

# A Study on the impact of it is-Basedvocational Training on Youth's Socioeconomic Conditions

Sumeet Gupta<sup>1\*</sup>, Dr. Manoj Kumar<sup>2</sup>

<sup>1</sup> Research Scholar, Department of Economics, YBN University, Ranchi, Jharkhand

<sup>2</sup> Associate Professor, Dean of Arts and Humanities.YBN University, Ranchi, Jharkhand

**Abstract - The elements that affect the supply and demand for skill education and the applications for those skills are taken into account when calculating vocational training measures. Availability of skilled labor and, in particular, the amount of time spent in procurement, are major topics in many research. Its true worth typically comes from the skilled labor and youth invested in utilizing it, since vocational training is still accessible in many regions to increase the expansion of skill education and training. Various policies on the development of vocational education and training, plan for policies on skill development, and apex bodies for vocation education and training. The economic benefits of vocational training for the study area's beneficiaries, the goal of technical and vocational education is to provide students with the knowledge and abilities they'll need to succeed in a variety of professional settings. Skills and vocational training may be effectively exploited in the economic growth of any area, state, or nation by utilizing the youth's strengths and their potential. An essential role in the social and economic transformation of young people is played by industrial training institutes and skill development through formal and informal training.**

**Keywords - Impact, IT IS, Vocational Training, Socioeconomic, Conditions, and Youth.**

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## INTRODUCTION

There are many different types of vocational education, training, and skill development (VETSD), and they all include general knowledge and academic skills as well as the acquisition of practical skills, perceptions and awareness that are relevant to various occupations in various sectors of the economy and society.<sup>1</sup> VETSD is further understood to be vocational education, training, and skill development (VETSD): -

- (a) way of preparing oneself for the world of work and successful involvement;
- (b) An important part of lifelong learning and civic engagement
- (c) A tool for encouraging ecologically sound and sustainable growth;

'Vocationalisation of Secondary Education' is the name given to a government-sponsored program that offers vocational courses in grades 11 and 12 in Indian schools. As part of the Vocationalization of Higher Secondary Education initiative, general education institutions implemented a Vocational Education Program in 1976-77. National Working Group on Vocationalization of Education examined the Vocational Education Program in the country and

produced criteria for its growth. Using its suggestions, it created the Centrally Sponsored Scheme (CSS) on Secondary Education Vocationalization, which was implemented in 1988. Individual employability, reducing the gap between demand and supply of trained people, as well as providing an option for individuals pursuing higher education without specific passion or purpose are its goals.

## Vocational Training and Skill Development

One of the most important factors in economic development is human capital. Education, health, migration, vocational training, and IT development all fall under this umbrella phrase. When it comes to the subject matter of this research, it is clear that vocational training and skill development are critical components. There are many different kinds of occupations that may be prepared through vocational education, including anything from trades to crafts to technicians and everything in between. The terms "career education" and "technical education" are sometimes used interchangeably. At the secondary, post-secondary, or higher levels of education, vocational education might interact with the apprenticeship system. Post-secondary institutions that provide this kind of education include community colleges, universities, institutes of technology, and polytechnic colleges.<sup>2</sup>

It is possible to understand the notion of Vocational Education, Training, and Skill Development (VETSD), as follows: (a) preparation for a variety of occupations; (b) lifelong learning; and (c) an instrument for supporting ecologically sound and sustainable development.

**Growth of ITIs in India**

More than 50 industrial training institutes (ITIs) were founded in 1950 to address the need for skilled workers to support industrial expansion in the country, and so the Craftsmen Training Scheme (CTS) was born. There were several private institutes of technical education (ITIs) in southern India in the 1980s that taught craftspeople who went on to work in Gulf nations. In 1980, there were 831 ITIs, and in 1987, there were 1,887 Training Institutes. Government and private ITIs have grown rapidly over the previous two decades, and in the last five years, they have grown at a pace of 15% per year on average. There was a total of 13,350 Industrial Training Institutes (ITIs) in India as of December 2016, with a total enrollment of 28,47,500 students in 2,150 public ITIs and 11,200 private ITIs. That which increases an individual's abilities and knowledge and his or her productivity, efficiency in the home and field job is called human capital development.<sup>3</sup>to put it another way, the vocational education is a way to learn and master new concepts and skills.



**Figure 1: Growth of industrial training institutes (ITIs)**

India is transforming into a knowledge-based economy, which necessitates an increase in the number of Industrial Training Institutes (ITIs). In order to achieve quick economic development, job creation, and high national productivity, a more highly trained labor force is unquestionably required. In order to increase a country's socioeconomic potential, vocational education and training is advised as a significant and effective tool. Vocational education and training have received increased attention since India's post-Liberalism, Privatization, and Globalization (LPG) (1991) period began, and the government of India now views it as a top priority. Furthermore, India has the world's largest population in the 15–59-year-old working age bracket, making it an ideal location for providing education and training in these fields. It is

imperative that this age group gets enough and effective training in order to increase productivity.

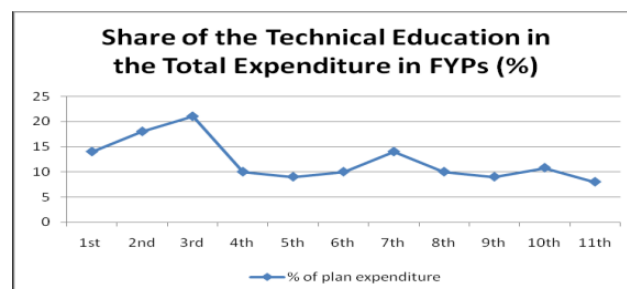
**Vocational Education in National Five-Year Plans**

In the Eighth Five Year Plan, vocational education was recognized as a key issue. However, the policy framework established by NPE was kept in the amended policy formulations. Ten percent of high school pupils in 1995 and twenty-five percent in 2000 were changed as the goal coverage for the new plan. Focused on decreasing inequalities, reinvigorating curriculum with an emphasis on vocationalization and employment-oriented courses, expanding the open learning system, reorganizing teacher training and increasing the use of ICT.

The Tenth Five-Year Plan focuses on vocational education and training as a major priority. The importance of vocational training cannot be overstated in the quest to maintain a balance between the supply and demand of specialized labor. The Vocational Education Mission has received an additional budget of Rs 650 crores in the Tenth Plan. In 2000, the Planning Commission formed a special Working Group on Vocational Education to address the rising issue of unemployment. A "National Vocational Education Qualifications Framework" is also being developed by the Indian government at the national level. Central Advisory Board of Education (CABE) put up an intermenstrual panel to draught recommendations for such a National Framework as part of its Eleventh Plan Policy. There will be a single national qualification system for schools, vocational training centers, and post-secondary institutions. To create the NVEQF, industry-led sector skills councils will use nationally recognized occupational standards to compile a comprehensive list of the knowledge, skills, and attitudes necessary for a job's many tasks. This list will serve as the foundation for the new framework.

**Plan wise expenditure on vocational education in India**

There has been a decrease in the share of technical education in the total expenditure from third five year planning that was 1.5 percent to 0.3 percent in sixth plan, later it was regained as shown in the following figure below:-



## Figure 2: Share of technical education in the total expenditure

The entire contribution of technical education varied at the Central and State level from 1971-74. It was observed that while the states take on an abundant load of technical education expenditure, they assign only around 3 percent of the whole educational expenditure on this layer.<sup>4</sup> Thereby representing a low priority to technical education in the state funds. The Union Government's distribution to various sections of education presented that the spending on technical education which was about twenty nine percent during 1971-72 had deteriorated and was about 18 percent of the full amount spent on education in the year of 1993-94. The priorities set for resource allocation appeared not so satisfactory to technical education, since the overall distribution to the education improved by fourteen percent per annum, while that to the technical education disclosed the evolution speed of only thirteen percent per year. Similar had been the case from 2004-05 to till 2007-08. The financial share for technical education acknowledged an improvement at this time and it increased from Rs.1595.0 crore during 2004-05 to 16,000 during the year of 2005-06 and Rs.1718.0 in 2006-07 and consequently Rs.3870.0 by 2007-08. The growth rate was quite high at 125.3 from 2006-07 to 2007-08 but from the period of 2004-05 to 2007-08 it was only 7.7

## PRESENT SCENARIO OF VOCATIONAL FACULTY TRAINING & DEVELOPMENT

For now, there is no government regulation on the credentials of vocational faculty. The World Bank's 2006 report indicates that inadequate curriculum quality is a serious problem for business. The caliber of lecturers in vocational institutions and ITI/ITCs has a significant impact on this element. Teachers are found to be lacking in understanding of the pedagogy of vocational education and training. The traditional teaching methodology is often used to teach vocational or skill-based courses by many of them. Teachers are also unable to offer technology-based learning due to a lack of ICT understanding. Many vocational teachers, especially those from rural and semi-urban universities, lack soft skills. As a result, students aren't learning anything. As a result, the current vocational teachers' assessments are not meant to evaluate the skills that pupil's acquire.<sup>5</sup> Furthermore, vocational colleges and ITI/ITCs lack significant industry connections, cooperation, research, and ongoing training. As a result, vocational teachers are not exposed to the most up-to-date machinery, equipment, skills, and teaching methods. In vocational colleges and ITI/ITCs, research is also absent from academics. For the most part, vocational schools do not participate in research initiatives that are funded by industry. Teaching-learning, curriculum and students' quality are all affected by this, which has an impact on vocational colleges, ITI/ITCs.

## LITERATURE REVIEW

**Saurav Kumar (2021)**<sup>6</sup>Youth, higher education, and employment in the state of Jharkhand are the focus of this research article. It examines the effect that higher education has on the region's workforce. Nilamber-Pitamber Institution, a state university in Medininagar, Jharkhand, serves as the case study. During the months of June and July, 360 students from various colleges of the university completed a Google form questionnaire. Very low, low, medium, and high were all included in a questionnaire on the quality of higher education. More over half of the students surveyed in the original poll said that the quality of education was poor, while just 4% said it was excellent. This research demonstrates that the quality of education in the state is very low, which has a significant impact on the state's young and their job position in the state. In addition, the main poll indicated that 73.89% of students are interested in government careers, and they've been prepared for it for a long time.

**Kumar, R. (2019)**<sup>7</sup>as a result, India is now in the midst of a population shift known as "demographic dividend." As a result, authorities now have the task of ensuring that there are enough job openings to accommodate the rapidly expanding labor force. India has a lot of work to do when it comes to improving the quality of its workforce. Data from the National Sample Survey Office (NSSO) is used in this study to investigate the characteristics that influence the involvement of individuals in vocational training. Our research also looks at the overall and sectoral effects of occupational training on salaries. We will use logit and multi-nominal logit models to answer the first question about the variables that influence participation in vocational training programs. Individual and family characteristics, as well as social and economic indicators, will serve as the primary explanatory factors. A multiple regression model will be used to examine the impact of formal vocational training on salaries.

**McGill (2019)**<sup>8</sup>to find out whether there were any gaps between industry demands on job profiles and the post-secondary education accessible in the United States for a Game Developer profession, the researchers conducted quantitative research. In order to have a better understanding of what employers are looking for in a new crop of Game Developers, the researcher spoke with hiring managers and game developers themselves. The surveys were sent to recruiting managers and other workers. It was decided to conduct a second study of colleges and universities that offered a Game Developer degree or course. The data gathered from both respondents was analyzed to see whether there was a discrepancy in the expectations of the respondents.

**Roy (2016)**<sup>9</sup>remarked that "the education system in India has been quite unsuccessful in developing the employable generation". As previously said, the country's growth is being hampered by a growing level of unemployment. On the other hand, in Korea, 95% of the labor force is highly skilled; in China,

40%; and in India, 2%. This is mostly due to a lack of technical knowledge in the conventional school system. The study, therefore, concluded that vocational training and education (VET) will help India's workers enhance their abilities. The research also found that the VET has to be implemented effectively if it is given sufficient assistance, counseling, training, and guidance to young people. If the VET is effectively implemented in India, it is feasible that India might also provide the Skill demands of other nations. The youthful Indian workforce may be improved via skill-based learning. It is possible to find people like these who can meet human resource needs in India and other nations.

**Munishi (2016)<sup>10</sup>** technical graduates lacked the necessary employability skills. The lack of marketable skills among graduates of Tanzania's Vocational Education and Training (TVET) programs was examined in this article, and techniques for developing "specialized graduates" who are more responsive to the labor market were proposed. Historical Dialectical Materialism was utilized in the research. The goal of the research was to figure out why so few technical school grads had marketable skills, and to come up with a solution. Additionally, in-depth interviews with important stakeholders were done using secondary data. Incompetent instructors and poor facilities at the basic and secondary levels are to blame for the lack of skills and talents among technical graduates, according to him.

**Kapur (2014)<sup>11</sup>**the notion of skill development was studied in India, where it was found to be underdeveloped. India's greatest problem now is to provide new job opportunities for its young, according to the report. Training and educating the kids was the answer to both of these issues. Employment preparedness was the most important factor. The most important factor in boosting productivity was the use of highly-trained workers. A fresh drive for the manufacturing sector to improve its contribution to GDP will lead to the creation of the most jobs in the next few years. Because of this, there may be vacancies in the service industry as well. With so many changes taking place, most of the job opportunities will be in the official labor market. There will be a specialized workforce in the formal workforce.

**Chithra (2013)<sup>12</sup>**analyzed students' and employers' perceptions of their employability abilities. Two questionnaires were used in an exploratory investigation. A sample of entry-level engineers working at high-ranking engineering schools was used. The research found that students' and employers' perceptions of a student's skill set are vastly different. The student is unable to get a job because of a mismatch between the curriculum and the needs of the sector.

**Ajit and Deshmukh (2013)<sup>13</sup>**researchers in Chhattisgarh looked into characteristics that affect engineering students' capacity to find work after

graduation. 75 engineers from a variety of businesses were randomly selected for this study. Priority was given to engineers with at least five years of experience. The data was collected using an "Employability Questionnaire" with five primary factors including Domain Knowledge, Empathy, Communication Skills, Motivation, and Managerial Ability. Employability has a positive correlation with four of the five criteria measured, except for motivation, which has a negative correlation. In terms of employability, the "Motivation" element made absolutely no difference.

**Kakade, Suryvanshi and Hindurao (2012)<sup>14</sup>**their study on higher education via learn and earn focused on students' perceptions of it. According to this article, students are responsible for the university's operating costs since they pay for their own education. The student in these programs contributes more to the institution than he gets in benefits. Two of Maharashtra's most prestigious universities have implemented the "Learn and Earn" model. According to the findings of the research, the program aided in increasing educational equity, there was a favorable influence on students, society and companies with this program. The benefit-to-cost ratio was likewise good in this investigation. According to their findings, both institutions' academic programs need a significant overhaul in order to better serve their respective student bodies.

**Padmini. (2012)<sup>15</sup>**argue that as the need for education rises, educational institutions should be tailored to meet the country's desire for highly trained workers. Growth in the nation is mostly due to well-executed policies. The study's primary goal was to determine the training needs of recent college graduates and the development of value via the delivery method, curriculum design, assessment procedure, and feedback. According to the findings of the research, the phrase "employability skills" has undergone a definition shift. Previously, it exclusively referred to talents that were directly related to a certain profession; however, it encompasses any knowledge or abilities that may be applied to a variety of work settings. To prevent a scarcity of skilled workers in a nation with a growing population, the authors of the article argue that India's educational system has to be reformed and modernized.

## OBJECTIVES OF THE STUDY

- To examine the government policy of vocational training and skill development in India and in Jamshedpur District.
- To ascertain the social impact of vocational training on the beneficiary's households of the Jamshedpur District.
- To investigate the economic impact of vocational training on beneficiaries in the study area.

RESEARCH METHODOLOGY

Primary and secondary sources were used to gather data for this research, which is titled, "A Study on the Impact of ITIS-based Vocational Training on Youth's Socioeconomic Conditions." The secondary data has been sourced from the Ministry of Labor, the Ministry of Skill Development, books, journals, and numerous official papers and websites. The national youth policy defines youth as people between the ages of 15 and 29. According to the 12th five-year plan Vol. II, the 2011 census recorded 563 million young people between the ages of 10 and 35. A person must have completed 14 years of schooling in order to be eligible for vocational training. As a result of this, in the current research, the term "youth" has been defined as a person who has completed training between the ages of 15 and 35. Those who have received formal training from Industrial Training Institutes are referred to as beneficiaries/semiskilled, whereas those who have received informal training outside of the Institutes are referred to as unskilled non-beneficiaries in this research.

Selection of area

Purposefully, the research will focus on three districts in Jamshedpur. Most of the semi-skilled industrial training institution personnel have been living in these blocks for some time. Because ITIs have yet to be formed in these newly created administrative blocks, the decision was made not to choose them.

There are six kinds of trades that have been chosen for this research since the bulk of the trainees have already completed training in these crafts. Computer operator and programming assistant (COPA) In order to achieve the study's goals, a total of 360 beneficiaries and non-beneficiaries were recruited. There were many people of these villages who received training, and a list of trainees who received instruction in various trades between 2008 and 2012 has been obtained from the Jamshedpur District Industrial Training Institutes.

Analysis of the data

In order to achieve the study's goals, the data was gathered and analyzed using basic statistical methods including the percentage method, T-test, and X2 - tests.

Results

Enhancing societal and economic capacities and competences via skill development is critical to the continuation of a long-term process of economic and social growth. Human capital is the most important resource for every country. They have gained new skills, talents, and competences after receiving training from the Industrial Training Institute of Jamshedpur district.

DEMOGRAPHIC PROFILE OF THE

BENEFICIARIES AND NON-BENEFICIARIES

Table 1: Demographic Profile of the Beneficiaries and Non-Beneficiaries

Age group	Level of education standard	Beneficiaries									Grand Total
		Jamshedpur			Bistupur			Adityapur			
		Male	Female	Total	Male	Female	Total	Male	Female	Total	
14-18	Up to 8 <sup>th</sup>	4 (6.66)	2 (3.33)	6(10)	5 (8.33)	4 (6.66)	9(15)	8 (13.33)	3 (5)	11(18.33)	26(14.45)
18-22	8 to 10 <sup>th</sup>	7 (11.66)	7 (11.66)	14 (20)	6(10)	5 (8.33)	11(18.33)	10(16.66)	6(10)	16(26.66)	41(22.78)
22-26	10to 12 <sup>th</sup>	6(10)	9(15)	15(23.33)	9(15)	6(10)	15 (25)	8 (13.33)	5 (8.33)	13(21.66)	43(23.89)
26-30	Graduate	9(15)	5 (8.33)	14 (20)	8 (13.33)	5 (8.33)	13(21.66)	6(10)	3 (5)	9(15)	36 (20)
30-35	Others	7 (11.66)	4 (6.66)	11(16.66)	6(10)	6(10)	12 (20)	5 (8.33)	6(10)	11(18.33)	34(18.88)
Total		33(55)	27 (45)	60 (100)	34(56.66)	26(43.33)	60 (100)	37(61.66)	23(38.33)	60 (100)	180(100)

Non-Beneficiaries											
14-18	Up to 8 <sup>th</sup>	4 (6.66)	1(1.66)	5 (8.33)	7 (11.66)	1 (1.66)	8 (13.33)	7 (11.66)	8 (13.33)	15(26.66)	21(11.67)
18-22	8 to 10 <sup>th</sup>	8 (13.33)	6(10)	14(23.33)	11(18.33)	2 (3.33)	13(21.66)	10(16.66)	4 (6.66)	14(23.33)	41(22.78)
22-26	10to 12 <sup>th</sup>	9(15)	5 (8.33)	14(23.33)	14(23.33)	2 (3.33)	16(26.66)	11(18.33)	2 (3.33)	13(21.66)	43(23.89)
26-30	Graduate	11(18.33)	4 (6.66)	15 (25)	12(20)	1 (1.66)	13(21.66)	15 (25)	2 (3.33)	17(28.33)	45 (25)
30-35	Others	9(15)	3 (5)	12 (20)	9(15)	1 (1.66)	10(16.66)	8 (13.33)	8 (13.33)	16(26.66)	30(16.67)
Total		41(68.33)	19(31.66)	60 (100)	53(88.33)	7 (11.66)	60 (100)	51 (85)	9(15)	60 (100)	180 (100)

It is shown in Table 2 that there were 180 beneficiaries and 180 non-benefit recipients. Of the 180 recipients, 14.45%, 22.78%, and 23.89% were 14-18 years old, 18-22 years old, and 22-26 years old, respectively, while 20% and 18.88% were 26-30 years old and 30-35 years old, respectively. For the purposes of this research, young people aged 18 to 26 who had completed formal training at an Industrial Training Institute (i.e., 23,89+22,78 percent) were considered to be 46.67 percent (i.e., 23,89+22,78 percent). In addition to a B.Ed. or a professional course, 18.88 percent of the recipients possessed other degrees, such as an M.Ed. or an MBA. Five fifths, 56.66 percent and 61.66 percent of total beneficiaries in Jamshedpur, Bistupur, and Adityapur blocks were men with differing levels of qualification, whereas 45 percent, 43.33 percent, and 38.33 percent of total beneficiaries were women.

Male beneficiaries were more prevalent than female beneficiaries in all three districts of the city of Jamshedpur, indicating that awareness about skill development and capacity building is increasing, but more needs to be done to attract females in different trades for self-employment opportunities through vocational training.

In other words, in Jamshedpur and Bistupur blocks, 23.33 percent and 25 percent of beneficiaries were between the ages of 22 and 26; in Adityapur, 26.66 percent were between the ages of 18 and 22. More over half of the female beneficiaries were located in Jamshedpur, followed by Bistupur and Adityapur

blocks, respectively. Comparing Adityapur block to Jamshedpur and Bistupur blocks, the percentage of male beneficiaries was greater in Adityapur (61.66%). There was an increase in formal occupational training for those enrolled in the study between the ages of 18-22 and 22-26 in all three blocks due of increased awareness and unemployment.

Many non-benefit recipients in Adityapur block (25 percent) were under 30 years of age and had obtained informal vocational training due to the high need for construction workers. As a result of parents' lack of knowledge and misconceptions about education and training, the sex ratio among non-beneficiaries is significantly lower in Bistupur and Adityapur blocks than in Jamshedpur.

As a result, beneficiaries with college degrees were more likely to be between the ages of 18 and 26 than non-beneficiaries aged 26 to 30.

### YEAR OF TRAINING OF THE RESPONDENTS

Table 2: Year of Training of the Respondents

Year of training	Formal Vocational Training of Beneficiaries			
	Jamshedpur	Bistupur	Adityapur	Grand Total
2007-08	3 (5)	4(6.66)	2(3.33)	9 (5)
2008-09	8(13.33)	5(8.33)	6(10)	19 (10.55)
2009-10	12(20)	13 (21.66)	10 (16.66)	35 (19.44)
2010-11	13 (21.66)	14 (23.33)	16 (26.66)	43 (23.88)
2011-12	15(25)	17 (28.33)	18(30)	50 (27.77)
2012-13	9(15)	7(11.66)	8(13.33)	24 (13.33)
Total	60(100)	60(100)	60(100)	180(100)

Informal Vocational Training of Non-Beneficiaries				
2007-08	10 (16.67)	8(13.34)	9(15)	27(15)
2008-09	11 (18.34)	13 (21.67)	12(20)	36(20)
2009-10	14 (23.34)	12(20)	15(25)	41 (22.78)
2010-11	13 (21.67)	15(25)	11 (18.34)	39 (21.67)
2011-12	7(11.67)	8(13.34)	6(10)	21 (11.67)
2012-13	5(8.34)	4(6.67)	7(11.67)	16(8.89)
Total	60(100)	60(100)	60(100)	180(100)

Table 2 reflects that all the beneficiaries have attained formal training from Industrial Training Institute of Jamshedpur district during the period of 2007-08 till 2012-13 and the non-beneficiaries have also attained informal training while learning and earning during the period of 2007-08 till 2012-13 in different types of trades according to their preferences. The reason for taking such beneficiaries and non-beneficiaries since 2007-08 till 2012-13 is that after attaining skill development some time is required to get some casual, temporary, permanent work opportunities and for setting up their own enterprises.

Sofar as the trend of acquiring training is concerned it has been increasing continuously since 2007-08, but it has shown a decline in the year of 2012-13 because of the attraction of youth for rendering their services in local market as stated by them. Similarly in case of

informal training it has been rising from 2007-08 till 2009-10, but afterwards it has shown a decline which implies that after 2009-10 non-beneficiaries are switching from formal skill training to directly providing their services in shops because of expansion of market in the area under study.

### NATURE OF EMPLOYMENT OF THE BENEFICIARIES

Table 3: Applied T-Test, Paired Sample

Nature of employment	Mean	S.Deviation	S.Error Mean	T	df	Sig.(2-tailed)
Regular employment	-6.667	2.309	1.333	-5	2	0.038
Government employment	-5	1	0.577	-8.66	2	0.013
Self-employed	-26	3.606	2.082	-12.49	2	0.006
Casual employment	-3.333	2.309	1.333	-2.5	2	0.13
Unemployed	27.667	22.279	12.863	2.151	2	0.164

The P(Critical value soft) is less than 0.05 (Alpha) in case of Regular, government and self-employment. Therefore,  $P < 0.05$  (alpha), the null hypothesis has been rejected in case of the Regular, Government and Self-employment. Hence vocational training has made a statistically significant difference in the above stated nature of employment among the respondents. On the other hand, the value of P is greater than alpha (0.05) in case of casual employment & unemployment, as such null hypothesis is accepted. Hence, the vocational training has not any made statistically significant difference in case of casual employed and unemployment.

### CONCLUSION

As a result, formal and informal vocational education and training have improved the living and working circumstances of the vast majority of those surveyed, as well as their access to public services and facilities, their earnings, their job security, and their ability to do their jobs safely. The most popular trades among both beneficiaries and non-beneficiaries were Electrician, Welder, Cutting & Sewing, and Plumber. The job market has become more competitive, and the work environment has become more pleasant. Increased job options for the nation's rapidly aging workforce are dependent on a well-educated and well-trained workforce. Economic growth in this neighborhood has been greatly facilitated by this program, which has created work possibilities for everyone from the poorest and most vulnerable to the most affluent and well-off.

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### Corresponding Author

**Sumeet Gupta\***

Research Scholar, Department of Economics, YBN University, Ranchi, Jharkhand