development sector. It was found that vocational education is being provided without considering the present problems.

6. State Resource Centre for Adult Education, Indore (2004) evaluated the JSS of Ahmadabad, Gujarat. It revealed that the target group of learners includes neo-literates, below poverty line clientele, school drop outs, daily wage earners and school and college going students. It focused primarily on women and girls of the under privileged class. Male female participation on an average was observed to be 30: 70. JSS, Ahmadabad runs variety of courses depending upon the target area of the duration of which range from 15 days to 10 months. The fee structure is flexible to cater to the lower socio-economic strata of society for whom vocational training programmes are being run by JSS.
7. Chadha, 2004, Moreover, there are about 2,484 vocations in India which can be clubbed into about 462 'vocational families'. Not more than 100 such 'vocational families' are actually covered by the existing vocational training infrastructure in total

8. Chadha, G.K. (2004), “Human Capital Base of the Indian Labour Market; Identifying Worry Spots”, Indian Journal of Labour Economics, 47(1) pp 3-38, states that demand for labour in India is likely to remain far above the ground and robust in the coming years, both domestically and globally. But this would demand skilled and qualified labour. The ability of Indian youth has emerged as a major concern in recent years. Paradoxically, it is not just the inexpert and amateurish that lack skills but it is also the educated that consistently lie below the required standards. The study focuses on the growth and changing structure of the Indian higher education system in the light of the learning profile of the Indian jobseekers, labour market demands and the employability index for India’s high-growth sectors on the basis of existing skill gaps and suggests a broad pathway to plug in the gaps and missing links. A more robust demand for personnel in technical and professional services and a better employability index for the same sectors have probably led to skewed growth of the higher education sector. The greater challenge is therefore, to prepare our larger lot of the educated graduates from the general education streams for the emerging skill needs of employable youth.

9. “Skill Development in India”, The Vocational Education and Training System, World Bank Report, 2006; It highlighted that though Indian economy is developing at a faster pace, the Government is finding difficult to create more employment opportunities for the majority of Indians to enable them to contribute in the growth and to participate in the benefits of growth. This creates a need for education and training that equip them for the labor market. One such tool for equipping the
skilled workforce is the vocational education and training system. However, the government realizes that the present methods are not appropriate to meet the needs of the labor market. A key issue that arises is what reforms/interventions are needed to progress the effectiveness of the system. It was found that country’s ability to deal with these changing realities is constrained as in few other places. It was found that though India’s population growth rate has declined over many years the labor force is still projected to grow by close to 2 percent or some 7 million or more every year over the next few years. Larger portion of the economy and of the population are still rooted in traditional activities and structures. Significant elements such as the cultural, social and political traditions of the country should, of course, be retained and education has a particular role to play in that. But other aspects need be changed if people are to budge away of poverty. Over half of the labor force in the country is still occupied in rural activities. Although there has been a noteworthy movement away but one third of the population is still engaged in agriculture. Over 90 percent of the Indian population is working in the informal sector, much of it at low levels of productivity. For this majority group, access to secondary education and VET is crucial and for most of them secondary education and VET will be the last stage of their formal schooling. An effective school to work evolution for these young people, made possible by higher quality secondary and tertiary education and VET, will improve their employment prospects and lifetime earnings.

10. **Vocational Education in India**, India, Science and Technology: 2008, S&T Human Resources, Indranil Biswas, has written, attempts have been made, post independence to reform the Indian vocational education system and the list of educational; policies is quite extensive. The Eleventh Plan has taken an initiative to launch a National Skill Development Mission that may bring some changes in ‘Skill Development’ programmes and initiatives. The Mission will be
operative under Prime Minister’s National Council on Skill Development for apex level policy directions, and under the National Skill Development Coordination Board, and a National Skill Development Corporation/Trust. The State governments will engage some of their Departments/Agencies for constituting a State Skill Development Mission. Some chosen private sectors (mainly twenty high growth sectors), will play an important part as the private arm of the Mission with an outlay of Rs 22,800 Crores. It was found that the training courses lacked focus on the changing job market. As a result it was found that the number of students is declining for long term vocational courses, mainly in ITIs. The training policy should be focused on the changing job market in order to attract young people. More autonomy needs to be provided to institutes and they should have market linked infrastructure. For publicly funded training, equity distribution is also a problem. But job creation must be done regionally, not centrally; otherwise it will create regional imbalances of trained manpower.

11. GoI (2009), National Policy on Skill Development, Ministry of Labor and Employment, Government of India, New Delhi, roads ahead to understand the NSQF as a useful tool among a range of policies, instruments and activities, rather than to see it as a stand-alone policy. Dialogue across sectors is only starting; all stakeholders still have a lot to learn from each other. An update of the National Policy on Skills Development is envisaged in order to voice a coordinated vision of TVET for the future (India-EU Skills Development Project, 2013).

12. Meeting of State Education Ministers on NVEQF 28th Jan, 2011 – Report from MHRD, stated that In India’s skill acquirement takes place through two basic structural streams – a small formal one and a large informal one. According to the report about 2.5 million vocational training seats are available in the India whereas 12.8 million persons enter the labour market each year.
Education, Skills and Vocational Training and Access to Rural Non-Farm Employment, The Indian Journal of Labour Economics, Vol. 51, No. 4, 2008, Richa Singh, has highlighted rural transformation as a growth booster taking along the lowest class of social hierarchy through increased employment generation in the non-agriculture sector and thereby reducing stress on agriculture. It is considered essential to reduce pressure of population on land and increase efficiency and income levels and thereby dipping rural poverty. Thus, even when the non-farm activity is a left over it is still helpful to the poor, for it works as a safety-net and prevents further inflection of poverty. The gradual conversion of rural employment observed in recent years is a positive development. However, a greater part of the rural human resources is still confined to informal employment or in petty trading as self-employed. Better paying, regular and secure employment in non-farm sector still remains subtle to a large section of rural workers. Individuality such as education, vocational training, age, gender, and land ownership/income along with social status of the worker play a key role in shaping the type of employment one is most

2.2 Impact of vocational education

1. Khilji, Kakar and Sabahat, (2012), Impact of vocational training and skill development on Economic growth in Pakistan, stated that Human Capital is an essential determinant of economic growth. It comprise of different factors like education, health, migration, vocational training, IT development. For the better development of economic growth of country, they were tried to found the impact of vocational training in the same for the period of 1980-2010. Results indicate that spending on education sector by the government helps in increasing the literacy rate and the stock on capital in country. The increasing literacy rate in turn improves the capital stock further. Literacy rate also improve the rate of vocational training in the country. Even though the importance of vocation training in recognized and a lot of improvement has been
observed in quality of education and vocation training, there is still a room for improvement.

2. Constantinos Tsamadias and Stefanos Chanis, (2012), Testing the role of screening with vocational skills, stated that whether post secondary initial vocational training acts as a filter in the private sector segment of the Greek labour market and The results suggest that no screening is evident in the case of male employees but the results can be change in case of female employees.

3. There is strong empirical evidence of the positive relationship between education or training and wages (Willis, 1986; Murphy & Welch, 1990). These empirical findings, as is often the case with empirical research, are not unchallenged. Two contrasting views have emerged in recent decades. Human capital theory argues that education and training directly augment individual productivity by enhancing the cognitive, behavioral and manual capacities of individuals thereby increase wages and earnings (Mincer, 1974; Becker, 1975). In contrast, according to the screening hypothesis, education and training are merely indicators of ability (Arrow, 1973; Spence, 1973; Stiglitz & Weiss, 1975).

4. Psacharopoulos (1979) reported that the wage differential associated with experience was higher in the distributive trades, which are assumed to be a competitive sector without «strong» screening, than in public administration, rejecting the hypothesis that «strong» screening might persist in non-competitive sectors. The «weak» screening hypothesis, alternately, concedes that while the primary role of education and training is to produce a signal, education may additionally augment inherent productivity. The «strong» screening hypothesis presumes that productivity is immutable and that education and training are used exclusively as a signal.

5. Becker and Mincer stated that education, vocational training and skill development have been considered main factor of human capital from
which life time earning and indirect positive benefits are found for an individual.

6. According to Booth and Snower professional training and skill development enable the human more productive and increase their earnings which help in expansion of the economy.

7. According to Amjad the skill development and vocational training impacts on national products and competitiveness. He conclude that educated and skilled labor force assists countries in transformation of the economy’s from the labor intensive to skill intensive.

8. Tripathi stated that, Training in general and skills development in particular, play a vital role in individual, organizational and overall national economic growth. Skill development can be defined as a process to acquiring and sharpening capabilities to perform various functions associated with their present and future roles. He also suggested that human capabilities can be improved through better education and training.

9. The research of Kurosaki and Khan in the context of rural Pakistan reveals that the wages and productivity in nonfarm activities rise with greater emphasis on higher education and training while the effects of primary education on crop productivity are positive. The trend of getting higher education in farm sector is small. The researcher’s emphasis on implementing a policy to give a priority to primary education so to raise the level of to individuals engaged in nonfarm sectors to keep the private returns.

10. Kazmi in his study pointed out that vocational training and skill development are the tools to improve the productivity of the labor force of any country. Both the vocational training and skill development are the most important factors of human capital development of the country. The study stated that the public expenditure on vocational education must be increased from its current level in order to improve the human capital in the country.
11. Anders Nilsson in his study stated that the vocational education and training are the most important factors for economic growth as well as social inclusion in the country. He concluded his study by pointing out the need of determining the period where the company based skill development training actually starts to affect the productivity and the long run economic and social growth.

12. Ninette Afi Pongo Bernard Effah, (2014), The Impact of TVET on Ghana’s Socio-Economic Development: A Case Study of ICCES TVET Skills Training in Two Regions of Ghana stated that, Integrated Community Centre for Employable Skills (ICCES) is an agency under the Ministry of Employment and Social Welfare with policy objective of filling the gap in employment generation by developing the young human resources in line with the poverty alleviation goal of the government of Ghana. The objective of the study is to find out that how the ICCES training programmes are achieving their purpose of increasing access of young person’s to skills acquisition and empowerment for productive employment. The results suggest that participants in the survey had all conferred that the programmes have being helpful to the communities in securing suitable employment that allows them to generate income within the social, family and financial constraints that they face in their communities and as such their social and economic status has being impacted positively.

13. Kusum Kaushik, (2014), Vocational Education in India, International Journal of Education and Information Studies. Volume 4, Number 1, pp. 55-58, Vocational Education is based on occupation and employment and it is the need of the hour for every country to have strong vocational education system. It can be defined as skilled based education. Vocational Education helps in Economic growth. The Indian education system recognizes the role of education and particularly Vocational Education.
2.3 Impact of Education in socio economic development

1. Globalization and an ageing population have brought about significant changes in the course of the last decade (Karmel and Maclean, 2007; Walker, 2009). There has been rapid progress in the areas of information and communication technology, financial markets, business strategies, management practices and the working practices of organizations. The resulting impact on global economic systems requires urgent and innovative responses in the field of technical and vocational education and training (VET) services, as the demand for skills is now higher than ever before (Hogstedt, et al., 2007; Maclean and Lai, 2011). The European Commission (2006) considers that equity and efficiency are critical factors in making this changing situation sustainable for all and is therefore developing these factors within the European Union’s long-term strategy, alongside competitiveness and social cohesion (Brown et al., 2001; Mosson and Fretwell, 2009). Education and training systems will serve as the ‘main instrument’ in addressing new circumstances, adapting to change and reaping the benefits of the changing global order (International Labour Organization, 2000).

2. In terms of European level measures, the National Qualifications Framework (NQF) is an instrument for the development and classification of qualifications according to a set of criteria for the achievement of certain levels of learning (Organization for Economic Cooperation and Development/OECD, 2007).

3. In 2009, the ILO published the results of the Quality Assurance Framework’s implementation, and concluded that the countries that receive positive responses from stakeholders are those that have adapted their existing educational system in order to make it more transparent, coherent and open to all learners (Raffe, 2009).

4. In 2010, the European Parliament renewed the framework for cooperation in the youth field for the period 2010–2018. This framework
aims to involve young people at the political level by means of a strategy known as the open method of co-ordination. It therefore works on the basis that all actors, from young people to experts and politicians, should be involved in the policy drafting process. The framework intends that young people in particular assist in drafting future policies relating to the youth sector.

5. According to the National Sample Survey (NSS) estimates, the literacy rate has increased by about 13.17 percentage points in a period of ten years, from 52.21 in 1991 to 65.4 per cent in 2001.

6. Education is an area of special focus in the XI Five Year Plan. The Eleventh Plan places the highest priority on education as a centered instrument for achieving rapid and inclusive growth. It presents a comprehensive strategy for strengthening the education sector covering all segments of the education pyramid. Expansion, Quality and inclusiveness are the main objective of the XI Plan.

7. Technical Education is instrumental in making the remarkable contribution to economic growth of the Developing Countries by way of suitable manpower production according to the needs of the Industry, Society and the Global World as a whole. To produce fully skilled manpower/knowledgeable technocrats in the present era of science and technology is the need of the hour. Polytechnic education has responded to the challenges of industrialization for self-reliance.

8. Technical Education covers courses and programmes in engineering, technology, management, architecture, town planning, pharmacy and applied arts & crafts, hotel management and catering technology. India’s general, technical and managerial capabilities are on par with the best of the world countries. While the youth population is fast shrinking with higher dependency ratios in the developed world, India is blessed with the population of about 70 percent below the age of 35 years. Youths are the most vibrant and dynamic segment as well as potentially most valuable human resource. However, despite phenomenal capabilities,
India is seriously handicapped with a very weak and narrow knowledge base, with 12.3% gross enrolment ratio, as compared to 21% in China, 54.6% in developed countries and the world average of 23.2%. There is need to convert the available huge human resource potential into a reality by expanding opportunities for youngsters and that took on a massive scale and in diverse fields such as science, technology, engineering, architecture, management etc. to reap the demographic dividends. This is possible only if we seriously undertake rapid reforms in the higher and technical education sector.

9. Keeping in mind that the education system should cater to the needs of the manpower requirement for the economic development of the country. Government of India has accorded high importance to vocational education and training. While elaborating on the essence and role of Education, the National Policy on Education (NPE), 1986 (as modified in 1992) has recognized that Education develops manpower for different levels of the economy. The NPE also envisages the introduction of systematic, well-planned and rigorously implemented programmes of vocational education, which can be rigorously implemented to enhance employability, reduce the mismatch between demand and supply of skilled manpower and to provide an alternative to those pursuing tertiary education, without particular interest or purpose. The policy envisages that efforts will be made to provide children at the higher secondary level with generic vocational courses which cut across several occupational fields and which are not occupation specific.

**Conclusion 2.4**

Reviewing all these literary facts construes the urge for envisaging a revolution of vocational education movements in order to ameliorate the talents and skills of individual dovetailed with industrial or market training ensuring instills amortization of human recourse. In the following chapter, the instrumented research methodology used is discussed.