

SOCIAL SECURITY THROUGH SKILL DEVELOPMENT -AN EMPIRICAL STUDY

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ABSTRACT

Skills and knowledge both are the driving forces of social development and economic growth in any country. Countries with a better level of skills adjust more effectively to the challenges and opportunities of the world of work. As India moves progressively towards becoming a knowledge economy, it becomes increasingly important that the country should concentrate on the advancement of skills and these skills have to be relevant to the emerging economic environment. For imparting skills after independence ITIs were set up in all the districts of the state of J&K in 1958 and the thrust of ITIs was on providing a more fundamental type of vocational training. The present study is a primary study and confines itself to Industrial Training Institutes. Among all districts of J&K state, Udhampur is one of the hilly districts where ITI was opened in the early sixties for providing vocational education and knowledge about specific trades to the youth of the district. In this backdrop, an attempt has been made in the present study to ascertain the impact of vocational training on the social security of the youth of Udhampur district. Vocational training through skill development has made a significant difference in the social security of the respondents under study in Udhampur district. The majority of the respondents have experienced an improvement in the level of income. Hence skill development has made a significant difference in the social mobility & social security of the respondents.

KEYWORDS: Globalization, Skilled Workforce, Social Security, Social Mobility, Inclusive Growth

INTRODUCTION

All nations in the world are facing the challenge of improving the capacity of their workforce to respond to their own national development needs and to the demands of a rapidly changing, globally competitive world. The future success of nations and also of individuals, enterprises and communities increasingly depends on the existence and possession of transferable and renewable skills and knowledge. Skills and knowledge both are the driving forces of social development and economic growth in any country. Countries with a better level of skills adjust more effectively to the challenges and opportunities of the world of work. As India moves progressively towards becoming a knowledge economy, it becomes increasingly important that the country should concentrate on advancement of skills and these skills should be relevant to the emerging economic environment. Skill development is an important driver to address poverty reduction by improving employability, productivity, etc. It facilitates the cycle of higher productivity, increased income and employment opportunities. Training and vocational education through ITIs in India was regarded as a core component of the national development strategy prior to 1980s. Technical and Vocational education (TVE) through ITIs is the management of attitude, skills, and knowledge, values needed for the place of work. Nowadays TVE is regarded as an important

instrument in creating new employment opportunities in the formal and informal sectors of the economy. Vocational education plays an important role in economic development and poverty reduction, improving the level of productivity and availability of employment opportunities. Skill development through vocational education helps in capacity building. Social protection and skill development will have a significant impact on the reduction of poverty and vulnerability, creating conditions for a greater degree of empowerment. Therefore, the creation of a social security through skill development can be visualized as a mechanism for equitable and inclusive growth in India. Through skill development the workers not only feel secure as far as their working conditions are concerned, but in the process contribute through higher productivity and profitability of the factory. It is through skill development that the workforce could bring a paradigm shift in quality, quantity of products and in the process of production.

Skill development is considered to be the backbone of socioeconomic development of the State/Country. For imparting skills ITIs were set up in all the districts of the state of J&K in 1958 and the thrust of ITIs was on providing a more fundamental type of vocational training. After 1958, ITIs have been imparting training to different trainees in different trades thereby helping them in getting employment opportunities and overall well-being. There were a total of 21 Industrial Training Institutes (ITI's) and 2 Polytechnics during the period of 1981 in the State of J&K but in 2014 the number of ITIs has increased to 88 consisting of (54 Government & 34 Private) and 32 Polytechnics (24 Government & 08 Private). The present study confines itself to Govt. Industrial Training Institute of Udhampur district. Among all districts of J&K state, Udhampur is one of the hilly districts where ITI was opened in the early sixties and this ITI has been providing vocational education and knowledge about specific trades such as Electrician, IT, COPA, Welder, Stenography, Cutting & Sewing (For Females only), software application, fashion designing, motor mechanism, plumber and tourist guide to the youth of the district. Keeping in view the important role of vocational training in Udhampur district an attempt has been made in the present study to ascertain the impact of vocational training on the social security of the youth of Udhampur district.

REVIEW OF LITERATURE

Skill development plays an important role in creating an avenue for employability for youth in rural and urban areas, providing self-employment opportunities for those who have started up a business of their own. The review of literature highlighting that how skill development leads to social security among the stakeholders. Some of the studies are as under:

National Skill Development Policy, (1981), has described vocational training as training which prepares an individual for a specific vocation or occupation. **Arriagada and Ziderman et.al, (1992)**, in their study, has found that the skill development through training enables the youth to become a skilled worker to enter other manual occupations. **Cailods, (1994)**, in his study, has highlighted that the Vocational education and training are important instruments for improving the labor mobility, social security, and productivity. **Colin, (1999)**, in his paper, has stated that if the policy framers do not make technical and vocational education up-to-date and the schools do not have enough qualified teaching faculty and sufficient facilities to offer quality TVE, then it will not be used for social security improvement. **Descy and Tessaring, (2001)**, in their study have described the vocational education and training as the acquisition of knowledge, skills, and competencies which are important for sustaining social security and job opportunities. **Akyeampong, (2002)**, in his study, has pointed out that technical and vocational education in the country not only makes economic contribution but

also have its social, political and cultural contribution in terms of social security. **International labor Organization, (2003)**, in its report has reviewed that the equal access to skill development is essential for all social groups, particularly women and disadvantaged section to help them in securing decent employment and moving out of poverty. **Amjad, (2005)**, in his study has found that training, vocational, educational and skill development has impacted on competitiveness and concluded that well skilled and educated labor are helpful for countries in term of transformation of the economies from the labor intensive to skill intensive economies.

Sushma, B. (2006), in her study has stated that both vocational education and skills development lead to an increase in a skilled workforce, profitability of employers and expansion of national development. **Tenth five year plan 2002-07**, has mentioned that secondary and higher education is important terminal stages in the system of general education because it is at these points that the youth decide on whether to pursue higher education or opt for technical training or join the workforce, for gainful employment. **Goel, (2009)**, in his study has found that the skills and development are the engines of economic growth and social development of any country. **Nina Billorou, et.al. (2011)**, in their study have found that education, skills development and lifelong learning are central pillars for the employment of workers. Vocational training is one of the policy implemented to achieve the main objectives of the decent work and to sustain the social security. **Bernard Effah (2014)**, in his study points out that the provision of technical and vocational education and training is a necessary intervention to empower people and reduce poverty. **D.Consoli, (2015)**, in his study has stated that a skill is a special ability often acquired through specialist training, directly related to employment, employability and productivity and are also indirectly related to productivity through innovation. **NitiAayog (2016)**, has trusted upon skill development and employment generation for the youth of India. The review of literature has highlighted that skill development is a backbone for the social & economic development of any country. Keeping this in view an attempt has been made in the present paper to examine the impact of vocational training on social security of the respondents under study.

OBJECTIVES & RESEARCH METHODOLOGY

In this backdrop the objectives of the present study are, to ascertain the type of trades in which the respondents have acquired training, to examine the impact of skill development on the Social mobility and social security, to ascertain the improvement in the level of income & to find out the improvement in the access to health education facilities, the problems faced by them and to make possible suggestions. The present study is based on primary and secondary sources. The secondary data has been collected from various sources such as books, journals, government reports and websites. For conducting the primary study Udhampur district (from J&K) has been selected randomly, from Udhampur district two blocks, namely-Udhampur and Chennai have been selected randomly and from each block 60 respondents have been selected purposively (who have attained formal training in seven types of trades during the period of 2012-14). The data for a sample of 120 respondents has been collected through the personal interview method on a well-structured questionnaire. After the collection of data, it has been tabulated and analyzed with simple statistical tools to realize the objectives of the study.

The present study will be of immense importance for the policy makers, enabling them to focus on improvement of different trades imparted to the trainees so as to enable them to find employment opportunities and to incorporate more trades which are in demand in the job market.

HYPOTHESIS

- Vocational training has made no significant difference in social stability of the respondents.

Findings of the Study

Skill development is perceived to be the backbone of socioeconomic development of the State/Country. For imparting skills ITIs were set up in all the districts of the state of J&K in 1958 for providing a more fundamental type of vocational training. Industrial training institutes are playing an important role in imparting skills to the stakeholders, improving their capacity building for employment opportunities, enabling them to go for self-employment and enjoy social security. Type of trades in which the respondents have acquired training has been analyzed with the help of Table.1.

Table 1: Type of the Trades Acquired by the Respondents (%)

Type of Trades	Name of the Blocks						Grand Total
	Udhampur			Chenani			
	M	F	Total	M	F	Total	
Stenographer	3 (5)	2 (3.33)	5 (8.33)	1 (1.66)	0 (0)	1 (1.66)	6 (5)
COPA	6 (10)	5 (8.33)	11 (18.33)	5 (8.33)	2 (3.33)	7 (11.66)	18(15)
Electrician	12 (20)	0 (0)	12 (20)	14 (23.33)	0 (0)	14 (23.33)	26(21.67)
Welder	10 (16.66)	0 (0)	10 (16.66)	13(21.66)	0 (0)	13 (21.66)	23(19.17)
Cutting, Sewing	0 (0)	11 (18.33)	11 (18.33)	0 (0)	4 (6.66)	4 (6.66)	15 (12.5)
Plumber	7 (11.66)	0 (0)	7 (11.66)	21 (35)	0 (0)	21 (35)	28 (23.34)
Software application	3 (5)	1 (1.66)	4 (6.66)	0 (0)	0 (0)	0 (0)	4(3.34)
Total	41 (68.33)	19 (31.66)	60 (100)	54 (90)	6 (10)	60 (100)	120 (100)

Source: Field Survey

Note: COPA, Stands for Computer Operator and Programming Assistant.

Table: 1 shows that out of 120, 5 percent of the respondents have acquired training in stenographer, 15 percent in COPA 21.67 percent, 19.17 percent, 12.5 percent, 23.34 percent and 3.34 percent of the respondents have acquired training in trades as an Electrician, Welder, Cutting & Sewing, Plumber and Software application respectively. COPA and cutting & sewing is the most demanded trades by the majority of the respondents in Udhampur block and software application trade is least preferred in Udhampur block.

Except plumber, electrician and welder, among all trades both male and female have acquired formal training. Similarly, in the study area of Block Chennai, the most demanded trades have been a plumber, electrician, welding and the least preferred one is stenography. Apart from this no one has opted for software application trade. The percentage of female respondents who have attained formal training have been much higher in the Udhampur block in comparison to Chennai block.

Impact of Skill Development on Social Mobility of Respondents

Mobility stands for shift, change and movement. The change may be of a place or from one position to another. Skill development play a key role to enhance the social mobility and it can be determined by following indicators, i.e. the occurrence of migration, horizontal and vertical social mobility, social integration (means movement of disadvantages group of a society into its mainstream) etc. social mobility of the respondents has been examined with the help of Table 2 :

Table 2: Impact of Skill Development on Social Mobility of Respondents (%)

Social Mobility	Name of the Blocks					
	Before Vocational Training			After Vocational Training		
	Udhampur	Chenani	Total	Udhampur	Chenani	Total
Yes	14 (23.34)	21 (35)	35(29.17)	54 (90)	47 (78.34))	101 (84.17))
No	46 (76.67)	39 (65)	85 (70.84)	6 (10)	13 (21.67)	19 (15.84)
Total	60 (100)	60 (100)	120 (100)	60 (100)	60 (100)	120 (100)

Source: Field Survey

Table 2, reveals that before acquiring training, in the study area out of 120 respondents, 29.17 percent were socially more mobile, while 70.84 percent were less mobile. In block Udhampur, out of total, 23.34 percent were having higher social mobility and 76.67 percent were not enjoying the same. At the same note in Block Chennai, out of 60 respondents, 35 percent had more social mobility, while 65 percent were socially less mobile.

After getting training and equipping themselves with the skills the level of confidence has improved. After training 84.17 percent of the respondents were socially more mobile, while 15.84 percent were less mobile. In Udhampur block after skill development, 90 percent of the respondents were socially more mobile and 10 percent were not at the same level. In Block Chennai, out of 60 respondents, 78.34 percent respondents were socially more mobile, while, 21.67 percent were socially less mobile. Hence, after attaining training the level of social mobility among the respondents has shown an improvement.

Differences in Social Mobility before and After Vocational Training

T-Test: Paired Two Sample for Means, has been used to approve the applied hypothesis under study area

Paired Samples Statistics

	Mean	N	Std. Deviation	Std. Error Mean
Pair 1 Social Mobility Before Vocational Training	17.50	2	4.950	3.500
Social Mobility After Vocational Training	50.50	2	4.950	3.500

Paired Samples Correlations

	N	Correlation	Sig.
Pair 1 Social Mobility Before Vocational Training & Social Mobility After Vocational Training	2	-1.000	.000

Paired Samples Test

		Paired Differences				t	df	Sig. (2-tailed)	
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
					Lower				Upper
Pair 1	Social Mobility Before Vocational Training - Social Mobility After Vocational Training	-33.000	9.899	7.000	-121.943	55.943	-4.714	1	.133

Figure 1

On an average social mobility has improved after Vocational training ($M= 50.50$), than to social mobility before training ($M= 17.50$), $t(1) = -4.714$, $P > 0.05$,

Therefore, null hypothesis have been accepted confirming that vocational training has not made a significant difference in the level of social mobility.

Status of Social Security among Respondents

Social security is primarily an instrument of social and economic justice. The sub variables taken in the present study of Social security are reduction in household conflict, reduction in undesirable social habits like smoking, drinking, etc., change in the attitude, and change in work culture, chances of getting work & frequency of the availability of working days.

Table 3: Social Security among the Respondents (%)

Status of Social Security	Name of the Blocks					
	Before Vocational Training			After Vocational Training		
	Udhampur	Chenani	Total	Udhampur	Chenani	Total
Yes	14(23.34)	21 (35)	35(29.17)	54 (90)	47(78.34)	101(84.17)
No	46(76.67)	39 (65)	85(70.84)	6 (10)	13 (21.67)	19 (15.84)
Total	60 (100)	60 (100)	120 (100)	60 (100)	60 (100)	120 (100)

Source: Field Survey

Table 3 shows the status of social security among the respondents. Before training, out of total, 29.17 percent respondents responded had social security, while 70.84 percent did not enjoy the same level of social security. In Block Udhampur, out of total, 23.34 percent and from Chennai block 35 percent of the respondents enjoyed social security, whereas, 76.67 percent in block Udhampur and 65 percent of the respondents from Chennai block had low social security.

After attaining training, out of total, 84.17 percent respondents responded that they had better level of social security, while 15.84 percent did not enjoy the same. In Block Udhampur, out of total, 90 percent and from Chennai block 78.34 percent of the respondents enjoyed a higher level of social security, whereas, 10 percent and 21.67 percent of the respondents from the same had low levels of social security. Thus, after the attainment of the training majority of the respondents from both the blocks was having better level of social security.

Social security of the respondents, whether skill development among respondents has made an improvement in their social security or not. In order to prove this, T-test (paired two samples for means) has been used to find out the results and interprets.

Hypothesis: $H_0: \mu_0=0$,

$H_A: \mu_0 \neq 0$

Paired Samples Statistics

	Mean	N	Std. Deviation	Std. Error Mean
Pair 1 Social security Before vocational training	17.50	2	4.950	3.500
Social security After vocational training	50.50	2	4.950	3.500

Paired Samples Correlations

		N	Correlation	Sig.
Pair 1	Social security Before vocational training & Social security After vocational training	2	-1.000	.000

Paired Samples Test

		Paired Differences				t	df	Sig. (2-tailed)	
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
					Lower				Upper
Pair 1	Social security Before vocational training - Social security After vocational training	-33.000	9.899	7.000	-121.943	55.943	-4.714	1	.133

Figure 2

On an average social security has improved after Vocational training, attained (M= 50.50), and before training (M= 17.50), $t(1) = -4.714$, $P > 0.05$,

Therefore, the null hypothesis will be accepted implying that vocational training through skill development has not made a significant difference in the social security of the respondents in Udhampur district.

Impact of Skill Development on Improving the Level of Income of the Respondents (Monthly Basis):

Skills development is the engine of growth and development of the nations and it can help countries sustain productivity growth, more employment of better quality, improvement in income level and development. Table 4, examines the improvement in income level after skill development of the respondents under study:

Table 4: Improvement in the Level of Income (%)

Name of the Blocks	Before Vocational Training (Low Level of Income)			After Vocational Training (High Level of Income)		
	Yes	No	Total	Yes	No	Total
Udhampur	41 (68.33)	19 (31.66)	60 (100)	39 (65)	21 (35)	60 (100)
Chennai	49 (81.66)	11 (18.33)	60 (100)	33 (55)	27 (45)	60 (100)
Total	90 (75)	30 (25)	120 (100)	72 (60)	48 (40)	120 (100)

Source: Field Survey

Table 4, reveals that before vocational training, out of the total 75 percent of the respondents had a low level of income level, while 25 percent were better off, but after building their capacity through skills, 60 percent respondents have experienced an improvement in the level of income and 40 percent stated that they have not experienced the same because of low frequency of working days and less demand for their products.

Improvement In access to Health and Education Facility among the Respondents

The vocational education directly positively contributes towards an improvement in the access to health and education facilities of the respondents under study and has been shown with the help of the following table:

Table 5: Improvement in Access to Health and Education Facility (%)

S. No	Name of the Blocks	Before Vocational Training			After Vocational Training		
		Yes	No	Total	Yes	No	Total
1	Udhampur	39 (65)	21 (35)	60 (100)	53 (88.34)	7 (11.67)	60 (100)
2	Chenani	27 (45)	33 (55)	60 (100)	49 (81.67)	11 (18.34)	60 (100)
4	Total	66 (55)	54 (45)	120(100)	102(85)	18 (15)	120 (100)
Access to Education Facility							
Govt. school	Udhampur	40 (66.67)	43 (71.67)	83 (69.17)	24 (40)	29 (48.34)	53 (44.17)
Private school	Chennai	20 (33.34)	17 (28.34)	37 (30.84)	36 (60)	31 (51.67)	67 (55.84)
	Total	60(100)	60 (100)	120(100)	60(100)	60 (100)	120(100)

Source: Field Survey

After attaining training an improvement in access to health services has been experienced by a majority of the respondents and same is the case of access to an education facility, which enriches the human resources by improving their capabilities, competencies and productivity which are indispensable for future economic development.

Problems and Suggestions: No doubt skill development has made a significant difference in the social mobility & social security of the respondents, but the majority of the respondents have revealed that they are getting lower wages than the market wage rate. The reason stated by them is the low demand & increasing competition. The problems faced by the respondents under study have been the problem of marketing and the occurrence of accidents at the work place. Keeping in view the market demand for labor, the focus of the ITIs should be on the importation of the training on trades, which are more in demand. Moreover the marketing of the produced products should be promoted through local publicity by the enterprises. Besides for minimizing the accident rates at the workplace safety measures should be introduced. With the ever-changing trend of technology, the Industrial Training Institutes should be upgraded with modern infrastructure and new courses demanded in the market should be introduced. The syllabus of the existing trades needs to be updated. Hence Skill development can act as the backbone of socioeconomic development of the State/Country, it will depend upon the capabilities of the policy makers how they are going to convert the challenges in the job market into opportunities through vocational education and skill development.

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