

“A Role of Vocational Education and Training in the Youth Employability of Under Graduates of Kalyan Taluka”

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Abstract:

Youth transition from college to work is a major challenge nowadays so Investment in skills is needed for today's generation as the pressure of unemployment, especially high youth underemployment and unemployment is growing. Vocational education and training in the scope of strategies for economic competitiveness is designed to enable participants to develop practical skills and understanding needed to find employment in a particular occupation. The paper will analyse the role of vocational education and training in the employability of under graduate students of Kalyan Taluka as Globalization has benefited increasing competition and the issues of unemployment.

Keywords: Employment, Skills, Education, Youth, Students

Introduction:

The Role of Vocational education and Training emerges as a Critical Component in bridging the Gap between Education and Employment. Despite the pursuit of traditional academic degrees, many undergraduates find themselves ill-prepared to meet the evolving demands of the job market. Vocational education and training offer a unique approach to learning, emphasizing hands-on experience, practical skills development, and industry-relevant knowledge.

Vocational education and training plays an important role in enhancing the employability of kalyan taluka as there are few main factors which can contribute towards VET. The first is skill development which is necessary to have for focusing on practical skills that are directly applicable to work place and this can equip under graduates with necessary competencies which are demanded by national and local industries by increasing employability. Another is industry alignment i.e by collaborating with local and national industries to design overall curriculum of VET for meeting needs of the employers and for making them more attractive towards the latter for considering them for jobs.

Additionally VET institutions are also providing jobs placement to the students and they are helping students to connect with employers. This will be valuable for students who are lacking in professional networks and connections for navigating jobs in market. Furthermore VET programs not only nurture students for traditional employment but also entrepreneurship skills which can empower students to start their own ventures contributing to economic growth and employment generation. Vocational education can be tailored to fill specific gaps of students so that they can master in that field and it can also be focused on sectors with great demand such agriculture, tourism, transportation, manufacturing as well. Flexible learning is much more useful for under graduates as with full time courses, the students can do VET Online and Offline courses. VET makes it more accessible and adaptable to Individual circumstances. Continuous upskilling and reskilling are essential in an rapidly changing economy. It can also instill different mindset early in one's career of students.

Review of Literature:

Katherine(2019) in her research paper has explored the concept of Vocational education and training (VET) and the reform is increasingly common, but there is more evidence on designing VET reforms than implementing them. It searches the existing literature on VET reform implementation for key determinants, trends, and gaps using a determinant framework. We find that, like other implementation domains, resource- and stakeholder-related determinants are very important. For VET specifically stakeholders include employment-system actors and the relationships among actors are key. The major determinants are more like necessary than sufficient conditions, and mainly operation in conjunction with others. Europe is more represented than other continents. The findings in the literature are consistent over time, type, continent, and development status, but it is not clear if that is due to consensus or stagnation.

Simon McGrath and Shoko Yamada (2023) in his research paper argues special issue on Vocational Education and training and development that reflected the sense of being at a potential turning point for policy, practice and research in this area as UNESCO convened the Third International Conference on Technical and Vocational Education and Training. A decade on, we reflect on the way that the research literature has evolved in this period, suggesting a two-fold typology of literature that seeks to explore the VET-development relationship. First, we note that the vast majority of research published on VET in developing countries is practice-focused, concerned with improving classrooms, curricula and colleges, largely in the public sector. Whilst it considers VET in development contexts, it is typically not concerned with questions about the relationship between VET and development. Second, there is a well-established literature that provides an economic analysis of skills development in the Global South. As, it has been explained in the paper, this has two main strands: one from the supply and the other from the demand side. The former focuses on the cost-efficiency of the VET system, while the latter pays attention to the labour market demands for skills and education.

Hypothesis:

Ho: There is no significant relationship between participation in Vocational education and training with employability of Undergraduates of Kalyan Taluka.

H1: There is positive relationship between participation in vocational education and training with employability of Undergraduates of Kalyan Taluka.

Objectives:

- 1) To assess the current employability landscape.
- 2) To evaluate the effectiveness of vocational education and training.
- 3) To analyse the impact of Skill acquisition among employable students.
- 4) To explore the perceptions and attitudes of employed students for VET.
- 5) To explore factors such as awareness, interest and motivation.

Research Methodology:

The present study evaluates the Role of Vocational Education and Training in the Youth Employability of Under Graduates of Kalyan Taluka. As the concept has been in practise for a long period. It was difficult to get the list of past beneficiaries for finding out the effectiveness of VET. Hence we considered the list of Present Beneficiaries of Kalyan Taluka only. In order to make the Sample both representative and manageable a Total of 77 Male and Female students were selected and the details were collected through the Questionnaire and secondary data was also collected from books, journals and websites however the secondary data are not much relied upon. The data collected through primary as well as from secondary sources were processed through simple statistical tool i.e Chi Square Test.

Data Analysis and Interpretation:

The data was collected from 77 undergraduate college students. The survey link of a questionnaire was uploaded on various social platforms and students were requested to fill in all necessary information. The survey link was kept open for a week for collecting proper responses from students. The results obtained are as follows:

	Employed undergraduates	Unemployed undergraduates	total
Received Vocation training	30	12	42
Did not received vocational training	10	25	35
Total	40	37	77

As from the above table of

responses collected, the highest number of employed under graduate students responded that they received vocational training and with this it can be said that Most of the students either have agreed upon the view that vocational education and training is necessary for getting better employment opportunities.

	Employed	Unemployed
Received Vocation training	21.818	20.182
Did not received vocational training	18.182	16.818

Expected Frequencies: Expected Value = $\frac{\text{Row total} \times \text{Column total}}{\text{Grand Total}}$

	Employed	Unemployed
Did not received vocational training	3.068	3.317
Did not received vocational training	3.682	3.98

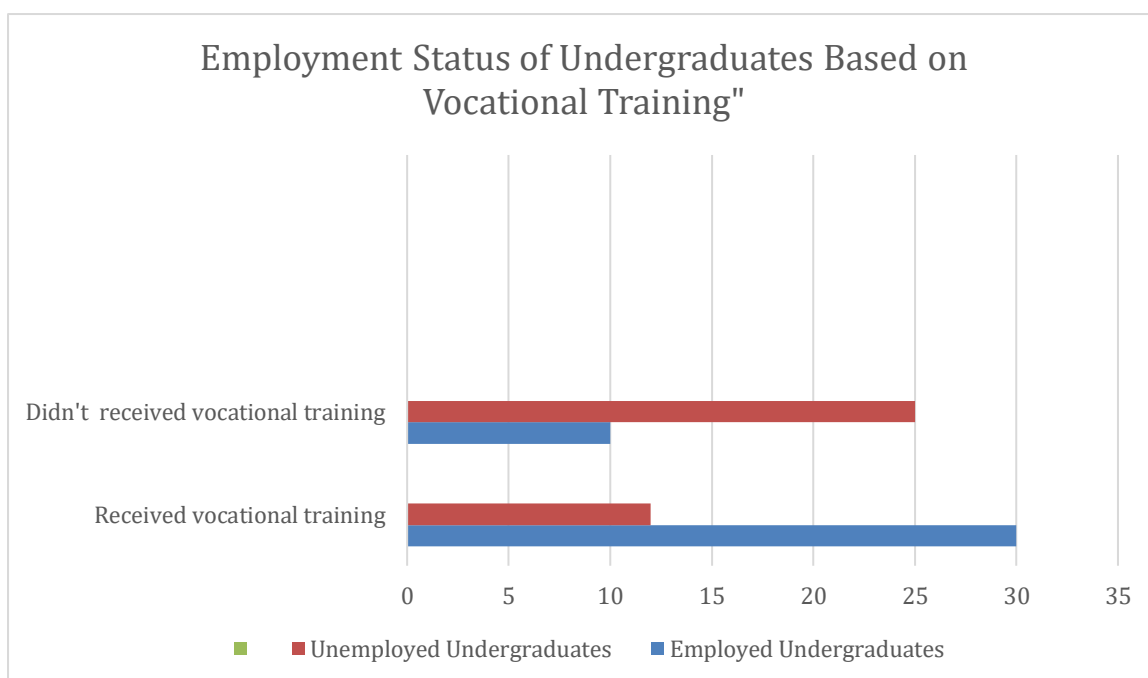
Chi-Square Value:

$$\chi^2 = \sum \frac{(O_i - E_i)^2}{E_i}$$

$$= \frac{(30 - 21.818)^2}{21.818} + \frac{(12 - 20.182)^2}{20.182} + \frac{(10 - 18.182)^2}{18.182} + \frac{(25 - 16.818)^2}{16.818}$$

$$= 3.068 + 3.317 + 3.682 + 3.98 = 14.047$$

Sample size	77
Chi square value	14.047
Degrees of freedom	1
P value	0.0002
Chi square Table value	
$\chi^2(\text{calculated}) > \chi^2(\text{tabular value})$	We reject Null hypothesis



So we accept the Alternative Hypothesis by rejecting null hypothesis as there is significant relationship between participating in Vocational Education and Training with Employability of undergraduates of Kalyan Taluka.

Findings of Study:

- 1) Majority of students were females and they were pursuing graduate degrees with limited family income. The average age of students was between 15-20 years.
- 2) It shows that almost all students are aware about VET and few have already done that Vocational courses and few are planning to do that course
- 3) It is certain that in the study area i.e Kalyan Taluka, there are so many benefits of Vocational education courses and it is effective for all degree college students of any stream.

Conclusion:

The Role of Vocational Education is improving rapidly in improving the Employability of undergraduate Students. In a rapidly evolving job market characterized by technological advancements and changing industry trends, the ability to adapt and up skill is paramount. By offering industry aligned approach to learning it can help students to grow in that field. Secondary education should be increasingly and largely vocationalised and in higher education, a greater emphasis should be placed on agricultural and technical education. As Kalyan Taluka is striving towards Socio Economic Progress so investing in VET initiatives can represent strategic Imperatives for unlocking the full potential of Youth and for fostering the skills of workforce.

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