



ECONOMIC DEVELOPMENT OF TRIBAL YOUTH OF ASSAM THROUGH VOCATIONAL EDUCATION AND TRAINING

Education

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ABSTRACT

Assam is the meeting ground of different tribal groups. These tribal groups in Assam are considered educationally, socially and economically the most backward. Education is fundamental to development and growth. Because growth, development and poverty reduction depend on the knowledge and skill that people acquire. Vocational education and training is important to supplement formal education and improve the employment of youth in Assam. Vocational education will help the job seekers get employment and meet the skill professionals in Assam. Vocational educations prepare students as trainees for jobs that are based upon manual or practical fields. The training for vocational job requires less education than degree programs. They are also significantly less expensive. It is expected that vocational education will improve the economic and social condition of tribal youth in Assam.

KEYWORDS

Vocational education, tribal youth, technical education, curriculum.

INTRODUCTION:-

North East India is the homeland of a large number of ethnic groups who come from different directions at different historical time. Unlike the other states of North-East India Assam is also a tribal majority states who are recognize as a primal inhabitant of the land and belongs to various tribal groups. Among them major groups are Bodo, Mishing, Kachari, Deori, Karbi, Rabha, Garo, Hajong, Khamti, Kuki, Dimasa etc. These people are educationally, economically and socially the most backward in society. Education in every sense is one of the fundamental factors of development. No country can achieve sustainable economic development without substantial investment in human capital. Education enriches people's understanding of themselves and world. It improves the quality of their lives and leads to broad social benefits to individuals and society. Education raises people's productivity and creativity and promotes entrepreneurship and technological advances. In addition it plays a very crucial progress and improving income distribution. Vocational educations play a crucial role in creating jobs to reduce unemployment among youths which will result in sustainable economic development of Assam.

Vocational Education in Assam:-

With the formation of A.H.S.E.C. in 1983 organization and administration of H.S. level education in Assam has been brought under a solitary authority. Vocational Education at this level was introduced in Assam since 1987-88 academic sessions. Subjects under vocational curriculum of stat at H.S.S. level are-Commercial garments Designing and marketing, Textile Designing, Horticulture, office secretary ship/stenography, Maintenance and repair of Electrical Domestic Appliances, Marketing and Salesmanship, Repair and maintenance of power Driven farm machinery, Dairying, Crop production, Office management, Computer technique, Mechanical engineering Technology, Fisheries Inland, Sericulture, Poultry Farming, Seed production Technology, Commercial Art, Accounting and Auditing etc. In addition to this 43 vocational colleges in Assam offering 78 courses.

Objectives:-

- (1) To study the impact of vocational education and training in improving socio-economic status of tribal youth.
- (2) To study the problems of vocational education and training.
- (3) To study the future aspects of vocational education and training.

METHODOLOGY:-

Informations were collected from secondary sources.

FINDINGS:-

- (1) Vocational Technical education (VTE) is the type of education that prepare people to work in various jobs such as Trade, craft or technician. Vocational technical education is sometimes referred to as career education.
- (2) In every economy development is initiated by the practical application of scientific knowledge and such is best achieved by the basic knowledge from vocational technical education skills which advance the economy.
- (3) Demand for vocational professionals is required more than ever in

various industries such as retail, tourism, information technology, funeral services and cosmetic as well as in the traditional crafts and cottage industries.

- (4) The advent of globalization has demanded more specialized labour markets, higher levels of skills and diversified vocational education. For years there has been a growing awareness that general education is often too academic and does not prepare young people adequately for the world of work. Confidently as compare to general education vocational education and training has a closer and more direct link with economic and professional development.
- (5) Vocational training improves productivity and enhances efficiency of labour for better participation in economic development. There is a positive relationship between vocational education and economic growth.
- (6) The cultural history of Assam depicts the prevalence of craftsmen of various kinds from remote past in the society. Among them weavers, spinners, goldsmiths, potters and workers in iron, can and bamboo, wood etc are worth mentioning.
- (7) Vocational education required minimum academic qualification.
- (8) Vocational education charge less fees for students.
- (9) Reservation in jobs for STs Students.
- (10) To promote and to fulfill the needs of the tribal students at the time of study and to provide financial assistance to tribal student for continue their education the Ministry of tribal affairs and state are supporting through scheme like post metric scholarships. Top class education scholarship for STs and for vocational training in tribal areas.
- (11) Under the scheme of Free vocational Training in tribal areas each vocational training centre (VTC) under the scheme may cater to 5 vocational courses in traditional skills depending upon the employment potential of the area.
- (12) Government of India takes initiatives to improve the craftsmen's training system in all the states of the North East India.

PROBLEMS:-

- 1) Only some of the H.S. Schools do deal with the vocational stream. As per latest record available with the A.H.S.E.C. 102 out of the total 600 recognized H.S.S. in Assam have been permitted to impact vocational curriculum.
- 2) Appointment of part time teacher is a major hurdle in success of vocational education.
- 3) Non regularization of posts of serving teaches and disbursement of salary some teachers of vocational stream is persistently weakening the vocational education at H.S. level in Assam.
- 4) Shortage of teachers.
- 5) Saturated scope of job opportunities for vocational graduates, difficulties in getting loans from banks for self employment etc. are the problems that are the lessening the popularity of vocational education at H.H. level.
- 6) In adequate infrastructure, insufficient practices in classes, lack of motivation among the students are the related problems for which vocational education failing to attract students.

CONCLUSION:-

- (1) Technical schools and colleges should be well equipped, funded

- and staffed with qualified technical instructor.
- (2) Technical teacher should be well paid as to attract qualified personnel to the profession.
 - (3) Staff training for technical teachers should be given special attention.
 - (4) There should be clear evidence from government indicating that technical/technology certificates are not inferior to general certificates.
 - (5) It is suggested that existing vocational education should be upgraded. The shortage of teacher in technical institutions should be fulfilled and proper training should be provided to teachers.

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