

Case Study of the Status of Education and Skill Training in Tanhril Vengthar, Mizoram, India

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ABSTRACT

Human resource development plays an important role in economic development. Effective use of physical capital itself depends on human resources. Modern economists in recent decades have pointed out that many Third World countries have remained underdeveloped on account of underdevelopment of human resources. Studies have shown that education and skill training results in human resource development. The study is exploratory in nature. The main objective of the study is to find the level of education and skill development training in the study area. The study found that level of education was very low and those engaged in skill training was negligible in the study area. The drop-out rates were very high at the High school level and majority did not pursue Higher education. Majority of the drop-outs were engaged in unskilled part time jobs. This is of serious concern. Thus, there is a grave need to address the issue.

KEY WORDS: *Human Resource Development, Education, Skill Training*

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I. INTRODUCTION

Human resource development plays an important role in economic development. Effective use of physical capital itself depends on human resources. Modern economists in recent decades have pointed out that many Third World countries have remained underdeveloped on account of underdevelopment of human resources. Education and skill training have a positive multiplier effect on the economy.

The proportion of public expenditure on education to Gross Domestic Product, (GDP) in India had stagnated for three decades since early 1950s. The proportion of public expenditure on education to GDP started increasing around the mid-1980s and there has also been some improvement in the share of elementary education, together with some reduction of inter-State disparities. However, even now public expenditure on education in India is most inadequate. It was only 3.1 per cent of GDP in 2015-16 (much less than the goal of 6 per cent of GDP).

The Indian higher education system, which includes Technical Education, is one of the largest in the world, just after United States and China. Higher education is the most powerful tool to build a knowledge-based society for the future. While at the time of Independence, there were only 20 universities and 500 colleges with 0.1 million students, their number increased to 799 universities and university level institutions and 39,071 colleges in 2015-16.

In addition to setting up new institutions in the field of higher and technical education during the period of planning, many other initiatives have also been undertaken in this field. These include the upgradation of State engineering institutions, expansion of research fellowships and provision of hostels for girls, reservation for Scheduled Castes, Scheduled Tribes and Other Backward Class, focus on backward, hilly and remote locations including the NorthEast, facilitating greater participation of students belonging to minorities, girls and persons with disabilities, scholarships, provision of educational loans with interest free subsidies, setting up of polytechnics in unserved areas, and degree colleges in low GER (Gross Enrolment Ratio) districts. It is undoubtedly true that because of all these initiatives, the enrolment of students in institutions of higher education has increased considerably over the years. However, the lower penetration into higher levels of education leads to higher dropouts, especially among the secondary and upper primary students, consequently to accumulation of less educated and less skilled job seekers at the bottom of the pyramid. The percentage educated also falls progressively with higher levels of education. (Puri&Mishra,2018)

II. NEED FOR THE STUDY

India has unique demographic advantage with more than 60% of the populations in young age group. But in order to get dividend from such large work force, employability has to be improved. The level of education and skill training of the workforce will determine how the economy performed.

III. OBJECTIVE OF THE STUDY

The main objective of the study is to find the level of education and skill development in the study area.

IV. METHODOLOGY

The study is exploratory in nature. Primary data was primarily used for the study. Structured interview schedule was employed to collect the primary data. The study area comprises of about 250 households, 105 households were covered for the study, i.e. 40% of households.

V. MAIN FINDINGS OF THE STUDY

Demographic Profile:

In the study area, 77.1% were male headed households and 22.9% were female headed households

Figure 1: Size of family

Size of family	No. of respondents	No. of respondents in Percentage
1-3members	13	12.4
4-6members	65	61.9
7or more members	27	25.7
Total	105	100.0

Source: Primary data

The family size for majority of the households were 4 to 6 members (61.9%), more than 6 members for 25.7% and 1 to 3 members for 12.4% of the households. 51.4% of the households have 3 to 4 children, 26.7% have 1 to 2 children and 21.9% have more than 4 children.

Figure 2: Occupation of households

Occupation	No. of respondents	No. of respondents in Percentage
Daily wage earner	48	45.7
Driver	17	16.2
Business	19	18.1
Private Employee	5	4.8
Govt. Employee	16	15.2
Total	105	100.0

Source: Primary Data

Majority of the households were daily wage earners (45.7%), 18.1% were businessman, 16.2% were Private Drivers, 15.2% were government employees and 4.8% were engaged in private firms.

Level of Education

To study the level of education, the enrolment in schools, higher secondary schools and colleges were taken.

Figure 3: School enrolment status

Children's enrollment in schools	No. of households	No. of households in Percentage
Yes	79	76.2
No	25	23.8
Total	104	100.0

Source: Primary Data

Out of 105 households, 104 households have children who are of school going age. Out of which, 76.2% of all school going age were enrolled.

Enrollment in higher secondary school

Figure 4: Enrollment in higher secondary school

Enrollment in hr. sec. School	No. of households	of No. of household in Percentage
Yes	20	41.7
No	28	58.3
Total	48	100.0

Source: Primary Data

Out of the 105 households, only 48 households have children who are of higher secondary going age. Out of which only 41.7% of children were enrolled in the higher secondary school.

Enrollment in college

Figure 5: Enrollment in college

Enrollment in colleges	Number of households	of Number of households in Percentage
Yes	18	27.7
No	47	72.3
Total	65	100.0

Source: Primary data

Out of 105 households, 65 households have children who were college going age. Out of which 27.7% were enrolled in colleges

Expenditure on education

64.8% availed ST scholarship. 36% of those in schools did not pay tuition fees and all those enrolled in college also did not pay tuition fees. 36% of those in schools received Mid-day meals. 50% of those in schools spent Rs.2000 to Rs.3000 for books,30% spent less than Rs.2000 and 20% spent more than Rs.3000 on books.60% of those in schools spent more than Rs.3500 on uniforms,30.5% spent Rs.1500 to Rs.3500 and 9.5% spent less than Rs.1500 on uniforms. 61% goes to school by foot,26% use public transport and 13% use private vehicle. 45.7% of those in college spent Rs.1000 to Rs.2000 on books,37.8% spent less than Rs.1000 and 16.5% spent more than Rs.3000.65.3% goes to college using public transport,30.4% use private vehicle and 4.3% by foot.

Drop Out status

Figure 6: Drop out status

Drop out status	Number in percentage
Middle School	5.4
High School	43.3
HrSec School	37.8
College	13.5
Total	100

Source: Primary data

The percentage of drop outs at the middle school level was 5.4%, 43.3% at high school level,37.8% at Higher secondary school level and 13.5% at college level.

Reason for dropping out

Figure 7: Reason for dropping out

Reason for drop out	No. in percentage
Not Interested	43.3
Money Problem	37.8
Health	8.1
Secure jobs	10.8
Total	105

Source: Primary data

The main reason for dropping out for 43.3% was because they were not interested in further studies, 37.8% dropped out because of money hardship, for 8.1% it was because of health reasons and 10.8% dropped out because they secure stable jobs.

Out of the drop outs,75% were engaged in unskilled part time jobs,14.2% were not engaged in any activities and 10.8% were engaged in stable jobs.

Skill training

3.8 % were undergoing VFA training and 1.9% were attending coaching classes .Majority of them did not have any sort of skill training. Awareness of skill training offered by the government is very low and even more so is the desire to undergo such trainings.

VI. RECOMMENDATIONS

In light of the above findings, the following recommendations are offered

- Introduction of skill development programme in school curriculum.
- Carrying out proper mentoring and Career guidance in schools and colleges.
- Emphasis should be made on vocational and job oriented education
- Although the Government have introduced many Skill Development schemes, awareness and actual utilization of such schemes have been meagre in the study area.

Promotion of awareness plus motivation to undergo such schemes is essential, local bodies may take initiatives for effective utilization of these programmes.

VII. CONCLUSION

The study shows that human resource development through education and skill training is highly insufficient in the study area. Higher education, technical training and continuous development of skills leads to increase in productivity of labour force. With today's fast changing technology and its rapid obsolescence rate, technical education and skills development are indispensable. The employability and productivity of the labour force depends on education and skill development which is the need of the hour to promote economic growth.

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