



**A STUDY ON EDUCATION, EMPLOYMENT, INCOME AND
ECONOMIC STATUS: WITH SPECIAL REFERENCE TO ERODE
DISTRICT OF TAMIL NADU**

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ABSTRACT

Education, employment, income and economic status have always been a central issue in development. Jobs represent the means by which individuals gain a sense of personal purpose and satisfaction; support themselves and their families; and contribute to the productivity and health of their local and national economies. The importance of employment to a healthy, productive and peaceful society cannot be overestimated. Jobs can mean economic freedom for women; provide access to education and health services for children; and present an alternative to violence for idle youth. Employment is crucial to successful and sustainable development. Indeed, if a developed society is one in which individuals can lead healthy, productive lives, have access to the resources needed for a decent standard of living and participate in the life of the community, then jobs can make development happen. To examine the education, employment with income conditions in an Indian perspective. To analysis the education, employment and income status in Erode district. To identify the major problems faced by the respondents in the study area. Both primary and secondary data were used for purpose of this study. The researcher has collected 75 samples by means of interview using questionnaires. The sample consists of 36 percent of respondents are 20-30 years of age groups. It could be concluded that the high level of 36 percent of respondents are having 20-30 years age group and low level of 1 percent respondents were from 60-70 years aged category, the workers expressed their

displeasure that no proper registration from the members from the house. Hence it is suggested that the workers should be properly recognized in the family for their achievements and hard work render for the development of the family. Full employment is once again a top priority for governments across the world making it a hot campaign issue in a number of recent national elections. The renewed focus on job creation is timely and necessary.

Key words: Education, Employment, Income, Health and Economic Status

Introduction

Education, employment, income and economic status have always been a central issue in development. Jobs represent the means by which individuals gain a sense of personal purpose and satisfaction; support themselves and their families; and contribute to the productivity and health of their local and national economies. The importance of employment to a healthy, productive and peaceful society cannot be overestimated. Jobs can mean economic freedom for women; provide access to education and health services for children; and present an alternative to violence for idle youth. Employment is crucial to successful and sustainable development. Indeed, if a developed society is one in which individuals can lead healthy, productive lives, have access to the resources needed for a decent standard of living and participate in the life of the community, then jobs can make development happen.

In the developed countries, the recessionary tendencies in the international scene accompanied by high degree of automation necessitated by the technological development, international competition to capture new markets or to retain the same position in the world market may, among others, be the influencing factors for increasing unemployment. On the other hand, in the developing countries the slow growth and spread of industrialization together with the adoption of capital intensive technologies in the production sectors and a relatively faster growth of labour force, have contributed to the aggravation of unemployment. With the spread of unemployment, the issue of education employment relations came to the forefront of analysis. This is more so in the case of developing countries because:

- Education is an essential requirement for jobs in the modern sectors;
- Being educated is no more a guarantee to be employed; and

- Education, especially higher education, is not widespread and those who get educated generally belong to that social group which is more articulate and closer to the power.

The blame for unemployment is very often put on the educational system and the quoted solution is to curb enrolments to higher education. However, the empirical reality that not only the educated unemployment but also general unemployment is on the increase, belittled the wisdom of such solutions. The alternate solution is that of a structural change or transformation of production and distribution systems in these economies. According to this view, unemployment is only a logical outcome of the irrationality of the economic policies that guide the production and distribution system in these economies.

Education-Employment Relationships: The Trends in Theory

Based on the assumption of homogeneity of labour units, the classical economists postulated that wage rates are the equilibrating mechanisms between demand for and supply of labour. To them the competitive markets produce right signals at the right time and the supply and demand factors adjust and re-adjust according to market signals to determine the equilibrium wage rates. In conformity with their assumption of full employment, they considered that the primary function of labour markets was to ascertain the price of labour services at a given point in time. Unemployment, according to the classical, is just a temporary aberration resulting from the imperfect functioning of the markets and it cannot continue to exist in the long-run. Therefore, to the classical employment was not an area of primary focus of their analysis.

The neo-classical did not totally subscribe to the classical version of the labour market process. Stemming from the assumptions of a linear model of economic development and marginal productivity theory of distribution, the neo-classical economists, too, considered that the primary function of labour markets was to allocate and rationally adjust labour skills and labour demands, so as to establish equilibrium prices for labour services. However, many of them did not subscribe to the classical assumption of homogeneity of labour units. Moreover, many postulations in the neo-classical tradition admitted, and to some extent incorporated, the dualistic nature of the labour markets in their analysis. This dualism was sometimes interpreted in terms of cultural factors (Bocke: 1953) and at other times in terms of technological factors (Higgins: 1959). However, within the neo-classical tradition, perhaps, the most popular and

highly acclaimed model, focusing on the educational aspects of employment, is the human capital model.

On the one hand, the human capital model does not assume that the labour units are homogenous. On the other hand, non-homogenous labour units form one of the essential elements of their analysis. They hypothesized that individuals differ in terms of the type and levels of skills they possess. Moreover, their major contribution lies in providing a reasonable explanation for the differential skills and associated wage differentials. According to this model, differential skills are directly related to the differential levels of education attained by the individuals. And the levels of education attained directly correspond to the amounts invested in education. Human capitalists were explicit in their explanation regarding the skill-inculcating role of education. All of them (Schultz: 1961; Becker: 1964; Mincer: 1974, etc.) argued that education develops cognitive skills which improve the efficiency and thereby the productivity of individuals, i.e. better educated individuals contributes more to the national income. Based on the marginal productivity theory of distribution, they argued, and rationalized the higher monetary rewards to the educated than to the less or uneducated.

According to this postulation, the educational level of an individual plays a crucial role in determining his job and income. Thus the relationship between education and work is established through the skills developed through education. Another conjecture within the neo-classical tradition belittles the skill-development role of education. Filtering (Arrow: 1973) and Signaling (Spence: 1973) postulates attribute totally different role to education. Accordingly, education is a selection process whereby more talented and hence more productive individuals are identified. They do not subscribe to the view that education contributes to skill development. To them, talents and skills are inherent in individuals and those who are more talented get higher levels of education, at the same or even at fewer costs, than those who are less talented. What employers are interested in and looking for in the labour market are people with more potential ability.

Degree or diploma possessed by individuals serves as a proxy or signal for potential ability. In the absence of such a signaling or screening device like education there can be a possibility of misallocation of the talented; thereby making a distortion in the labour market. Even when other screening mechanisms are available employers may use the diploma to screen out individuals, provided it is cheaper than any other device. Moreover, using educational

credentials is one of the easiest ways of identifying potential talents. Employees, too, like to be identified because if they are identified they will be given wages to commensurate their abilities.

Therefore, there will be continuing demand for education from the domain of individuals. According to this hypothesis, education has a different role from enhancing skills and productivity of individuals. The link between education and job is through the capability of the educational system to identify potentially productive prospective employees. The basic difference between human capital and screening models is that while the former views education as a productivity augmenting process, the latter views it as a productivity identifying process. However, both postulations agree that the higher educated are more productive. Perhaps, a more important theoretical contribution of the screening hypothesis lies in its ability to accommodate multiple equilibrium wage levels (for persons investing the same amount of money in education) within the neo-classical framework.

PROFILE OF THE STUDY AREA: Erode District Overview

An official Census 2011 detail of Erode, a district of Tamil Nadu has been released by Directorate of Census Operations in Tamil Nadu. Enumeration of key persons was also done by census officials in Erode District of Tamil Nadu.

Erode District Population 2011

In 2011, Erode had population of 2,251,744 of which male and female were 1,129,868 and 1,121,876 respectively. In 2001 census, Erode had a population of 2,016,582 of which males were 1,024,732 and remaining 991,850 were females. Erode District population constituted 3.12 percent of total Maharashtra population. In 2001 census, this figure for Erode District was at 3.23 percent.

Erode District Population Growth Rate

There was change of 11.66 percent in the population compared to population as per 2001. In the previous census of India 2001, Erode District recorded increase of 11.85 percent to its population compared to 1991.

Erode Literacy Rate 2011

Average literacy rate of Erode in 2011 were 72.58 compared to 65.44 of 2001. If things are looked out at gender wise, male and female literacy were 80.42 and 64.71 respectively. For 2001 census, same figures stood at 75.04 and 55.56 in Erode District. Total literate in Erode District were 1,492,662 of which male and female were 828,300 and 664,362 respectively. In 2001, Erode District had 1,188,228 in its district.

Erode District Urban Population 2011

Out of the total Erode population for 2011 census, 51.43 percent lives in urban regions of district. In total 1,157,976 people lives in urban areas of which males are 577,475 and females are 580,501. Sex Ratio in urban region of Erode district is 1005 as per 2011 census data. Similarly child sex ratio in Erode district was 959 in 2011 census. Child population (0-6) in urban region was 102,959 of which males and females were 52,553 and 50,406. This child population figure of Erode district is 9.10 % of total urban population. Average literacy rate in Erode district as per census 2011 is 79.39 % of which males and females are 86.17 % and 72.68 % literates respectively. In actual number 837,616 people are literate in urban region of which males and females are 452,326 and 385,290 respectively.

OBJECTIVES OF THE STUDY

The following are the main objectives of the study,

1. To study the relation between education and employment at global level.
2. To examine the education, employment with income conditions in an Indian perspective.
3. To analysis the education, employment and income status in Erode district.
4. To identify the major problems faced by the respondents in the study area.
5. To suggest some corrective measures and recommendations based on the key findings.

DATA COLLECTION

Both primary and secondary data were used for purpose of this study. Secondary data were collected from books, newspapers, magazines, notices, etc. For collecting primary data

field survey technique was undertaken in the study. The researcher has collected 75 samples by means of interview using questionnaires.

PERIOD OF THE DATA COLLECTION

The sample collected for the period of past three months.

ANALYSIS OF THE STUDY

The data obtained as primary data were arranged and tabulated. The tabulated data were analyzed and interpreted. The percentages, average and well being index were employed appropriately.

LIMITATIONS OF THE PRESENT STUDY

- Secondary sources were collected from published and unpublished sources.
- The primary data study was restricted to Erode town only.
- The sample collected has been restricted to 75 samples from those who were migrated family of rural to urban that is Erode town.
- The bias in samples could not be controlled because respondents' attitudes differ.

EDUCATION, EMPLOYMENT AND INCOME RELATIONSHIP AT GLOBAL LEVEL

The problem of employment which was incidental to the development strategies in the fifties became an area of major concern by the late seventies both in the developed and developing countries. This shift in emphasis was primarily due to the aggravation of general and educated unemployment. At present all the non-socialist economies witness a high degree of unemployment, thus making it almost a global phenomenon. However, the factors responsible for or contributing to it may vary according to the particular contexts of these countries.

Job creation and full employment have been part of the development agenda for decades, sometimes at the top of the list, and at other times losing priority to GDP growth or other economic priorities. In 2013, the issue of jobs is squarely backed in the development spotlight, and with good reason. According to the International Labor Organization, there are more than 200 million people unemployed worldwide. In recent years we saw a global financial crisis that

left few countries untouched, causing a massive economic downturn and a major loss of jobs. Five years on, the world is still short some 67 million jobs. In addition to catching up to pre-crisis employment levels, the total number of jobs needed to maintain current rates of employment continues to grow each year. Population projections suggest that the world will need upwards of 500 million new jobs by 2020, the majority in developing countries as their relatively young populations enter the workforce.

Despite some initial employment gains in the post-crisis years, we have seen a rise in unemployment over the past year, prompting the International Labor Organization to label the 2013 employment trend the “second jobs dip”. In this context, it is not surprising then that the World Bank chose to title the 2013 World Development Report simply “Jobs”, focusing the report on the connection between employment and development. Other multilateral institutions and bilateral development agencies have also highlighted job creation as a key component of their development agenda. Full employment is once again a top priority for governments across the world making it a hot campaign issue in a number of recent national elections. The renewed focus on job creation is timely and necessary. According to world Development Report that the Global jobs challenge by the numbers, they are as follows,

- 202 Million- Number of people unemployed globally in 2013.
- 600 Million- Number of new jobs needed to absorb burgeoning working age population.
- >10%- Aggregate unemployment rate of MENA region.
- 3.3% - Global economic growth in 2012, down from 5.1% in 2010.
- 7.9 Billion- Projected population in developing countries by 2050.
- 12.3% - Global Youth unemployment rate in 2013, 1.1% higher than pre-crisis levels.

Relationship between Employment and Education

As policy makers focus on reducing unemployment, many look to economic growth as a key driver of job creation. Certainly a growing economy can lead to new jobs and increased prosperity. However, higher growth rates do not necessarily lead to more job opportunities or lower unemployment. Increased productivity due to new technologies or higher commodity prices can produce economic growth without corresponding job creation. Additionally, growth is not necessarily shared among a population equally. It is often concentrated in particular sectors,

having relatively little impact on other portions of the populations. Governments and other institutions (such as employer associations, NGOs and universities) have critical roles to play in implementing policies and programs that reduce unemployment while encouraging economic growth. One way to increase the employability of a population and promote job creation is to improve the quality of education. Education contributes to overall economic growth by improving the efficiency of the workforce and leading to higher rates of individual productivity, which in turn lead to a higher demand for qualified workers. Education can provide individuals with the necessary market skills to be relevant in the economy. However, this can only happen when the quality of education is ensured. The issue is that most educational systems do not foster inventive thinking, communication skills, problem solving or the other competencies that can help individuals do well in their jobs.

In order to change this situation and maximize the benefits of education while increasing the employability of graduates, collaboration is needed between governments, the private sector and educational institutions. Such collaboration could support the preparedness of workers by aligning the supply and demand of skilled graduates while ensuring the system operates in a favorable policy environment. For example; the German dual system of apprenticeship is often touted as a model for other countries in reducing youth unemployment. This program allows youth to accrue important work experience that will make them more employable and facilitates the school-to-work transition. The German system involves close collaboration between the government and the private sector where the cost and development of the training's content is shared jointly by both bodies. Learning from the success of the apprenticeship programs like this one can provide guidance on how youth unemployment can be reduced.

Role of Entrepreneurship in Increasing Employment

Initiatives that focus on increasing entrepreneurship and increasing employment share a great deal in common, as entrepreneurship can be seen as a special form of employability. Entrepreneurship has often been cited as a key factor to improving economic growth in developing countries. Entrepreneurship is also seen as an important way to deal with issues relating to poverty, as entrepreneurship creates new jobs, fosters a climate of innovative thinking, and can lead to the launch of pioneering and cutting edge companies. There is also evidence to suggest that entrepreneurs create more employment than non-entrepreneurs. 16 Entrepreneurial

activities encourage the development of new enterprises. In turn, the establishment and growth of SMEs leads to the creation of jobs.

As mentioned earlier, SMEs have been found to be responsible for a large percentage of the formal jobs in the developing world. Therefore supporting the creation of SMEs and their ability to grow into larger businesses can be an effective way to create jobs. Another key factor in strengthening economic growth in developing countries is innovation. While research on the intersection of entrepreneurship and innovation, particularly in developing countries, is in the early stages, there is nonetheless a consensus that entrepreneurship encourages high levels of innovation. Innovation is important because it can lead to more high-value productivity chains and technological change, resulting in a wider range and better quality of goods and services.

Entrepreneurs stimulate innovation as they are responsive to potential new markets and seek opportunities to create new ventures, products and services. Entrepreneurship thus forms part of the process in shifting developing countries from factor-driven economies based on natural resources and unskilled labor, to innovation-driven economies which compete by providing new and unique products and services. In order to be successful, entrepreneurs need skills such as creativity, problem solving and communication skills. Many times these skills are learned through experience – often from entrepreneurial failures – that help an entrepreneur finally arrive at a successful venture. These skills can also be developed through entrepreneurship education and training programs specifically targeting enterprise founders and owners. Such programs focus on providing individuals with practical education and experiential learning that builds both soft skills, such as communication, social intelligence, and critical thinking, as well as hard skills like accounting and financial management. Additionally, such programs foster networks of like-minded individuals that support each other and can lead to the creation of entrepreneurial ecosystems which can promote increased entrepreneurial activity.

It should be noted that while research on the impact entrepreneurial training has on entrepreneurial activity is inconclusive, there is some evidence to suggest a positive correlation.²² Increased entrepreneurial activity is dependent on many factors including the quality of the training, adequate infrastructure and the local business environment. Nonetheless, better access to quality entrepreneurship education can have a beneficial impact on the success of entrepreneurs and thus the development and growth of innovative new businesses. Evidence of

this impact is apparent in the case of a certificate in entrepreneurial management program in Nigeria. This program, which was initiated in partnership with the Global Business School Network, has graduated over 1,300 entrepreneurs as of 2013 and is still growing. In a survey of 255 graduates, it was found that half of the graduates believed that the program had a significant effect on them, where nearly half of the respondents more than doubled profits after the third year in the program. The respondents stated that the program helped to develop their managerial skills and business networks. Increasing the number of students exposed to entrepreneurship can also be an effective way of improving the level of soft skills among all types of graduates. The kinds of practical competencies entrepreneurship training focuses on are as valuable to those seeking employment within existing organizations as they are to those seeking to start their own enterprise. Entrepreneurial training develops the right skills for the jobs being created, whether in formal employment or entrepreneurial self-employment.

The following table 1 shows that global youth unemployment level source was given by international labour organization.

Table 1: Global Youth Unemployment

Region	Young Unemployed (millions)	(%)
World	74.5	12.6
Developed Economies and EU	10.8	18.0
Central and South-Eastern Europe	4.4	17.6
East Asia	12.9	9.0
South East Asia and the Pacific	7.8	13.5
South Asia	13.0	9.8
Latin American and the Caribbean	8.9	14.3
Middle East	3.4	26.5
North Africa	3.9	27.9
Sub-Saharan Africa	10.3	11.5

Source: International Labour Organization

Studies have also found a link between unemployed youth and political unrest and violence as was seen during the Arab Spring uprisings. There are 74.5 million youth unemployed in the world and the International Labor Organization believes that another half million will fall into unemployment by 2014. There are three main reasons why young people are experiencing high levels of unemployment:

- First, owing to the global recession, there is less demand for labor. In economic downturns, companies also tend to retain older staff, and dismiss younger workers, as part of the “last hired, first fired” strategy.
- Second, many of the countries which have the fastest and largest growing populations of youth also have highly imperfect labor markets, where finding a job is dependent on personal and political connections, rather than merit.
- Third is the skill mismatch; young people are not being taught the skills they need to be employable. According to a report by Education for Employment in 2012 on Arab youth entrepreneurship, they found that “only a third of surveyed youth believe their education prepared them adequately for the job market.” Employer surveys confirm that businesses cannot find graduates with the mix of skills and competencies that they require. In order to provide productive and fulfilling opportunities for young people efforts must be made to improve macroeconomic conditions, increase labor market efficiencies, and raise the quality and relevance of education.

Entrepreneurship can be a route to decent work and sustainable enterprise for young people. However, “the structures and delivery of mass education in most countries often thwart or throttle the natural entrepreneurial impulses in youth.” Therefore, as mentioned earlier, educational systems across the developing world (and beyond) need to be reformed. Providing young people with more entrepreneurial training and exposing them to entrepreneurial role models can give them the tools to create their own employment. Technology can also provide ways to improve youth employability. Mobile phones and online educational programs can reduce both the costs of training, provide youth with virtual experience and allow young workers to combine on-the-job training with academic instruction. The use of educational video games and online web portals can also help to train young people with the skills needed for certain jobs,

as well as to tap into social networks to provide communities of support and access to mentorship opportunities.

Role of Technology in Increasing Access and Affordability to Relevant Education

The problems affecting employment in developing countries are not new. Providing stable and productive employment is a concern shared by governments around the world. The global economic crisis and high rates of unemployment have exacerbated the challenges already prevalent in developing countries, creating an even greater need for effective and long-lasting solutions. One relatively new way to tackle this employment crisis, and the related need for education and entrepreneurship training, is through technology. Technology provides innovative ways to encourage employment improve educational systems and enhance entrepreneurship.

Two ways that technology can increase access to and the affordability of relevant education is through the use of mobile phones and online education technology. GBSN recently completed a research project on mobile education opportunities globally and found that mobile education ventures offer a wide variety of solutions. They offer adult literacy and numeracy classes via cell phones, create mentorship networks, and provide platforms for learners to access general business education material at any time. This flexibility allows individuals from a variety of backgrounds to take advantage of training and networking as never before. Mobile phones can also help link employers with interested applicants, as well as allow job seekers to market themselves to a greater audience (See Box 1 on Souktel).

EDUCATION, EMPLOYMENT AND INCOME – AN INDIAN PERSPECTIVE

To strengthen the Indian Education System, an educational policy was adopted by the Indian Parliament in 1968. Education was made an important and integral part of the national development efforts. After independence there has been an effort to spread education to all levels of Indian society. Statistics point to the fact that 99 per cent of children in age group 6-11 years have been enrolled in school. However, to bring the remaining into the ambit of universal primary education is proving difficult because some reside in inaccessible areas, there is a deep rooted prejudice against educating girls there are practical difficulties of distance and inaccessibility of schools. Moreover, the dropout rate is so high that universal elementary education (UEE) is quite an elusive goal.

Since, education is important for the growth of developing nation like India; various steps have been devised to reduce the percentage of dropouts. Non-formal education to provide educational facilities for the drop-outs and to fulfill the desire for additional education in the grown-up-drop-outs is being given a new orientation to make it purposeful and to attract a broad spectrum of the drop-out population. In Indian Education system, adult education programmes covers the age group 1-35 and has been vigorously implemented by the government with the cooperation of many voluntary agencies. Even then much has to be done to realize the target which is 100% coverage adults.

With regard to the pattern of secondary education experiments have been going on since Independence. The 10+2+3 system of education which was recommended by Kothari Commission of 1965 is now being implemented in almost all the States and Union Territories of India. This system (pattern) provides for two streams in the higher secondary schools; the academic streams paving the way for higher education and the vocational stream of terminal nature. However, very few schools have been able to provide this terminal education. As result, schools with academic streams still abound, thereby defeating the very purpose of reducing the acute competition for college education. In many States education is free up to the lower secondary level, and in a few states education is free up to the higher secondary stage.

Higher education system in India is imparted through about 180 universities and nearly 4500 colleges. In addition there are several institutions imparting specialized knowledge and technical skills. Since education is a State subject. The State Governments in India are free to open new university. Grants Commission is an authority which dispenses grants to the universities. But its formal sanction is not necessary to open a university. Taking advantage of this provision many State governments in India have opened a large number of universities in recent years. The tremendous increase in the number of students and of educational institutions has given rise to the term 'education explosion'. No doubt, this has resulted in serious problems such as inadequacy of financial resources and infrastructure and dilution of personal attention to the education and character-formation of the students. Also there is the unwanted side-effect of enormous increase in the number of educated unemployed. However, we cannot overlook the advantages of education explosion in India. Mere increase in the percentage of literate people does not indicate a qualitative change in the educational standards of the people and a substantial

improvement in manpower resources of India. Unemployment problem in India cannot be blamed on the availability of large masses educational people in India.

The alternative of imparting college education through the Hindi medium throughout the country makes no sense. Thus, the Indian dilemma in respect of medium of education still continues. There is a general feeling that the curricula adopted for different stages of education are substandard. This impression is not borne out by facts. The syllabus for irrelevant and various course in schools and colleges have been updated and upgraded. The NCERT (National Council for Educational Research and Training) has set the right tone in this respect. Regarding recent changes in the curricula in schools and colleges, a mention may be made of the introduction of physical education and services like National Social Service (NSS) and National Cadet Corps (NCC) as part of the curriculum and of the inculcating of emotional national integration through teaching of Indian National Movement. Constant review of the syllabus and methods of teaching in the light of the innovations and methods adopted in advanced countries has certainly resulted in improved standards. This is not to say that the average standard of teaching and average proficiency of the students has improved a lot. The general educational standard has been diluted by decrease in the commitment of teachers and by the general decline in morality and standards of life. In many colleges and schools examination has become a farce and real assessment of the intellectual and other capabilities of the students is not done.

Work-oriented education system was advocated by Mahatma Gandhi and others. However, vocational education system in India has proved an up-hill task. The present pattern of 10+2+3 with a vocational stream has touched only the fringe of the problem. The fact is that people resent being taught crafts and traditional occupations in the school. However, the modern commercial education which imparts skills in typing, shorthand, reception and the like has met with better popular approval and demand. As pointed out earlier, education is not to be blamed for the widespread unemployment In India. In recent times new educational opportunities have been invented, one such being correspondence education system. Today virtually every university in India is offering correspondence courses for different degrees and diplomas. In fact correspondence education has opened new vistas for the educational system which could not successfully meet the challenging problem of providing infrastructure for multitudes of new entrants into the portals of higher education. The public demand for higher education was

initially met through evening colleges; now correspondence education has come to the rescue of the worried education administrators. The latest innovation of ‘open university’ has also been introduced in India in the form of Nagarjuna University at Hyderabad.

An open university imparts education only through correspondence; and, in this respect, is to be differentiated from the regular universities which take up correspondence education in addition to the college education. Correspondence education provides an important means for drop-outs to improve their qualification and, for the employed the means to improve education and service prospects. In course of time the glamour for college education may decline if correspondence education is made very effective. At present India has 540 million youth under the age of 25 and this will continuously grow till the year 2050. During this period, we need large numbers of talented youth with higher education for the task of knowledge acquisition, knowledge impartation, knowledge creation and knowledge sharing.

DATA ANALYSIS AND INTERPRETATION

In this chapter we can see that the data analysis and interpretation of the present study. The study is analyzed that a study on education, employment, income and economic conditions with special reference to Erode district of Tamil Nadu during the study period. In this chapter, the primary data is used for purpose of this study. The primary data were obtained by way of questionnaire from respondents.

Table 2: Age of the Respondents

AGE	No. OF RESPONDENTS	PERCENTAGE
20-30	27	36
30-40	16	21
40-50	24	32
50-60	7	9
60-70	1	1
TOTAL	75	100

Source: Primary Data

The above table (2) shows the classification of respondents based on the ages. It consists 36 percent of respondents are 20-30 years of age groups. 21 percent of respondents come under the age group of 30-40 years. 32 percent of respondents come under the age group of 40-50 years. 9 percent of respondents showed in 50-60 years age group. 1 percent of respondents were in 60-70 years age group level. it could be concluded that the high level of 36 percent of respondents are having 20-30 years age group and low level of 1 percent respondents were from 60-70 years aged category in the present study.

Table 3: Gender of Respondents

GENDER	No. OF RESPONDENTS	PERCENTAGE
Male	20	27
Female	55	73
TOTAL	75	100

Source: Primary Data

The table shows that the sample consists of 20 (27 %) respondents having male gender group. 55 (73 %) respondents were having female gender group. out of the 55 respondents the female group 73 percent has the highest percentage of 73 and contradiction these one the male group of 20 has least percentage of 27. So the female gender group has the highest level of percent.

Table 4: Marital Status of Respondents

MARITAL STATUS	No. OF RESPONDENTS	PERCENTAGE
Married	25	33
Unmarried	33	44
TOTAL	75	100

Source: Primary Data

The figures shows that the marital status of respondents. Out of the 75 respondents the unmarried group of 33 has the highest percentage of 44 and contradiction these one the married group of 25 has least percentage of 33. Hence, the unmarried group has the highest marital status is clearly stated in this study period.

Table 5: Educational Wise Classification

EDUCATION STATUS	No. OF RESPONDENTS	PERCENTAGE
Illiterate	24	32
Primary	19	25
Middle	17	23
High School	5	7
HSS	10	13
Degree And Above	8	11
TOTAL	75	100

Source: Primary Data

The above table exhibits educational wise classification of respondents. 32 percent of respondents belong to illiterate. 25 percent of respondents belong to primary level. 23 percent of respondents belong to middle school level. 13 percent of respondents obtained HSS level and 7 percent respondents were having degree and above. So it could be seen from the above analysis the highest of 32 percent respondents are illiterate and the lowest education of 7 percentages of respondents are having high school level in the present study.

Table 6: PROFESSIONAL STATUS

PROFESSIONAL STATUS	No. OF RESPONDENTS	PERCENTAGE
Permanent	28	37
Temporary	47	63
TOTAL	75	100

Source: Primary Data

The sample consists of 28 (37 percent) respondents prefers and working the permanent workers and 47 (63 percent) respondents are working with temporary workers. So, the highest levels of 63 percentages of respondents are temporary workers of the present study.

Table 7: Occupation of Respondents

OCCUPATION	No. OF RESPONDENTS	PERCENTAGE
Labour	55	73
Govt. Employee	2	3

Teacher	1	1
Driver	6	8
Agrarian	8	11
Supervisor	1	1
Finance	2	3
TOTAL	75	100

Source: Primary Data

The sample consists of 55 (73 percent) respondents were labour, 8 (11 percent) respondents were agrarian, 6 (8 percent) respondents were driver and similar of 2 (3 percent) respondents were govt. and finance occupational status. While analyzing the lowest occupational status of 1 percent level of teacher and supervisor occupational status in the present study.

Table 8: Income Status of Respondents

INCOME STATUS	No. OF RESPONDENTS	PERCENTAGE
Monthly	39	52
Weekly	12	16
Daily	24	32
TOTAL	75	100

Source: Primary Data

The divulged from the above table that the percentage of the income status based on monthly, weekly and daily obtained by respondents. It could be observed from the above analyze that the highest (52 percent) among income status of respondents and the lowest (16 percent) among the income status of respondents. The percentage of medium level of (16 percent) income status was weekly income status in the present study.

Table 9: Family Size of the Respondents

SIZE OF FAMILY	No. OF RESPONDENTS	PERCENTAGE
0-2	6	8
0-3	20	27
3 - 4	30	40

4 - 5	18	24
Above 5	1	1
TOTAL	75	100

Source: Primary Data

It found from the table that the percentage of the respondent high level of (40 percent) family size obtained by 3-4 members. The lowest level of (1 percent) was above five category of family size. The 20 (27 percent) respondents were having 0-3 and 18 (24 percent) respondents were 4-5 members of size family in the study period.

Table 10: Tenurial Status of House

STATUS OF HOUSE	No. OF RESPONDENTS	PERCENTAGE
Owned	48	64
Rented	24	32
Un Authorized Land	3	4
TOTAL	75	100

Source: Primary Data

The distribution of sample respondents according to the respondents housing accommodation and income earned are shown in the above table 4.9. Housing is one of the basic needs of the human being. The status of the human being is assessed based on the size of the house possessed by him/her. For the purpose of the study, accommodation has been studied under two strata namely rented house and own house. The sample consist 48 (64%) respondents living in own house and 24 (32%) respondents living in rental house. and also the sample consists of 3 (4 percent) respondents were living in unauthorized/waste/govt/without property document land. It could be seen from the above analyze that the housing specialty should be needed by respondents.

Table 11: Type of House

TYPE OF ROOF (HOUSE)	No. OF RESPONDENTS	PERCENTAGE
Thatch	5	7
Concrete	28	37
Tils	42	56
TOTAL	75	100

Source: Primary Data

It is found from the above table that 7 % of the respondents living in Thatched house. 56% of the respondents are living in Tiled house. On the other hand, 37% of the respondents living in concrete houses. From the analysis, it is concluded that only 7% of the respondents living in thatched houses.

Table 12: Education, Occupation and Income Related Information of Respondents

Illiterate's Workers	No. Of Respondents	%	Permanent/Temporary	Monthly Income (Each One Person)	%
Spinning	3	13	Temporary	9000	13
Agri Labour	15	63	'	8000	11
Driver	1	4	'	8500	12
Electrician	1	4	'	12000	17
Construction	1	4	'	11000	15
Govt	1	4	Permanent	15000	21
Security	2	8	Temporary	7500	11
Total	24	100		71000	100
8th Std Level's Work of Respondents	No. of Respondents	%	Permanent/Temporary	Monthly Income	%
Spinning	2	11	Temporary	8000	8
Agri Labour	9	47	„	7200	8

Sales Man	1	5	„	12000	13
Electrician	1	5	„	6000	6
Finance	1	5	„	5000	5
Govt	1	5	„	13000	14
Tailor	1	5	„	12000	13
Business	1	5	„	25000	27
Decorator	2	11	„	6000	6
Total	19	100		94200	100
10th Std Level's Workers Occupation	No. of Respondent s	%	Permanent/Te mporary	Monthly Income	%
Agri Labour	4	24	Temporary	3500	7
Driver	4	24	„	8825	18
Sales Man	7	41	„	6000	12
Construction	1	6	„	4700	10
Business	1	6	„	25000	52
Total	17	100		48025	100
HSC Std Level Worker's Occupation	No. of Respondent s	%	Permanent/Te mporary	Monthly Income	%
Agri Labour	2	40	Temporary	9000	25
Driver	1	20	„	10000	27
Sales Man	1	20	„	5500	15
Electrician	1	20	„	12000	33
Total	5	100	„	36500	100
Degree Level Worker's Occupation	No. of Respondent s	%	Permanent/Te mporary	Monthly Income	%
Agri Labour	1	10	Temporary	2000	3
Sales Man	2	20	„	15000	19
Finance	2	20	„	25000	31

Tailor	2	20	„	15000	19
Govt	3	30	Permanent	23000	29
Total	10	100		80000	100

Source: Primary Data

It is found from the table (12) that the percentage of the respondent's education, occupation and monthly income in the study period. It could be observed from the above table that the temporary work of agricultural labour were the high level of 15 (63 percent) among the respondents who had illiterate education with the salary of Rs. 8000 per month. Illiterate workers of spinning, driver, electrician, construction and govt employers (permanent) were getting the amount of Rs. 9000 (3 percent), 8500 (12 percent), 12000 (17 percent), 11000 (15 percent), 15000 (21 percent) and 7500 (11 percent).

It is witnessed from the above analysis that 8th STD level of respondent's status. From the table shows the majority work of 9 (47 percent) agricultural respondents expressed that they have obtained Rs. 7200 (8 percent) of the wages in per month. In the 8th STD level of education, the high level of Rs. 25000 (27 percent) amount were obtained by business man. The high level of 7 (41 percent) temporary work of salesman workers earned the amount of Rs. 6000 (12 percent) and the least level of 1 (6 percent) business workers earned Rs. 25000 per month at 10th STD level of education.

At HSC level of education, agricultural workers are getting Rs.9000 per month with 40 percent. The least level of 1 (20 percent) respondents were earning Rs. 5500 (15 percent) per month. The permanent workers of government employee are getting the salary of Rs. 23000 (29 percent) per month. And the least level of 1 (10 percent) agricultural workers are earning only Rs. 2000 per month because degree level respondents are not ready to work in agriculture. While analyzing the degree holders with highest amount of Rs. 25000 were earned by business man. It is learnt from above analysis that the more level of respondents are having agricultural work but they are not earning much level of income due to illiterate problems. And also noted that more respondents who have worked with temporary works. On the other hand, business workers are earning more level of income with temporary conditions when comparing to government employees.

Table 13: WELL BEING INDEX

QUALIFICATION	Frequency	Well Being Index Score	Cumulative %
Illiterate	16	21	21
Primary	19	25	46
Middle school	17	23	69
High school	5	7	76
HSS	10	13	89
Graduate and above	8	11	100
BEDROOM			
Yes	58	77	77
No	17	23	100
HALL SEPERATELY			
Yes	48	64	64
No	27	36	100
TOILET AND BATHROOM			
Yes	55	73	73
No	20	27	100
KITCHEN			
Yes	54	72	72
No	21	28	100
ELECTRICITY			
Yes	73	97	97
No	2	3	100
DRINKINGWATER (TAP)			
Yes	49	65	65
No	26	35	100
DRINAGE/SEWAGE			
Yes	59	79	79
No	16	21	100
GRINDER			

Yes	53	71	71
No	22	29	100
MIXI			
Yes	62	83	83
No	13	17	100
GAS			
Yes	68	91	91
No	7	9	100
TV			
Yes	70	93	93
No	5	7	100
COMPUTER/LAPTOP			
Yes	41	55	55
No	34	45	100
INVESTMENT FROM SAVINGS			
Yes	26	35	35
No	49	65	100
WELL BEING INDEX			32.38

The above table shows that the Well Being Index is a composite index which is constructed on the basis of 14 well defined parameters clearly reveals that the well being index of the respondents were abysmally low. The well being index of the respondents are worked out to the just 32.38 out the maximum of 100. There are certain spheres the people are lacking severely.

SUMMARY OF FINDINGS, SUGGESTIONS AND CONCLUSION

In this present study, a study on education, employment and income status with special reference to Erode district of Tamil Nadu, and also discussed with global level based on education, employment, income and economic conditions in the study period. Some of the findings based on the study are given below:

- 202 Million- Number of people unemployed globally in 2013.

- 600 Million- Number of new jobs needed to absorb burgeoning working age population.
 - >10%- Aggregate unemployment rate of MENA region.
 - 3.3% - Global economic growth in 2012, down from 5.1% in 2010.
 - 7.9 Billion- Projected population in developing countries by 2050.
 - 12.3% - Global Youth unemployment rate in 2013, 1.1% higher than pre-crisis levels.
 - Studies have also found a link between unemployed youth and political unrest and violence as was seen during the Arab Spring uprisings. There are 74.5 million youth unemployed in the world and the International Labor Organization believes that another half million will fall into unemployment by 2014.
 - First, owing to the global recession, there is less demand for labor. In economic downturns, companies also tend to retain older staff, and dismiss younger workers, as part of the “last hired, first fired” strategy.
 - Second, many of the countries which have the fastest and largest growing populations of youth also have highly imperfect labor markets, where finding a job is dependent on personal and political connections, rather than merit.
 - Third is the skill mismatch; young people are not being taught the skills they need to be employable. According to a report by Education for Employment in 2012 on Arab youth entrepreneurship, they found that “only a third of surveyed youth believe their education prepared them adequately for the job market.” Employer surveys confirm that businesses cannot find graduates with the mix of skills and competencies that they require. In order to provide productive and fulfilling opportunities for young people efforts must be made to improve macroeconomic conditions, increase labor market efficiencies, and raise the quality and relevance of education.
 - In the present study, the sample consists of 36 percent of respondents are 20-30 years of age groups. 21 percent of respondents come under the age group of 30-40 years. 32 percent of respondents come under the age group of 40-50 years. 9 percent of respondents showed in 50-60 years age group. 1 percent of respondents were in 60-70 years age group level. it could be concluded that the high level of 36 percent of respondents are having 20-30 years age group and low level of 1 percent respondents were from 60-70 years aged category in the present study.
 - From the analysis that the sample consists of 20 (27 %) respondents having male gender group. 55 (73 %) respondents were having female gender group. out of the 55
-

respondents the female group 73 percent has the highest percentage of 73 and contradiction these one the male group of 20 has least percentage of 27. So the female gender group has the highest level of percent.

- Out of the 75 respondents the unmarried group of 33 has the highest percentage of 44 and contradiction these one the married group of 25 has least percentage of 33. Hence, the unmarried group has the highest marital status is clearly stated in this study period.
- It could be concluded that 32 percent of respondents belong to illiterate. 25 percent of respondents belong to primary level. 23 percent of respondents belong to middle school level. 13 percent of respondents obtained HSS level and 7 percent respondents were having degree and above. So it could be seen from the above analysis the highest of 32 percent respondents are illiterate and the lowest education of 7 percentages of respondents are having high school level in the present study.
- The sample consists of 28 (37 percent) respondents prefers and working the permanent workers and 47 (63 percent) respondents are working with temporary workers. So, the highest levels of 63 percentages of respondents are temporary workers of the present study.
- The sample consists of 55 (73 percent) respondents were labour, 8 (11 percent) respondents were agrarian, 6 (8 percent) respondents were driver and similar of 2 (3 percent) respondents were govt. and finance occupational status. While analyzing the lowest occupational status of 1 percent level of teacher and supervisor occupational status in the present study.
- The divulged from the above analysis that the percentage of the income status based on monthly, weekly and daily obtained by respondents. It could be observed from the above analyze that the highest (52 percent) among income status of respondents and the lowest (16 percent) among the income status of respondents. The percentage of medium level of (16 percent) income status was weekly income status in the present study.
- It found from the table that the percentage of the respondent high level of (40 percent) family size obtained by 3-4 members. The lowest level of (1 percent) was above five category of family size. The 20 (27 percent) respondents were having 0-3 and 18 (24 percent) respondents were 4-5 members of size family in the study period.
- Housing is one of the basic needs of the human being. The status of the human being is assessed based on the size of the house possessed by him/her. For the purpose of the

study, accommodation has been studied under two strata namely rented house and own house. The sample consist 48 (64%) respondents living in own house and 24 (32%) respondents living in rental house. and also the sample consists of 3 (4 percent) respondents were living in unauthorized/waste/govt/without property document land. It could be seen from the above analyze that the housing specialty should be needed by respondents.

- It is found from the above results that 7 % of the respondents living in Thatched house. 56% of the respondents are living in Tiled house. On the other hand, 37% of the respondents living in concrete houses. From the analysis, it is concluded that only 7% of the respondents living in thatched houses.
- It could be observed from the above table that the temporary work of agricultural labour were the high level of 15 (63 percent) among the respondents who had illiterate education with the salary of Rs. 8000 per month. Illiterate workers of spinning, driver, electrician, construction and govt employers (permanent) were getting the amount of Rs. 9000 (3 percent), 8500 (12 percent), 12000 (17 percent), 11000 (15 percent), 15000 (21 percent) and 7500 (11 percent).
- It is witnessed from the above analysis that 8th STD level of respondent's status. From the table shows the majority work of 9 (47 percent) agricultural respondents expressed that they have obtained Rs. 7200 (8 percent) of the wages in per month. In the 8th STD level of education, the high level of Rs. 25000 (27 percent) amount were obtained by business man. The high level of 7 (41 percent) temporary work of salesman workers earned the amount of Rs. 6000 (12 percent) and the least level of 1 (6 percent) business workers earned Rs. 25000 per month at 10th STD level of education.
- While analyzing the degree holders with highest amount of Rs. 25000 were earned by business man. It is learnt from above analysis that the more level of respondents are having agricultural work but they are not earning much level of income due to illiterate problems. And also noted that more respondents who have worked with temporary works. On the other hand, business workers are earning more level of income with temporary conditions when comparing to government employees.

SUGGESTIONS

Some of the suggestions based on the findings are given below:

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- ❖ Entrepreneurship can be a route to decent work and sustainable enterprise for young people. However, “the structures and delivery of mass education in most countries often thwart or throttle the natural entrepreneurial impulses in youth.” Therefore, as mentioned earlier, educational systems across the developing world (and beyond) need to be reformed. Providing young people with more entrepreneurial training and exposing them to entrepreneurial role models can give them the tools to create their own employment.
- ❖ Technology can also provide ways to improve youth employability. Mobile phones and online educational programs can reduce both the costs of training, provide youth with virtual experience and allow young workers to combine on-the-job training with academic instruction. The use of educational video games and online web portals can also help to train young people with the skills needed for certain jobs, as well as to tap into social networks to provide communities of support and access to mentorship opportunities.
- ❖ Traditionally education is imparted before students get a job or start an enterprise. Technology allows people to receive just-in-time specific courses, providing the skills needed on the job. As technology transforms education, businesses, governments, and schools should embrace the changes brought on by the new tools and continue to discover new applications that broaden access to critical educational material and ongoing training support.
- ❖ It could be observed that the more number of respondents are having illiterate, hence, government should take needful steps in this study area. Moreover, wage should be considered.
- ❖ More number of temporary workers was analyzed in this present study. So needful employment also needed by respondents.
- ❖ Size of the family and the income earning capacity was studied. The respondents belonged to large size family has earned maximum income than the small and medium size family. Hence, it is suggested that the respondents belongs to medium size and small size family may approach the neighboring job provides to get counties job and earning better income.
- ❖ The house hold women workers revealed that there is” no adequate space for work” and “no proper machinery tool/equipment”. Hence, it is suggested that due care should be taken to work in the inadequate space to avoid accidents. They also request the job

providers to supply a good quality of tools and equipment to make the output with high quality.

- ❖ In the present study, the workers expressed their displeasure that no proper registration from the members from the house. Hence it is suggested that the workers should be properly recognized in the family for their achievements and hard work render for the development of the family.

CONCLUSION

Employment has always been a central issue in development. Jobs represent the means by which individuals gain a sense of personal purpose and satisfaction; support themselves and their families; and contribute to the productivity and health of their local and national economies. The importance of employment to a healthy, productive and peaceful society cannot be overestimated. Jobs can mean economic freedom for women; provide access to education and health services for children; and present an alternative to violence for idle youth. Employment is crucial to successful and sustainable development. Indeed, if a developed society is one in which individuals can lead healthy, productive lives, have access to the resources needed for a decent standard of living and participate in the life of the community, then jobs can make development happen. Population projections suggest that the world will need upwards of 500 million new jobs by 2020, the majority in developing countries as their relatively young populations enter the workforce. There are various legislations to protect the interest and welfare of the labour in India. The organizations are under compulsion to provide favorable working conditions for workers employed in their place and they have to take steps to protect and promote the health of the employees in the present study. Despite some initial employment gains in the post-crisis years, we have seen a rise in unemployment over the past year, prompting the International Labor Organization to label the 2013 employment trend the “second jobs dip”. In this context, it is not surprising then that the World Bank chose to title the 2013 World Development Report simply “Jobs”, focusing the report on the connection between employment and development. Other multilateral institutions and bilateral development agencies have also highlighted job creation as a key component of their development agenda. Full employment is once again a top priority for governments across the world making it a hot campaign issue in a number of recent national elections. The renewed focus on job creation is timely and necessary.

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