

IS EDUCATION IMPARTED HAS RELATION WITH EMPLOYMENT

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Abstract

Education is a process of transmission of knowledge and what is knowledge – what we know that itself is knowledge. In the global market of jobs skill based education is demanding, enhancing efficiency; it is also an effective tool for upgrading the overall quality of an individual and his society. The paper deals with the importance of formal education for employment as well as self-employment in future years. This study has been performed by collecting data using questionnaire method. This study is carried out for the age groups 18 – above 50 years in the state of West Bengal. From this study we tried to examine how formal education is helping to be affiliated in a general employment process. Some vital skills are essential for employment though the questionnaire section was not vast but we tried to highlight the reason for unemployment and found that lack of co-ordination skill demanded and skill nurtured is the main reason for unemployment.

Keywords:

Education;
Employment;
Skill Based Education;

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1. Introduction

Education has always acted as a chief attribute in the advancement and transmission of scientific thoughts. Every aspect of man's life has witnessed a change owing to education. This change takes place in terms of behavioral-pattern of society, by enabling every individual to effectively understand and participate in the activities of society and to contribute positively in the progress – of individual, community and nation.

There is no denying the fact that India, in the last six or seven decades, has given to the world a great number of scientists, academicians, intellectuals, innovators, professionals and technocrats who have not just excelled in their fields but also made a mark at the international levels. On the contrary, in present era rapid growth in technology has changed every aspect of life. Today, it is a world of elevated rivalry and career focused entities. In this present era education has supposed to be identical with employability. And modern technology is the crucial attribute, used heavily to give, provide and receive education.

2. Back ground of the study

2.1. Defining “Education”

Etymologically, the word "education" is derived from the Latin *ēducātiō* ("A breeding, a bringing up, a rearing"). Education is the process of facilitating learning, or the acquisition of knowledge, skills, values, beliefs and habits. Education generally takes place under the guidance of educators following the method of discussion, storytelling, training, experiment and research works. Education can take place in both formal and informal setting. The formal education takes place in school environment with classrooms of multiple students learning together with trained, certified teacher of the subject. Informal education occurs outside of a structured curriculum. It works through conversation, and the exploration and enlargement of experience.

Student outcomes as measured by tests bear little relationship to true education, and so the instructional bookkeeping scheme is a failure even before the harm it causes is taken into consideration. Providing a proper definition of education is complicated by the fact that there is not a clear consensus about what is important about being and becoming educated. For many people the importance of education lays in future job prospects, for others it's quality of citizenship, and yet others just want literacy, critical thinking, and/or creativity.

Education is very important tool for everyone to succeed in life and get something different. It helps a lot in lessening the challenges of life. Knowledge gained through education and throughout the education period enables each and every individual confident about their life. It opens various doors for opportunities of achieving better prospects in life to promote career growth.

2.2. Present scenario of Education in West Bengal

There was a time when West Bengal produced some great names in science, arts and technical fields. The academic ambiance in Bengal was encouraging enough for intellectual pursuit, scientific quest and original ideas. Unfortunately, this is fading rapidly in the era of technological advancement and we are left with stories of political interference, falling standards, dilapidated laboratories and classrooms as well as financial crunch in the education sector. According to census 2001 and 2011 the literacy rate in Bengal were 68.64% and 77.08% respectively leading to a drop down in rank from 18th to 20th position among all states in India in terms of the overall literacy rate, considering a decadal difference of 8.44% only.

Some suggestions are placed by educationists for enhancing the quality of education system in West Bengal. Some of them are noted below:

Improving the quality of education and relevance of programmes:- Many of the trainings and education markets we observed are vibrant; but the quality and relevance of what the market delivers is inconsistent. It is vital that we raise the quality of education programmes. Employers are not satisfied with the qualifications and skills that teach them to do a specific job. With rapid industrialization, some programmes are out dated. Curriculum structure should be modified keeping pace with the industries.

Programmes are not inter-connected:- Day by day education and training programmes are becoming fragmented, the programmes are unrelated, not just between countries but within countries and some sectors. The isolated design of qualification creates problems. Individuals find learning the same thing repeatedly, wasting money, time and effort. It becomes difficult to understand own professional development due to a fragmented educational landscape.

We are not teaching people how to learn: - Employers are not praising the employee's ability to learn. This gesture de-motivates the employees. It is also impossible to teach and quantify.

Transferable qualities need to be taught more effectively: - The role of the personal qualities now and in the future, dominated discussions in every country. Some of the key comments are: language; skills mix; qualities; teaching and attitude.

Behaviors and attitude: - In every country employers complain about the attitude of the employees in the workplace. It is also important to stress on how positive attitude was an in developing, effective productive employees.

2.3. Unemployment: Perception and Present Scenario

Unemployment is one among many issues that people face in the labor market (Indian Labour Organization, 2006). In recent era it is examined that unemployment rate is higher among young people. Further people tend to ask if one is bound to be unemployed, why they are opting for further studies. Actually, the definition of unemployment may vary according to the cultural and social characteristics of the context. However, in developed countries, the lower limit is usually the statutory minimum school leaving age.

Unemployment definition by ILO: - Unemployed people are "those who are currently not working but are willing and able to work for pay, currently available to work, and have actively searched for work".

Unemployment definition by IMF:- "Under the Labour Force Survey (LFS) methodology, unemployed persons are defined as those aged 15 years and over, who fulfill the following three conditions:

- i) did not have any work during the reference week;
- ii) had been actively seeking a job during the last four weeks or who found a job to start within a period of at most three months;
- iii) was able to start to work in the next two weeks."

Unemployment definition by World Bank: - “Unemployment refers to the share of the labor force that is without work but available for and seeking employment.”

There are various types of unemployment, e.g. ; Open Unemployment, Disguised Unemployment, Seasonal Unemployment, Cyclical Unemployment, Educated Unemployment, Technological Unemployment, Structural Unemployment, Underemployment, Casual Unemployment, Chronic Unemployment, Frictional Unemployment.

Here we will focus mainly on educated unemployment. It mainly considers educated people with joblessness. Of these, there may be some people suffering from open unemployment or others who are belonging to underemployment. The latter type of unemployed persons may not be getting work suitable to their qualifications to enable them to make full use of their skills. Majority of towns and cities nowadays are facing this problem of educated unemployment.

For the sake of our study we have considered the demography as West Bengal, a state in our country with its capital as Kolkata statistical data of West Bengal only, let’s consider the statistical data of West Bengal. As per the data of the 2011 national evaluation, West Bengal with a population of 91,347,736; is the fourth most crowded state in India. In the following figure a glimpse of the population of WB from 2012-16 is shown.

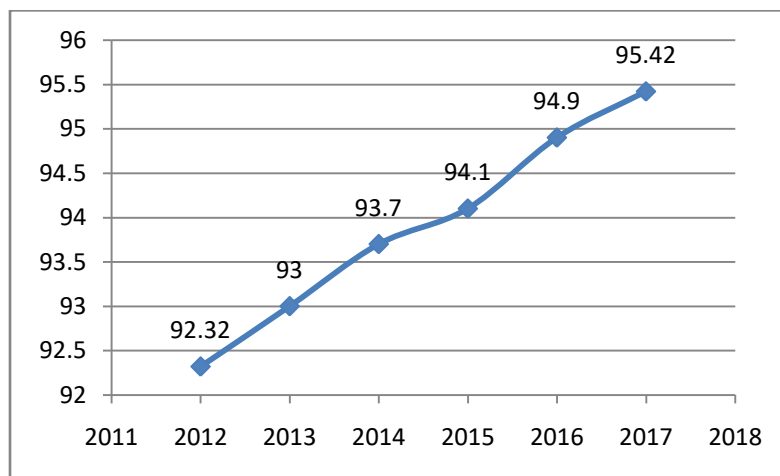


Figure 1: Population of WB (in Millions)

With an average increase of 0.516 millions, the estimated population of WB in 2017 is 95.42 millions. Now we will look into the growth of unemployment rate in West Bengal over the last 5 years.

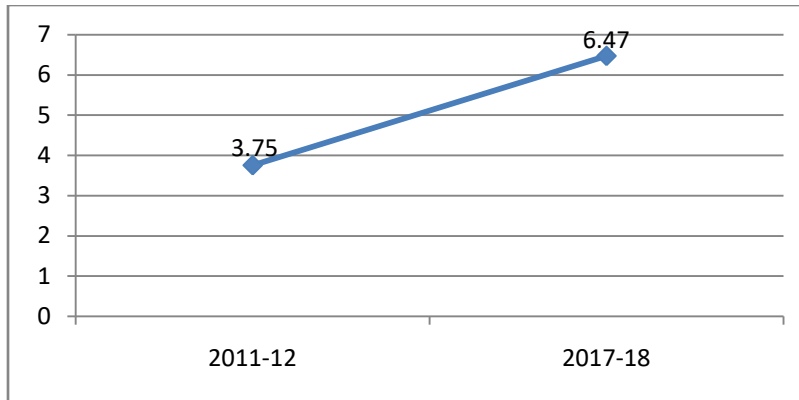


Figure 2: Unemployment Rate in WB

2.4. The problem Statement

In 2017, India's population is 1.34 billion (134 crores) of which 65% is of working age. West Bengal's population in 2017 is 9.78 crore, of which 5.85% people are unemployed. India's youth is productively engaged, the country's private financial savings and physical capital investment are likely to boom. Mass education of youth and their gainful employment in productive jobs is central for capitalizing on India's demographic dividend. But India's performance with regard to both education and employment has been disappointing. Except for the duration of compulsory education and hours of instruction for pupils aged 9, India's performance in primary education is lackluster.

We face these key challenges while delivering effective education for employment.

- Developing shared employment profiles that connect employers to educators.
- Incorporating knowledge , skills and behaviors into education and training programme
- Building comprehensive, progressive learning frameworks
- Developing and extending the quality of education
- Assessing and certificating learners appropriately
- Sharing and promoting best practice.

This paper aims at effectiveness of education for employment as well as self-employment in future considering the fact that educated unemployment is increasing over time. It is a million dollar question how school based education molding us for the future. Are we really educated for employment? If we are educated then why people become dishonest in their professionalism and remains unemployed, even do not show courage for entrepreneurship. Then what to be learnt to face the challenge in developing workforce in different sectors? It is hard to escape the

conclusion that although India has enjoyed high economic growth this has largely been jobless economic growth. It is imperative for there to be a big push in the areas of education and employment in India. This is the most significant policy challenge facing the Indian economy. How can we build practical solutions that result in truly effective education for employment provision?

3. Methodology

The method used for data collection for this study was the questionnaire method. This was because of the nature of information required and the form of analysis to be conducted. A 12-question structured questionnaire was designed and sent over mail to our known persons for forwarding the same to others. The data collection was done in an online survey manner using Google forms. The questionnaires were prepared in ambiguity to enable the individuals fill them truthfully without hampering their privacy. Out of 137 responses, 128 which were adequately filled are considered for this study.

3.1. Research Questions

The following research questions were used to guide the study:

- RQ1. What do you understand by education?
- RQ2. Is reading and writing education?
- RQ3. Is anyone highly educated in your family?
- RQ4. How many people in your family are educated?
- RQ5. Do you believe in necessity of education?
- RQ6. Is education related with service?
- RQ7. Is education necessary in getting jobs?
- RQ8. What is cause of unemployment, according to you?
- RQ9. Which type of benefits can you get through education?
- RQ10. What is impact of education on you?
- RQ11. Do you find any change in your life by education?
- RQ12. What do you think about your child's progress?

3.2. Discussion

The **Table 1** delivers below a brief account of the basic information of the respondents covered under the study. Here the gender wise distribution of the respondents was shown, which shows that 92 numbers (i.e. 71.88 %) are male respondents and 36 numbers (i.e. 28.13 %) are female respondents, who participated in this survey.

Table1: Table showing Gender wise distribution		
Gender	No. of Respondents	Percentage (%)
Male	92	71.88
Female	36	28.13
TOTAL	128	100

The **Table 2** presents the age wise distribution of respondents. The data shows that majority of participants fall between the age group of 18-25 (i.e. 66.41%) and 26-35 (i.e. 21.09%), whereas only 7 (i.e. 5.47%) of respondents belong to the age group of 36+, who responded.

Table 2: Table showing Age wise distribution		
Age	No. of Respondents	Percentage (%)
Below 18	9	7.03
18-25	85	66.41
26-35	27	21.09
36-50	1	0.78
Above 50	6	4.69
TOTAL	128	100

In **Table 3**, we present the outcome of most commonly asked question, i.e.; meaning of education. The data depicts that 31 respondents think that education tells about culture, 83 respondents consider education as a driving force to receive our livelihood and 14 respondents believe education is taught in educational institutes.

Table 3: Table showing Distribution of Meaning of Education		
Criteria	No. of Respondents	Percentage (%)
Which tells about culture	31	24.22
Which teaches about livelihood	83	64.84

Which is taught in school and colleges	14	10.94
TOTAL	128	100

Here the diagram depicts the same data as shown in table 3 but with a different outlook. In **Figure 1**, the same response is given with a classification of gender.

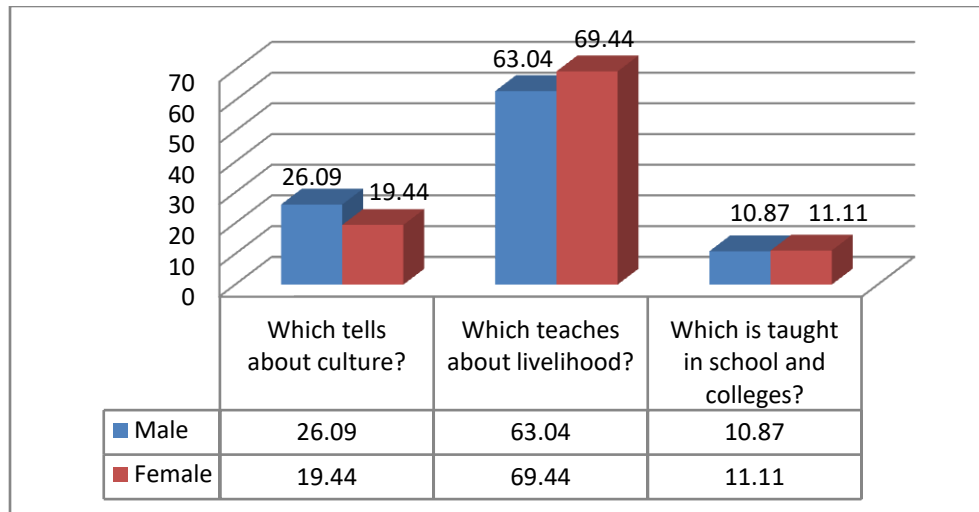


Figure 3: Meaning of Education

In **Figure 2**, we represent a pictorial outcome of significance of education. The research question associated with this is – ‘Is reading or writing education?’ The data depicts that 63.04% of male respondents and 61.11% of female respondents believe that only reading and writing cannot be considered as education.

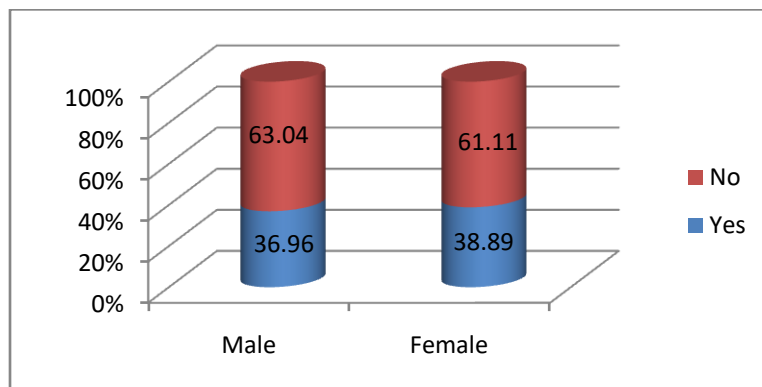


Figure 4: Significance of Education

Table 4 & Table 5 show availability and number of educated member in respondents’ family. The data in Table 4 enlightens 74.22% of respondents have educated members in their family whereas 25.78% of respondents do not have educated members in their family. It implies later

are mainly first generation learners. **Table 5** carries numbers of educated members in respondents' family. 65.63% of respondents have more than 3 educated members in their family.

Table 4: Table showing Availability of educated member in family		
Availability of Educated Family Member	No. of Respondents	Percentage (%)
No	33	25.78
Yes	95	74.22
TOTAL	128	100

Table 5: Table showing number of educated member in family		
No. of Educated person in Family	No. of Respondents	Percentage (%)
1	3	2.34
2	19	14.84
3	22	17.19
4	35	27.35
5	14	10.93
More than 5	35	27.35
TOTAL	128	100

Figure 3 depicts respondents' view towards necessity of education. 99.22% of respondents believe in necessity of education. In **Figure 4** we have shown the pictorial view whether education is associated with service. 85.94% of people judge education as an attribute to his/her professional life whereas 14.06% do not. **Figure 5** shows 89.84% of respondents believe that education acts as a major factor in getting jobs. **Figure 6** shows 95% of respondents consider education as a key aspect of change in their life.

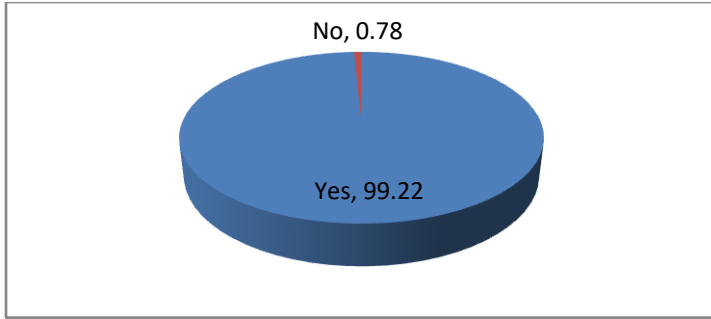


Figure 5: Necessity of Education

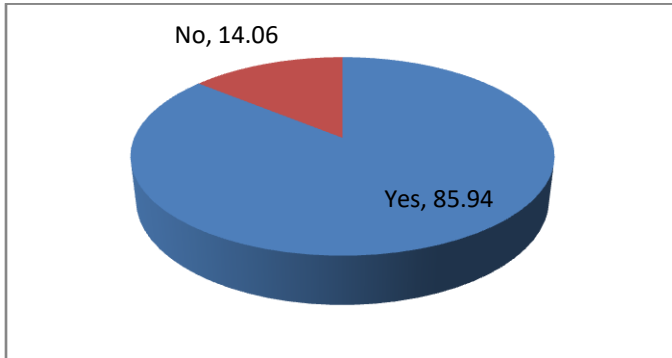


Figure 6: Relation of Education with Service

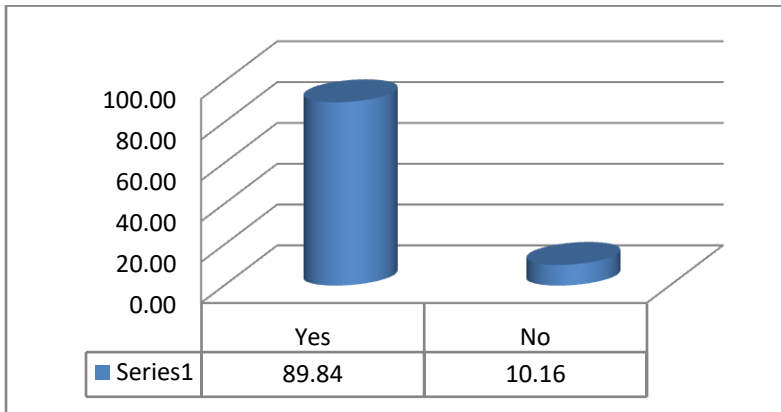


Figure 7: Necessary in getting jobs

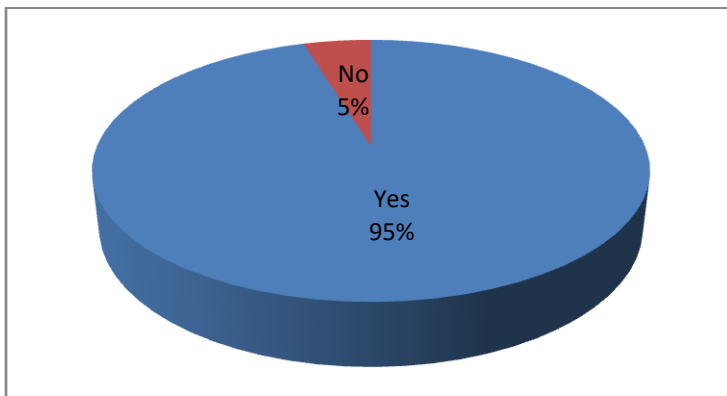


Figure 8: Change in Life by Education

Table 6 reveals respondents' view about the cause of unemployment. The options are categorized under 5 broad criteria. Those are Lack of co-ordination in skill demanded and skill nurtured, huge population, lack of job opportunity, Illiteracy and Socio-economic conditions. The data in Table 6 explicates 59.69% of respondents believe that lack of co-ordination in skill demanded and skill nurtured as the foremost root causing higher unemployment in our country. On the other hand 21.09% of respondents consider illiteracy as the chief reason behind the unemployment. Therefore considering these facts we can conclude majority people assume education rather the education system, to be specific the curriculum structure of academic institutions as the basis of unemployment.

Criteria	No. of Respondents	Percentage (%)
Lack of Co-ordination in Skill Demanded and Skill Nurtured	70	54.69
Huge Population	3	2.34
Lack of Job Opportunity	6	4.69
Illiteracy	27	21.09
Socio-Economic Conditions	22	17.19
TOTAL	128	100

Table 7 depicts respondents' perception on benefits from education. Table 7 explains 39.84% and 36.72% of respondents believe that education can provide good future of the community and better understanding in every aspect of life respectively.

Criteria	No. of Female Respondents	No. of Male Respondents	Percentage (%)
Better understanding	38.89	35.87	36.72
Good future of children	11.11	4.35	6.25
Good future of community	36.11	41.30	39.84
Good source of income	13.89	18.48	17.19
TOTAL	100	100	100

Table 8 shows respondents' opinion on the impact of education. The Table explains 48.44% of respondents accept education as a social status of a person and hence it brings respect in society.

Table 8: Table showing respondents' opinion on impact of education			
Criteria	No. of Female Respondents	No. of Male Respondents	Percentage (%)
Educated are considered wise man	19.44	21.74	21.09
Education increases respect in society	44.44	50.00	48.44
Education provides opportunities for service	36.11	28.26	30.47
TOTAL	100	100	100

The most significant theme of our study is the cause of unemployment according to respondents. They suggested many issues as there are no options mentioned in the questionnaire. The responses are variant in nature so for convenience we have considered them in broader sense. As the table suggests majority of the respondents, i.e.; 54.69%, consider lack of co-ordination in skill demanded and skill nurtured as the main cause behind unemployment of our country. On the other hand 21.09% of respondents believe illiteracy as an added cause of the same.

Table 9: Table showing respondents' opinion about Cause of Unemployment	
Criteria	Percentage (%)
Huge Population	2.34
Illiteracy	21.09
Lack Of Job Opportunity	4.69
Lack Of Co-Ordination In Skill Demanded And Skill Nurtured	54.69
Social And Economic Conditions	17.19
TOTAL	100

The data in the above mentioned table reflects a conclusion which is considered by all corners of the society. From the responses we can observe gender and voting preferences are independent. This implies gender biasness is never reflected in voting procedure which is depicted in the figure below.

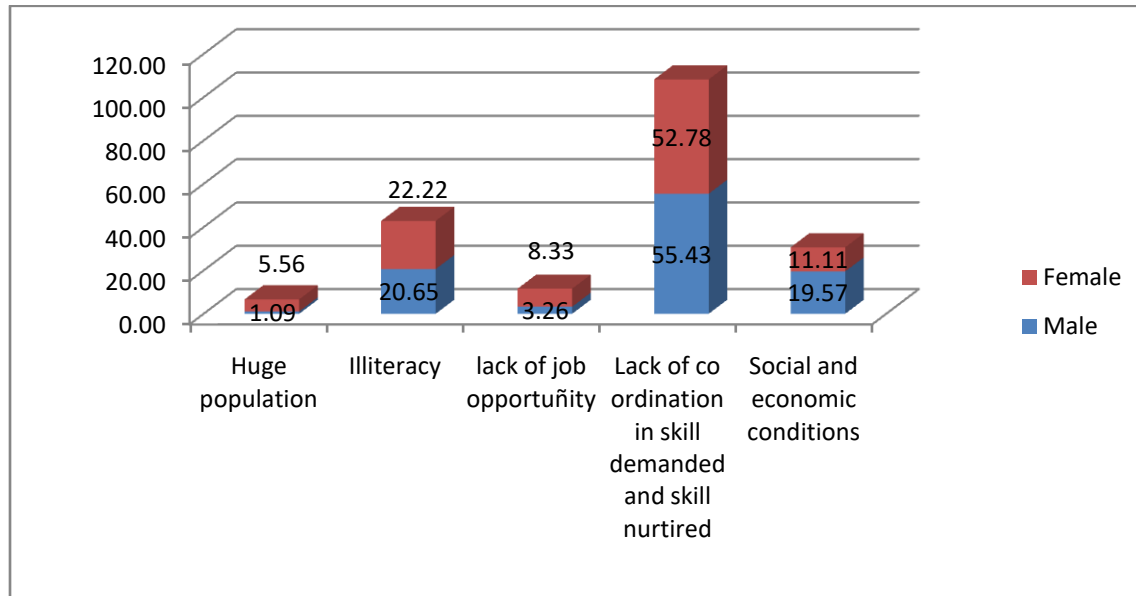


Figure 9: Gender-wise Responses of Cause of unemployment

4. Future scope of Study

This paper has another broad area for future study. The findings obtained from this study are a picture of a sample of a small belt of West Bengal. Considering West Bengal as a population, as per statistical definition, it can be shown that the actual cause of unemployment is basically the skill gap in our domestic economy using different statistical tools.

5. Acknowledgment

At first we would thank the respondents who answered the questionnaires; without their help this study would not be possible. We sincerely thank the Centre for Staff Development of the Institute for the correspondences. We also thank the management of the Institute for their encouragement.

6. Conclusion

“If education is skill based then students will be able to improve their skills and succeed their skills and succeed in their life. Skills development is central to improving productivity. In turn productivity is an important source of improved living standards and growth”.

From the above study it can be concluded that Lack of Co-Ordination in Skill demanded and Skill Nurtured is the main reason for unemployment in the demography which has been considered for our study.

Both skills and knowledge are the driving force of the economical and social development of a country as well as its states. Skilled workforce is directly related with the productivity, which signifies quality of work. To increase awareness among the people regarding education and its role in employability, skill based education should be a part of the curriculum uniformly. Though it has been seen that students' enrolment has been increasing in different vocational courses and technical courses but the quality of knowledge or skills imparted is not to the standard, the quality to be maintained for the betterment of the quality.

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