NATIONAL SEMINAR
ON

SKILLS IN EDUCATION
AND
EMPLOYABILITY

09.03.2018

Organized by

KRISHNASAMY
COLLEGE OF EDUCATION FOR WOMEN

Manapattu, Bahour Commune, Puducherry – 607 402

(Recognized by NCTE, UGC 2(f) Status Affiliated to Pondicherry University, Accredited by NAAC Grade)

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ABOUT THE COLLEGE

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Krishnasamy College of Education for Women (KCEd) was established in the academic year 2005-2006 catering to the needs of Teacher Education for Women. This college provides education, especially for down trodden, socially and economically backward women.

KCEd is situated in the southern edge of French tradition based Union territory of Puducherry. It is in the midst of rural village named as Manapattu, of the Bahour Commune. It is a hop away from the south gate way of Puducherry and the east sea coast, in the East Coast Road.

The Institution has been dedicating itself to the service of society by educating and preparing professionally qualified secondary level teachers for the last 13 years. The College is affiliated to the University of Pondicherry, recognized by the National Council for Teacher Education and accredited by NAAC. The College is also recognized by under UGC 2(f) status. It is one of the best institutions under the umbrella of the prestigious Sri Subbulakshmi Krishnasamy Reddiar Educational Trust in Cuddalore & Puducherry.

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The college is functioning with all infrastructural facilities as per NCTE Regulations December 2014, state-of-art Integrated Resource Centre, Curricular Laboratories, Health and Physical Education Resource Centre(with Yoga Education), Multi-purpose Play Field, ICT enabled Seminar Room and ICT enabled Multi-purpose Hall, Art and Craft Resource Centre, Library-cum- Reading Room and Psychology laboratory.

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ABOUT THE SEMINAR

THEME: SKILLS IN EDUCATION AND EMPLOYABILITY

The youth population is fast shrinking with higher dependency ratios in the developed world, India is one of the youngest nations in the world with more than 54 percent of its total population below 25 years of age. It is estimated that there will be 104.62 million fresh entrants to the workforce by 2022 who will need to be skilled. However, institutional arrangements to support technical and vocational education programmes remain quite inadequate.

Formally linking the development of skills in vocational fields, and bringing an academic equivalence to vocational accomplishments with avenues for horizontal and vertical mobility of students has been attempted only recently. To enhance employability, a blend of education and skills is essential for individual growth and economic development. Fostering dignity and social acceptability to high quality vocational training needs increased attention.

SUB THEME

Sub-theme 1: Education for Skillful Employment and Entrepreneur Skills.
Sub-theme 2: Skill Development Programmes in Schools and Colleges
Sub-theme 3: Education with National Skill Qualification Framework (NSQF)
Sub-theme 4: Education with Recognition of Prior Learning (RPL).

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SUB-THEME 1: EDUCATION FOR SKILLFUL EMPLOYMENT AND ENTREPRENEUR SKILLS

1. EDUCATION FOR SKILLFUL EMPLOYMENT AND ENTREPRENEUR SKILLS

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ABSTRACT

This paper reviews the current state of education for skillful employment, and entrepreneur skills for youth, and considers the challenges facing India's skills development system. The majority of young people have limited access to education and training, and most find work in the informal sector. In recent years India has rapidly expanded the capacity of educational institutions and enrollments, but dropout rates remain high, and educational attainment remains low. While India has a well-institutionalized system of vocational training, it has not sufficiently prepared its youth with the skills that today's industries require. Thus, to speed its economic growth and take advantage of its "demographic dividend," the country has recently to accelerate skills development. The Indian experience of vocational education, which has a history of four decades, lacks success in its growth and effective implementation. The recent initiatives of Government of India prioritize on skill development programmers with employment potential and direct utility in life. The prominent among them are setting up National Skill Development Council and National Vocational Educational Qualifications Framework to meet the future professional needs of the society. Against this background, the chapter consolidates policies, programmers, and reports on work education and advancing entrepreneurship in Indian and international context. The study advocates that both public and private sectors should establish skill acquisition centers which would be adequately equipped and funded to achieve the desired goal. The study also recommended improved practical programs in school curriculum, creating awareness through entrepreneurial skill training classes, development programs, seminars, conferences and symposiums

INTRODUCTION

This paper reviews the current state of education, skills development, and employment for Indian youth, and considers the challenges facing India's skills development system. Today, youth across the world face serious challenges regarding skills and jobs, challenges fundamentally different from those their parents faced. In the globalized economy, competition has become intensified among firms and industries in developing and developed countries alike, requiring their workers to have higher levels of skills to enable them to engage in innovation, improve the quality of products/services, and increase efficiency in their production processes or even to the point of improving the whole value chain process. Rapid technological change demands a greater intensity of knowledge and skills in producing, applying and diffusing technologies. In turn, all these have changed the nature, contents, and types of skills that industry demands. As a result, most countries recently moved to reform their education systems, to upgrade the skills of their workforces. The challenges are greater for developing countries like India, which have long suffered from a shortage of skilled labor. But today, developing-country firms and producers have become increasingly involved in the global value chains, requiring them to meet global standards of quality and efficiency. This, in turn, requires higher levels of skills in the workforce. Moreover, many countries today need more skilled workers to compete in attracting foreign direct investment (FDI), as it is a viable strategy for bringing advanced technologies to their domestic industries, expanding their foreign trade, and thereby boosting industrial and economic development; the availability of, and even the stock of, skilled workforce in a country is a key determinant for multinational firms considering investments. Over the last two decades, however, developing countries have primarily focused on basic

education, particularly primary education, since the 1990 World Conference on Education for All (WCEFA) held in Jomtien, Thailand, and its follow up at the 2000 World Education Forum in Dakar, Senegal. But today they are well aware that expanding basic education is hardly sufficient in this globalized era if their firms and industries are to compete in the global economy, and if they are to promote sustainable economic growth, unless they work harder to upgrade their workers' skills. Moreover, though basic education has expanded considerably in recent decades, graduates of basic education who are entering the labor market have increasingly found themselves inadequately equipped with the skills that industry demands. Thus, developing countries, and all major international organizations concerned with education, have recently shifted their focus, away from basic education and back to technical and vocational education and training the study of entrepreneurship has grown dramatically and is now becoming a priority in educational research, both for courses taught and volume of researches undertaken. While setting up its own boundaries, this field of study has relied on other disciplines for much of its content. Business education, economics and more recently cognitive psychology have been influential in informing the dominant methods in entrepreneurship research. Academic research in these areas has contributed significant knowledge to understand the causes of entrepreneurial propensity.

CHALLENGES FACING SKILLS DEVELOPMENT EFFORTS

Today, youth in developing countries who are seeking work face great difficulty. First, in the globalized era, competition has intensified among firms and industries, requiring them to improve the efficiency and quality of their products and services. This forces them to hire fewer, but more skilled, workers. Thus, the entry requirements for youth seeking work have become higher and tougher. Second, the global economic crises and other trends have led firms and industries to engage in massive restructuring, resulting in fewer new job openings and growing unemployment, particularly among youth. Globally, some 200 million people are unemployed, including 75 million under age 25 (World Bank 2012a). Third, technological change, particularly the development of information and communication technology (ICT), is occurring at unprecedented speed, requiring workers to have more, and more complex, cognitive skills than ever. Moreover, the global economy is increasingly becoming "knowledge-based" (OECD 1997), demanding a higher intensity of knowledge and skills to do one's job. Fourth, global labor markets are becoming increasingly casualized and flexible (Standing 1999). Firms are adopting more flexible employment practices. An increased proportion of workers, especially new to the labor market, must now work as casual labor, without job security and stable career prospects. Finally, because more people are migrating across national borders seeking work, youth from developing countries are increasingly exposed to global labor markets, competing even with workers outside their own countries who offer more knowledge, skills, qualifications, or competencies, or for lower wages.

RECENT DEVELOPMENT IN SKILLS DEVELOPMENT FOR THE YOUTH

Drawing on data collected in several rounds of fieldwork conducted in India, this section discusses recent changes in the policy, institutional frameworks, and practices at national, regional, and institutional levels.

REFRAMING THE NATIONAL SYSTEM OF SKILLS DEVELOPMENT

Recently, India has finally become serious about skills development, introducing a series of education and training reforms. Its 11th 5-year Development Plan (2007—2012) focused on skills development as a priority issue for the first time (GOI 2008b). The prime minister's Independence Day speech of 2006 emphasized the need for a vocational education mission. In his Independence Day speech of 2007, he announced that 1,600 new ITIs and polytechnics, 10,000 new vocational schools and 50,000 new skill development centers would be established to provide access to vocational training for over 10 million students (GOI 2011). In addition, in his budget speech of 2007, the finance minister described the emerging shortages of skilled workforce in many sectors. These political commitments from the top leadership of the central government have raised awareness among the line ministries that they must expand TVET programs "to take advantage of the

demographic dividend of the country and to fulfill the aspirations and right of the youth to gainful employment and contribute to national productivity. These speeches have generated a momentum for skills development, and a strong sense of urgency among government officials, industry, and educationalists. In 2009, India's government announced its first skills development policy and set up a new institutional framework involving close coordination among government, industry, and training institutions to facilitate skills development efforts at the central level. First, it set up the Prime Minister's National Skills Development Council (NSDC) to coordinate various schemes provided by various ministries. The Office of the Advisor to Prime Minister for Skills Development serves as an apex coordinating body and as a secretariat

SKILLS DEVELOPMENT FOR YOUTH IN INDIA

Challenges and Opportunities for the NSDC. Second, the National Skills Development Board (NSDB) was set up under the Planning Commission to coordinate 17 relevant ministries. Third, the National Skill Development Corporation (NSDC) was created, operating as a public-private partnership (PPP) involving industry associations and industry representatives to upgrade training institutions and deliver vocational training. Fourth, Sector Skills Councils have been set up for about two dozen sub-sectors involving various interested industrial associations to identify skills gaps and enhance skills training in each sub-sector. These organizations are responsible for developing policies, setting priorities and strategies, and overseeing and coordinating the various stakeholder initiatives and efforts. These Councils also try to involve employers more in establishing skills standards and assessing training performance. The creation of the NCSD in charge of skills development directly under the Prime Minister's Office helped show that the government was seriously committed to promoting skills development and raising awareness about skills development among policymakers, industry leaders, training institutions, and the general public. Also, it has made it easier to coordinate among various line ministries and concerned agencies. This new national-level institutional framework has changed the way TVET is governed in India. Moreover, in 2010, the first national manufacturing policy was issued, with emphasis on skills development as a strategy to strengthen India's manufacturing. Indeed, it emphasized skills development for minimally-educated workers in the unorganized sector, and proposed a Modular Employable Skills (MES) scheme under DGE&T. Unlike ATS, under the MES scheme, ITIs and anyone with relevant experience can offer short-term courses (often two weeks) primarily for workers in the unorganized sector with five years of schooling, to minimize the opportunity cost of being away from work. The relevant industry designs the courses to include the necessary skills. After completing their training, the Regional Director of Apprenticeship Training awards the MES trainees a certificate for the skills they have learned. This ensures that their skills are portable and will be recognized by the appropriate industry in India or even abroad. However, MES is currently offered on a limited scale. It will take a more formalized and institutionalized format to implement courses to enhance public awareness and recognition of the skills certified under the scheme and to improve access to the MES among workers in the unorganized sector.

LESSONS FROM THE GLOBAL ENTREPRENEURSHIP MONITOR

Entrepreneurship framework conditions discussed in the Global Entrepreneurship Monitor (India) Report (2002) show that India has emerged as the second most entrepreneurially active nation among 37 national teams (accounting for 62 % of the world's population) and is maintaining its momentum. However, the findings of the report specifically pinpoint that the high level of entrepreneurial activity in India is a consequence of high rate of unemployment in the country. This entrepreneurial activity may not be sustainable without adequate support of the right kind of education system (pp. 37–38). The report noted that the education system in India is not creating an entrepreneurial orientation among people and stressed the need to create a strong link between the spirit of entrepreneurship and education. The analysis of the entrepreneurial framework conditions in India

ENTREPRENEURSHIP AND QUALITY EDUCATION

Entrepreneurship education in an educational setting recognizes that youths are a diverse group with diverse qualities, talents, motivations and learning objectives. It clearly focuses on developing, understanding and ability for pursuit of entrepreneurial behaviors, attributes and skills in widely different contexts which can be practiced, developed and learned over a period of time. Personal attributes such as creativity and spirit of innovation can be useful to everyone in their responsibilities and daily existence. Entrepreneurship education supports the school-to-work transition. It shows learners that there are different paths to the future and different choices based on actions and values. It also helps to even out inequalities in educational achievement and securing pathways after school, particularly for girls and children belonging to disadvantaged communities. The benefits of entrepreneurship education extend beyond the creation of new ventures. The benefits make learners aware of possibilities and opportunities by developing in them a positive and favorable/ attitude. It makes them understand that change brings opportunities to those who have an entrepreneurial attitude and encourages them identify their strengths and weaknesses. Entrepreneurship education, thus, draws youngsters towards civic engagement in their communities for attaining the educational goal of quality education to all. This makes entrepreneurship not just a 'subject' to be taught; rather, it is reflected in the pedagogy, the ability of the teaching staff and the forward-looking school environment. The work and social engagement lessons as curricular components of certain schools in Maharashtra, India, discussed earlier in this chapter, are examples in support of this. In conclusion, the entire discussion can be summed up in the form of following key statements:

1. Entrepreneurship occupies an action arena. It comprises the learning phase, the attitudinal phase, the performance phase and finally, winning the game. It is to be further noted that only few wins the game. In other words, it implies that successful entrepreneurs are those who think about their actions or behaviors that is, they are the introspective type.

2. The environment (social, economic and cultural) shapes human beings who act and interpret with different views and intentions. Transacting the school subjects in an entrepreneurial way would, in turn, help to create a positive future, which will be different from today. The learning areas should have a mixture of study, work and action in life situations. The curriculum should be a homeschool-societal one rather than merely a school curriculum.

3. Choices in life and the ability to take part in democratic processes depend on the capacity to contribute to society in various ways. This is why education must develop the ability to work and engage in economic processes and social change. This calls to integrate work with education. This must be ensured that work-related experiences are broad-based in terms of skills and attitudes to inculcate a mental frame that encourages a spirit of cooperation. 'Work' alone can create a social temper.

2. ENTREPRENURIAL SKILL ACQUISTION AND EMPLOYMENT
E.KARTHIGA, S.CHANDRLEKA & M. SARULATHA, Krishnasamy College of Education for Women

ABSTRACT

Skill is very important in the life of every human being. Many technicians earn more than some university graduates who were fed only with theoretical experience because the technicians acquire more practical skills than the theories while in the universities. It is evident that there are many unemployed graduates in the country. This is partly as a result of our long system of education that is more of grammar and not much practical learning. More practical training is needed for graduates to enhance their employment and entrepreneur skills. Entrepreneurship is about producing and marketing the intellectual properties of a viable concept in terms assuming risks, financing and managing. Entrepreneurship education seeks to provide students with the knowledge, skills and motivation to encourage entrepreneurial success and also improves personal characteristics, interpersonal skills, critical and creative thinking skills and practical skills. So that graduates can get skillful employment and become successful entrepreneur. In this paper, varieties of entrepreneurship

education offered at all levels of schooling from primary or secondary schools through graduate university programs.

INTRODUCTION

Skill is very important in the life of every human being. The reason why many technicians earns more than some university graduates is because the technicians acquire more practical skills than the theories, unlike the graduates who were fed with theoretical experiences while in the universities. It can take you to places you do not expect you will find yourself. Skill acquisition is the ability to be trained on a particular task or function and become expert in it.

IS SKILL ACQUSITION IMPORTANT IN THE SOCIETY?

There are many unemployed graduates in the country. This is partly because of our long system of education that is more of grammar and not much practical learning. It is evident that the highest number of unemployed is found "Skilled person can survive in any environment." As water is very essential to human life, so is skill training and acquisition needed in the life of every serious minded human being. Skills can do a lot of great work in the life of every living soul. Lack of entrepreneurial skills is one of major causes of corruption.

Education for entrepreneurial skill; Computer Literacy, Fashion & Designing, Cosmetology, Catering and Hotel Management, Bag/Shoe making, Hair Dressing, Bead making.

CATERING AND HOTEL MANAGEMENT;

Catering is the business of providing food service at a remote site or a site such as a hotel, hospital, aircraft, cruise ship, park, filming site or entertainment site. Students who want to earn a diploma in catering and hotel management study a variety of subjects related to the hospitality and lodging industries. Schools offering Hotel and managements degrees can also be found in these popular choices.

TYPES OF CATERING;

Mobile catering, Wedding catering, Catering offers on ships, Hospitality management is the study of the hospitality industry. A degree in the subject may be awarded either by a university college dedicated to the studies of hospitality management or a business school with a relevant department Degrees in hospitality management may also be referred to as hotel management, hotel and tourism management, or hotel administration. Degrees conferred in this academic field include BA, Bachelor of Business Administration, BS, B.Sc, MS, MBA, and PhD. Hospitality management covers hotels, restaurants, cruise ships, amusement parks, destination marketing organizations, convention centers, and country clubs.

EDUCATION REQUIRED TO BECOME A CATERER

Professional Caterers typically have the same education requirements as chefs, cooks and other food preparation workers. In general, no formal education is required for a career in the food service industry, and much of the knowledge and skill required of Catering professionals is gained on the job. It's recommended that aspiring Caterers have a minimum of a high school diploma. Several <u>culinary arts</u> degree and certificate programs are available, particularly at community colleges and career training schools.

CONCLUSION:

A skillful person speaks with confidence while the none skilful is filled with fear. Entrepreneurial skills builds individual self esteem, engender growth process and changes that is never ending. Therefore, friends learned or not, are hereby encouraged to go for skills acquisition because good and lucrative skills acquired can make ways where it seems there is no way.

3. EDUCATION IS THE KEY FOR BETTER JOB AND BETTER FUTURE

M.KALAIVANI & J.GAJALAKSHMI, II-MA Eng, Krishnasamy College of Science, Arts & Management for Women

ABSTRACT:

Education is the process of acquiring or receiving systematic instruction or training at a learning institution. Education gives knowledge of the world around us and changes it into something better. Education raises people's productivity and creativity and promotes entrepreneurship and technological advances. Education delivers the right skills for the labour market and the growth of entrepreneurship, while delivering support to young people to secure their economic future and enable businesses to grow and create new jobs. In 2014, skill development started getting booster from the government. Under the visionary leadership of our honourable Prime minister, Shri Narendra Modi, encouraged SKILL INDIA MISSION and also formed MINISTRY OF SKILL DEVELOPMENT AND ENTREPRENEURSHIP SKILL (MSDE) to coordinate all skill development activities, capacity and technical/vocational training framework building, assessments framework. This ministry is dedicated to skills 400 million workforce by 2022. Thus education serves as key to unlock job opportunities.

Key words: Education, Better job, Entrepreneurship, Technological advances, Labour.

INTRODUCTION:

Education is the process of fascilitating learning, or the acquisition of knowledge, skills, values, beliefs and habits. Education is the backbone of each family that too women's education is very essential. Nowadays, the value of education is just earning a degree without a goal. The reason is lack of reinforcement, loss of hope on employment. "Nation does not need pointless, goalless youngsters, instead need mindful, talented, skilful youth to compromise the dynamic society and improve the status of our country among others". Importance of educational system is to produce a literate, disciplined, flexible labour force via high quality education. Thus, Education is an essential component of all human societies. "What sculpture is to block of marble, Education is to soul" -ADDISON

IMPORTANCE OF EDUCATION:

Education alone is not needed. For use, proper execution skill is necessary. Having knowledge alone is not adequate to bring the changes, the need of skill to execute properly is important. On high level education system can be basically divided into two; Vocational or skill based education system and Book worm study system. One thing is really true "The roots of education are bitter but the fruit is sweet" It is true our young generation needs to be skilled in order to get employment. "Education should be skill based rather than knowledge based". In a class all the students may not be excellentin their studies alone, so they have other projects in which the weaker students can come up. In our society it is not only knowledge that matters that matters but if we have the skill to do something we can guarantee work. Mahama Gandhi has also quoted "Live as if you were to die Tomorrow. Learn as if you were to live forever".

FIGHTING POVERTY AND CHANGING LIVES:

Clcan's education for employment (EFE)programs are designed to support the development of responsive, demand-driven and practical learning opportunities for students that benefit the local economy. EFE fosters private sector development through student training and industry that lack qualified workers and entrepreneurs. Each EFE programs contributes to economic growth and poverty reduction by aligning the skills of the workforce with the needs of the labour market.

DEVELOPMENT OF EMPLOYABILITY:

In 1998, the Department of Education and Employment(DFEE) commissioned a review of the relevant literature, supplemented by discussions with DFEE officials and others, to come up with a definition and

framework for employability to help and inform future policy developments. In simple terms, employability is about being capable of getting and fulfilling work. More comprehensively, employability is the capability to move self-sufficiently within the labour market to realize potential through substantial employment. Thus, Employability is a two sided equation and many individuals need various forms of support toovercome the physical and mental barriers to learning and development. Employability is not just about vocational and academic skills. Individuals need relevant and usable labour market information to help them make informed decisions about the labour market options available to them. They may also need support to realize when such information would be useful and interpret that information and turn it into intelligence. Finally, people also need the opportunities to do things differently, to access relevant training and most crucially employment. Instead the key qualities are traits such as creativity, the ability to keep going in the face of hardship and the social skills need to build great teams. Thus, "Education serves as best key to unlock job opportunities"

ENTREPRENEUR SKILLS:

An Entrepreneur is defined as "person in effective control of commercial understanding; one who undertakes a business or an enterprise". Entrepreneur is an innovative person at maximizes his profits by following new strategies or venturing into new products or services. Thus, Entrpreneurship is the process of entrepreneur. It is an attempt to create value through recognition of business opportunity. It is basically communicate and management functions to mobilize financial to mobilize financial and material resources.

GROWTH OFENTREPRENEURSHIP: ENTREPRENEURIAL CHARACTERISTICS:

Being a entrepreneur requires specific characteristics and skills that are often achieved through education, hard-work and planning.

- RISK TAKING: Businesses face risk. Entrepreneurs minimize risk through research, planning and skill development.
- PERCEPTIVE: Entrepreneurs view problems as opportunities and challenges.
- GOAL-SETTING: Entrepreneurs are motivated by the excitement of sharing a new business. Once achieved, they seek out new goals or ventures to try.
- HARD-WORKING: Entrepreneurs need a great deal of energy to see a venture start and succeed.
- SELF-CONFIDENT: Entrepreneurs believe in themselves. Their self-confidence takes care of any doubts they may have.
- FLEXIBLE: Entrepreneurs must be flexible to adapt to Changing trends, markets, technologies, rules and economic environments.
- INDEPENDENT: An Entrepreneur's desire for control and the ability to make decisions of ten makes it difficult for them to work in a controlled environment.

BENEFITS OF ENTREPRENEUR SKILLS:

- ❖ Increases national production
- ❖ Balanced area development
- ❖ Dispersal of economic power
- ❖ Reinvestment of profit for the welfare of the area of profit generation
- ❖ Development is a function ofmotivations and human resource
- ❖ Entrepreneur awareness

CONSORTIUM FOR ENTREPRENEURSHIP EDUCATION:

- ❖ Consortium for entrepreneurship education (CEE) received a grant in 2008 to look at the public workforce system and determine how self-employment and entrepreneurship options could be enhanced as services to the employment.

❖ It focus on helping one-shop center staff see person's dreams rather than just a job and it help to develop economy instead of just being a job matching service.

❖ CEF helped to develop the entrepreneurship framework for high growth segments of the

PRADHAN MANTRU KAUSHAL VIKAS YOJANA (PMKVY):

Pradhan Mantiri Kaushal Vikas Yojana (PMKVY) is a unique initiative by the Government of India that aims to train about 24 lakhs Indian youth to be industry relevant, skill based and to prepare them for the global market. Under this scheme, the trainees will also be given financial support and a certificate on successful completion of training and assessment, which will help them in securing a job for a better future. This scheme mainly focuses on the upbringing of youth and to prepare them to face the challenges of the industrial world.

CONCLUSION:

Thus, Education is a process of fascilitating learning knowledge, skills, beliefs efc. So, Education determines the country's future as it is having all the powers to change everything. Education contributes to economic growth by imparting basic attitudes, moral values and specific skills which are necessary for variety of places.It contributes economic growth by improving health, reducing fertility and political stability. "The direction in which education starts a man will determine his future's life" - PLATO

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4. SKILLFUL EMPLOYMENT IN TWENTY FIRST CENTURY
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Abstract

This paper intends to explore the role of technical education in skilful employment. It plays a vital role to build skilful employment for the twenty first century. The majority of jobs will require employees with more education and depth of skills. The economy of the twenty first century is based on the technical education and there is a global competition for employees. Workers with more education enjoy the greater benefits, and earn higher wages. The fastest growing jobs require technical education and training with the greater increases in technology related fields. Trends in business and technology are playing a competitive premium on education and training, creating opportunity for workers. A high rate of technical education is essential for countries to be able to achieve high levels of economic growth. In this work place of today and tomorrow those workers who have more education and with technical skills will be more desirable as employees. Education determines the country's future as it is having all the powers to develop skills among employees. **Key Words**: Twenty First Century, Skillful Business, Technical Education

INTRODUCTION

India is witnessing the age of science and technology. There is huge demand for technical education in modern age. New industrial and labour trends in India have clearly specified the need of technical education. CTE prepares students for a career at whatever point they decide to pursue one and to align high school. With CTE the student can get connection between graduation and good jobs. Career and technical education may be

offered in middle schools and high schools or through community colleges. Technical education offers good opportunity for employment and successful career. The economy of the twenty first century will create new challenges for employers and workers. In the workplace of the modern century, the Nation's workers will need to be better educated to fill new jobs and more flexible to respond to the changing knowledge and skill requirements of existing jobs.

GENERAL EDUCATION

General education has been substituted by professional technical education in many cases. General Education is the educational foundation of skills, knowledge, habits of mind, and values that prepares students for success in their majors and in their personal and professional lives after graduation. This educational foundation is developed primarily through the core curriculum, a set of general education course requirements that all students, regardless of their major. General education is a education, but it is not enough to achieve skillful employment in twenty first century.

TECHNICAL EDUCATION

Technical education is education in some art or craft. Technical education contributes a major share to the overall education system and plays a vital role in the social and economic development of our nation. In India, technical education is imparted at various levels such as: craftsmanship, diploma, and degree, post-graduate and research in specialized fields, catering to various aspects of technological development and economic progress. Besides, in this age of unemployment, only technical education can assure one of a job and a comfortable living. Technical Education imparts knowledge of specific trade, craft or profession.

The Technical Education refers to post secondary courses of study and practical training after tenth in Polytechnics and after twelfth in engineering colleges/NITs/IITs etc which are aimed at preparation of technicians to work as supervisory staff. Technical education offers good opportunity for employment and successful career. Technical Education is an instrumental in making the remarkable contribution to economic growth of the Developing Countries by way of suitable manpower production. Technical Education covers degree, diploma courses and programmes in engineering & technology, management, architecture, pharmacy and applied arts & crafts, hotel management and catering technology.

CAREER AND TECHNICAL EDUCATION

Career and technical education is a term applied to schools, institutions, and educational programs that specialize in the skilled trades, applied sciences, modern technologies, and career preparation. Career and technical programs frequently offer both academic and career-oriented courses, and many students provide with the opportunity to gain work experience through internships, on-the-job training, and industry-certification opportunities. To reverse declining enrolments, career and technical education faces a two-fold challenge:

1. To restructure its programmes, and
2. To rebuild its image.

CTE translates into earning power. Employers should with the strong knowledge base, technical skills, and critical-thinking and problem-solving abilities. This preparation for the world of work is anchored in strong academic skills, which students learn how to apply to real-world situations. These academic skills include the competencies needed in the contemporary workplace as well as the knowledge and skills valued by academic education and measured by state examinations. Importantly, CTE participation is associated with higher wages in technical fields. These programmes teach broad skills that are applicable to many occupations.

FEATURES OF COMPUTERS IN TECHNICAL FIELD

Computers and advanced technology become commonplace features across in workplaces such as factory floors, in small grocery stores, and in client-service operations . The basic and technical skill requirements

replace the traditional jobs. Technology and knowledge are used increasingly to raise the value of services. Computer skills are well on their way to becoming baseline requirements for many jobs. Workers use a growing array of advanced information, telecommunications, and manufacturing technologies, as employers turn to technology to boost productivity and efficiency, and to deliver services to customers in new ways.

HISTORY OF CTE

Career and technical education, was founded in the United States. CTE in the United States beginning with its earliest forms in the 16th and 17th centuries and continuing on through present-day society.

DIFFERENCE BETWEEN VOCATIONAL EDUCATION AND CTE

Traditional vocational programmes provided students with job-specific skills that many parents viewed as too narrow for their children. The trend is for Career and technical education programmes to rethink their mission by asking how they can prepare students with high-level academic skills and the broad-based transferable skills and technical skills required for participation in the 'new economy' where adaptability is key.

CAREER AND TECHNICAL EDUCATION

CTE depending on their size, configuration, location, and mission—provide a wide range of learning experiences spanning many different career tracks, fields, and industries, from skilled trades such as automotive technology, construction, plumbing, or electrical contracting to fields as diverse as agriculture, architecture, culinary arts, fashion design, filmmaking, forestry, engineering, healthcare, personal training, robotics.

Advantages of CTE

- Exposure to high-paying careers
- Opportunities to visit worksites, participate in internships, and gain an inside look at the world of work.
- A strong core of academics from which to move into a variety of career areas.
- More motivated students with a focus on their future (Parents)
- More interesting coursework, resulting in fewer disciplinary problems
- Better educated workers who are prepared to grow and develop on the job
- Greater numbers of skilled workers
- Reduced employer training costs
- Employees who know how to apply knowledge and skills to solve work-related problems
- A world-class workforce able to outwork, out produce, and outsmart the global competition
- A healthier economy with workers earning higher wages to spend and invest
- An improved quality of life supported by successful businesses and well-paid residents of the community
- An educated citizenry that is prepared to contribute to the cultural and civic life

CONCLUSION

CTE is an investment, allowing students to learn and preparing them for good jobs. Scaling successful programs so that as many students as possible can take advantage of them and move on to successful careers is the next hurdle. Students learn skills that will help them prepare for stable careers and success in a modern, global, and competitive economy and in the competitive world.

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5. EDUCATION FOR SKILLFUL EMPLOYMENT&ENTREPRENEUR SKILLS

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ABSTRACT:

In the changing world scenario with regard to industry and the job market, there is now an overpowering need for skilled workers. However, the definition of 'skill' in India, and the world in general, has also changed over recent years. India is relatively young as a nation with around 28 million youth population being added every year. About 90 per cent of employment opportunities require vocational skills. Only 20 per cent of our graduates get employed. The rest are unable to get suitable employment due to the lack of employable skills. In the present context of globalization, the demand for skilled and multi skilled workers has increased. Therefore in the context of developing countries, such as India, there is a critical need for quality skill development and training. So there are some effective techniques that can be implemented to achieve the skillful education and entrepreneur skills. Some of them are making the students realize importance of the skillful employment at the young age and to train them in the correct path in order to achieve the skillful employment.

WHAT ARE ENTREPRENEURIAL SKILLS?

Entrepreneurship is 'an individual's ability to turn ideas into action. It includes creativity, innovation and risk-taking, as well as the ability to plan and manage projects in order to achieve objectives. It is seen as vital to promoting innovation, competitiveness and economic growth. Fostering entrepreneurial spirit supports the creation of new firms and business growth. However, entrepreneurship skills also provide benefits regardless of whether a person sees their future as starting a business. They can be used across people's personal and working lives4 as they encompass creativity, initiative, tenacity, teamwork, understanding of risk, and a sense of responsibility. What constitutes entrepreneurship skills has been the subject of much discussion. Unlike other important economic skills, entrepreneurial skills are not related to a specific occupation, discipline or qualification. However, the greater emphasis on entrepreneurship education and developing entrepreneurial skills has brought more analysis and agreement of entrepreneurial abilities and competencies.

The OECD has identified three main groups of skills required by entrepreneurs:

- ❖ **Technical** – communication, environment monitoring, problem solving, technology implementation and use, interpersonal, organisational skills.
- ❖ **Business management** – planning and goal setting, decision making, human resources management, marketing, finance, accounting, customer relations, quality control, negotiation, business launch, growth management, compliance with regulations skills.
- ❖ **Personal entrepreneurial** – self-control and discipline, risk management, innovation, persistence, leadership, change management, network building, and strategic thinking.

PROMINENT EMPLOYABLE SKILLS AT PRESENT:

In general, apart from the core subject expertise, some of the prominent employable skills that employers seek are: communication skills (verbal and written), commercial awareness, attitude towards work, lifelong learning, self-management, teamwork, problem solving, self-motivation, adaptability, stress management, creativity, interpersonal sensitivity, technology/it skills

VARIOUS WAYS TO CARRY OUT SKILL DEVELOPMENT AT SCHOOL LEVEL:

- At school level, there must be options available for skill development courses and they must be provided in the secondary stage of schooling
- Many more courses in fields such as Hospitality and Tourism, Handicraft, Healthcare, Textiles, Photography, IT, Retail, Banking, Insurance can be added that would interest students to learn from

- For instance if a student opts for healthcare , he could learn to be a blood-collection expert and later can add further courses to become full-fledged pathology technician or nurse
- The pedagogy has to be practical; learning can be enhanced through field visits, e-learning, industry driven projects, digital or video inputs and so on

IMPORTANCE OF SKILL TRAINING YOUNG STUDENTS EVEN BEFORE THEY GRADUATE HIGH SCHOOL:

Considering the Indian population, there is an acute need for training the young workforce, just to shape them in a better way. In today's scenario there are ample opportunities that one can choose from and excel in. However, the Indian thought process is more clued on to the typical traditional academic streams and careers in the field of engineering, medicine, accounts, MBA etc

EVOLUTION OF SKILL TRAINING IN SCHOOLS ACCORDING TO THE LEARNER'S AGE:

The employable skills apart from the core skills as mentioned above should be introduced to school students from an early age of 6-7 years onwards in an incremental manner.
- **Primary school** (classes 1 to 5) (age 6 to 11): Communication skills, attitude, adaptability and IT skills
- **Middle school** (classes 6 to 8) (age 11 to 14): Above skills plus self-management, teamwork, creativity
- **Secondary education** (classes 9 to 10) (age 14 to 15): Above skills plus stress management, self-motivation
- **Upper secondary** (classes 11 to 12) (age 16 to 17): Above skills plus initiative, interpersonal sensitivity
- **Higher education** (graduation or professional programmes): Above skills plus commercial awareness, problem solving, lifelong learning

POLICY FRAMEWORK FOR SKILL DEVELOPMENT:

Aspiration and Advocacy, Capacity, Quality, Synergy, Mobilization and Engagement, Global Partnerships, Outreach, ICT Enablement, Trainers and Assessors, Inclusivity, Promotion of skilling among women

POLICY FRAMEWORK FOR ENTREPRENEURSHIP:

- Educate and equip potential and early stage entrepreneurs across India
- Connect entrepreneurs to peers, mentors and incubators.
- Support entrepreneurs through Entrepreneurship Hubs (EHubs) Catalyze a culture shift to encourage entrepreneurship.
- Encourage entrepreneurship among underrepresented groups. Promote entrepreneurship amongst women
- Improve ease of doing business.
- Improve access to finance.
- Foster social entrepreneurship and grassroots innovations

CONCLUSION:

In the Indian society, an individual pursuing main stream education has a glorified status. Vocational education is viewed as a reluctant option for those who are less privileged, incapable of pursuing main stream education or for the vulnerable sections of society. However the good news is that vocational education in India is now moving within the purview of a formal structured program at the university level. The 1st step in this direction has been the BVoc degree (Bachelor of Vocational Education). This will open up opportunities for millions of students to pursue a graduation in various vocations apart from the regular main stream subjects. The BVoc programme gives an opportunity to the student to choose a vocation of his/her choice, rather than be pushed into main stream education for which he/she has no interest and does not add any value for further progression. Also, the focus of the vocational courses is to gain hands-on experience, which makes the students industry ready. Thus, these students stand a better chance in terms of employability

6. VOCATIONAL EDUCATION FOR THE STUDENTS WITH INTELLECTUAL DISABILITIES

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ABSTRACT

Earlier individual with intellectual disabilities were called to be lifelong dependent on others. But vocation education is an education which is highly essential in making them to lead an independent life. It consists of 2 phases Firstly, Pre- vocational phases in which students learn the pre-requisite skills necessary before entering vocational phase. Secondly vocational Phase in which students are trained to meet normal work demands, to work independently and to maintain quality of work. However, systematic teaching strategy should be followed for teaching vocational education. This empowers students with intellectual disabilities to enter into a vocation and lead on economically independent life. **Key words**- Intellectual Disabilities (ID**)**

INTRODUCTION:

Vocational Education is a course that provides students with ID worker attitudes, skill and behaviours that are important for entry into a specific industry in the community. It offers courses that train students with ID for specific occupational roles such as carpenter, office assistant, craft workers, etc. **Vocational education** is education that prepares people to work in various jobs, such as a trade, a craft, or as a technician. Vocational education is sometimes referred to as career education or technical education. A vocational school is a type of educational institution specifically designed to provide vocational education.

OBJECTIVES OF VOCATIONAL EDUCATION

The Objectives of vocational Education for the students with ID are as follows,

1) To provide training for students with ID in occupational areas for this there is demand in the labour market.
2) To assist students with ID in developing specific skills in a work or work like environments.
3) To provide relevant and motivating hands on learning experience.
4) To prepare students with ID to perform tasks that are relevant to their occupational choice and that are required for successful employment, under the supervision and instruction of an individual experienced in the occupation for which the students is preparing.
5) To provide students with ID with leadership development training through participation in regular vocational youth organizations

NEED OF VOCATIONAL EDUCATION

Vocational, or skills-based, education is becoming more and more important today, With many employers expecting new employees to have all the practical skills they need to start work and also for those who have to support their families immediately after senior secondary education. Vocational courses are typically more practical and skills-based than academic degrees, but they are often taught at universities as well as Colleges and technical institutes. Vocational Education and Training (VET) is an important element of the nation's education initiative. Vocational education has to be viewed from different multi-layered practices. One is of course the hands on training component. The other is employment generation and sustainability.If you know exactly what you want to do in your career and it requires practical skills, then vocational learning is important. It could be hospitality and tourism, retail management, software development or interior design. There are literally thousands of skills based training options out there. In today's technical world, even an engineering graduate is supposed to have some technical skills apart from the degree possessed by him or her i.e. in the form of certification etc.

IMPORTANCE OF VOCATIONAL EDUCATION

- ❖ The importance of vocational Education for the students with ID is as follows,
- ❖ It helps the students with ID for an economically independents life by providing training in the specific occupational areas.
- ❖ It facilitates skill transfer to the work place
- ❖ It enables the students with ID to acquire psychomotor skills for entry into occupational society.
- ❖ It enables the students with ID to break the cycles of unemployment and underemployment which they frequently experience

VOCATIONAL DEVELOPMENT PROGRAMME

The vocational development programme for the students with ID consists of two phases,

PRE-VOCATIONAL PHASE

During this phase emphasis is given on the following areas;

- ➢ Extended educational programme in functional academics and daily living skills.
- ➢ Socialization and group behaviour
- ➢ Use of art and craft work, clay work, etc., to facilitate motivation and creativity, improve social skills
- ➢ Short educational visits to places like the post office, bank garden, work places, dairy, village and so on. The purpose is to improve their general knowledge, personal –social skills, awareness about community facilities, and behaviour in public places
- ➢ Recreation
- ➢ Health education
- ➢ Self –help skill development
- ➢ Pre-work training and use of work tools, work discipline, basic work skill training in activity situation, orientation of workshop culture

VOCATIONAL PHASE

The students with ID who enter this phase of programme have less psycho-social and behavioural problems, since these are dealt with in earlier phases. They are less confused and more emotionally adjusted. They have more stable relationship with their supervisors and co-workers. Demands, work independently with minimum supervision and also must maintain quality of work and keep good speed. Work discipline and Work behaviour becomes the important dimensions along with the work training, on which the adjustment of the student in community depends in future.

VOCATIONAL EDUCATION IN INDIA:

National Policy for Education (1986):

- • High importance to vocation education and training
- • Recognises that vocational education in increases employability
- • Policy envisages efforts to provide higher secondary school students with vocational courses

NATIONAL SKILL DEVELOPMENT POLICY (2009):

Proposed following features Cometency based qualification, certification for learning achievement, national qualifications, avoidance of overlapping of qualifications, Modular character, quality assurance regime lifelong learning, open and flexible system.

STRATEGIES OF TEACHING VOCATIONAL EDUCATION

The following are the specific strategies of teaching vocational education for the students with ID

1. Analyse the task into discrete operations, enabling the learner to be presented with a small step at a time. In the case of industrial tasks, predetermined motion -time systems are valuable in providing a standard job method and performance time.

2. Each operation must be carried out correctly before the learner is allowed to proceed to the next step. Incorrect performance can result in habits, which have to be unlearned.

3. Language and gestures to be used should be clear, unambiguous and consistent. An economy of language should be observed-during later stages of mastering the task, the learner's task is relevant vocabulary may be extended.

4. The Learner must receive knowledge of result During early stages of learning, correct performances should be rewarded immediately, by verbal praises. For example, as the learner progresses the instructors silent interest serves as sufficient reward until the task is completed when verbal praise or another suitable reward may be given.

5. The learner should be given an opportunity to correct his own mistake where possible. Any type of signal can be used to indicate the error, whilst leaving scope for the learner to discover the error and to correct it

6. Teaching   sessions should be spaced out over time.

7. Teaching should continue beyond the point at which the learner has achieved one errorless performance. Several more performance at this stage help the individual to over learn and greatly reduce the likelihood of the correct method of performance being forgotten.

8. Make use of different senses during teaching. It may be possible to help the learner not only to see but also to hear what is involved. Correct movements may be moulded for example by standing behind the learner and guiding the learner's hand in carrying out the necessary movements

9. Opportunities should be provided for new knowledge or skill to be transferred to different settings

10. Involve the learner in every stage, discussing the advantages, Which the new skill has, and showing your enthusiasm for the progress, which it represents.

CONCLUSION:

Vocational education strengthens the attitudes, skills and behaviour of the students with ID as a worker. With the pre-vocational phases, students with ID capable in reducing psycho-social and behavioural problems that hinders their development. Finally they attain vocational competency level. Thus vocation education plays an important role in strengthening their likelihood of success.

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7. DEVELOPMENT OF ENTREPRENEUR SKILL
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ABSTRACT :

In this paper analyze the entrepreneur and the importance of the skill development. An entrepreneur is the person takes risk and start something new. Education can develop the skillful mentality for ownership. This can benefit for new generations. This skill-based education can motivate their creativity, emotional intelligence,

decision making ability. Communication Skill can be encouraging by this promoter. here we discuss about the entrepreneur skill, characteristics, motivation, patience, integrity , personal qualities of promoters , stages of effective entrepreneur skill , needs , leadership , risk taking , energy , awareness , government schemes for rural promoters .In modern world , this skilled personality can engaged in India . This skill promotes business thought to the people. It can improve   the problem solving ability in their lives . This effective skill can motivate the cognitive power of promoters. **Keywords**:   Skill development, Entrepreneur skill, government schemes, cognitive development

INTRODUCTION:

"An entrepreneur is the person who takes risks and start something new" Ten skills are successful entrepreneur: Complex problem solving, creative thinking, Creativity, People management, Coordinating with others, Emotional intelligent, Judgment and decisions making, Service orientation, Negotiation and Cognitive flexibility.

CHARACTERISITICS OF ENTREPRENEUR:

- **Motivation:** "motivation is defined as the process that initiates ,guides ,and maintains goal-oriented behavior . Motivation is the act or process by which the needs and desires of a person move him towards some action.
- **Communication skills:** Communication skills is the ability to use language and express information. Effective communication skills are a critical element in your career and personal lives.
- **Innovation:** Innovation is applied creativity. By definitions, innovation is always about introducing something new, or improved ,or both and it is usually assumed to be a positive thing.
- **Patience:** "Patience is not the ability to wait but the ability to keep a good attitude while waiting." Two things define you. Your patience when you have nothing ,and your attitude when you have everything.
- **Integrity:** Integrity is choosing your thoughts and actions based on values rather than personal gain.

PERSONAL QUALITIES OF SUCCESSFULL   ENTERPRENERS:

- **Creativity:** Creative people in order to survive sharing their imagination, inspiration, ingenuity, compassion, courage.
- **Personality:** It comes down to your personality ,your mindset and your outlook on life. Contrary to popular belief, you don't have to be a person.
- **Need for achievement:** Successful entrepreneurs are characterized by a need for achievement which motivates them to take up responsibilities for finding solutions to problems.
- **Leadership:** Leadership is effectively using the skills associated with successful individual entrepreneurs and applying those within the environment of a larger organization.
- **Risk taking:** Risk taking is a skill need to be learned ,perceive risk as opportunity rather than as threat.
- **Energy:** The development and demonstration of state of the art technologies, products and process in the areas of energy efficiency.

STAGES OF EFFECTIVE ENTREPRENEUR DEVELOPMENT:

- **Awareness:** Examines who he is ,clarifies his values, personality, motivations, capabilities and personal resources. He becomes consciously aware of who he is and what he has.
- **Acceptance:** Identifies ,recognizes and accepts his strengths and weaknesses
- **Vision:** Sets long term goals
- **Planning:** Develops a business plan and action   plan to achieve his vision
- **Learn from direct experience:** Implements the plan, results to learn from the direct experience.

- **Empowerment:** Becomes empowerment; the competencies acquired match his personal strength and weaknesses and his goals.

GOVERNMENT TO DEVELOP ENTREPRENEUR SKILL:

1. Enterpreneurship development institution scheme.
2. Performance and credit rating scheme.
3. Marketing assistance scheme.

CONCLUSION:

It can improve the problem solving ability in their lives . This effective skill can motivate the cognitive power of entrepreneur development.

8. EDUCATION FOR SKILLFUL EMPLOYMENT AND ENTREPRENEUR SKILLS
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ABSTRACT:

The purpose of this study is to develop skills and competencies among the youth population, posing a serious concern for educators and curriculum developers in India. Ironically, the country which has an advantage of being a young nation, has a vast majority of students drop out at various stages of school education and at the same time are usually bereft of employable skills and competencies. The Indian experience of vocationalisation of education, which has a history of four decades, lacks success in its growth and effective implementation. The recent initiatives of Government of India prioritise on skill development programmes with employment potential and direct utility in life. The prominent among them are setting up National Skill Development Council and National Vocational Educational Qualifications Framework to meet the future professional needs of the society. Against this background, the chapter consolidates policies, programmes, and reports on work education and advancing entrepreneurship in Indian and international context. Entrepreneurs are creative, innovative, risk taking, dynamic, flexible, and brave, opportunity recognizer, and leadership potentiality, and network builder, independent and self-reliant people. Entrepreneurship is a key factor on (1) Economical Growth and Development of countries (2) Providing employment and job opportunity (3) Enhancing productivity and production capabilities (4) Contributing to the high levels of creativity and innovation and (5) Creating wealth and providing educate welfare. All new ideas and knowledge should be converted to profitable and useful products and services. And education for creativity, innovation and entrepreneurship should start from very early stages of childhood. **Keywords** Skill development • Entrepreneurship research • Vocational education • Quality education .

INTRODUCTION:

How many women and men are in employment and how productive they are at work has a lot do to with the available opportunities to acquire and maintain relevant skills. Countries, enterprises and persons all perceive skills development as strategic, and consequently seek to step up investments in skills. In aspiring to realize the potential of skills development, they face common challenges. Nowadays, entrepreneurship is considered as a growth and development force of organizations and societies; therefore, world's great universities have taken education and development of entrepreneurial thinking into account in their curricula, and developing entrepreneurial skills and innovations has become a major academic educational concern in different societies. The study of entrepreneurship has grown dramatically and is now becoming a priority in educational research, both for courses taught and volume of researches undertaken. While setting up its own boundaries, this field of study has relied on other disciplines for much of its content. Business education, economics and more recently cognitive psychology have been influential in informing the dominant methods in entrepreneurship research.

IMPORTANCE OF SKILL BASED EDUCATION

Education is more important but skill is most important!! On high level education system can be basically divided into two, Vocational or Skill Based Education System and Book worm study system.

It is true that our young generation needs to be skilled in order to get employment. It is very much important to get skills and only then we can think of a bright future of a country. Nowadays we usually face this problem that a person is knowledgeable but not skilled enough to do a particular job. Education should be skilled based rather than knowledge based. In a class all the students may not be excellent in their studies alone, so they have other projects in which the weaker students can come up . In our society it is not only knowledge that matters but if you have the skill to do something you can guarantee work.

Children must be taught how to think, not what to think.”

Vocational and skills need to be encouraged. We see no reason to say the current school system is at all effective. For starters we need to encourage individual initiative, where students who try hard whether academically, vocationally, socially or physically are both looked at in high regard. While those who may not succeed in these categories are encouraged to try harder, possibly through taking courses more centered on these skills. We teach kids more day-to-day skills and knowledge, such as how machines work, how to operate a computer, how to make food, dresses etc. Mahatama Gandhi has also quoted.

“Live as if you were to die tomorrow. Learn as if you were to live forever.”

An intelligent student who is comfortable just in reading books, can also study practically BUT a student who learns better practically, will not be able to study properly just by reading. So, education should be skill based rather than knowledge based so that it will be easy for all students to study faster and understand better.

ENTREPRENEURIAL SKILLS:

In the changing world scenario with regard to industry and the job market, there is now an overpowering need for skilled workers. However, the definition of 'skill' in India, and the world in general, has also changed over recent years. India is relatively young as a nation with around 28 million youth population being added every year. More than 50 per cent of its population is below the age of 25 and more than 65 per cent are aged below 35. In 2020, the average age of an Indian will be expectedly 29 years, while it will be 37 for China and 48 for Japan.

As former President Pranab Mukherjee said in a recently organised CII event in Kolkata, "We often boast about India's demographic dividend. But the question that arises is what we do with this if we cannot skill them, if we cannot educate them and cannot enhance their employability."
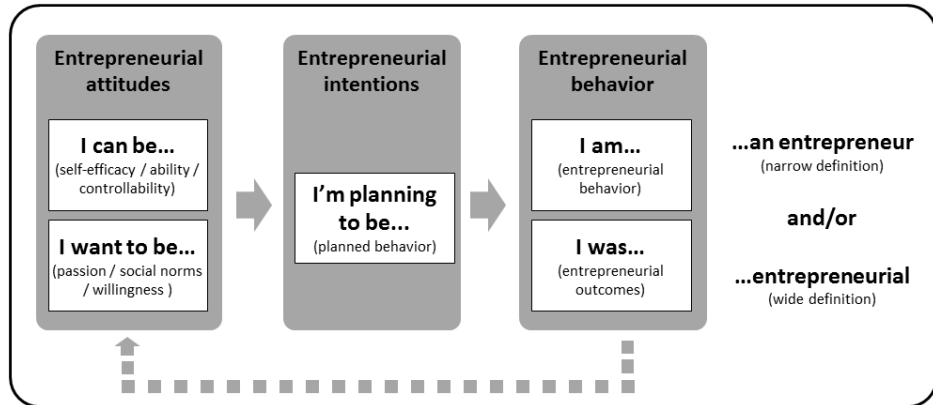
What makes someone a successful entrepreneur? It certainly helps to have strong technology skills or expertise in a key area, but these are not defining characteristics of entrepreneurship. Instead, the key qualities are traits such as creativity, the ability to keep going in the face of hardship, and the social skills needed to build

great teams. If you want to start a business, it's essential to learn the specific skills that underpin these qualities. It's also important to develop entrepreneurial skills if you're in a job role where you're expected to develop a business, or "take things forward" more generally.

DEFINING ENTREPRENEURSHIP:

Some experts think of entrepreneurs as people who are willing to take risks that other people are not. Others define them as people who start and build successful businesses. Thinking about the first of these definitions, entrepreneurship doesn't necessarily involve starting your own business. Many people who don't work for themselves are recognized as entrepreneurs within their organizations. Regardless of how you define an "entrepreneur," one thing is certain: becoming a successful entrepreneur isn't easy. So, how does one person successfully take advantage of an opportunity, while another, equally knowledgeable person does not? Do entrepreneurs have a different genetic makeup? Or do they operate from a different vantage point that somehow directs their decisions for them? Though many researchers have studied the subject, there are no definitive answers. What we do know is that successful entrepreneurs seem to have certain traits in common. These traits can be classified into four categories: Personal characteristics, Interpersonal skills, Critical and creative thinking skills and Practical skills.

PERSONAL CHARACTERISTICS:

The following characteristics can be identified as personal characteristics: Optimism, Vision, Initiative, Desire for Control, Drive and Persistence, Risk Tolerance and Resilience

INTERPERSONAL SKILLS:

As a successful entrepreneur, one should work closely with people – this is where it is critical to be able to build great relationships. The following can be included as the types of interpersonal skills: Leadership and Motivation, Communication Skills, Listening, Personal Relations, Negotiation and Ethics

CRITICAL AND CREATIVE THINKING SKILLS:

As an entrepreneur, one should also need to come up with fresh ideas, and make good decisions about opportunities and potential projects. Creativity is a skill that one can develop if you invest the time and effort. These skills include: Recognizing Opportunities, Problem Solving, Creative Thinking

PRACTICAL SKILLS:

Practical skills may include the following: Goal Setting, Planning and Organizing, Decision Making, Business Knowledge, Entrepreneurial Knowledge, Opportunity-Specific Knowledge and Venture-Specific Knowledge

IMPORTANCE OF EMPLOYABLE SKILLS:

In the present context of globalisation, the demand for skilled and multi skilled workers has increased. Therefore in the context of developing countries, such as India, there is a critical need for quality skill development and training. In general, apart from the core subject expertise, some of the prominent employable skills that employers seek are: communication skills (verbal and written), commercial awareness, attitude towards work, lifelong learning, self-management, teamwork, problem solving, initiative, self-motivation, adaptability, stress management, creativity, interpersonal sensitivity and technology/it skills

VARIOUS WAYS TO CARRY OUT SKILL DEVELOPMENT AT SCHOOL LEVEL:

- At school level, there must be options available for skill development courses and they must be provided in the secondary stage of schooling.

- Many more courses in fields such as Hospitality and Tourism, Handicraft, Healthcare, Textiles, Photography, IT, Retail, Banking, Insurance can be added that would interest students to learn from.
- For instance if a student opts for healthcare , he could learn to be a blood-collection expert and later can add further courses to become full-fledged pathology technician or nurse.
- The pedagogy has to be practical; learning can be enhanced through field visits, e-learning, industry driven projects, digital or video inputs and so on.

The Results of Entrepreneurship Education:

Maximizing the productivity of human resources, Developing (improving) human resources, Developing functional skills, Increasing the level of productivity, Team spirit, Organizational culture, Organizational climate, Quality, Healthy task environment, Health and safety, Conscientiousness, Reputation (credit), Profitability, Organization development and Developing work and communication skills

CONCLUSION:

In conclusion, the entire discussion can be summed up in the form of following key statements:

1. Entrepreneurship occupies an action arena. It comprises the learning phase, the attitudinal phase, the performance phase and finally, winning the game. It is to be further noted that only few wins the game. In other words, it implies that successful entrepreneurs are those who think about their actions or behaviours that is, they are the introspective type.

2. The environment (social, economic and cultural) shapes human beings who act and interpret with different views and intentions. Transacting the school subjects in an entrepreneurial way would, in turn, help to create a positive future, which will be different from today. The learning areas should have a mixture of study, work and action in life situations. The curriculum should be a home school- societal one rather than merely a school curriculum.

3. Choices in life and the ability to take part in democratic processes depend on the capacity to contribute to society in various ways. This is why education must develop the ability to work and engage in economic processes and social change. This calls to integrate work with education. This must be ensured that work-related experiences are broad-based in terms of skills and attitudes to inculcate a mental frame that encourages a spirit of cooperation. 'Work' alone can create a social temper.

4. One cannot be entrepreneurial or creative in a vacuum. Indeed, publicly also, there is a need for creating an atmosphere to encourage entrepreneurship among the general population. Therefore, it is an area of study, which needs to be implemented if it is to address public policy, the educational deeds and life choices of individuals.

Traditional classrooms and work environments may not be conducive to promote innovative and creative behaviour. Classroom instruction needs to be achievement oriented. This involves the use of various teaching methods and approaches that allow students to have control over their learning activities. Classroom activities should be designed in such a manner as to build self-confidence in students by focusing on positive ways to handle obstacles and learn from failures. These characteristics are experienced. A teacher cannot command a student to be creative. But, an atmosphere of the classroom should be such where creativity and the spirit of innovation are fostered. Learning to learn and the willingness to unlearn and relearn are important as means of responding to new situations in a flexible and creative manner. The entrepreneurship curriculum underlines the processes of constructing knowledge by learners.

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9. EDUCATION FOR SKILFUL EMPLOYMENT AND ENTREPRENEUR SKILL

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ABSTRACT

This presentation is about 'Skill in education and employability' SEE programme Provides languages, literacy and numeracy training to eligible job seekers to help them to participate more effectively in training or in labour force. I have chosen the sub topic "Education for Skillful employment and entrepreneur skill." The ability to seek business and develop risk awareness. It also invokes being creative and innovative in activities related to business and task to design and plan business position and the ability to be self employed. Thus this presentation talks about skillful employment and entrepreneur skills.

INTRODUCTION:

Education for skillful employment and entrepreneur skill is a very important topic that we are going to discuss in the upcoming paragraphs. It is true that out young generation needs to be skilled in order to get employment. It is much important to get skills and only then we can think of a bright future of us and even our own motherland. Nowadays, we usually face this problem that a person is knowledgeable but not skilled enough to do a particular job. Thus, we are going to examine in brief.

"Education should be skilled based rather than knowledge based."

WHY IS IT IMPORTANT TO GET EMPLOYABLE SKILL:

Above 90 percent of employment opportunities requires vocational skills. Only 20 percent of our graduates get employed. The rest are unable to get suitable employment due to the lack of employable skills. In a class all the students may not be excellent in their studies alone. So they have other projects in which the weaker students can come up. In our society it is not only know that matters but if you have the skill to do something you can guarantee work.

SKILL DEVELOPMENT:

Skill development is the process of identifying your skill gaps and developing and honing these skills. It is important because your skills determine your ability to execute your plans with success. Imagine a carpenter

trying to build a house. Thus we can able to understand that each and every job need a great skill which must be given from our childhood days that is from our schools.

SYSTEM OF EDUCATION:
High level education system can be basically divided into two types. They are,

- Vocational or skill based education,
- Book worm study system.

   Vocational or skill based is good system in which students can acquire knowledge were every student can also gain their employment. But we stick to the second system, in which we lose our own knowledge but we get more burden. "Education is more important but skill is most important."

VOCATIONAL OR SKILL BASED EDUCATION:
   Vocational and skill need to be encouraged in our country. We see the current school system is at all effective for starters.   We need to encourage individual initiative, where students who try hard whether academically, vocationally, socially or physically, or both looked at in high regard. While those who may not succeed in these categories are encouraged to try harder, possible through taking courses more centered on these skills.

   Vocational education prepares people to work in various jobs, such as trade, craft, or a technician. Vocational education sometimes referred to as career education or technical education. It helps the students to achieve more knowledge and also they also learn very thing very practically and they succeed huge globally. Vocational education is practiced in many countries even in our country some schools and colleges are following this type of education to make their students to raise high in the crowd.

EDUCATION FOR SKILLFUL EMPLOYMENT:
   Thus it is proved that vocational or skill based education makes a student to get employment. Skills like learning lessons in even yoga, craft, tailoring, horticulture, etc., are the most important skills for employment. Than studies these items help to create us as an entrepreneur.

- **IMMATURITY:** Some students may not display enough maturity to effectively work in a group. Not fulfilling expectations and distracting other students.
- **UNFAMILIARITY:** Some bids may struggle to grasp the concept of an open problem, since they can't rely on you for answers.
- **LACK OF PREREQUISITE KNOWLEDGE:** Although the activity should address a relevant and tangible problem, students may require new or abstract info to create an effective solution.
- These are the 3 main disadvantages of skill for employment.   If students try to succeed these struggles they can shine by learning the skills for employment.
- **MINISTRY OF SKILLS:** The creation of the first ever separate ministry for skill development and entrepreneurship was announced by our Prime Minister NARENDRA MODI.   The "PravasiKausal Vikas Yojana" targets at Indian youth seeking over employment.

NOW WE CAN DISCUSS ABOUT ENTREPRENEUR SKILL IN DETAIL.
Entrepreneur skill:
   Entrepreneur skill is nothing but having a skill to run a business. It is a basic skill that is very important for everyone. A person who takes up a business or businesses is known as entrepreneur, he takes the financial risk for the profit. Nowadays in all schools and colleges they have separate classes and trainings are given for the students to make them an entrepreneur.

HOW TO DEVELOP THE SKILL:

Creativity is the root of entrepreneurship. Learn how to succeed in our business. Be the purple cow. So that you get succeed in your business. Communication is the most important key for the success. Stick to the challenges, manage your own finance. So practice a lot, learn many things so that you can get too much of ideas, which helps you to get success.

Important skills for a successful entrepreneur:

Most important skills for a successful entrepreneur has in common. They are, Resiliency, focus, find and manage people, sell, learn, self confidence, self reflection, self reliance etc. Discipline, confidence, open mind, self starter, competitive, creativity, determination, strong people skills, strong people skill, strong work ethic and passion are some of the most important skill for an entrepreneur.

➢ Effective communication – including writing skill.
➢ Application of work with numbers – the ability to work with numbers
➢ The use of information technology.

If we are able to manage our commercial awareness, attitude towards work, lifelong learning, self management, team work, problem solving, initiative, self motivation, adaptability, stress management, creativity, interpersonal sensitivity technology are other special quality of an entrepreneur. If we have these things we can succeed as an entrepreneur.

CONCLUSION:

As India targets to becoming a global economic powerhouse, it needs to equip its workforce with employable skillful and knowledge to make India a developed economy. Skill building is a powerful tool to empower individuals and improve their social acceptance. Education For Skillful Emmployment & Entrepeneur Skill is a compulsory skill that must be acquired by each and every student so that India can achieve its dream of 2020.
"It is possible to fly without motors but not without knowledge and skills."

10. EDUCATION FOR SKILLFUL EMPLOYMENT AND ENTREPRENEUR SKILLS

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ABSTRACT

Skills refer to the abilities and capacities of people who perform tasks demanded of them in a work environment. Skills build trust and international opportunities for employability of young people. Teachers spend a lot of lesson time for doing scientific skills. The use of educational technology has great potential for improving education. To stay in the labor market you will constantly have to maintain the currency of your skills. Skills should make connections between past and present learning experiences and anticipate activities and focus student's thinking on the learning outcomes of current activities. The student should become mentally engaged in the concept, process, or skill to be explored.

INTRODUCTION

Skills have a profound relationship with economic and social outcomes. It is a key to tackle inequality and promoting social mobility. In countries around the world, youth unemployment and skills gaps are threatening the growth of economies, the stability of societies and the wellbeing and prospects of individuals. Skills build trust and international opportunities for employability of young people.

EDUCATION FOR SKILLFUL EMPLOYMENT AND ENTREPRENEUR SKILLS

Skills are fundamental to, but not sufficient for, gaining decent jobs. Improved productivity through skill development must be complemented by economic growth and employment opportunities. They are, collectively, a prerequisite to the Government's pursuit of holistic development of the nation. Skills refer to the abilities and

capacities of people who perform tasks demanded of them in a work environment. Skills can either be generic, referring to general transferable skills, or specific to certain work functions, such as managing people, computing, dealing with risk and uncertainty, or developing a new product or service.

Generally, there are three broad categories of skills: basic, advanced and converging. Basic skills are generic and routine skills present in most industries and organizations. Advanced skills require more knowledge. These can be technical skills required in some occupations and management positions, or they can be social and communication skills needed for teamwork. There are a number of entrepreneurship and business skills and experience that will have a positive influence on innovative entrepreneurship. Innovative entrepreneurship will require management skills and the ability to manage change. A number of personal attributes are also critical for innovative entrepreneurship, including the ability to be innovative, being change oriented and visionary leadership.

TWENTY FIRST CENTURY SKILLS

Critical thinking, problem solving, reasoning, analysis, interpretation, synthesizing information, Research skills and practices, interrogative questioning, Creativity, artistry, curiosity, imagination, innovation, personal expression, Perseverance, self-direction, planning, self-discipline, adaptability, initiative, Oral and written communication, public speaking and presenting, listening, Leadership, teamwork, collaboration, cooperation, facility in using virtual workspaces, Information and communication technology (ICT) literacy, media and internet literacy, computer programming, Civic, ethical, and social-justice literacy

SKILLS FOR STUDENTS

Leadership, Digital Literacy, Communication, Emotional Intelligence, Entrepreneurship, Global Citizenship and Problem-solving.

SKILLS IN TEACHING SCIENCE

Science teachers spend a lot of lesson time doing scientific skills. Split screen objectives are a simple strategy to help teachers and students focus learning on skills as well as content. The ability to make good observations is also essential to the development of the science process skills: communicating, classifying, measuring, inferring, and predicting.

STEPS IN TEACHING SCIENCE

Step 1: Lesson planning
Step 2: Reviewing resources in the science department
Step 3: Teaching mixed ability classes in science
Step 4: Using group work in science lessons
Step 5: Encouraging experimental skills
Step 6: Developing pupils' thinking in science
Step 7: Practicing basic questioning skills
Step 8: Preparing, marking and analyzing a test

RESOURCES TO SUPPORT TEACHING SCIENTIFIC SKILLS

Apparatus and techniques in science, assessing scientific skills, Drawing graphs in science, How science works, Numeracy for science, Scientific investigations and Revision for science exams

DEVELOPMENT AND LEARNING

The use of educational technology has great potential for improving instruction in biology, computer use increases with grade levels, with approximately 36% of science classes in grades 10-12 using computers.

Although the amount of time computers is used is small, at grades 10-12 computers are used primarily for drill and practice, for simulations, for learning content, and as laboratory tools.

Instruction reflecting a human ecological approach should reflect an understanding of students as learners. Obviously, a global perspective of problems related to such issues as population growth or food resources is beyond the grasp of younger children. But local problems and some basic concepts, such as the difference between arithmetic growth and exponential growth-are not too complex for young children. Successful laboratory instruction in human ecology requires recognition of student's cognitive development and learning limitations.

The activity should (a) make connections between past and present learning experiences and (b) anticipate activities and focus student's thinking on the learning outcomes of current activities. The student should become mentally engaged in the concept, process, or skill to be explored.

CONCLUSION

To stay in the labor market, you will constantly have to maintain the currency of your skills. At the same time employers must actively encourage the development of your skills in order to maintain their own flexibility, creativity and innovation. And to be successful, a great teacher must have: an engaging personality and teaching style, clear objectives for lessons, effective discipline skills, good classroom management skills, good communication with parents, high expectations, knowledge of curriculum and standards and knowledge of subject matter.

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11. EDUCATION FOR SKILLFUL EMPLOYMENT AND ENTREPRENEUR SKILLS

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ABSTRACT

This paper highlights the importance of vocational skills and entrepreneur skills at the school level and lists out the beneficial rewards when it is implemented in schools. Gives a brief history of vocational skill learning in India and other countries. List of skills that can be implemented is also given

INTRODUCTION

Are Entrepreneur skills and vocational skills necessary in the School level. My belief is **yes**. It inculcates in the young child a seed of information as he/she developes his thought processes to what he would like his future career to be and how to be prepared for meeting the challenges of the chosen career. It also becomes a cushion to fall back on when in the later years the child is at a crossroad - What can I do independently? How can I be self reliant? How can I help the society by providing employment for the others? In this industrialized and tech savvy world where the level of unemployment and underpaid jobs exist it is important a child is armed in the formative years itself with the basics of self employable and entrepreneur skills while at school itself.

EDUCATION FOR SKILLFUL EMPLOYMENT AND ENTREPRENEUR SKILLS AT SCHOOL LEVEL THROUGH VOCATIONAL SKILLS- A DISCUSSION

The Gandhian principle of education proclaims the importance of some sort of technical training be provided at the school level, so that the students would be able to become self-sufficient in their future. The same craft practised in the school could also help in the sustaining of the school, thus boosting the morale of the students that they have done something tangible for the development of the school.

Mahatma Gandhi promoted an educational curriculum based on this pedagogical principle.This scheme of education also came to be known as the "**NaiTalim**" or the "**basic education**". "Nai" meaning a new way of education and "talim" stands for apprenticeship. **NaiTalim** is a principle which states that knowledge and work are not separate. It can be translated with the phrase 'Basic Education for all'. The three pillars of Gandhiji's pedagogy focus on the lifelong character of education, its social character and its form as a holistic process. For Gandhiji, education is 'the moral development of the person', a process that lasts lifelong'.

The students would be an apprentice and would master a craft that would help the student to establish his own livelihood. Basic would also stand for fundamentals. Thus this scheme of education was based on the national culture and civilization of India. Mahatma Gandhi believed that education should be able to bring out the best of the child and the man in the Body, the Mind and the Spirit. Literacy is not the end of education but rather it is the way to which a sustainable way of education is taken up the road just begun and it continues as a person gets to know more about oneself. Education should help the citizens of India to be self-sufficient. It should enable a boy or a girl to develop a certain amount of self-reliance which would help in the earning of a livelihood. This was the reason why Gandhiji placed so much stress on the industrial training of the child so that he becomes acquainted with the real life. He wanted the education to become the means of producing ideal citizens in an ideal country.

As a visionary and great thinker, Gandhijis proclaims in one of his most important article on education i.e. **Harijan**" By education I mean an all-round drawing out of the best in child and man-body, mind and spirit. Literacy is not the end of education nor even the beginning. It is only one of the means by which man and woman can be educated. Literacy in itself is no education. I would therefore begin the child's education by teaching it a useful handicraft and enabling it to produce from the moment it begins its training.

VOCATIONAL SKILLS ADOPTED ACROSS THE GLOBE

Many countries across the globe have adopted similar concepts and practices according to their geographic location and cultural practices. Countries like Japan, Netherlands, Finland, Germany, Thailand, Australia, NewZealand, etc., provide various vocational skills at the school level itself. Students here grow their own vegetables in the school premises to provide for their hostel and cafeteria needs. The balance vegetables are sold by the enterprising students on a Market Day at School. The profits of the venture are once again invested for the next cycle of the garden.

Home Economics is another subject which gives the basic intricacies of a small scale business. It provides the basic knowledge to a school student about how a small scale business should be initiated and moulded to become successful entrepreneurs. With the basics of book keeping, statistics, accounts the student imbibes the basics of an entrepreneur which may channel the ambitions and goal seeking criteria of the student. The student gets a push towards the direction of business and set out to become a successful entrepreneur.

BENEFITS OF VOCATIONAL SKILL TRAINING AT SCHOOL LEVEL

The skills learnt at the school level are lifelong and lead to the development of small, self-reliant communities consisting of ideal citizens who are industrious, self-respecting and generous individuals. Skills like spinning, weaving, leatherwork, pottery, tailoring, embroidery work, metal-work, book keeping, basket-making, vermiculture, horticulture, etc., are some of the skills that can be taught to the students at school. These learnings remain forever in the minds of the student as he will be learning it in an environment with his or her friends who make the learning process an enjoyable endeavour. Moreover, the student quickly learns these skills as they relieve him of the monotony of the regular subjects and looks forward to these classes. It has been proved time and again that learning is more permanent and long lasting when it is done in a stress free environment.

Once the basic concept of the skill has been taught to the students, most students would continue to improvise these skills themselves by self learning or peer learning. When this kind of self learning or peer learning happens the confidence level and the creative intelligence of the child shoots up and this begins to be shown in the academic performance also. Team building and healthy competition among students emerge thus creating an ideal learning environment at the school level.

A few years ago, vocational courses were thought to be for people who did not have the aptitude to study in a college and thus, needed skills in a particular field, to gain employment. This scenario, however, has completely changed today. These days, people have realized their importance and are opting for such courses, both online and offline, to gain skills related to a particular field so that their job prospects can improve.

To render an example of vocational skills at school I would like to quote an example of myself. In the school where I studied (St.Charles Girls High School, St. Thomas Town, Bangalore, run by the sisters of St.CharlesBorromeo) it was mandatory that every student took part in the SUPW classes (Socially Useful Productive Work). From class V onwards the girls are trained in various skills ranging from flower making, hand paper making, best out of waste, embroidery, knitting, crochet, tailoring, basic baking and cooking (jam, juice, bread), pattern making, file production, maintaining petty cash accounts and journal and an introduction to weaving on the handloom weaving machine. This was during the years 1982 – 89. During this period the girls were steered towards achieving perfection in the skills taught. There was no compromise on the quality of the end product produced. Practice was given till the expected attributes were achieved. The culmination of all this was with a exhibition cum sale of the products made by the students, with a balance sheet that was to be prepared by each student giving the expenses incurred and the profit and loss highlighted.

CONCLUSION

These were qualities which made each and every student a complete student/individual where holistic and complete learning was achieved both by the learner and the facilitator. If a survey is taken, it shows every student has made successful accomplishments in their later years. This is because of the systematic and holistic curriculum imparted to each and every student.

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12. SKILLS WE NEED FOR SUCCESSFUL LIFE
Dr.P. MAHADEVAN, Asst. Prof**. Dr.G. MANJULA** Asst. Prof. &
Mrs. S. GAYATHRI, Librarian, Krishnasamy College of Education for Women, Puducherry.

ABSTRACT

The purpose of this paper is to touch upon the various skills that we need for a successful life. To lead a successful life, we must acquire a number of skills through education that will help in to get good job opportunities and also to become good entrepreneurs. The skills mentioned in this paper will definitely play a tion's share in improving the employability of the modern graduate's skills and professional skills have been differentiated and it has been explained how the four pillars of education have the way to acquire the different skills like communication skills. Some skills required of an entrepreneur like HR skills, basic business skills are also dealt with in this paper. **Key Words:** Skills, Professional skills, four pillars of education, problem solving, decision making critical thinking, stress management, HR skill.

INTRODUCTION:

Skill refers to the ability to do something well, usually gained through education training or experience. It is something that requires training and experience to do well an art or trade.

PROFESSIONAL SKILLS

We acquire professional skills through (i) Education (formal& informal) (ii) On the Job Training (iii) Life experiences (good and bad). Some professional skills are essential for career success.

THE FOUR PILLARS OF EDUCATION

- **Learning to Know:**(Developing reasoning) It relates to cognitive life skills such as critical thinking, problem solving and decision-making skills. This refers to both the acquisition of knowledge as well as the use of knowledge.
- **Learning to do :**(Functioning and capabilities) It refers to central human functional capabilities of 'life', bodily health, bodily integrity and control over one's environment.
- **Learning to live together**:(Building potential through social capital) It relates to communication skills, Negotiation skills, refusal skills, Assertiveness skills, interpersonal skills, co-operation skills and empathy skills.
- **Learning to be :**(Enhancing agency) It relates to self-management life skills related to self-awareness, self-esteem, self-confidence and coping skills.

CRITICAL THINKING SKILL

The ability to analyze information and experiences in an objective manner is called critical thinking skill. It is the key to form right attitudes towards life. It assists in developing responsible behavior.

PROBLEM SOLVING SKILL

This skill helps to solve an issue, problem or conflict without anger intimidation or in subordination. It means devising a plan in order to solve a problem. It helps in examining a related problem and adjustment to a situation. Problems if left unresolved lead to mental and physical stress.

COPING WITH EMOTIONS & STRESS

The skill to recognize the effects of emotions on others and overseas helps us to cope with emotions and stress. if we possess this skill we can respond to emotion appropriately.

DECISION MAKING SKILL

It refers to the abilities to assess situation to past similar situation and focuses on the consequence of different decisions, action and non-action.

STEPS IN DECISION MAKING

1. Identify / Define the problem
2. Consider the consequences or outcomes
3. Consider family and personal values
4. Choose one alternative
5.Implement the Decision.

COMMUNICATION SKILLS

Every job requires good communication skills with other people in speaking and writing Professionals have to express themselves clearly in their dealings with higher authorities, subordinates and clients. There are three types of communication skills. Oral: Presentation, Audience Awareness and Critical Listening. Written: Professional level writing, Critical reading and Presentation of data. Non-Verbal: Personal presentation, Body language.

5C'S OF COMMUNICATION: Clarity, Completeness, Conciseness, Concreteness and Correctness

"Communication, the human connection is the key to personal and career success"- Paul J. Meyer. Most of the graduates of modern days are not employed by top rated companies because of their poor communication skills and poor English language skills.

INTERPERSONAL SKILLS

i) They develop and nurture supportive networks, ii) Help to end relationships constructively, iii) Help to relate with people in positive ways, iv) improves emotional quotient.

People having strong interpersonal skills are usually more successful in both their professional and personal lives

ENTREPRENEUR SKILLS

- **Empathy:** It refers to the ability to understand and accept others, being nurturing and to learn. It encourages a positive behaviour towards people in need or difficulty
- **Human relations skills:** The ability to bridle and maintain positive relationships, working well with others is called human relation skill.
- **Information Technology Skills:** Computers, software, internet and all such sophisticated tools have taken over the work place. Every worker must possess at least a basic level of skill and comfort with modern technology to function successfully.
- **Basic Business Skills:** This skill refers to the knowledge and understanding of the economy and business function such as marketing and management.

If we acquire the above skills we are sure to get good employment opportunities and become good entrepreneurs too.

SOME EMPLOYABILITY TIPS ARE OFFERED BELOW.

1) Practice makes you perfect actions speak louder the words
2) Be poised, positive, persuasive precise and patient
3) What you do today will improve all your tomorrows
4) Never say "Can I?" Always say ' I can"
5) Always be optimistic and we can lead a successful life

13. EMPLOYMENT AND ENTREPRENEUR SKILLS IN EDUCATION

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ABSTRACT

Employability and Entrepreneurship skills are a set of skills and behaviors that are necessary for every job. Employability skills are sometimes called soft skills, foundational skills, work-readiness skills, or job-readiness skills. Employability Skills can be defined as the transferable skills needed by an individual to make them 'employable'. Along with good technical understanding and subject knowledge, employers often outline a set of skills that they want from an employee. These skills are what they believe will equip the employee to carry out their role to the best of their ability. Employability depends on knowledge, skills and attitudes, how we use those assets, and how we present them to employers A group of essential abilities that involve the development of a knowledge base, expertise level and mindset that is increasingly necessary for success in the modern workplace. Employability skills are typically considered essential qualifications for many job positions and hence have become necessary for an individual's employment success at just about any level within a business environment.

INTRODUCTION:

Employability Skills can be defined as the transferable skills needed by an individual to make them 'employable'. Along with good technical understanding and subject knowledge, employers often outline a set of skills that they want from an employee. These skills are what they believe will equip the employee to carry out their role to the best of their ability. Employability depends on your knowledge, skills and attitudes, how you use those assets, and how you present them to employers. Employability skills are a set of skills and behaviors that are necessary for every job. Employability skills are sometimes called soft skills, foundational skills, work-readiness skills, or job-readiness skills.

EMPLOYABILITY SKILLS ALLOW TO:

- communicate with coworkers
- solve problems
- understand your role within the team
- make responsible choices, and
- take charge of your own career

Personal qualities, habits, and attitudes influence how you interact with others. Employers value employability skills because they are linked to how you get along with coworkers and customers, your job performance, and your career success.

ESSENTIAL EMPLOYABILITY SKILLS:

1.foundational skills, 2.interpersonal skills, 3.communication skills, 4.problem solving and critical thinking, 5.teamwork and 6.ethics and legal responsibilities

PROFESSIONAL SKILLS:

The general employability skills above help you to get hired and to keep any job. In addition, anyone who wants to advance in their careers and people working in higher-level jobs should have the following professional skills. **1)Career Development 2)Leadership**

Career readiness and employability skills lesson plans have become an increasingly critical part of education. Employers are desperately seeking people with a combination of skills that seem to fall under this career readiness and employability umbrella that also include such things as soft skills, customer service skills and life skills.

IMPORTANT EMPLOYABILITY CHARACTERISTICS:

The National Associations of Colleges and Employers, NACE, recently published the skills and qualities that employers are looking for in college graduates. In the report, NACE states: "Employers considering new college graduates for job openings are looking for leaders who can work as part of a team and communicate effectively."

They go on to assign percentage of importance to several characteristics that support that statement, many of which are also 21st Century skills.

HERE ARE THE SKILLS NACE REPORTS AS MOST IMPORTANT TO EMPLOYERS, IN ORDER OF PRIORITY:

Leadership, Ability to work in a team, Communication skills (written), Problem-solving skills, Strong work ethic, Analytical/Quantitative skills, Technical skills, Communication skills (verbal), Initiative, Computer skills, Flexibility/Adaptability, Interpersonal skills, Detail-oriented, Organizational ability, Strategic planning skills, Friendly/Outgoing personality, Entrepreneurial skills/Risk-taker, Tactfulness and Creativity

LIFE SKILLS FOR STUDENTS:

It seems that life skills mean something different to just about all of us. For some, life skills are similar to soft skills and employability skills. For others, they are more like traditional family and consumer science skills. The Life Skills Handbook defines life skills to include "decision-making, goal setting, problem-solving, coping with stress, coping with emotions, negotiating, friendship, interpersonal relationships, empathy (concern for others), critical thinking, creative thinking, resisting peer pressure, assertiveness."

The Skills you Need site goes in depth, saying, "There is no definitive list of life skills, certain skills may be more or less relevant to you depending on your life circumstances, your culture, beliefs, age, geographic location etc. Perhaps the most important life skill is the ability to learn. By learning new skills we increase our understanding of the world around us and equip ourselves with the tools we need to live a more productive and fulfilling life. Life skills are not always taught directly but often learned indirectly through experience and practice." And now that we know what they are…don't you think your students ought to have them? If they aim to be employed at some point, they better get them. Life skills are a way that your students can differentiate from other qualified candidates when looking for a job.

EMPLOYABILITY SKILLS LESSON PLANS:

The Professionalism module specifically has students discover the expected appearance and personal characteristics of an employee. They learn a number of personal traits belonging to successful employees, such as: honesty, good communication, time-management, goal setting, problem solving, and teamwork. Students practice dealing with workplace situations and evaluate the effectiveness of various employees. By the end of this module, students will be better prepared to enter the professional workforce.

In the **Personal Qualities** and **Desirable Traits** units, students will learn about the ideal personal characteristics an employee should have. It discusses the importance of an appropriate appearance while on the job and the traits one should exhibit while interacting with both clients and coworkers. Students will reflect on their own traits, noting their own strengths and weaknesses. Specifically, they will:
- Understand the importance of a first impression.
- Learn about appropriate dress in a professional setting.
- Understand that personal appearance includes dress, body art, and personal care.
- Identify ways to maintain good health and personal care.
- Identify important mindsets to have as an employee.
- Understand effective communication and appropriate interaction.
- Learn the importance of personal and professional growth.

In the **Personal Management** unit, students will learn about the importance of time management to an employee. Students will also learn how to apply a general problem solving method to workplace situations. Specifically, they will:
- Understand the importance of time management.
- Identify time management tools.
- Explain how to create a time management plan.
- Identify when reevaluating must occur.
- Identify problem solving.
- List the steps of the problem solving method.
- Apply the problem solving method to a scenario.
- Understand when to consult and compromise.

In the **Teamwork** unit, students focus on the importance of the team in the workplace. Students will learn about teamwork and the different roles a worker can have within a team. Students will examine strengths and weaknesses they might have in inhabiting each of the roles. The unit will discuss leadership, describing the

traits that make a good leader. Finally, the student will attempt to successfully lead an effective team. Specifically, students will:

- Identify the characteristics of an effective team.
- Understand conflict resolution strategies.
- Explain what leadership is.
- Identify types of leaders.
- Setting goals
- Selecting the right team members
- Leadership communication
- 5 roles of an effective team
- Assigning roles
- Making leadership decisions

14. EDUCATION FOR SKILLFUL EMPLOYMENT AND ENTREPRENEUR SKILLS
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HOW IMPORTANT IS EDUCATION TO ENTREPRENEURIAL DEVELOPMENT?

How Important Is Education to Entrepreneurial Development? … Others say entrepreneurship cannot be taught; that successful entrepreneurs have distinct traits which are innate, and that certain people are hard-wired to see opportunities and pursue them through new and innovative means.

Business students can be taught how to negotiate with lawyers, pitch to investors and create a business plan, but can you teach someone to think like an entrepreneur?

Instead will be launching a new summer programme for high school students in August this year providing teenagers with basic knowledge and experience to increase their awareness of the business world. Alongside courses on strategy, decision-making and organisational behaviour, students will attend classes on entrepreneurship designed to nurture a new generation of entrepreneurial thinkers. For decades there has been debate on whether academics are the right people to teach entrepreneurship and if, in fact, it is something which can be learned. Some argue the only way these skills can be taught is by entrepreneurs themselves dissecting their successes and failures and sharing real-world, practical experience. Others say entrepreneurship cannot be taught; that successful entrepreneurs have distinct traits which are innate, and that certain people are hard-wired to see opportunities and pursue them through new and innovative means.

Of course when thinking about entrepreneurship education there is the practical side, providing tools such as market research, business planning and negotiation techniques. However, when offering a comprehensive entrepreneurship programme you have to go beyond this and consider how to teach entrepreneurial reasoning and behaviour.

THINKING LIKE AN ENTREPRENEUR

It's no secret that entrepreneurs "think differently"; they ask provocative questions and approach business in a much more creative way. In the attempts to understand the cognitive processes of entrepreneurs, expert found that successful entrepreneurs actually used a different reasoning approach when making decisions about their business. In the research **What Makes Entrepreneurs Entrepreneurial?** notes that "Entrepreneurs are entrepreneurial as differentiated from managerial or strategic, because they think effectually: they believe in a yet-to-be-made future that can substantially be shaped by human action."

Effectual rationality, according to experts , is the inverse of causal. Traditional education systems around the world are very good at teaching students to think causally, to set a pre-determined goal and then acquire the means and resources to find the most efficient way of achieving it. People who use effectual reasoning, on the other hand, start with a given set of means and allow goals to emerge and change over time. Google, for instance, didn't begin as a brilliant vision or ingenious idea, but as a project to improve library searches. It sparked a series of small discoveries that eventually unlocked a revolutionary business model.

"Causal reasoning is based on the logic, 'To the extent that we can predict the future, we can control it.' This is why both academics and practitioners in business today spend enormous amounts of brainpower and resources on developing predictive models. Effectual reasoning, however, is based on the logic, 'To the extent that we can control the future, we do not need to predict it.'"

In short, causal thinkers to great generals seeking to conquer fertile lands, while effectual thinkers are explorers setting out on voyages into uncharted waters. Using one type of thinking is not preclusive of the other. In fact, most successful entrepreneurs begin with effectual thinking when developing an idea and move towards causal reasoning towards the latter part of a project's development. For the majority of adults however, it is very difficult to adopt this more creative, effectual approach. In fact, there are strong forces pulling us in the opposite direction, towards more linear thinking.

TEACHING ENTREPRENEURSHIP

In 1968, George Land conducted **research** to study the creative development and capacity for divergent thinking in children, using a similar test to the one devised to identify innovative engineers and scientists for NASA. He tested 1,600 children intermittently at ages five, ten and fifteen years and was shocked to find that, in fact, divergent thinking in children did not develop, and actually regressed. While the five-year-olds scored an average of 98 percent, the 10-year-olds scored 30 percent and 15-year-olds, 12 percent. When the same test was given to 280,000 adults the result was just two percent.

A large part of this pull towards to causal thinking comes down to our schooling Many traditional education systems have been designed to train us to follow instructions. There is a reliance on standards, a prescribed curriculum. Schools - and this is just as true for many organisations - tend to reward people for being able to perform consistently and reliably, for being able to "colour within the lines". Creativity skills are learned, not from sitting in a classroom, but by experiencing and applying creative thinking processes. According to English philosopher Ken Robinson we learn to be innovative and entrepreneurial by exploring, questioning assumptions, using imagination and synthesising information. Robinson asserts that traditional education's emphasis on conformity, compliance and a linear path stifles this.

It's not surprising then that a significant number of successful and innovative entrepreneurs, including Google's founders Larry Page and Sergei Brin, Amazon's Jeff Bezos, videogame pioneer Will Wright, and Wikipedia founder Jimmy Wales, began their education in the Montessori school system where they learned to follow their curiosity and think differently. In their book, **The Innovator's DNA**, Hal Gregersen, Executive Director of the MIT Leadership Centre, and Jeff Dyer, Professor of Strategy at BYU noted that "The most innovative entrepreneurs were very lucky to have been raised in an atmosphere where inquisitiveness was encouraged. We were struck by the stories they told about being sustained by people who cared about experimentation and exploration."

A DIFFERENT MINDSET

Part of the motivation for teaching entrepreneurial-thinking to high school students is to help them understand entrepreneurial reasoning and behaviour and expose them, even at a small level, to the idea that

there's actually a different way to think, a different way to behave, than what is typically reinforced in their school system. We want them to appreciate this difference and in some cases adopt divergent thought patterns into their own behaviour. Do we expect all 45 students attending the Summer@INSEAD programme to be entrepreneurs? No. Do we expect that maybe one out of the 35 will? Yes - and we hope the programme will increase this number. Finally, do we expect 17 of the remaining 34 will end up being managers of companies working with entrepreneurs? Absolutely. In these cases it's equally important they appreciate the different ways in which ideas can be developed and the effectual process of the entrepreneur's mind.

VALIDATING DIVERGENT THINKING

This brings us back to the question can you really teach entrepreneurship? There seem to be promising initiatives under way to develop entrepreneurial mindsets and behaviours, but how they are best taught is still under debate. If someone has tendencies in this direction, by exposing them early on to the idea that there is more than one way to think, we can validate their reasoning processes and give them permission to pursue their drive, increasing the likelihood they will move ahead and take up the challenges of entrepreneurship.

Entrepreneurs are creative, innovative, risk taking, dynamic, flexible, and brave, opportunity recognizer, and leadership potentiality, and network builder, independent and self-reliant people. Entrepreneurship is a key factor on (1) Economical Growth and Development of countries (2) Providing employment and job opportunity (3) Enhancing productivity and production capabilities (4) Contributing to the high levels of creativity and innovation and (5) Creating wealth and providing educate welfare. All new ideas and knowledge should be converted to profitable and useful products and services. And education for creativity, innovation and entrepreneurship should start from very early stages of childhood. This research is about role of education in Entrepreneurship development. This research is consisted of a main hypothesis based on There is a meaningful relation between education and Entrepreneurship development. Method and materials: This research has been done based on researching the key words Entrepreneurship, Education, Entrepreneurship Education, Entrepreneurship Process, Entrepreneurship Typology, Education Strategy and Virtual Organization. It also includes the researcher's manual attempt in journals and related materials. Sometimes entrepreneurs consider education in the hope it can prepare them for running a business. Here are some options. While it can be important for business owners and entrepreneurs to attain qualifications related to the running of their businesses, it's not imperative. Some of the business world's biggest names have only a few qualifications, but have gone on to start up hugely successful companies.

EDUCATION FOR ENTREPRENEURS

The educational needs of an entrepreneur differ to those of a business owner, but not greatly. A business owner will often be in control of a fleet of staff, whereas an entrepreneur could be working autonomously or, outsourcing parts of his business maintenance to others with the appropriate education/qualifications. It's well highlighted that some of the world's top entrepreneurs in the world started their business after dropping out of higher education. One of the most recent examples of this was Mark Zuckerberg, who created Facebook from his dormitory and promptly quit college, when the social media platform began to grow. Richard Branson, arguably one of the most well-known entrepreneurs of our generation, was dyslexic and never pursued a pathway through higher education. Of course, like many business owners, entrepreneurs may wish to self-educate themselves to not only reduce overheads, but also maintain control of their organisation. Qualifications in accounting, marketing and business administration will remain useful throughout not only the life cycle of an entrepreneurs business, but their career as well. One of the more useful qualifications that can be attained while running a business is a Master of Science in accounting online. There are many places to study these types of qualifications but learning online can offer you the freedom necessary to both study and work.

EDUCATION FOR BUSINESS OWNERS

There are a variety of courses and degrees which business owners can complete; they range from GCSEs in Business Studies, through to masters and doctorates. One example of a qualification business owners often look to complete several years after they graduate is an MBA (Master of Business Administration). These courses can often be studied part time over two years, so that you can still organise your business on top of studying! Many business owners choose not to pursue the education route, and there's no requirement for them to do so. However, it's a useful way to progress the understanding of the inner workings of a business, and can make life easier in the long run. Business owners may want to look into qualifications in disciplines such as marketing, accounting and business administration. These types of qualification could play a crucial part in driving your business forward, and could make all the difference over time.

CONCLUSION

This research is a descriptive research. Based on the results of research, entrepreneurs needs be determined by Education Process., finally, has been observed that there is an average and upward between, Entrepreneurship Education and Entrepreneurship development Process.

15. ENTREPRENEURIAL SKILLS FOR A GREAT EMPLOYMENT
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ABSTRACT

The key qualities for entrepreneurial skills are traits such a creativity, the ability to keep going in the face of hardship and the social skills needed to built great teams. It is essential to learn the specific skills that underpin these qualities. It's also important to develop entrepreneurial skills if you're in a job role a business or take things forward more generally. For a great entrepreneur examine your personal characters, values and beliefs. You should work closely with people and build great relationship. you also need to come up with fresh ideas and also practical skills and knowledge.

SUB-THEME 2: SKILL DEVELOPMENT PROGRAMS IN SCHOOLS AND COLLEGES

1. SKILL DEVELOPMENT PROGRAMME IN SCHOOLS AND COLLEGES: ANALYTICAL SKILL

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ABSTRACT:

About 90% of employment of opportunities requires vocational skills only 20% of our graduate gets employed .the rest are unable to get suitable employment due to this lack of skills. Here discuss about how to improve our skills especially analytical skill in school and colleges. **key words:** Analytical, Attention, Critical thinking

INTRODUCTION:

High schools and college programs are predominately knowledge oriented the practical components are limited to few subject and they end up being laboratory assignments due to many constraints such as examination and evaluation frame work students either don't get chance to explore and experiment through skill building or they are not taught that unless knowledge is balanced with application through practice. It will not get appreciate well. Since the Indian education system is still implemented as an end itself. School is the only place the students develop our skills. In this paper I discuss about analytical skill. Analytical skills are used to break down assess and evaluate problems or concepts in order to make decisions or come to conclusions.

SKILL AND SKILL DEVELOPMENT:

Definition: An ability and capacity acquired through deliberate systematic and sustained effort to smoothly and adaptively carryout complex activities or job functions involving ideas is called skill.

SKILL DEVELOPMENT: Skill development means developing yourself and your skill sets to add value. Skill development should follow the 70-20-10 rule.

- 70%- of your development should come from on the job activities and action learning. This can include development experiences like managing a project saving on a cross functional team taking on a new task job shadowing job rotation etc.
- 20%- of your development should come f5rrom interactions with others. This includes having a mentor, being mentor coaching participating in communities of a practice serving as aleader in a staff organization etc.
- 10%- of your development should come from training including classess, seminars, webinors, podcast, conferences, etc.

Once you have identified these skills you need to develop to achieve your career goals.
- ➢ **PRIMARY SCHOOL :**(Class1 to 5) age 6 to 4 - Communication skills, attitude and it skill.
- ➢ **MIDDLE SCHOOL :**(Class 6 to 8) ages 11 to 14 -Above skills plus self management, team, work, and creativity.
- ➢ **SECONDARY EDUCATION** :(Class 9 to 10)14 to 15 - Above skills plus stress management, self motivation.
- ➢ **UPPER SECONDARY :**(Class 11 to 12) age 16 to 17 -Above skills plus initiative, interpersonal sensitivity.
- ➢ **HIGHER EDUCATION :**(College) - Graduation or professional programme above skill plus commercial awareness problem solving lifelong learning.

ANALYTICAL SKILL :

In 1999 Richard J.Heurer Jr.explained that "thinking analytically is a skill like carpentery or driving a car it can be taught .it can be learned and it can improve with practice but like many other slikks such as riding bike, it is not learned by sitting in a class room and being told how to it. Analysis learning by doing.

- Analytical skills are used to break down assess and evaluate problems or concepts in order to make decisions or come to conclusions that are based on the synthesis of available information.
- Analytical skills refer to the ability to collect and analyze information problem solve and make decisions these strengths can help solve the problems and increase the productivity.
- Analytical skills might sound technical but we use these skills in everyday life through detecting patterns, brainstorming, observation, interpreting data, integrating new information, theorizing and making discussion based on multiple factors and options available.
- Analytical skills are essential for variety of fields including business analysis data architecture, marketing, accounting, business development programming, law medicine and science.
- Analytical skills are kind of problem solving skill. They allow you to evaluate simple or complex problems. This skill incorporate many skills like,
  1. ATTENTON TO DETAIL
  2. CRITICAL THINKING
  3. DECISION MAKING
  4. RESEARCHING SKILLS

ATTENTION TO DETAIL: This means that you are able to follow instructions properly avoid mistakes in your written work and carefully evaluate complex your work will be done with accuracy and precision.

CRITICAL THINKING: Critical thinking is your ability to evaluate a situation or a problem with an independent mind. Critical thinking means that you don't accept arguments or assumptions without question this requires you to break down an argument or the steps in a process and make independent evaluations. Critical thinking requires you to identify patterns, facts, and detail and allow you to make a thougghtfull decision or find a solution to a tricky problem.

DECISION MAKING: Decision making involves selecting a specific object or course of action from various alternatives this skill requires careful evaluation of the situation in order to predict which choice will result in the best outcome.

RESSEARCH SKILLS: Conducting effective requires analytical skills you must be able to consider a problem in order to make a plan and define your research and collect data you should be able to analyze your information and draw.

HOW TO IMPROVE ANALYTICAL SKILLS REGULARLY: One secret of long term success in analytical work lies in developing and strengthening analytical skills and practicing them regularly in order to maintain the quality of analysis and indeed the quality of the analytical mind some people claim that analytical skills are a gift by nature. While others say that it is the intellectual environment around a person that shapes these abilities in my view both of these assumptions are off the mark analytical skills are talents that can and should be seen as soft technical skills. Thus these skills should be developed through regular exercises from mind games, to academic studies where a student evaluate different pieces of information for identifying trends and strategies.

Analytical skills are important for our professional social and intellectual lives. As a result many people have good reason to want to improve their analytical skills is not easy .there are a number of things you can do to

both passively and actively improve your analytical skills. At the same time you will want to test yourself and challenge yourself constantly to help up and sharpen your skills. Here give some points to improve our analytical skill.

USING ACTIVE APPROACHES:

WORK OUT MATHS PROBLEMS:

Solving math problems is one of the most common ways of improving analytical skills math is very logical and math problems are structured in a way that we are given information and are forced to use that information to solve a problem as a result math problems are we one of the simplest way of having analytical ability

- Practice complicated math problems that include long division, algebra, calculus, and more. These problems will help you develop your logic and reasoning skills and as a result improve your analytical ability.
- Identify math problems in everyday life, and then take time to solve them.
- Enroll in a college level math course. Many college level math courses will help you analytical skills.

PLAY BRAIN GAMES:

One of the best ways to improve your analytical skills is to engage them directly by playing "brain games "brain games are games that challenge you to think deeply and to develop your analytical skills. These games will get you used to thinking in a certain way and as a result, they will help improve your ability to think ultimately. Brain games are a fun way to actively develop your analytical skills while having fun.

- One example of a brain game is logic puzzles. Logic puzzles vary and include crossword, riddles, Sudoku, and more.
- Play board games .many board games require you to use your analytical skills and to develop them further. Perhaps best of these are games like scrabble, some strategy games, and games like chess or checkers.
- Find video games that encourage the development of your analytical skills. A wide array of video games helps to improve analytical skills. Some of the best, though, are strategy games and other games that challenge us to solve problems and achieve broad goals.

JOIN A DEBATE OR READING CLUB:

Another great way to improve analytical skills is to join a debate or reading club or group. Groups like these provide people with the opportunity to come together and discuss ideas, literature, and problems in a congenial setting, ultimately, groups like these will provide you with the opportunity to hone your analytical skills and be able to articulate yourself better.

- Book clubs will allow you to talk about what you have observed reading a specific piece of literature. You'll also have the ability to discuss and interact with others who may have different take on a given piece of literature.
- Debate clubs are excellent ways to hone our analytical skills because our perspective and arguments will be constantly challenged by others who are working on their own debate ability.
- Most any social group that encourages the free exchange of ideas and the pursuit of knowledge will help you to actively develop your analytical skills.

CONCLUSION:

Analytical skills are kind of problem solving skill. If the students are developed this skill. It's helpful for our career. These skills can help you take step in the right direction the more you put these skills into practice in your

daily life and work, the more you will be able to back them up during an interview on when you land your dream job.

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2. IMPARTING SPECIALISED TRAINING FOR HIGHER EDUCATION TEACHERS: NEED OF HOUR

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ABSTRACT

In this present paper an attempt has been made to show present teachers required professional development, abilities, leadership qualities to handle the situation, importance of teacher professional learning and the need of capacity building. And also importance of student's expectation and challenges before the present teacher and the ways to increase the quality in teaching through capacity building are discussed. In addition to that the introduction of Pandit Madan Mohan Malaviya National Mission for Teaching and Teacher Education Scheme, the effort being made to improve capacity building for teachers in their abilities, skills, and expertise of educators through this scheme are discussed in detail.

INTRODUCTION

Education plays a major role in human resource development. India particularly believes education is the basic formation of human capital which helps for all round progress. Higher education system in India has recorded impressive growth since Independence. Indian higher education system occupies the third largest position in the world. In 1950 the number of Universities in India was 20 and it got 34 time's tremendous increases with growth to 677 universities by 2014 and 712 universities in 2016. The number of colleges registered manifold has also increases of 74 times with just 500 in 1950 growing to 37,204, as on 31st March, 2013(www.mhrd.co.in). Approximately 11 % of students belong to age group of 17-23 years are enrolled in the higher education sector every year. By 2030, India will be the youngest nations in the world with nearly 140 million people in the college-going age group, one in every four graduates in the world will be a product of the Indian higher education system. Indian higher system is likely to surpass the US in the next five years and China in the next 15 years and grow to be the largest system of higher education in the world. Government of India has planned to achieve 21% by 2017 which is less compared to world average. Contribution of University Grants Commission by designing programmes and implementing various schemes through academic, administrative and financial support has seen in growth and development of Indian higher education. In 2011-12 UGC allocated a general budget of Rs 5,244 crores. We have gross enrolment ratio of about 17.9% now, while an ambitious target of 25.2% has been envisaged by the end of 12th Plan (Sharad Jaipura,2014). Arun Jaitley, Finance Minister of India announced a marginal increase of 4.8 per cent in the overall budget for education, with a bigger thrust on improving higher learning. The government earmarked Rs 72,394 crore for education against Rs 69,074 (budget estimate) provided last year. Of this, Rs 28,840 crore went to higher education and Rs 43,554 crore to schools. Chopra (2016)

CHARACTERISTICS OF EFFECTIVE QUALITY TEACHER

Effective quality teachers need to be strong in the content to be taught as well as their way of presenting the content skilfully based on the needs of students. Effective teacher are the one who achieve the goals set for

them as well as produce capable personalities to solve real world challenges. They have a moral prestige, all round personality, intellectual depth, sense of humour, confident and ease while teaching, good relation with the pupils, manage the class well, plan the lessons well, make lessons interesting, explains points clearly and pay attention to revision and examination reforms. They use different teaching methods, employing a variety of audio visual aids and convey high expectation for work of the pupils. They stimulate and motivate pupils to think independently, creative, constructive, innovative and helpful I criticism of pupils, resourceful in providing the varied experiences to the students, flexible, alert and democratic in nature (Krishnan & Nightigale, 1994).

Ananda Padhan(2009) rightly remarked " A teacher to be called a professional, should have both the behaviour in him/her - the ability to do (professional competence-mastery of the subject matter and its efficient delivery) - will to do (the professional commitment and integrity),ethical conduct toward student, practices and performances professional colleague, parents and community should be laid down in teaching profession.

NEED FOR IMPARTING SPECIALISED TRAINING AMONG TEACHERS

Teachers are the builders of any nation, pillars and foundation stone of developmental process. Twenty first century learners are highly intellectuals than earlier. Due to globalization, privatization, technology revolution student's expectation from teachers become high and teacher cannot simply remain by thinking they are the only source and what they have learnt is enough for survival. The teaching profession is becoming more and more complex today and complexity will be high in future.

Present higher education system produces more graduates to compete in the world and at the same time another proportions of students who cannot able to get employment is also makes the policy makers to think "do our higher education providing sufficient key skills, subject skills, employability skills etc"-to youths to face the challenge, what do we expect from our future generation to know and able to do?. This challenges our higher education system to make ensure the quality in all dimensions.

Present society demands from the higher education system to infuse quality consciousness, personal competence and higher aspiration abilities among teachers and their profiles. But in reality the needed competencies are not addressed accurately and enhanced through teacher education programme. According to the Indian context teachers who are more responsible for preparing quality personalities to serve the society are not with adequate competencies. Researches proved that the quality teacher development begins with the absence of high quality teacher educators. This indicates producing quality teacher educators are the need of the hour because it not only helps to sustain the development in every field; it is also the base for human development. To enhance the existing capacity of teachers in schools, colleges and universities there is a dire need of enhancing the trainer's effectiveness to improve quality in education. Therefore there is need to reflect upon the issues and capacity building of teachers educators as professionals who bring a change in the life of students.

Human resources are the key to rapid socioeconomic development and efficient service delivery" Onah(2008). Any educational system at every level depends heavily on a sound, adequate, skilled and well motivated human resources for execution of its programme. Teachers are the critical resources for effective implementation and realization of the educational policies and objectives at the practical level of classrooms" Nwaka,et.al(2010). In consonance with same way Ronald Barnett(1992) proposed the four predominant concepts of higher education (Montry C. B., 2014:1) are

(1) Higher education as the production of qualified human resources –learning of an individual through process

(2) Higher education as training for a research career.

(3) Higher education as the efficient management of teaching provision.

(4) Higher education as a matter of extending life chances.

In consonance with this Dearing (1997) highlighted in National Committees of Inquiry into higher education report as "We need to invest in our people; it makes a case for higher education as a lifelong learning process and pleads for widening of access to include those who have traditionally been under represented in our colleges and universities….. Investments in higher education are an investment in the future. It is therefore, right that the state should contribute to the costs to help ensure the countries continued economic competitiveness".

The UGC also recognises the problem of quality faculty and understands teaching in higher education is not merely knowledge transformation, it requires higher order cognition skills. Quality in higher education is highly influenced by quality of faculty. But currently there is acute shortage of qualified and highly competent faculties. Keeping this, UGC also come up with skill enrichment programmes and strategies to enhance the quality, capacity and excellence of faculty in higher education.

HUMAN RESOURCE DEVELOPMENT CENTRES AND REGIONAL CENTRES FOR TEACHERS CAPACITY BUILDING

For improving the quality of teachers in higher education through continuous knowledge enhancement Government of India and UGC developed Human resource development centre (HRDC) in 66 universities and Regional Centres for teachers Capacity Building(RCCB) in selected universities and offer enrichment courses, orientation courses, refresher courses, summer and winter internship schools, short term courses etc. Impact of courses on teachers given by Pathania(2007) are listed below :

- Create abilities of new skills, awareness about new technologies
- Latest teaching skills, updated modern teaching gadget   during the training programmes
- Utilise opportunities for development of personality, initiatives and creativity
- Understand linkages between education and economic and socioeconomic and cultural development
- Improvements in their understanding about the society its requirements and the role of education in its transformation
- Understanding the significance of education in general and higher education
- Acquire and sharpen appropriate teaching skills, knowledge and conceptions
- Develop an urge among them for utilising their resources for sustained self development
- Improvement in personality by developing the attributes of determination initiative approach of thinking, optimism, scientific temper etc
- Improvement in understanding the organisation and management of educational and supportive institutions.

PANDIT MADAN MOHAN MALAVIYA NATIONAL MISSION ON TEACHERS AND TEACHING

During XII Plan period (2012-2017) on Dec 25,2014 PMMMNMTT was launched as a 900 crore centrally sponsored scheme for the improvement of teacher's quality, ability, skills and human resources with futuristic views for the benefit to enhance the quality education. The Mission have components as 30 Schools of Education (in Central Universities), 50 Centres of Excellence for Curriculum and Pedagogy, two Inter-University Centres for Teachers' Education, a National Resource Centre for Education, five Centres for Academic Leadership and Education Management besides provision for innovations, Awards, Teaching Resource Grant, including Workshop & Seminar, Subject Networks for Curricular Renewal and Reforms. From the PMMMNMTT proposal submitted by government of India the following were taken for view:

1. SCHOOLS OF EDUCATION
1. Will be established in Central universities.
2. School of Education will have an international mentoring partner. It will comprise of several units/centres and undertake in-depth work in specific areas of elementary and secondary teacher and school education. Offer programmes for teachers, teacher educators, administrators.
3. A sound proposal from the central university will be the basis of approval.

2. CENTRES OF EXCELLENCE FOR CURRICULUM AND PEDAGOGY (50)

There are three sub-components under this:
- Teaching Learning Centres : 25 Nos.
- Faculty Development Centres : 20 Nos.
- Centres of Excellence in Science and Mathematics Education: 5 Nos.

2A. Centres of Excellence in Science and Mathematics Education
1. Will be established in IISc, Homi Bhabha Science Centre, TIFR and University Departments of Science and Mathematics.
2. It will incubate and nurture, on a continuous basis, discipline-specific curricula, pedagogy, learning materials (including e-content) for use by the schools and colleges and postgraduate departments.
3. A sound proposal from specific institutions of excellence will be sought on invitation basis.

2B. Teaching Learning Centres
1. The TLC's will be set up at different levels such as, university schools/Faculty departments/centres and colleges.
2. TLCs will promote on a continuous basis, discipline-specific curricula, pedagogy, learning materials (including e-content) for use by the teachers in colleges and postgraduate departments.
3. Competitive basis of selection will be adopted on sound proposals from above institutions.

2C. Faculty Development Centres
1. The FDC's will be set up at different levels such as Academic Staff Colleges, university schools/Faculty departments/centres and colleges.
2. FDCs will inculcate among teachers the motivations to promote institutional effectiveness through the development of personal, instructional, organizational and professional growth of faculty
3. Competitive basis of selection will be adopted on sound proposals from above institutions.

3. INTER-UNIVERSITY CENTRE FOR TEACHERS EDUCATION (IUCTE)
1. All National level institutions of repute specialising in teacher education can apply for establishing IUCTE.
2. To provide access for research and teaching community to the state-of-the-art equipment and excellent library facilities, to play a vital role in offering the best expertise in teacher education across universities
3. Proposals by invitation to national level institutions will be examined and approved

4. INNOVATIONS, AWARDS AND TEACHING RESOURCE GRANT/SUPPORT FOR FACULTY, INCLUDING WORKSHOPS AND SEMINAR.
1. The scheme is envisaged at the national, state and institutional level to cover the entire higher education.
2. To recognize and reward excellence among teachers in higher education.
3. To promote innovations in teaching through resource grant support.
4. National and International Workshops/Conferences can be organised by Central and State institutions
5. Examine extant international policies and suggest what is appropriate to national and regional requirements.

5. SUBJECT NETWORKS FOR CURRICULAR RENEWAL AND REFORMS
1. Subject-based Network is a voluntary association of academicians willing to cooperate in searching and sharing of knowledge related to teaching, learning and research.
2. The proposer will be Professor or the Retired Professor who will initiate the proposal for SBNW. The proposal will be routed through existing subject department of the university or a college covered under 2f and 12(B) of the UGC Act.

6. NATIONAL RESOURCE CENTRE FOR EDUCATION /HIGHER EDUCATION ACADEMY

1. Will be set up with the vision of developing teachers who are able to enhance their potentials and push the frontiers of knowledge through research, networking and sharing of existing resources in the competitive knowledge world.
2. An apex Central level body may be invited to submit the proposal to set up the National Resource Centre.

7. INSTITUTES OF ACADEMIC LEADERSHIP AND EDUCATION MANAGEMENT

1. Will be set up with the objective of imparting training of academic leaders of the vast numbers of institutions of higher education in the country
2. To build the managerial base of academic heads of DIETs and SCERTs
3. Proposals for setting up five institutes of Academic leadership and Education Management will be invited from the institutes of excellence engaged in educational management and central and state universities and selected on competitive basis.

CONCLUSION

Education act as a fundamental stone for building a productive society. Such education should be properly motivated for sustainable growth in the minds of the individuals. Higher education helps to build the prosperity of the country. The UGC continuously developing productive mechanisms like national research facilities, HRDC, PMMMNTT scheme to reorient teachers and improve quality as well as excellence of the teachers.

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3. SKILL DEVELOPMENT PROGRAMMES IN TEACHER EDUCATION

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ABSTRACT:

Teacher education (or) teacher training refers to the policies, procedures, and provision designed to equip (Prospective) teachers with knowledge, attitudes, behavior and skills. They require performing their tasks effectively in the classroom, school and wider community. The professionals who engage in this activity are called teacher education. **key words**: Professional development, skills, communication, innovative, building confidence, self awarness, empathy.

INTRODUCTION:

A great teacher has effective discipline skills and can promote positive behaviours and change in the classroom. A great teacher as good classroom management skills and can ensure good student behaviour, effective study and work habits, and an overall sense of respect in the classroom. A teacher must have excellent communication skills. you also must be able to adapt your communication style to the needs of difference students, depending on their age, culture, ability and learning styles.

There are ten skills for modern teacher, Organization, Tolerance, Story telling, Social, Open for questions, Geek, Technology enthusiast, Innovative, Commitment and Preparation

SKILLS FOR MODERN TEACHERS

Here, 21st century professional development skills, or as we like to call it, ''modern skills''That today's teachers should possess. Adaptability, Confidence, Communication, Team player, Continuous learner, Imaginative, Leadership, Organization, Innovative Commitment, Ability to manage online repitation Ability to engage, Understanding of technology, Know when to unplug and Ability to empower

SKILLS INCLUDED IN CURRICULAM:

The question of what knowledge, attitudes, behaviors and skills teachers should possess is the subject of much debate in many cultures. This is understandable, as teachers are entrusted with the transmission to learners of society's beliefs, attitudes and deontology, as well as of information, advice and wisdom, and with facilitating learners' acquisition of the key knowledge, attitudes and behaviors that they will need to be active in society and the economy.

Generally, Teacher Education curricula can be broken down into four major areas:

- foundational knowledge in education-related aspects of philosophy of education, history of education, educational psychology, and sociology of education.
- Skills in assessing student learning, supporting English Language learners, using technology to improve teaching and learning, and supporting students with special needs.
- content-area and methods knowledge and skills—often also including ways of teaching and assessing a specific subject, in which case this area may overlap with the first ("foundational") area. There is increasing debate about this aspect; because it is no longer possible to know in advance what kinds of knowledge and skill pupils will need when they enter adult life, it becomes harder to know what kinds of knowledge and skill teachers should have. Increasingly, emphasis is placed upon 'transversal' or 'horizontal' skills (such as 'learning to learn' or 'social competences'), which cut across traditional subject boundaries, and therefore call into question traditional ways of designing the Teacher Education curriculum (and traditional school curricula and ways of working in the classroom).
- Practice at classroom teaching or at some other form of educational practice—usually supervised and supported in some way, though not always. Practice can take the form of field observations, student teaching, or (U.S.) internship (See Supervised Field Experiences below).

SKILLS DEVELOPED IN B.ED CURRICULAM:

- Skills of basic computer literary and ICT aided learning.
- Skills of application of ICT in administrative and academic support systems.
- Develops skill in creating '' learning and teaching resources'' based on ICT.
- Skills in enhance vocabulary.
- Develops skills in organizing the physical education, health and yoga programmes.
- Develops skills in reading and writing which pay the way to attain optimal learning of the subject area.

IMPORTANT SKILLS FOR STUDENT:

The teacher to train and teach to all following skills. They are,

PERSONAL SKILLS (OR) COMPETENCE	SOCIAL SKILLS OR COMPETENCE
How we manage ourselves	How we handle relationship with others
SELF AWARENESS ❖ Emotional awareness ❖ Accurate self-assessment ❖ Self-confidence	**EMPATHY** ❖ Understanding others ❖ Developing others ❖ Service orientation ❖ Leveraging diversity ❖ Political awareness
MOTIVATION ❖ Achievement drive ❖ Commitment ❖ Initiative ❖ Optimism	**SOCIAL SKILLS** ❖ Influence ❖ Communication ❖ Conflict Management
SELF REGULATION ❖ Self-control ❖ Trust worthiness ❖ Adaptability ❖ Innovation	**LEADERSHIP** ❖ Communication ❖ Motivation ❖ Delegating ❖ Responsibility

CONCLUSION:

In this way, both students 'prior knowledge and teachers' knowledge of subject content become critical components of learners' growth. Suggested citation. Similarly, studies of teaching conclude that expertise consists of more than a set of general methods that a set of general methods that can be applied across all subject matter.

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4. SKILL DEVELOPMENT PROGRAM IN SCHOOLS AND COLLEGES
K. JEYAPRABA VALLAL, Teacher, Kirshnaswamy Vidhyanikethan, Cuddalore

ABSTRACT

In today's scenario there are ample opportunities that one can choose from and excel in. However, the Indian thought process is more clued on to the typical traditional academic streams and careers in the field of engineering, medicine, accounts, MBA etc. Introduction to skill training at a young age will by all means give the student an opportunity to explore various options and accordingly, narrow down on a vocation of his/her liking. Apart for these, introducing students to some of the employable skills mentioned above will also help them prepare and adapt to real work situations without much effort. It will ease the transition phase from being a student to being a professional

INTRODUCTION

In the changing world scenario with regard to industry and the job market, there is now an overpowering need for skilled workers. However, the definition of 'skill' in India, and the world in general, has also changed over recent years. India is relatively young as a nation with around 28 million youth population being added every year. More than 50 per cent of its population is below the age of 25 and more than 65 per cent are aged below 35. In 2020, the average age of an Indian will be expectedly 29 years, while it will be 37 for China and 48 for Japan. As President Pranab Mukherjee said in a recently organized CII event in Kolkata, "We often boast about India's demographic dividend. But the question that arises is what we do with this if we cannot skill them, if we cannot educate them and cannot enhance their employability." About 90 per cent of employment opportunities require vocational skills. Only 20 per cent of our graduates get employed. The rest are unable to get suitable employment due to the lack of employable skills. In the present context of globalization, the demand for skilled and multi skilled workers has increased. Therefore, in the context of developing countries, such as India, there is a critical need for quality skill development and training.

PROMINENT EMPLOYABLE SKILLS AT PRESENT:

In general, apart from the core subject expertise, some of the prominent employable skills that employers seek are: communication skills (verbal and written), commercial awareness, attitude towards work, lifelong learning, self-management, teamwork, problem solving, initiative, self-motivation, adaptability, stress management, creativity, interpersonal sensitivity, technology/it skills

SKILL DEVELOPMENT IN SCHOOLS

Various ways to carry out skill development at school level: At school level, there must be options available for skill development courses and they must be provided in the secondary stage of schooling. Many more courses in fields such as Hospitality and Tourism, Handicraft, Healthcare, Textiles, Photography, IT, Retail, Banking, Insurance can be added that would interest students to learn from. For instance if a student opts for healthcare , he could learn to be a blood-collection expert and later can add further courses to become full-fledged pathology technician or nurse. The pedagogy has to be practical; learning can be enhanced through field visits, e-learning, industry driven projects, digital or video inputs and so on. At which age should skilling ideally begin for students? To make India the skill capital of the world, the school curricula will have to go through a dynamic change. Skill development should ideally begin at the age of 13 years, from the eighth standard, while in school Integration of skill development and education is essential for skilling to take wings. Skill development will remain a dream if carried out in isolation through centers alone. It has to be imparted in schools alongside academics. If a student opts for motor repair as a skill development course while in school, at a later stage, he can opt for a diploma or degree in automobile engineering

EMPLOYABILITY SKILLS IN THE CLASSROOM

The classroom is a lot like the workplace—you're expected to work effectively in the same place, with the same people, every day. Developing good personal management, teamwork and communication skills can make your time in the classroom more enjoyable. Which of the following statements apply to you? I know I need to attend class. If I have a valid reason for being absent, I let my instructor know. I take responsibility for catching up on work I've missed. I get to class on time, I have my work completed and I'm ready to contribute. I don't interrupt other students or the instructor or talk while someone else is speaking.

I don't take more than my share of the instructor's time or attention. If I need more help and the rest of the class is ready to move on, I make an appointment to meet with the instructor outside of class. Paying attention, focusing on my work, talking with my classmates after, rather than during, class—my behavior in class shows respect for my instructor, guest speakers and other students. Unless the instructor assigns a group project, I know most work is done individually. I'm aware that if I'm found helping other classmates during exams and tests, I will be disciplined and may even be expelled. I realize the instructor decides whether food or drink is allowed in class. If I bring food or drink to class, I try to eat and drink quietly and clean up after myself.

I turn off my cell phone in class. If I need to keep my cell phone on during class because of an emergency, such as a sick child, I let my instructor know. Then I put my phone on silent or vibrate and take any calls or texts outside of the classroom. I'm aware teamwork is part of almost every workplace. Group work with other students gives me an opportunity to practice teamwork skills. I learn to be open to other people's style of working, to depend on others and to contribute my share. I realize rudeness and gossiping have no place in the classroom or the workplace.

IMPORTANCE OF SKILL TRAINING YOUNG STUDENTS EVEN BEFORE THEM GRADUATE HIGH SCHOOL:

Considering the Indian population, there is an acute need for training the young workforce, just to shape them in a better way In today's scenario there are ample opportunities that one can choose from and excel in. However, the Indian thought process is more clued on to the typical traditional academic streams and careers in the field of engineering, medicine, accounts, MBA etc. There have been numerous instances where a student is pushed in to a particular field due to parental/peer pressure only to realize at a later stage in life about his/her passion or calling in life and to start all over again from scratch. Introduction to skill training at a young age will by all means give the student an opportunity to explore various options and accordingly, narrow down on a vocation of his/her liking

There are also those set of students who are not able to cope with main stream education. This could be because of economic reasons or academic in-capabilities. So what are the options available to them, such that they lead a dignified life without being exploited or being vulnerable? Introducing skill training at a young age will go a long way in directing these students to opportunities that will have a larger impact on the general fabric of the workforce in this country. Apart for these, introducing students to some of the employable skills mentioned above will also help them prepare and adapt to real work situations without much effort. It will ease the transition phase from being a student to being a professional

EVOLUTION OF SKILL TRAINING IN SCHOOLS ACCORDING TO THE LEARNER'S AGE:

The employable skills apart from the core skills as mentioned above should be introduced to school students from an early age of 6-7 years onwards in an incremental manner.

- Primary school (classes 1 to 5) (age 6 to 11): Communication skills, attitude, adaptability and IT skills
- Middle school (classes 6 to 8) (age 11 to 14): Above skills plus self-management, teamwork, creativity
- Secondary education (classes 9 to 10) (age 14 to 15): Above skills plus stress management, self-Motivation
- Upper secondary (classes 11 to 12) (age 16 to 17): Above skills plus initiative, interpersonal sensitivity

- Higher education (graduation or professional programmers): Above skills plus commercial awareness, problem solving, lifelong learning

FACTORS IN THE INDIAN EDUCATION SYSTEM THAT PREVENT SKILL DEVELOPMENT OF STUDENTS:

In my view, the Indian education system puts maximum emphasis on bookish knowledge. Hence, when an individual graduate, he/she struggles to apply this knowledge in the real life scenario from primary to upper secondary, the subjects covered in the school curricula are the languages (mother tongue/regional/foreign), mathematics, science and technology, social science, art education, physical training etc. It will be observed that the curricula do not cover components of employable skills nor is there any option to introduce students to different vocations

The Indian education system does not consider the component of skilling in its curriculum. The option of vocation education is limited to certain boards, which do not cater to the larger target audience. In India there are different boards that follow different systems/curriculum. You may be attending a post-secondary school to learn technical or work-related skills. To succeed at school and create a positive learning environment for yourself and others, you'll also rely on employability skills. Personal management, communication, teamwork and other similar skills are often referred to as employability skills, transferable skills or soft skills. Practicing these skills at school will prepare you to use them at work.

Employers place a high value on your employability skills, especially your ability to get along well with others. They often ask instructors and student advisors for references because they know your conduct in school can predict your success in the workplace. Your success at school depends on your course work and attendance, but it also depends on your conduct. Students who lose their funding often do so not because of their academic ability, but because they haven't followed their schools conduct guidelines. Effective employability skills will help you ensure your conduct is appropriate. This article looks at the employability skills and attitudes that will help you succeed at school and at work. Look over the statements in the following sections and consider the areas where you want to improve.

CONCLUSION

Good personal management, communication, teamwork and other employability skills will help you stay focused, keep a positive attitude and get along well with other students and instructors. After you've finished school, you'll take these skills with you into workplaces, where they'll increase your effectiveness and help you succeed.

5. TEAM BUILDING ACTIVITIES FOR KIDS
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ABSTRACT

Group games are fantastic for kids; not only are such activities fun and engaging for the children themselves, they're also an opportunity to learn skills such as teamwork, cooperation and creative thinking. Team building activities also give kids the chance to build relationships with each other and develop their social skills. In this guide explain the benefits of team building games for kids and give tips on how to deliver group games for this age group. Team building activities also give kids the change to build relationships each other and develop their socialskills. **Key Words:** creative thinking, cooperation, social skills, opportunity.

INTRODUTION:

Team building is a collective term for various types of activities used to enhance social relations and define roles within teams, often involving collaborative tasks. It is distinct from team training, which is designed by a combine of business managers, learning and development/OD (Internal or external) and an HR Business

Partner (if the role exists) to improve the efficiency, rather than interpersonal relations. Here are a few reasons why **team building** is **important** in the workplace: 1. Facilitates better communication – Activities that create discussion enable open communication among employees, and between employees and management. This can improve office relationships and in turn, the quality of work done.

HOW TEAM BUILDING GAMES CAN BENEFIT KIDS:

Kids under the age of 12 are filled to the brim with curiosity about the world and the desire to learn. It's the perfect time to introduce important life skills such as teamwork, creative thinking and cooperation. At this age, they may be too young to grasp such concepts through theoretical learning so learning by doing is an excellent way to impart these skills.

Group games for kids are also great for building self-esteem. Through such activities, kids learn more about their capabilities and stretch themselves to achieve goals that they may have thought unattainable. The self-confidence that they gain through successfully completing team building games can transfer over to other aspects of their lives such as school, extra-curricular activities and family.

Another benefit of team building activities for kids is that they get to develop their social skills. Team building games typically require participants to work closely together to attain a desired result.

TYPES OF TEAM BUILDING ACTIVITIES SUITABLE FOR KIDS:

When it comes to team building activities for kids, there are two key criteria: simple and fun. Save the more complex group games for older youth or adults who are better suited for challenging activities that can take them out of their comfort zone.

Why should team building games for kids are simple and fun? Children under the age of 12 have a much shorter attention span compared to older kids, so it's important to keep them engaged during the activity. Using a fun group game keeps them focused and minimizes the possibility that they will lose interest and simply refuse to participate. Because of their younger age, it is important that the activity and its end goal are easy for them to understand. Here are 3 types of team building activities that are well-suited for kids:

▪ **Communication**

Team building games that encourage communication between teammates give kids the opportunity to pick up communication techniques and learn how to better share their ideas with their peers.

▪ **Teamwork**

Group games on teamwork teach kids how to cooperate with each other. They learn how to respect each other's point of view, interact in a positive manner and work together towards a common objective.

▪ **Trust building**

Trust building activities allow kids to learn interpersonal skills. It also helps them to build relationships with their peers and allows them to better relate with each other through a shared experience.

TIPS FOR DELIVERING TEAM BUILDING ACTIVITIES FOR KIDS

Managing a group of rambunctious kids can be a challenge! The unique challenge of delivering team activities for kids is that you actually have to first capture their attention and interest. Kids are usually quite excited at the prospect of a game or a fun, physical activity. But before they can start the game, they first have to listen to the instructions.

You may need to employ some classroom management techniques to get the group's attention. (If you're a teacher, these tips are likely already in your arsenal of weapons!) Use a normal speaking tone when addressing a group of kids;

Keep the mood of the activity light and fun. Children typically do not respond well in serious or tense environments, so we recommend playing up the 'game' aspect of the activity and focus their attention on achieving a successful outcome. Don't shy away from reviewing the activity at the end. Ask questions that

encourage the kids to reflect on their experience and what they learnt. Kids are often smarter and more insightful than we give them credit for.

SAFETY DURING TEAM BUILDING ACTIVITIES FOR KIDS

Safety is a key concern during group games for kids. As such, you may need more facilitators/trainers to keep watch, especially for any physically-strenuous activities. Be sure to conduct a proper risk-assessment of the venue you've **Best Warm-Up Games and Team Building Activities for Kids**

Kids have a boundless store of energy so active group games work best with them. The list below has a mix of warm-up activities and team building games which are simple, engaging and a lot of fun for the young ones.

1. Touch Blue

Group size: Minimum 6

What it is: Participants have to find an item in the room that matches the particular cooler called out by the facilitator and touch the item (it cannot be on another person or on them). The game becomes more interesting when the facilitator calls out unusual colors or patterns

Why it's great for kids: This fun game will engage the kids' creativity and problem-solving skills.

2. Giants, Wizards and Dwarfs

Group size: Minimum 10

What it is: This activity is a bigger version of rock, paper, scissors combined with tag. Each team decides on their action for the round and meets in the middle where they will perform the action on the command of the facilitator. The losing team has to run back to their safe zone without being tagged by the other team.

Why it's great for kids: Magnifying a common children's game into a group activity doubles the fun factor while they also learn how to communicate with their team members.

3. Traffic Lights

Group size: Minimum 8

What it is: Using traffic light commands (green for 'run', red for 'stop, amber for 'walk around'); the group has to follow the commands of the facilitator. Anyone who does the wrong action is out of the game. The difficulty of the game can be increased by the facilitator using other commands to 'confuse' participants.

Why it's great for kids: This activity is a fun way to get the group moving.

Selected and check that the activity area is clear of anything that could hinder the action or harm the participants.

5. Body Parts

Group size: Minimum 10

What it is: The group will walk around normally until the facilitator calls out a body part and number (for example, 3 knees). Participants have to react and find others so that they fulfill the command. Repeat as many times as needed, and the last command should be the desired number of participants in each sub-team.

Why it's great for kids: It's a fun game that encourages teamwork and better listening skills

BENEFITS OF TEAM BUILDING ACTIVITIES:

Over the past several decades, management theory has evolved from the promotion of competitive work environments to the development of cooperative ones. As part of this evolution, businesses, especially small businesses, have put an ever-increasing emphasis on team building. Team building activities, whether they are five-minute games or week-long retreats, teach essential collaborative skills while helping employees develop trust in each other and each other's abilities.

TEAM BUILDING WORK PLACE IMPORTANT:

Team bonding activities also improve workplace projects that involve teamwork after completing team building activities together, employes better understand each other strengths,weaknesses .this understanding helps them work better together on future progress vital to a company.

CONCLUSION:

Keep it simple for kids! Team building games for kids can be a lot of fun! Use simple activities with attainable goals and play up the fun factor in the activity to ensure that the kids are participating and engaged.

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6. COMPUTER AND TECHNOLOGY SKILL PROGRAMMES FOR SCHOOL CHILDREN

M. NIMMI, P.BAVANI & R.SELSHIYA, Krishnasamy College of Education For Women, Puducherry

ABSTRACT:

It's not too early or too late to teach children the basics of the computers we use everyday. many websites offer interactive lessons for teaching children keyboard skills and how to use word processing programs after children are comfortable using a keyboard and mouse, they are ready to learn some advanced skills. Computers speak their own programming languages, with their own syntax and vocabularies. there are some basic technology skills that all educators should know for example word processing skills, spreadsheets skills, website design skills, act…technology will enhance and add to the learning experience and foster a lifelong love of learning so that student can continue to develop their minds when their formal schooling ends.

INTRODUCTION:

Many websites offer interactive lessons for teaching children keyboard skills and how to use word processing programs. Spending time with your children using these programs or showing them the program you use--and why you use them--enhances their understanding of what the computer is used for beyond games. When it comes time to upgrade your computer software or hardware or open the case to clean out the fan, invite your children to watch while you explain what you are doing and why. After children are comfortable using a keyboard and mouse, they are ready to learn some advanced skills.

TECHNOLOGY:

It is the branch of knowledge deals with the creation and use of technical means and their interrelation with life, society and the environment drawing upon such subject as industrial arts, engineering, applied science and pure science.

OBJECTIVES OF TEACHING TECHNOLOGY:

1. To analyze the characteristic of learner.
2. To organize the content in logical or psychological sequences.

ADVANTAGE OF TEACHING TECHNOLOGY:

1. Easy to asses information.
2. Greater interest in learning.

3. Better presentation of information.
4. Teaching is made more interactive and effective.

WHAT IS COMPUTER EDUCATION?
Computer education is an application of computer programmed to education in order to aid teaching and learning in the school, particularly in the classroom setting.

ADVANTAGES OF COMPUTER EDUCATION:
1. One can write more effectively by means of a computer.
2. A computer is an electronic device that stores and processes data.
3. The computer and internet have affected our way of learning, working, storing information and communicating, ECT…

IMPORTANCE OF TEACHING COMPUTER SKILLS FOR CHILDREN:
According to the National Center for Education Statistics, computer science is the only STEM field that has seen a decrease in student participation since they started conducting the National Assessment of Educational Progress (NAEP) reports back in 1990. "The kids of today — they tap, swipe and pinch their way through the world. But unless we give them tools to build with computers, we are raising only consumers instead of creators," explains Liuka In another education blog, we discussed the many opportunities Bachelors of Science in Education and Masters in Education students have to gain knowledge and experience in the integration of technology into curriculum, including William Woods University offered Enhancing Missouri's Instructional Networked Teaching Strategies (eMINTS) Certification or the Online Masters of Education in Teaching and Technology degree. Why is it so important that children start learning these valuable skills at such a young age? First, there is almost no job that exists that does not use some type of computer technology. And secondly, according to the Bureau of Labor Statistics, jobs in the Computer and Information Technology field are projected to grow by 12 percent and account for 4.4 million jobs by 2024, a faster growth rate than average.

BENEFITS OF TECHNOLOGY TEACHING FOR CHILDREN:
Technology has forever changed our world, and our children are getting their hands on technology as soon as their little hands can push a button or swipe a screen. The rise of mobile devices means children can have access to learning anywhere and at any time. There are more than 80,000 applications for education written for IOS and Android device, on every subject and for every grade level from preschool through college.

20 BASIC TECHNOLOGY SKILLS THAT ALL EDUCATORS SHOULD NOW HAVE:
Word Processing Skills, Spreadsheets Skills, Database Skills, Electronic Presentation Skills, Web Navigation Skills, Web Site Design Skills, E-Mail Management Skills, Digital Cameras, Computer Network Knowledge Applicable to your School System, File Management & Windows Explorer Skills, Downloading Software From the Web (Knowledge including eBooks), Installing Computer Software onto a Computer System, WebCT or Blackboard Teaching Skills, Videoconferencing skills, Computer-Related Storage Devices (Knowledge: disks, CDs, USB drives, zip disks, DVDs, etc.), Scanner Knowledge, Knowledge of PDAs, Deep Web Knowledge, Educational Copyright Knowledge and Computer Security Knowledge

CONCLUSION:
Computers have revolutionized much of modern life, either directly or indirectly, and learning how to use them in school is extremely important. Children learn the ins and outs of computers at an early age. Although there are a few disadvantages that computers provide, the numerous advantages to having computers in schools outweigh these few concerns. One of the most important features of a computer is the access to

information it provides. Computers also save time in many ways. Not only can computers access millions of pages of information on the Internet, but they can do this in an incredibly fast time. While computers in the classroom certainly come with many benefits, there are also some disadvantages to keep in mind when incorporating this technology into your lessons.

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7. SKILL DEVELOPMENT PROGRAMMES IN SCHOOLS AND COLLEGES

N.FAHIDA BEGAM & R.PRIYADHARSHINI, Krishnasamy college of Science, Arts and Management for Women

ABSTRACT:

This paper reviews the state of Skill development and education system in Schools and colleges. At school level, there must be options available for skill development courses and they must be provided in the secondary stage of schooling. Many more courses in fields such as Hospitality and Tourism, Handicraft, Healthcare, Textiles, Photography, IT, Retail, Banking, Insurance can be added that would interest students to learn from. For instance if a student opts for healthcare , he could learn to be a blood-collection expert and later can add further courses to become full-fledged pathology technician or nurse. The pedagogy has to be practical; learning can be enhanced through field visits, e-learning, industry driven projects, digital or video inputs and so on. Let us now see in detail about the Skill Development programmers in schools and college.

INTRODUCTION:

In order to bridge the industry academia gap – NSDC has developed a unique model to integrate skill based trainings into the academic cycle of the Universities. These are based on National Occupational Standards set by industry through sector skill councils. The job roles offered are designed to be progressive in nature – from Level 5 – level 7 on National Skills Qualification framework.

KEY HIGHLIGHT OF THE MODEL IN NSDC:

- Based on state skill gap report – identification of Sectors and job roles.
- Development of implementation model and Integration into time table as per university norms.
- Training of Trainers by Sector Skill Council.
- Curriculum Alignment and Capacity Building workshops.
- Student orientation sessions to take an informed choice of sector/job role based on career aspiration.
- Standardized Training Delivery by NSDC Training Partners.
- Internships and on- the – job Training.
- Assessment and certification by Sector Skill Council.
- Last Mile Employability and Entrepreneurship Opportunities for the students.

NSCD ORGANIZATIONS:

NSDC is working with 21 Universities, UGC and AICTE catering to more than 1200 colleges and 400 community colleges across the country. Some of the organization includes:

1. SavitribaiPhule University of Pune : 663 colleges and 57 autonomous institutions.
2. University of Delhi: 67 colleges including NCWEB and SOL.

3. University Grants Commission: 150 community colleges and 127 colleges for B.Voc and Degree programmes.
4. Tamil Nadu Open University (TNOU): 155 learning resource centres and 204 community colleges.
5. Centurion University: 4 colleges.
6. Haryana and Punjab Universities.
7. AICTE : 100 Community Colleges.

NSDC IS ABOUT TO SIGN MOUS WITH 7 MORE UNIVERSITIES TO ADOPT THIS MODEL.

NSDC funded training partners affiliated to respective SSCs are involved in imparting trainings to the students under these partnerships. The infrastructure is allocated by the respective colleges of the University. A project management team ensures monitoring and evaluation of ongoing trainings. Academia recognise the benefits of this model for integration of industry recognized skills with regular studies and post assessment the studentsreceive industry endorsed and recognized certificate.

INTERNATIONAL LABOUR SKILL DEVELOPMENT:

"Education, vocational training and lifelong learning are central pillars of employability, employment of workers and sustainable enterprise development" - International LabourOrganisation Skill development is critical for economic growth and social development. The demographic transition of India makes it imperative to ensure employment opportunities for more than 12 million youths entering working age annually. It is estimated that during the seven-year period of 2005-2012, only 2.7 million net additional jobs were created in the country. To enable employment ready workforce in the future, the youth need to be equipped with necessary skills and education. The country presently faces a dual challenge of severe paucity of highly-trained, quality labor, as well as non-employability of large sections of the educated workforce that possess little or no job skills. The skill development issue in India is thus pertinent both at the demand and supply level On the supply side, a simple look at the projected youth population provides a fair reason to believe that India has the strength to cater to this demand. Already huge gaps exist between the industry requirements and the level of skills of workers due to varied reasons including inadequate training infrastructures, inappropriate mix of skills and education, outdated curricula, limited industry interfaces, limited standards, etched changing world scenario with regard to industry and the job market, there is now an overpowering need for skilled workers.

AT WHICH AGE SHOULD SKILLING IDEALLY BEGIN FOR STUDENTS?

❖ To make India the skill capital of the world, the school curricula will have to go through a dynamic change.
❖ Skill development should ideally begin at the age of 13 years, from the eighth standard, while in school.
❖ Integration of skill development and education is essential for skilling to take wings. Skill development will remain a dream if carried out in isolation through centers alone. It has to be imparted in schools alongside academics.
❖ If a student opts for motor repair as a skill development course while in school, at a later stage, he can opt for a diploma or degree in automobile engineering.

IMPORTANCE OF SKILL TRAINING YOUTH STUDENTS EVEN BEFORE THEM GRADUATE HIGH SCHOOL:

❖ Considering the Indian population, there is an acute need for training the young workforce, just to shape them in a better way.
❖ In today's scenario there are ample opportunities that one can choose from and excel in. However, the Indian thought process is more clued on to the typical traditional academic streams and careers in the field of engineering, medicine, accounts, MBA etc

❖ There have been numerous instances where a student is pushed in to a particular field due to parental/peer pressure only to realize at a later stage in life about his/her passion or calling in life and to start all over again from scratch.

❖ Introduction to skill training at a young age will by all means give the student an opportunity to explore various options and accordingly, narrow down on a vocation of his/her liking.

❖ There are also those set of students who are not able to cope with main stream education. This could be because of economic reasons or academic in-capabilities. So what are the options available to them, such that they lead a dignified life without being exploited or being vulnerable? Introducing skill training at a young age will go a long way in directing these students to opportunities that will have a larger impact on the general fabric of the workforce in this country.

❖ Apart for these, introducing students to some of the employable skills mentioned above will also help them prepare and adapt to real work situations without much effort. It will ease the transition phase from being a student to being a professional.

EVOLUTION OF SKILL TRAINING IN SCHOOLS ACCORDING TO THE LEARNER'S AGE:

The employable skills apart from the core skills as mentioned above should be introduced to school students from an early age of 6-7 years onwards in an incremental manner.

❖ **Primary school** (classes 1 to 5) (age 6 to 11): Communication skills, attitude, adaptability and IT skills.

❖ **Middle school** (classes 6 to 8) (age 11 to 14): Above skills plus self-management, teamwork, creativity.

❖ **Secondary education** (classes 9 to 10) (age 14 to 15): Above skills plus stress management, self-motivation.

❖ **Upper secondary** (classes 11 to 12) (age 16 to 17): Above skills plus initiative, interpersonal sensitivity.

❖ **Higher education** (graduation or professional programmers): Above skills plus commercial awareness, problem solving, lifelong learning.

CONCLUSION:

However, the definition of 'skill' in India, and the world in general, has also changed over recent years. India is relatively young as a nation with around 28 million youth population being added every year. More than 50 per cent of its population is below the age of 25 and more than 65 per cent are aged below 35. In 2020, the average age of an Indian will be expectedly 29 years, while it will be 37 for China and 48 for Japan.

8. SKILLS DEVELOPMENT PROGRAMME IN SCHOLLS AND COLLEGES
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ABSTRACT:

In the changing world scenario with regard to industry and the job market, there is now an overpowering need for skilled workers. However, the definition of 'skill' in India, and the world in general, has also changed over recent years. India is relatively young as a nation with around 28 million youth population being added every year. More than 50 per cent of its population is below the age of 25 and more than 65 per cent are aged below 35. In 2020, the average age of an Indian will be expectedly 29 years, while it will be 37 for China and 48 for Japan. We must motivate the children from the beginning. Then, they can become a great scholar in this nation.

INTRODUCTION: One of the questions that keeps coming back in most of the discussions is about why we don't talk about skill based learning in schools and colleges in India. And, when such questions are debated and

discussed by a bunch of youngsters who are on the threshold of jobs and careers, it brings in refreshingly different perspectives to understand the gap between formal educational qualifications (Degrees, Diplomas) and job requirements (practical knowledge, skills).

NSQF- NATIONAL SKILL QUALIFICATION FAMEWORK: To achieve skill based learning in schools and colleges, we should start working towards a holistic view of education that connects with employment and employability by adopting NSQF. Today, we are trying hard to plug-in the skill gaps or similar loopholes with short term training, polishing the students and preparing them for the industry. What is actually needed is an early stage appreciation of skills, adoption of quality and standards that are in line with the industry requirements.

COMPLEMENT KNOWLEDGE WITH PRACTICAL EXPOSURE: High school and college programs are predominantly knowledge-oriented. The practical components are limited to few subjects and they end up being laboratory assignments. Due to many constraints such as the examination and evaluation framework, students either don't get a chance to explore and experiment through skill building or they are not 'taught' that unless knowledge is balanced with application through practice, it will not get appreciated well. Since the Indian education system is still implemented as an end in itself, it needs to be balanced with learning hands-on to bring in the industry and job focus. This will bring the much-needed respect and dignity for manual skills. Otherwise, we will continue to churn our engineers and manager who may be well-versed in theories with little practical exposure.

SKILL BASED LEARNING IN SCHOOLS AND COLLEGES FOR HOLISTIC LEARNING:
- ❖ Holistic learning is all about the right mix of knowledge and skills. It helps in improving our abilities and enhancing the competencies. We don't have the luxury to pursue education for its own sake. All of us want Degrees and Diplomas to get us well-paying, professionally satisfying jobs or prepare us for meaningful self-employment. This can be achieved only when there is awareness and respect for skill based learning in high schools and the options to mix and match vocational skills with popular subjects within the scope of the prescribed curriculum.
- ❖ Awareness about skill-based, solution-centric learning can bring in a positive shift in making students aware of the actual job scenario through real work environment in the industry. If they don't learn early-on about how their formal education is going to help them get their dream jobs or the career they aspire for, they will never get an opportunity to realize their dreams. And, of course, skill are dynamic, we need to learn, unlearn and re-learn in order to upgrade as knowledge and technology changes and transforms the workplace requirements.

INDIA TODAY SPOKE TO THREE EXPERTS ON THE ISSUES OF SKILL DEVELOPMENT IN INDIAN SCHOOLS TODAY AND HOW TO OVERCOME THEM:
- ❖ NayanaMallapurkar, Program Head, TISS School of Vocational Education
- ❖ Dr Lakshmi Mohan, Campus Head, ITM Business School
- ❖ SiddarthBharwani, Vice President, JetkingInfotrain Limited

CONCLUSION:
Combining traditional and new ways of learning: Traditional wasy of learning are still valuable, but there are many emerging ways of learing. Individuals should plan their learing based on personl needs, behavious, and preference. Thinking in skills makes this possible. Knowledge pendulum favrs skills: it is more important to build skills as opposed to accumulating facts and information. Lifelong learing is requirement for most professionls. Skill based approach is about translating everything into skills.

9. SKILL DEVELOPMENT PROGRAMMES IN SCHOOLS

S. DHIVYALAKSMI, P. VALLI, P. THAMIZILLAKYA, Krishnasamy College of Education for Women

ABSTRACT:

Self development is based upon the skills, without skills can't do anything. Self development programs to convey for future child, because child need to valuable education. The skill include feed ourselves way of using regular habits and take care of belongings. It belongs to overcome their problems and faced boldly in future. So to lead a successful skill is necessary to execute your plans with success in our future child.

INTRODUCTION:

Child development is a process every **child** goes through. This process involves learning and mastering **skills** like sitting, walking, talking, skipping, and tying shoes. **Children** learn **these skills**, called developmental milestones, during predictable time periods.

FIVE CHARACTERISTICS OF CHILD:

1. Physical Health, Well-Being, and Movement Skills, **2.** Social and Emotional Development, **3.** Approaches to Learning. **4.** Thinking Abilities and General Knowledge. **5.** Communication, language and literacy

A CHILD WANTS THIS TYPE OF SKILLS:

Movement skills, Social skills, Reading skills, Writing skills, Listening skills, Learning skills, Playing skills, Communication skills, Self care skills and Motivation skills

MOVEMENT SKILLS:

Fundamental **movement skills** categories include: Balance **skills** - **Movements** where the body remains in place, but moves around its horizontal and vertical axes. Locomotors **skills** - such as running, jumping, hopping, and galloping. Ball **skills** - such as catching, throwing, kicking, underarm roll and striking.

SOCIAL SKILLS:

A **social skill** is any competence facilitating interaction and communication with others where **social** rules and relations are created, communicated, and changed in verbal and nonverbal ways. The process of learning these **skills** is called socialization**.**

READING SKILLS:

The 5 essential components are phonemic awareness, phonics, **reading** fluency, comprehension, and vocabulary. For most of the student population identified with learning disabilities, a breakdown occurs in their **basic reading skill** (BRS). BRS difficulty includes problems with phonemic awareness and/or phonics.

WRITING SKILLS:

A developmental course designed to improve **writing skills**, starting at the essay level. This course emphasizes **writing** multi-paragraph essays. Students will also study grammar, usage, mechanics, and punctuation.

LISTENING SKILLS:

Listening Skills. ... **Listening** is key to all **effective** communication. Without the ability to **listen effectively**, messages are easily misunderstood. As a result, communication breaks down and the sender of the message can easily become frustrated or irritated.

LEARNING SKILLS:

'**Learning to learn**' is the ability to pursue and persist in **learning**, to organize one's own **learning**, including through. Effective management of time and information, both individually and in groups. This competence includes awareness.

PLAY SKILLS:

Improve the child's ability to interact and **play** with peers. Encourage the child to engage positively with other children at school and when visiting places, such as the park or swimming pool. Develop problem solving **skills**. Help the child to develop better receptive and expressive language **skills**.

COMMUNICATION SKILLS:

The four most common types of communication used by managers include interpersonal communication, **nonverbal communication**, **written communication**, and **oral** communication.

SELF CARE SKILLS:

In health **care**, **self-care** is any necessary human regulatory function which is under individual control, deliberate and **self**-initiated. Some place **self-care** on a continuum with health **care** providers at the opposite end to **self-care**. In modern medicine, preventive medicine aligns most closely with **self**-care.

MOTIVATION SKILLS:

Become a role model for student interest. 1. Become a role model for student interest. **2.**Get to know your students. **3.** Use examples freely. **4.** Use a variety of student-active teaching activities.

CONCLUSION:

Keep in mind the phases of skill development when teaching a skill. Familiarize yourself with the mechanics of skills before teaching. Always observe, analyse, and provide feedback.

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10. VOCATIONAL EDUCATION IN SECONDARY SCHOOL EDUCATION

VIJAYA PRADEPA. G, MAHALAKSHMI.S, & PRIYA.R, Krishnasamy College of Education for Women.

ABSTRACT

To implementing "VOCATIONAL EDUCATION" in Secondary education. We focusing on "HORTICULTURE" that it makes the students to feel proud and it increase aesthetic sense among the students. Vocational Education is an educational training that provides practical experience in a particular occupational field, through a theoretical teaching. Horticulture is the art of practice or garden cultivation and management. Implementation of vocation education develops directly in all techniques that related to technology, skills and scientific techniques. As the population of India increasing rapidly, as a result higher demand for food. Introducing a small horticulture in school education may reduce this problem. It able to provide enough food resource to their own family. This education will increase their self-confidence and the mentality of wasting food will be avoided, when cultivate by themselves. Agriculture and horticulture promotes awareness of healthy eating and free from diseases. They get a good understanding of our environment, harvesting, cultivation and deep understanding of nature and make earth better and best place to live.

INTRODCUTION

To implementing "VOCATIONAL EDUCATION" in Secondary education, we focusing on "HORTICULTURE" that it makes the students to feel proud and it increase aesthetic sense among the students.

It will be healthy and prevent from diseases. It motivates students own interest and can also the child do in their home for upcoming society. This work-based learning is important for students to take what they learn in the classroom and apply in the real-life situations. It will be helpful for their healthy life. This paper will suggest the ideas for employability of the youth and motto of "Save our Agricultural India"

VOCATIONAL EDUCATION

Vocational Education is an educational training that provides practical experience in a particular occupational field as agriculture, horticulture, fashion designing etc, through a theoretical teaching. It also known as job oriented education. It helps a person in becoming skilled in a particular field at a little age. India's only asset are the youths. By giving this education to them India may develop worthfully in future.

HORTICULTURE

By this process, we can develop waste land by producing organic fruits and valuable medicinal plants. It will be suitable for family income and improves their quality of life. It brings aesthetic values in environment. The biggest growth for the farmers is money and horticultural crops it provides production export value compared to agricultural crops." **The art of practice or garden cultivation and management"**

VOCATIONAL EDUCATION IN SECONDARY SCHOOL LEVEL

Vocational Education is education within vocational schools that makes the students in skillful for preparing themselves in commercial purposes. It develops directly in all techniques that related to technology, skills and scientific techniques. It will prepare you to work with plants fromproduction, aesthetic beliefs and values. It is not enough to change food on plate. We must also providethe knowledge and the skills that enable students to make choices that lead to a nutritious diet and improved health. It is suitable for all age groups. But we focused only to secondary level students.

BENEFITS FOR SOCIETY

"The country could not have happy, healthy and peaceful, if there is lacking of food. The lifestyle of horticulture must do more by educating the public regarding the economic environmental and social benefits. This work is based in essence of "True Green Environment". But most people do not consider this fact.
- ✓ As the population of India increasing rapidly, as a result higher demand for food.
- ✓ Introducing a small horticulture in school education may reduce this problem.
- ✓ It able to provide enough food resource to their own family.
- ✓ This reduces energy cost and decreases carbon emission, helping the climate changes as well as reducing emission from power plants.
- ✓ Urban areas are increasing compact environment for wildlife.
- ✓ Reducing inorganic food products in our country.

BENEFITS OF STUDENTS THROUGH THIS EDUCATION

This education programme positively impacts on students' academic performance. Students participating in these activities they have better access to produce and enjoy physical health. This programme will providing an impactful, effective form of education. It will increase their self-confidence.
- ✓ The mentality of wasting food will be avoided, when cultivate by themselves.
- ✓ Gaining relaxation in doing these activities in their physical, mental ability, positive thoughts and ideas will increased.
- ✓ By transferring about the uses of organic food may make a better farmer in future.
- ✓ It creates the opportunity to see all the level of growth from seed and gives them a different experience.
- ✓ Students also learn the importance of caring for natural resources.
- ✓ This activity helps the students to work co-operatively and their leadership quality will improve.

✓ It allows students to learn skills and knowledge that can lead to a great career with many different pathways.

AESTHETIC VALUES

The aesthetic value that a work of art processes and most world extend this to natural environment has to do with the sort of experience. The aesthetic of care can be interpreted beyond neatness to include the ecological function of the landscape. It provides pleasure in virtue of our experience of its 1.Beauty, 2. Elegance, 3. Gracefulness and 4. Harmony. Thus, it has positive aesthetic values.

CONCLUSION

Implementing, Horticulture in classroom helps the students to understand how human interact with our surrounding and how foods are grown. Agriculture andhorticulture promotes awareness of healthy eating and free from diseases. They get a good understanding of our environment, harvesting, cultivation and deep understanding of nature and make earth better and best place to live. Globally India is the second largest producer of fruits such as mango, cashew etc and the largest producer and exporter of spices. This education will increase in productivity of horticultural crops. Thus, there is good scope for horticultural crops.

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11. NECESSITY OF ART & CRAFT SKILL AMONG THE B.Ed. TRAINEES
M.NITHYA, K.SABITHA & M.FARHANA KHANAM, Krishnasamy College of Education for Women

ABSTRACT

The art and craft work skill to think and act as artists, makers, designers, working creatively, intelligently, and practically. They develop their creative and cultural industries that shape and enrich their life. Skill education is necessity for b. Ed trainees to creativity, innovative and new ideas. This can be need for creating than future generation with skillful employability by help of teachers. (Teacher trainee). It can help to make money with self employment, environment friendly, imagination and self expression, strengthens the economic growth and self esteem. In this paper discuss about skill in education and employability. It can lead our life to high position. The art, craft, handicrafts, types, advantages, importance, craft in modern education statistics and census of skill-based employability. It also deals over goal to develop skill about the art and craft training as the course in the B.Ed., programmed. Our motivation about skill developed programmed in colleges. This skill of education can increase the creative thinking and self motivation. Hence this skill-based employability can neglect the unemployability situation in India.

INTRODUCTION

Education can develop the skill and this skill can motivate to employability. Art and craft is one of the skill based education trained for B.Ed., trainee's. This can increase the creative thinking and self motivation. Education with skill can helps us to lead our life in privileged manner . By training this craft skill to B. Ed trainees , future generations can learn and be benefited .

ART AND CRAFT
Art:
➢ Creates skill, imagination and expression of beauty or emotional power.
➢ Comes from heart, soul and the result of innate talent.

➢ Express feeling, imagination, thoughts and ideas.
➢ EXAMPLES: paintings.

Craft:
➢ Required once skill and experience, as artistic practice and needs of kinesthetic and no emotions.
➢ Craft can attract and is a product of mind and also result of experience.
➢ Express their knowledge, ideas, skill, beauties etc,
➢ EXAMPLES: sculptures.

HANDICRAFT
❖ Handmade craft is a handicraft.
❖ Created only by skilled people.
❖ Help of simple tools without machines
❖ India has popular and high credit for handicraft.
❖ In India , government runs the handicraft shops in Delhi , Raipur , Bangladesh etc.,
❖ Sold in gift shops, online shopping, and public market.
❖ Examples of handicraft: canvas work , toy making , wood working etc.,

Handicraft Export In India
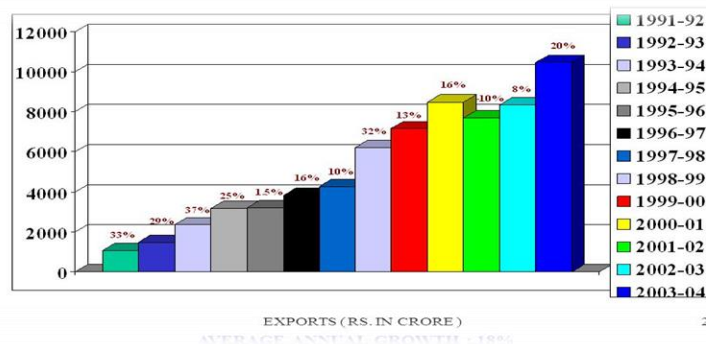
SOME TYPES OF CRAFTS WORK
Clay craft work, Shell craft work, Stone craft work, Metal craft work, Wood craft work, Flower craft work, Glass craft work, Leather craft work, Dhaka craft work, Needle craft work, Bamboo craft work, Ceramics and glass craft work, Fiber and textile craft work

IMPORTANCE
o Learn to think and act as a artist
o Working creative, practical skill and intelligently.
o Its role in creative and cultural industries that can shape and enrich their own lives.
o For getting employability.
o To develop the culture and heritage of people.

NECESSITY OF CRAFT WORK
o Re usage of unwanted materials
o Improve creativity and skill
o Proud to be self employment
o Low investment and high life skill
o Friendship with environment
o Creating Self esteem and self motivation

o Getting self experience in our life
o Improve leadership quality.

CRAFT WORK-NEED FOR B.ED TRAINEES

❖ Necessity for creativity, innovation, new ideas can reach the future generation by the way of teachers.
❖ Creating the new generation with skillful employability by skill educations.
❖ Helps to spread this skilled knowledge to the student for future purpose.
❖ India can develop as an innovative and creative of modern country.
❖ Treat skill course as the main course with pedagogy.

COURES OF ART AND CRAFT USED IN KRISHNASAMY COLLEGE

❖ One course allotted for art and science.
❖ To teach about the handicraft work as practical method.
❖ By doing file , origami works ,office pad ,office cover , screen printing etc.,
❖ Creating extra skill of bed trainees studying in this college.

Krishnasamy College of education for women- craft work techniques (File making) and SCREEN PRINTING

STATISTICS OF SELF EMPLOYEMENT

❖ **Around 51% of Indian workers are self –employed.**

STATISTICS OF EXPORT
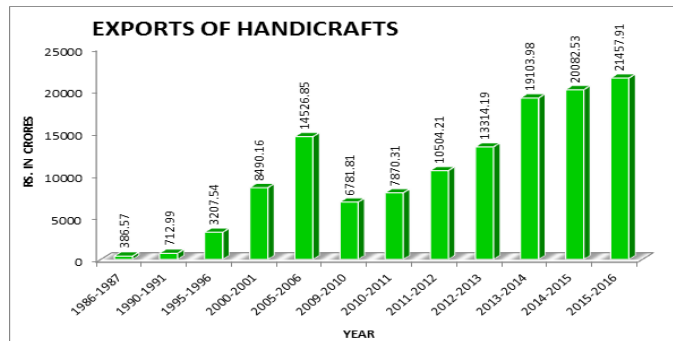
CONCLUSION:

Education with crafts work can improve our skill and knowledge. This can develop our employability, creativity power and stimulates our emotion. Craft work motivates an individual's entrepreneur skill and employability. "HANDICRAFT TRAINS THE MIND AND HAND"

12. SKILLS DEVELOPMENT PROGRAMMES IN SCHOOL AND COLLEGES

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ABSTRACT

Skills are the passport to employment. Developing people's skill is crucial in order to promote access to employment and to improve the quality of work and employment. The employability skill and attitudes that will help the student succeed at school and colleges. Education and training systems must be new skills to respond to the nature of the new jobs which are expected to create as well as to improve the adaptability and employability of adults. Skill based learning in schools and college is about the mix of knowledge and skill. It helps in improving the student abilities and enhancing the competencies. So skills are most important to the school and college student development in the present day. **key words**: Employment, Education system, Holistic learning, Adaptability.

INTRODUCTION

Skills based learning in schools and colleges start working towards a holistic view of education that connects with employment. Skills are the passport to employment. The employability skills and attitudes that will help the student succeed at school and colleges. Holistic learning is about the mix of knowledge and skills. It helps in improving the student abilities and enhancing the competencies to develop skills and they have diverse background and social values. This can be achieved only when there is awareness and respect for skill based learning in high schools and the colleges.

SOME OF THE PROMINENT EMPLOYABLE SKILLS

- Communication skills (verbal and written)
- Commercial awareness
- Attitude towards work
- Lifelong learning
- Self- management
- Problem solving, Initiative, Self- motivation
- Adaptability, Stress Management, Creativity

SKILL DEVELOPMENT IN INTERNATIONAL COUNTRIES

In most developed international countries, students are introduced to formal skill development at the age 16 onwards. The education systems also provide for opportunities to students to move laterally and vertically to achieve their academic aspiration in main stream education. Germany, Switzerland, USA, Singapore, Japan are comparatively well established vocational track

SKILL DEVELOPMENT PROGRAMMES IN TAMILNADU SCHOOLES AND COLLEGES

Tamil Nadu Adi Dravidar housing development Corporation incorporated in 1974 has a wide spectrum of activities. TAHDCO activities include construction, economic development scheme for income generation and skill development training for scheduled castes and scheduled tribes in the states. Skills develop the competency of the school teachers of government. Adi dravidar and tribal schools are to prepare the graduating students of SC/SCC and ST community for employment. Skill development training includes vocational training in different sectors.

SKILL DEVELOPMENT IN SCHOOL

"The pedagogy has to be practical learning can be enhanced through field visits, e-learning, industry driven projects, digital or video inputs". At school level, there must be options available for skill development

courses and they must be provided in the secondary stage of schooling. "Integration of skill development and education is essential for skilling to take wings. Skill development will remain a dream if carried out in isolation through centers alone. It has to be imparted in school alongside academic". Skill development should ideally begin at the age of 13 years from the eighth standard in school. Integration of skill development and education is essential for skilling to take wings. Skill development will remain a dream if carried out isolation through centers alone. It has to be imparted in schools. Employable skills will also help them prepare and adapt to real work situations without much effort. It will ease the transition phase from being a student to being a professional.

LEVELS OF SKILL DEVELOPMENT IN SCHOOL

- Primary Schools (classes 1 to 5) (age 6 to11) Communication skills, Attitude, Adaptability skill
- Middle schools (classes 6to 8) (age 11to 14) Self- management, Teamwork, Creativity
- Secondary education (classes 9 to 10) (age14to 15) Stress management, Self motivation
- Upper secondary (classes 11 to12) (age16to17) Initiative, interpersonal sensitivity.

SKILL DEVELOPMENT IN COLLEGES

In the most developed international countries students are introduced for skill development at the age 16 onwards. The vocational education in India is now moving within the formal structured program at the university level. The 1st step in this direction has been the BVOC degree introduced by the VGC in April 2012. Many more courses in field such as Hospitality and Tourism, Handicraft, Heath care, Textiles, Photography Banking, Insurance can be added the interest to the college student.

INDIAN EDUCATION SYSTEM PREVENT SKILL DEVELOPMENT OF STUDENT

Indian education system puts maximum emphasis on bookish knowledge. Hence, when an individual graduates, student struggles to apply this knowledge in the real life scenario. From primary to upper secondary the subject covered in the school curricula are the language (mother tongue, regional, foreign) The Indian education system does not consider the component of skilling in its curriculum. The option of vocational education is limited to certain board. The two major reasons of skill shortage are faculty and facility. The faculty's role needed to change to the student development. While the education system and skill development domain has its own set of challenges and limitations.

CONCLUSION

This paper reviews the current state of education, skill development and employment for Indian youth and considers the challenges facing India's skills development system. The challenges are greater for developing the India. To make India the skill capital of the world the school curricula will have to go through dynamic changes.

13.SKILL DEVELOPMENT PROGRAMME IN SCHOOLS AND COLLEGES

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ABSTRACT

Skill Development means developing yourself and your skill sets to add value for the organization and for your own career development. Fostering an attitude of appreciation for lifelong learning is the key to workplace success. Continuously learning and developing one's skills requires identifying the skills needed for mobility at Cal, and then successfully seeking out trainings or on-the-job opportunities for developing those skills. Developing your skills begins with assessing which skills are important for your desired career development. Read about career skills in the self-assessment section of this website. Speak with your supervisor or manager and other career mentors to identify the types of skills that will help move you forward in your career.

INTRODUCTION

The main goal is to create opportunities, space and scope for the development of the talents of the Indian youth and to develop more of those sectors which have already been put under skill development for the last so many years and also to identify new sectors for skill development. The new programme aims at providing training and skill development to 500 million youth of our country by 2020, covering each and every village. Various schemes are also proposed to achieve this objective. Skill development is an ability and capacity acquired through deliberate, systematic and sustained effort to smoothly and adaptively carryout complex activities or job functions involving ideas (cognitive skills) things (technical skills) and people (interpersonal skills) Skill development is important because one's skills determine one's ability to create the plans with success. Skill development is the process of i) identifying skill gaps ii) developing and loving the skills. In today's world, employers and recruiters have realised that it is much easier to train smart individuals how to perform the specifics of any role. This is as long as they have already acquired a much harder-to-teach skill set. This skill set comprises the likes of critical thinking, soft skills, and some basic competency in a few areas of expertise.

TYPES OF SKILLS

There are mainly 3 types of skills namely,

1. **Transferable skills:** Transferable skills are the surrounding 'soft' skills-work, life and business skills, the soft's of things that might not fit neatly into a class room subject or even be particularly tangible, but which are essential for a long-term successful carrier.
2. **Transient skills:** Transient skills are those that change often and need regular updating. Things to deal with software package and technologies needs latest best practice.
3. **Enduring skills:** Enduring skills are the foundation skills on which everything else is based. Skills on which everything else is based. They don't particularly change over time. These include things like design principles, scientific concepts, the sorts of things that once learned, stay for ever in life.

SEVEN KEY SKILL SETS

The important skill sets necessary for students are:

1. **Text search skills:** Searching text efficiently
2. **Basic reading skills:** Deciding and recognizing words fluently
3. **Language skills:** Understanding the structure and meaning of sentences as well as relationship among sentences.
4. **Inferential skills:** Drawing appropriate text based inferences
5. **Computation – Identification skills:** Identify the calculations required to solve quantitative problems
6. **Computation performance skills:** Performing any required calculations
7. **Applications skills:** Applying newly searched , inferred or computed information to accomplish a variety of goals.

TOP SKILLS NEED TO DEVELOP CAREER

1. **COMMUNICATION SKILLS (LISTENING, SPEAKING AND WRITING):** Communication skills are perhaps the first set of skills that potential employers will notice. From the initial moment you get in touch with them, the employer will be scrutinising the way you behave. Be it the way you talk over the phone, the way you give them information on email, your resume and cover letter, or the way you carry yourself during the interview, they will be assessing whether you have polished communication skills.
2. **ANALYTICAL AND RESEARCH SKILLS:** As much as you think a question/problem presented to you is a piece of cake, be very wary of giving a rushed answer. Take the time to analyse the situation, think of all possible scenarios, and if possible ask for some time to go and do some research to find out more.

3. **INTERPERSONAL ABILITIES:** "No man is an island". So the saying goes. Increasingly in the workplace, we all have to work with others in order to complete a project.

4. **ABILITY TO MAKE DECISIONS AND SOLVE PROBLEMS:** Decision making and problem solving is another skill that is high in demand. The ability to identify complex problems and review related information in order to develop and evaluate options and implement solutions, can distinguish one employee from another. The ability to use critical thinking to rationalise a decision will set an individual apart.

5. **LEADERSHIP/MANAGEMENT SKILLS:** The ability to manage people is a very powerful skill. Not only can you inspire individuals to do what is right, you can guide them along the way, and you can monitor their progress in every step. Being able to lead a group and manage these individuals in a way that does not impede their progress and insult their judgement is highly desirable in today's workplace.

6. **ATTENTION TO DETAIL:** Even though many may think that the bigger picture is more important than the tiny details, attention to detail is what will make someone stand out at what they do. Paying attention to detail may save the company a lot of hassle and possibly keep the distance from a catastrophic outcome.

7. **SELF-CONFIDENCE:** Being self-confident exudes an aura that can convince those you work for (or with) that you know what you are doing. If you do not believe in yourself, your skills and abilities, then you cannot expect anyone else to believe in you. You need to be confident with yourself and ensure everyone sees you as someone that has the ability to pull through whatever situation comes your way.

8. **PUBLIC SPEAKING:** Public speaking is a very crucial skill to have, which requires a lot of self-confidence, practice, and analysing of your audience. Even though it comes naturally to some people, it is definitely a skill that can be acquired, and it is a skill sought after by employers.

9. **CREATIVITY:** Being creative can be beneficial to any role you may have in the workplace. It involves the ability to find solutions to problems using creativity, reasoning and past experience, coupled with information and resources. Using innovative ways to improve workflows and processes in the work place, or finding a new way to process a piece of work can change the company's dynamics, save time and cost, and even improve the quality of products/services.

10. **ETHICS AND INTEGRITY:** Integrity and well-founded moral values should be highly-respected in the work place. Even though many scandals appear with black sheep here and there, it is essential for employees to maintain their values and integrity at all costs. Honesty and sticking to your values will definitely repay in the long run. An untainted reputation after all is what will help you move up the career ladder.

11. **STRONG WORK ETHIC:** Employers always look for employees that are passionate about what they do and are very committed to their assignments. They need to be assured that their employees will keep at a problem until it is solved, and they will do what is necessary to complete all tasks. Arriving at work on time and willingness to work and take responsibility are basic indicators of an employee's commitment. These factors can show whether an employee is cut out for a specific role.

12. **ABILITY TO ACCEPT AND LEARN FROM CRITICISM:** If a person demonstrates an attitude that is appreciative of feedback, it can be deduced that he/she is willing to learn. Irrespective of age and experience, everyone is constantly learning at the workplace, and one should always remain open to new information that can enhance their skills and abilities. Jobs are constantly changing and evolving, and employees of all ranks should show that they are open to growing and learning, either by experiencing new situations, by training, or even by listening and learning from criticism.

13. **COMPUTER AND ELECTRONICS SKILLS:** Almost all jobs nowadays require some basic understanding of computers and electronics in general. As we move to rely more on technology to help us conduct our daily tasks, be it communicating, writing, calculating, presenting, drawing, creating sound, and many others, we may need in the work place, we are being pushed towards the need to understand circuit boards, processors, electronic equipment and computers.

SKILLS DEVELOPMENT PROGRAMME

The Schools and Colleges are an international reputation for the quality of its research. We value the contributions that our research students make to this vibrant research culture. To ensure that our research students are equipped to become leaders in their chosen field – within or beyond academia – we aim to provide the highest quality training and skills development opportunities.

In planning and delivering its Postgraduate Skills Development Programme, the Graduate School embraces the national Researcher Development Framework. This sets out the knowledge, skills and experience required at each stage of an academic career. These are organised into four main areas:

(A) Knowledge and Intellectual Abilities: This area relates to the bodies of knowledge that you need to engage and any specific skills that you need to carry out your research, as well as your analytical and creative faculties. The training and experience for this strand will most often come from your own Subject Area or School, or professional organizations in your field of study, as well as services such as Information Technology. Practical experiences in this area might come from writing, teaching, or presenting your research.

(B) Personal Effectiveness: This area is about the management of your own research and the career opportunities that your research opens up for you. This strand includes skills such as time management, career planning, networking, and building a professional reputation, as well as encouraging attributes such as self-confidence and responsibility in professional settings. Training in this area might come from the Colleges, the Careers and Researcher Development Services, or your own Subject Area or School, as well as the experiences you have engaging with your field through networks, conferences

(C) Research Governance and Organization: This area relates to your awareness and understanding of professional standards in your field of study; your involvement with the professional bodies that set these standards; larger-scale project management; and funding for your research or other professional projects. Training in this area includes workshops or practical experience with, for example, research ethics, copyright policies, grant-writing and other fundraising, representation in professional societies.

(D) Engagement, Influence, and Impact: This area covers the varieties of communication and dissemination that stem from your research--such as teaching, publishing, or other forms of public engagement—as well as your engagement with other scholars through research collaboration, peer review, and the organization of professional and public dissemination activities.

SKILL DEVELOPMENT FOR RESEARCH STUDENTS

Our research students are expected to take full advantage of the training which we offer. This is both face-to-face and on-line. Once you begin your studies you will be encouraged to participate in our training programme, as well as other appropriate professional and career development activities. We expect all our research students to do the equivalent of 10 days training per year. Each training activity is assigned a points value with one point equaling approximately ½ a day of training. So research students aim to accrue 20 points per year (or 60-70 points over a 3-4 year studentship). We recognise that the training and learning programme will be unique for each student and recommend that at the beginning of each year students discuss their training needs with their supervisor. Our training courses and training events cover the four main domains of the Researcher Development Framework which was launched by Vitae [link] in September 2010. This is a professional development framework for planning and supporting the personal, professional and career development of researchers:

Domain A: Knowledge and intellectual abilities
Domain B: Personal effectiveness
Domain C: Research organisation and governance
Domain D: Communication, influence and impact

TYPES OF TRAINING

There are a number of different types of training we can use to engage an employee. These types are usually used in all steps in a training process (orientation, in-house, mentorship, and external training).

Technical or Technology Training: Depending on the type of job, technical training will be required. Technical training is a type of training meant to teach the new employee the technological aspects of the job. In a retail environment, technical training might include teaching someone how to use the computer system to ring up customers.

Quality Training: In a production-focused business, quality training is extremely important. Quality training refers to familiarizing employees with the means of preventing, detecting, and eliminating nonquality items, usually in an organization that produces a product. In a world where quality can set your business apart from competitors, this type of training provides employees with the knowledge to recognize products that are not up to quality standards and teaches them what to do in this scenario.

Skills Training: Skills training, the third type of training, includes proficiencies needed to actually perform the job. For example, an administrative assistant might be trained in how to answer the phone, while a salesperson at Best Buy might be trained in assessment of customer needs and on how to offer the customer information to make a buying decision. Think of skills training as the things you actually need to know to perform your job. A cashier needs to know not only the technology to ring someone up but what to do if something is priced wrong. Most of the time, skills training is given in-house and can include the use of a mentor. An example of a type of skills training is from AT&T and Apple (Whitney, 2011), who in summer 2011 asked their managers to accelerate retail employee training on the iPhone 5, which was released to market in the fall.

Soft Skills Training: Our fourth type of training is called soft skills training. Soft skills refer to personality traits, social graces, communication, and personal habits that are used to characterize relationships with other people. Soft skills might include how to answer the phone or how to be friendly and welcoming to customers. It could include sexual harassment training and ethics training. In some jobs, necessary soft skills might include how to motivate others, maintain small talk, and establish rapport.

Professional Training and Legal Training: In some jobs, professional training must be done on an ongoing basis. Professional training is a type of training required to be up to date in one's own professional field. For example, tax laws change often, and as a result, an accountant for H&R Block must receive yearly professional training on new tax codes.

Team Training: We can define team training as a process that empowers teams to improve decision making, problem solving, and team-development skills to achieve business results. Often this type of training can occur after an organization has been restructured and new people are working together or perhaps after a merger or acquisition.

Managerial Training: After someone has spent time with an organization, they might be identified as a candidate for promotion. When this occurs, managerial training would occur. Topics might include those from our soft skills section, such as how to motivate and delegate, while others may be technical in nature.

Safety Training: Safety training is a type of training that occurs to ensure employees are protected from injuries caused by work-related accidents. Safety training is especially important for organizations that use chemicals or other types of hazardous materials in their production. Safety training can also include evacuation plans, fire drills, and workplace violence procedures.

PROFESSIONAL DEVELOPMENT SKILLS FOR MODERN TEACHERS

The teachers need essential skill for their professional development. Some of the skills are 1.Adaptability 2.Confidence 3.Communication 4. Team Player 5. Continuous Learner 6. Imaginative 7. Leadership 8. Organisation 9.Innovative 10. Commitment 11. Ability to manage online reputation 12.Ability to Engage 13. Understanding of Technology 14. Know when to unplug and 15.Ability to Empower

A great teacher must have: An engaging personality and teaching style 2.Clear objectives for lessons 3. Effective discipline skills   4. Good classroom management skills 5.Good communication with parents 6.Knowledge of subject matters 7. Strong rapport with students & 8. High expectations

The Role of Educators in Career Development

Schools play a pivotal role in the career development of students. We influence their values, attitudes and career choices. We work collaboratively with parents, community members and employers to prepare them for the multiple roles that they will have throughout their lives.

Regardless of the purpose of schooling that one embraces – from Plato's lofty view of creating a more just and harmonious society to the more instrumentalist view of preparing students for work, one has to recognize that all those views converge on the notion that we all want our students to become engaged and productive citizens capable of replicating our democracy. All these purposes include the need to assist students with decision-making and other skills necessary to plan and select from the array of options available to them. Schools must also help remove the barriers that truncate the life chances of students and develop a culture of high expectations for learning and achievement. They must promote equitable outcomes, ensuring that factors such as poverty do not determine a child's destiny. Providing equity of outcomes is an imperative that schools must uphold.

It is important for all those who work with students and their parents to understand the theories of career development and the strategies that work in assisting students navigate a rich array of information that students today have at their disposal. These theories of career development, are often categorized under broad headings of "trait and factor," "needs," "cognitive-developmental," "social learning," "sociological" and "developmental" approaches. Those involved in career guidance often subscribe to one of more of these theories. Others adopt an eclectic approach, borrowing from these theories to suit individual needs and circumstances.

Career development must become an educational imperative.

The developmental approach offers a practical approach for career counselling. One of these theories (Kennedy, 1974) divides career education into five phases:

1. The awareness phase is emphasized primarily in Kindergarten to Grade 6 and helps children become aware of the values of a work-oriented society.2. The orientation phase provides educational experiences which helps students to become familiar with the economic system. This is emphasized in Grades 7 and 8.3. The exploration phase enables students to explore various occupational clusters, obtain initial work experience and integrate work values into their personal value systems. This is applicable in the Grade 7-10 range.4. The preparation phase focuses on a narrower choice of careers and prepares students to either enter the labor force or continue their education (Grade 10 post-secondary or post-graduate phase).5. The adult and continuing education phase enables individual advancement and aids in the discovery, analysis and preparation for new careers.All of these phases have accompanying developmental tasks to assist students with career decision-making in an age-appropriate manner.

When working with students, there are other issues that one must consider:

1. The issues related to the career decision making of young women. Although we have come a far way in terms of sex role ideology and the sex typing of occupations, one has to be aware that, in some cases, we have fallen behind. These issues must be kept at the forefront as both boys and girls can still be influenced negatively. In my own research, I found that some of the factors that can influence girls' career decisions include:– Sex-role ideology – Role models– Socio-economic status– Family characteristics such as parental education– Personal characteristics such as ethnicity, place of birth and number of years in Canada, position in the family, religion, self-knowledge and exposure to women's studies courses.

2. Boys also need systematic programs in career development to ensure that they choose occupations consistent with their needs and aspirations.

3. Special attention must be given to young people from diverse backgrounds and children in special education programs. I am often pleased to see many young people with special education needs working in supermarkets

and other organizations. Employers deserve special commendations for the support they have provided to schools to assist in the career development of students.

Career education is an equity issue. We don't want students' career aspirations or expectations to be limited by socio-economic or other socio-cultural factors. Career education has the potential to enhance the roles and life chances of students and to improve educational outcomes for students in general, and particularly for those at risk of dropping out of school.

Teachers, parents and the community-at-large have a pivotal role to play in helping students discover their interests, aptitudes and dispositions and to provide role models.

Teachers are in a good position to relate what they teach to the world of work and occupational choices. In this regard, every teacher could be described as a career educator. The focus in the early grades is on career awareness and exploration – not career choice. In the later grades, when teachers relate the content of the curriculum to occupations, it also helps students see the relationship between learning and earning.

Much is being said today about 21st century skills, social and emotional learning, the development of the "soft skills," grit, resilience and character. All of these skills that are essential for career development. Teaching these skills require a cross-curricular, interdisciplinary approach – one that encourages all teachers, regardless of area of specialization, to help students develop and see the relevance of these skills in their career and life roles. Teachers, parents and the community-at-large have a pivotal role to play in helping students discover their interests, aptitudes and dispositions and to provide role models. They must also work with the business community to find opportunities for students to "try out" their career interests. Cooperative education, apprenticeship and other work experience programs have been very helpful in this regard.

CONCLUSION

In this era of growing access and advancement of technology into teaching, learning and professional development of teacher educators, it becomes indispensable to talk about the experiences gained while endeavoring to develop skills and ensuring professional growth of them. Throughout our lives, we play many roles. We are students, employees, consumers, citizens and parents, to name a few. The fulfillment of these life roles is dependent on education generally and career education specifically. Career education can help shape our prospects of leading productive, self-sustaining and satisfying lives. It has motivated some students to dream and visualize their role and place in society. Through increased self-awareness, students can also recognize that they have the potential to develop the skills necessary to realize their full potential. Ultimately, everyone benefits – the individuals and society as a whole. Career development must become an educational imperative.

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14. SKILL DEVELOPMENT PROGRAMMES IN SCHOOLS AND COLLEGES

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ABSTRACT:

In India, Education has become institutionalized. The Teachers are the personnel, who interact with the adolescent closely. It follows a more resource – effective cascade model of training using the education setup of country and implements the programme. Skills courses are designed to inculcate computer skills in school going students who are studyimg in the classes from 9th std- 12th std and are not able to get education because of non- availability of adequate infrastructure as well as for students who left their study because of some reason and have intrest to gain skill for employability. Life skill based education has a long history of supporting child development and health promotions in many parts . Life –skill based education is now recognized as a methodology to address a variety of issues of child and youth development expected learning outcomes include a combination of knowledge , value, attitude and skills with a particular emphasis on those skills that related to critical thinking and problem, solving, self- management and communication and inter - personal skills. **Keywords**: Education, training, skills, students, employability, life-skill, and knowledge.

INTRODUCTION:

In the present context of globalization ,the demand for skilled and multi-skilled workers has increased. Therefore in the context of developing countries, such as India , there is a critical need for quality skill development and training. About 90 percent of employment oppurtunities require vocational skills. Only 20 percent of our graduates get employed. The rest are unable to get suitable employment due to the lack of employable skills.

SKILL DEVELOPMENT PROGRAMME IN SCHOOLS :

Schools is conducting various computer training courses under the scheme of '' National skill development'' mission by the hon'able Prime minister of India, shri. Narendra Modi .Courses are designed to inculcate computer skills in school going students who are studying 9th std- 12th std and are not able to get computer education because of non-availablity of adequate infrastructure as well as lack of education.

1. **1.Software development course:** Software development course was designed for 100 hrs. The course include basic computer literacy ,word processing, spreadsheet, powerpoint presentation, e-mail and internet.
2. **2.Basics of C programming course:** Basics of C programming course was designed for 100 hrs. It includes both theory and programming exercises to equip students with requisite programming skills.
3. **3.Computer hardware and networking:** Computer haedware and networking course was designed as advance course for students who have good comprehension in basics of computer literacy . It included practical exercise of hardware and networking concepts.
4. **4.Computer basics course:** Computer basics course was designed for 100 hrs. This course was designed as refresher course in basic computer literacy to inculcate computer awareness to work with computer in daily life. Major course consisted of basics of computer, MS office , e-mail and internet.

SKILL DEVELOPMENT IN COLLEGES:

College students have an increase in personal responsibility and a lot less external structure. There are no set study times, no required meal times, no one to tell them when to sleep or get them up, an increase in their

academic workload, a greater need to multi-task and balance and a myriad of new social opportunities and challenges.

TIME MANAGEMENT :

Prepare a weekly schedule that includes time in class, studying, activities, work, meals, study and time with friends. Being a college student is like having a full-time job. Several hours of studying and preparation expected for each class.

STRESS MANAGEMENT :

Regular exercise, adequate rest, good nutrition, prayer and/or meditation are all suggested ways of engaging in self-care that reduces stress. Finding ways to increase coping resources will help students decrease the stressors that life will throw your way.

STUDY SKILLS :

Even some of the best high school students have not always developed good study skills. Knowing how to read a text book, take notes in class, use the library and take multiple choice tests are all areas that will help you be more successful in the classroom.

MONEY MANAGEMENT:

Money management is important to have experience in independently handling money, balancing a check book, using an ATM, reading a bank statement and learning to make responsible decisions about living on a budget.

KEEPING SAFE AND AVOIDING RISKY BEHAVIORS :

Staying safe means learning to advocate for your well being. It means making smart and low-risk choices and planning for the "what ifs" in life.

TOP ORGANIZATIONS PROVIDING SKILL DEVELOPMENT :
1. Deen Dayal Upadhyay Gram Kaushal Yojana – 66 projects
2. Deen Dayal Antyodaya Yojana-National Urban livelihood mission [curb poverty of urban poor]
3. Director General of training –Modular employable skills [vocational training to school dropouts]
4. Ministry of labour and employment [increase interest of workers]
5. Mahatma Gandhi National Rural Employment Gaurentee Act –ensured 100 days of employment
6. Ministry of Skill Development and Enterpruenership - creating innovative jobs
7. National skill development corporation - 267 training institutes [2 million skilled people more than 25 sectors]
8. National Skill Development Agency -26 different sector skills
9. Ajeevika skills – to increase daily income
10. Pradhan Mantri Kaushal Vikas Yojana – aims to train 24 lakhs and prepare the youth to achieve in global market.

SKILL INDIA

The main goal of ''Skill India'' is to create oppurtunities, space and scope for the development of the talents of the Indian youth and also to identify new sectors for skill development .It aims at providing training and skill development to 500 million youth of our country by 2020 , covering each and every village.The idea is to raise confidence, improve productivity and give direction through proper skill development.Skill development will enable the youths to get '' Blue collar jobs'' .developing the skills , at an

young age, right at the school level, is very essential to channelize them for proper job oppurtunities.Every job aspirant would be given training in soft skills to lead a proper and decent life .

CONCLUSION:

In most developed International countries, students are introduced to formal skill development at age 16 onwards.The education system in these countries also provide oppurtunities to students to move laterally and vertically to achieve their academic aspirations in main stream education.Integration of skill development and education is essential for skilling to take wings . skill development will remain a dream if carried out in isolation through centres alone. It has to be imparted in schools alongside academics in India.

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15. 21ST CENTURY PROFESSIONAL DEVELOPMENT SKILLS FOR MODERN TEACHERS IN HIGHER LEVEL

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ABSTRACT

This Paper Focused On Twenty-first Century Professional Development Skills for Modern Teachers to prepare the young people to new ways of working, thinking and living in a global world. Developing these skills will help young people grow into creative and critical citizens, ready to shape the future for themselves and future generation.

INTRDUCTION

When schools are looking to hire a teacher, there are a few basic requirements that they are looking for: A College degree, experience working with children, and, of course, patience. Teachers need a variety of professional development skills along with knowledge of their subject matter and experience in order to be an effective teacher. Likewise, as the rapid developments in technology infuse into our lives, they affect the way students learn and the way teachers teach. Modern teachers need to be competent in not only basic skills, but new skill sets. Here are 15 of the many 21st-century professional development skills, or as we like to call it, "Modern skills" that today's teachers should possess.

ADAPTABILITY:

In this modern, digital age, teachers need to be flexible and be able to adapt to whatever is thrown their way. New technologies are developed every day that can change the way students learn, and the way teachers teach. Likewise, administrators are changing and updating expectations and learning standards. Being able to adapt is a skill that every modern teacher must have. If it's being able to adapt to the way students learn, the behavior their classroom exhibits, or their lesson plans, it is a definitely a trait that is a must-have..

CONFIDENCE:

Every teacher needs to have confidence, not only in themselves but in their students and their colleagues. A confident person inspires others to be confident, and a teacher's confidence can help influence others to be a better person

.COMMUNICATION:

Being able to communicate with not only your students but with parents and staff is an essential skill. Think about it: Almost all of a teacher's day is spent communicating with students and colleagues so it is crucial to be able to talk clear and concise in order to get your point across.

TEAM PLAYER:

Part of being a teacher is being able to work together as part of a team or a group. When you work together as a team, it provides students with a better chance to learn and have fun. Networking with other teachers (even virtually) and solving problems together will only lead to success. Doing so fosters a sense of community not only in your own classroom, but school-wide as well.

CONTINUOUS LEARNER:

Teaching is a lifelong learning process. There is always something to learn when you are teacher. The world is always changing, along with the curriculum and educational technology, so it's up to you, the teacher, to keep up with it. A teacher who is always willing to go that extra mile to learn will always be an effective, successful teacher.

IMAGINATIVE:

The most effective tool a teacher can use is their imagination. Teachers need to be creative and think of unique ways to keep their students engaged in learning, especially now that many states have implemented the Common Core Learning Standards into their curriculum. Many teachers are saying that these standards are taking all of the creativity and fun out of learning, so teachers are finding imaginative ways to make learning fun again.

LEADERSHIP:

An effective teacher is a mentor and knows how to guide her students in the right direction. She leads by example and is a good role model. She encourages students and leads them to a place of success.

ORGANIZATION:

Modern teachers have the ability to organize and prepare for the unknown. They are always ready for anything that is thrown their way. Need to go home sick? No problem, they have a substitute folder all ready to go. Studies show that organized teachers lead more effective learning environments. So it is even more imperative to be organized if you want higher-achieving students.

INNOVATIVE:

A modern teacher is willing to try new things, from new educational apps to teaching skills and electronic devices. Being innovative means not only trying new things, but questioning your students, making real-world connections and cultivating a creative mindset. It's getting your students to take risks and having students learn to collaborate.

COMMITMENT:

While being committed to your job is a traditional teaching skill, it is also a modern one. A modern teacher needs to always be engaged in their profession. The students need to see that their teacher is present and dedicated to being there for them.

ABILITY TO MANAGE ONLINE REPUTATION:

21st-century, modern teaching skill is definitely a new one. In this digital age most, if not all, teachers are online, which means they have an "Online reputation." Modern teachers need to know how to manage their

online reputation and which social networks are OK for them to be on. Linked in is a professional social network to connect with colleagues, but Snap chat or any other social networking site where students visit, is probably not a good idea.

ABILITY TO ENGAGE:

Technology is growing at a rapid pace. In Modern teachers know how to find engaging resources. In this digital age, it is essential to find materials and resources for students that will keep them interested. This means keeping up to date on new learning technologies and apps, and browsing the web and connecting to fellow teachers. Anyway that you can engage students and keep things interesting is a must.

UNDERSTANDING OF TECHNOLOGY:

The past five years alone we have seen huge advancements and we will continue to see it grow. While it may be hard to keep up with it, it is something that all modern teachers need to do. Not only do you just need to understand the latest in technology, but you must also know which digital tools is right for your students. It's a process that may take time but will be greatly influential in the success of your students.

KNOW WHEN TO UNPLUG:

Modern teachers know when it's time to unplug from social media and just relax. They also understand that the teacher burnout rate is high, so it's even more critical for them to take the time to slow down and take a moment for themselves. They also know when it's time to tell their students to unplug and slow down. They give their students time each day for a brain break and let them kick their heels up and unwind.

ABILITY TO EMPOWER:

Teachers inspire, that's just one of the qualities that come along with the title. Modern educators have the ability to empower students to think critically, be innovative, creative, adaptable, passionate, and flexible. They empower them to be able to solve problems, self-direct, self-reflect, and lead. They give them the tools both digital and knowledgeable to succeed, not only in school but in life.

CONCLUSION:

In the 21st century, all educators play a significant role in shaping the lives and careers of their students. When teaching and learning is at its best, our students, our communities; and our nation thrive. Educator preparation leaders are right to challenge themselves with the question: "What is our role in the changing landscape of 21st century knowledge and skills?" In this paper, we hope to confirm the important role these programs play in developing effective, engaged educators that, in turn, can improve outcomes for all In this paper, we hope to confirm the important role these programs play in developing effective, engaged educators that, in turn, can improve outcomes for all P-12 students. If educator preparation leaders come together to define and implement approaches that support the teaching and learning of 21st century knowledge and skills in more purposeful ways, we all benefit.

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16. SKILL DEVELOPMENT PROGRAMMES IN COLLEGES
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ABSTRACT:
The role of self development is based upon the skills, without skills can't do anything. Because skill is the basic qualification to everyday life. Self development programs to convey for future youth, because youngster need to valuable education. The skill include feed ourselves way of using regular habits and take care of belongings. It belongs to overcome their problems and faced boldly in future. So, to lead a successful skill is necessary to execute your plans with success in our future.

INTRODUCTION:
Skill development is the process of Identifying your skill gaps and Developing and honing these skills. It is important because your skills determine your ability to execute your plans with success. **"**A lot of skilling courses are short term courses that only drive knowledge to the learners. However, in order to master their skills, courses need to be held for a longer duration and with a deeper focus on practical learning. -SIDDARTH BHARWANI.

MEANING FOR SKILL DEVELOPMENT:
Skill development means to add something more to the abilities that we have and to move it a step ahead, so as to keep on developing. Skill development is necessary to complete in this advancing world.

SKILL DEVELOPMENT SCHEMES:
Pradhan Mantri Kaushal Vikas Yojana (PMKVY) is the flagship scheme of the ministry of skill development and entrepreneurship (MSDE). The objective of this skill certification scheme is to enable a large number of Indian youth to take up industry relevant skill training that will help them in securing a better livelihood.

THIS TYPES OF SKILLS YOUTH NEEDS:
1. self-care skills, 2. time management skills, 3. negotiation skills, 4. professional skills, 5. leadership skills, 6. stress management skills, 7. assertiveness skills, 8. problem solving skills.

SELF CARE SKILLS:
Self-care skills are those we use in everyday life also referred to us activities of daily living (ADL). these skills include feeding our selves using the toilet ,dressing and undressing, washing (including teeth and hair brushing) and taking care of belongings.

TIME MANAGEMENT SKILLS:
Time management always set goals. Check if the results will be worth the time and the effort you put in. setting goals can help you determine the time required to complete a task and it gives flow making it easier to complete in stages.

NEGOTIATION SKILLS:
SPEAKING: You cannot have one skill work without the other. You cannot have a good understanding without good speaking or listening. Negotiation should begin with a clear concise explanation of the problems. Shared

concerns rather than individual issues should be the focus of the negotiation. The negotiation process will be most effective when people take time to think through what they have to deal with others.

PROFESSIONAL SKILLS:

Skills that graduates need to succeed in professional practice. These range from highly specific ones related to the graduate's fields to more general, transferable ones such as communications and ethical practices.

LEADERSHIP SKILLS:

Students with such personality are usually very independent, direct and to the point. They have an entrepreneurial streak and don't mind taking a risk in order to achieve what they want. They enjoy change and are very focused and intensive.

STRESS MANAGEMENT SKILLS:

Stress, either or constant, can induce risky body minded disorders. Immediate disorders such as dizzy spells, anxiety attacks, tension, sleepless, nervousness and muscle cramp can all result in chronic health problems.

ASSERTIVENESS SKILLS:

Speak up for yourself in an assertive manner that is not aggressive or passively allowing others to take advantage of you. Assertiveness skills are helpful in roommate communication, study groups, teams and conflict resolution. They also involve learning and practicing healthy boundaries.

PROBLEM-SOLVING SKILLS:

Examples of common problems are presented. Students are asked to identify the basic type of problems represented. Recognition of problem type is the first step to solving the problem. Appropriate in quantitative and technical courses but could also be used to evaluate global problem-solving skills.

NECESSITY OF SKILL DEVELOPMENT:

1. To survive in the advancing world, 2. To complete with other advanced persons. 3. To come at higher level as to achieve success and 4. To develop the nation and the other people comingin the fields.

CONCLUSION:

Learning life skills will serve you NOW and in the future. Ask for more responsibility, it will not hurt you. Take steps towards your independence because when it's time for you to be on your own, you'll be prepared. Remember that people are willing to help you-just ask! You'll be able to live on your own and enjoy a happy and successful life! **key words**: 1. honing-make sharp 2. dizzy-weak 3.negotiation-agree on 4.assertiveness-confident.

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17.SKILLS IN EDUCATION AND EMPLOYABILITY

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ABSTRACT:

Skill Education in India needs more attention as like the general education imparted at schools. Irrespective of the stage of schooling (primary, secondary and higher secondary) a rise in the employability and industrial skills, ensures a better and productive human resource. With the aim of increasing the employability of the youth it is essential to develop a thorough understanding of the existing infrastructure and academic curriculum of schools and polytechnic institutes in India. This paper critically analyses the pattern and scopes of vocational education in India and how the same can be seamlessly amalgamated with the school curriculum. The Skills for Education and Employment (SEE) program provides language, literacy and numeracy training to eligible job seekers, to help them to participate more effectively in training or in the labour force.

The program is delivered across Australia, from metropolitan and regional areas, right through to remote communities. The program caters for job seeker groups with literacy and/or numeracy training needs including Aboriginal and Torres Strait Islanders, youth, people with disabilities, mature aged people, and job seekers from culturally and linguistically diverse backgrounds.

SKILLS IN EDUCATION AND EMPLOYABILITY

Education is the process of facilitating learning, or the acquisition of knowledge, skills, values, beliefs and habits. Educational methods include storytelling, discussion, teaching, training, and directed research. Education frequently takes place under the guidance of educators, but learners may also educate themselves the methodology of teaching is called pedagogy.

STUDENT SKILLS CAN BE TERMED:
- ❖ Process Skills
- ❖ Soft Skills
- ❖ Employability Skills
- ❖ Non- Technical Professional Competencies

CHARACTERISTICS:
- ❖ Generic and Transferable
- ❖ Marketable and Lifelong
- ❖ Wide applications that go beyond course content alone

EXAMPLES OF STUDENT SKILLS AND ABILITIES:
- ❖ Problem Solving/Critical thinking
- ❖ Communication, both Oral and Written
- ❖ Team Skills/Leadership
- ❖ Professional ethics and Social responsibilities

EMPLOYABILITY:

A modern, competitive economy needs workers who possess skills , knowledge and attitudes they can take to any work situation and have the ability and willingness to continually adapt and prosper in a changing world.

PROMINENT EMPLOYABLE SKILLS AT PRESENT:

Communication Skills(Verbal and Written), Attitude towards Work, Lifelong Learning, Self-Management, Teamwork, Problem Solving, Initiative, Self-Motivation, Adaptability, Stress Management, Creativity, Interpersonal Sensitivity and Technology/IT Skills

NATIONAL SKILLS QUALIFICATIONS FRAMEWORK (NSQF):

The National Skills Qualifications Framework (NSQF) is a competency-based framework that organizes all qualifications according to a series of levels of knowledge, skills and aptitude. These levels, graded from one

to ten, are defined in terms of learning outcomes which the learner must possess regardless of whether they are obtained through formal, non-formal or informal learning. NSQF in India was notified on 27th December 2013. All otherframeworks, including the NVEQF (National Vocational Educational Qualification Framework) released by the Ministry of HRD, stand superceded by the NSQF.

SPECIFIC OUTCOMES EXPECTED FROM IMPLEMENTATION OF NSQF ARE:
1. Mobility between vocational and general education by alignment of degrees with NSQF
2. Recognition of Prior Learning (RPL), allowing transition from non-formal to organised job market
3. Standardised, consistent, nationally acceptable outcomes of training across the country through a national quality assurance framework
4. Global mobility of skilled workforce from India, through international equivalence of NSQF
5. Mapping of progression pathways within sectors and cross-sectorally
6. Approval of NOS/QPs as national standards for skill training

RECOGNITION OF PRIOR LEARNING:
Recognition of Prior Learning (RPL) is about the skills and knowledge you've gained through work and life experiences.

FOR EXAMPLE:
❖ Working in an office could help you get a certificate in Business Administration.
❖ Working on a farm could count towards a qualification in Agriculture or Mechanics.

HOW ARE MY SKILLS ACCESSED?
Your Skills will be assessed against Industry Standards. This is done by RPL assessor.

YOU MAY BE ASKED TO:
❖ Perform tasks or jobs
❖ Talk about and explain how you do those jobs
❖ Provide samples of your work.

18. SKILL DEVELOPMENT PROGRAMME IN SCHOOLS AND COLLEGES
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ABSTRACT:
This paper reviews the current state of education, skills development, and employment for Indian youth, and considers the challenges facing India's skills development system. Drawing from the experience of Karnataka, one of India's most industrially developed states, the paper discusses recent initiatives to facilitate young people's transition to the world of work. In India, young people who will soon be entering the labor market constitute the largest segment of the demographic structure. The majority of young people have limited access to education and training, and most find work in the informal sector. In recent years India has rapidly expanded the capacity of educational institutions and enrollments, but dropout rates remain high, and educational attainment remains low. While India has a well-institutionalized system of vocational training, it has not sufficiently prepared its youth with the skills that today's industries require. Thus, to speed its economic growth and take advantage of its "demographic dividend," the country has recently embarked on drastic policy reforms to accelerate skills development. These reforms have led to important changes, both in the national institutional framework and at the institutional level.

INTRODUCTION:

Education is the single most important instrument for social and economic transformation. A well educated population, adequately equipped with knowledge and skill is not only essential to support economic growth, but is also a pre-condition for growth to be inclusive since it is the educated and skilled people who stand to benefit most from the employment opportunities which growth provides. Skills an knowledge are the driving forces of economic growth and social development for any Opportunities of world of work. As India moves progressively towards becoming a 'knowledge economy' it becomes increasingly important that the country should focus on advancement of skills and these skills have to be relevant to the emerging economic environment.

OBJECTIVES OF SKILL DEVELOPMNENT:

The main goal is to create opportunities, space and scope for the development of the talents of the Indian youth and to develop more of those sectors which have already been put under skill development for the last so many years and also to identify new sectors for skill development. The new programme aims at providing training and skill development to 500 million youth of our country by 2020, covering each and every village. Various schemes are also proposed to achieve this objective.

SKILL DEVELOPMENT:

The emphasis is to skill the youths in such a way so that they get employment and also improve entrepreneurship.More emphasis will be given on new areas like real estate, construction, transportation, textile, gem industry, jewellery designing, banking, tourism and various other sectors, where skill development is inadequate or nil.The course methodology of 'Skill India' would be innovative, which would include games, group discussions, brainstorming sessions, practical experiences, case studies etc.The training programmes would be on the lines of international level so that the youths of our country can not only meet the domestic demands but also of other countries like the US, Japan, China, Germany, Russia and those in the West Asia.Another remarkable feature of the 'Skill India' programme would be to create a hallmark called 'Rural India Skill', so as to standardise and certify the training process.Tailor-made, need-based programmes would be initiated for specific age groups which can be like language and communication skills, life and positive thinking skills, personality development skills, management skills, behavioural skills, including job and employability skills.Provides training, support and guidance for all occupations that were of traditional type like carpenters, cobblers, welders, blacksmiths, masons, nurses, tailors, weavers etc.

THE TASK OF SKILL DEVELOPMENT HAS MANY CHALLENGES IN INDIA WHICH INCLUDE:

a) Increasing capacity & capability of existing system to ensure equitable access to all.
b) Promoting lifelong learning, maintaining quality and relevance, according to changing requirement particularly of emerging knowledge economy.
c) Creating effective convergence between school education, various skill development efforts of government and between government and Private Sector initiative.
d) Capacity building of institutions for planning, quality assurance and involvement of stake holders.
e) Creating institutional mechanism for research development quality assurance, examinations &certification, affiliations and accreditation.
f) Increasing participation of stakeholders, mobilizing adequate investment for financing skill development, attaining sustainability by strengthening physical and intellectual resources.

VARIOUS WAYS TO CARRY OUT SKILL DEVELOPMENT AT SCHOOL LEVEL:

At school level, there must be options available for skill development courses and they must be provided in the secondary stage of schoolingMany more courses in fields such as Hospitality and Tourism, Handicraft,

Healthcare, Textiles, Photography, IT, Retail, Banking, Insurance can be added that would interest students to learn fromFor instance if a student opts for healthcare , he could learn to be a blood-collection expert and later can add further courses to become full-fledged pathology technician or nurseThe pedagogy has to be practical; learning can be enhanced through field visits, e-learning, industry driven projects, digital or video inputs and so onTo make India the skill capital of the world, the school curricula will have to go through a dynamic changeSkill development should ideally begin at the age of 13 years, from the eighth standard, while in school Integration of skill development and education is essential for skilling to take wings. Skill development will remain a dream if carried out in isolation through centers alone. It has to be imparted in schools alongside academicsIf a student opts for motor repair as a skill development course while in school, at a later stage, he can opt for a diploma or degree in automobile engineering

CBSE SKILL DEVELOPMENT COURSE:

"This course is essential for students to excel and emerge successful in real life situations of work. It will give them basic information of a working environment as they graduate from school. Skilled manpower and right exposure will help students to attain the best positions in various organisations", As for the skill-based courses, the CBSE has shortlisted some private institutes which offer special training programmes for skill development. In order to take this initiative to a maximum number of students, the CBSE has also asked schools to tie up with these private institutes.The list, drawn up by the CBSE, includes 35 skill knowledge providers in 11 areas, including retail, information technology, security, automobile, banking and insurance, hospitality and tourism, mass media and media production, health and beauty, music production, design.

SCHOOL MUST FOCUS ON SKILL DEVELOPMENT:

In India today, the emphasis in education is on creating adequate skills to enable the student who has passed out to find employment and earn his livelihood. This is acceptable and skill development is undoubtedly a primary goal of educationmedical diagnosticsThe relationship between parent and teacher involves power and a careful balance must be maintained. If the parent gains the upper hand, as in expensive private schools, the teacher loses his/her authority and cannot impart education as it needs to be. If, as in government-run schools, the teacher (being a state servant) is the social superior of the parent who is often extremely poor, the parent cannot make even legitimate demands upon the school/ education system. It stands to reason that the most reliable school education in India is hence to be found in the reasonably priced private schools since they maintain the parent-teacher power balance; parents and teachers are both from the middle-classes. But such schools could nonetheless be in decline in their attempts to compete commercially with 'elite education' and 'move up the value chain'. It should be noted here that many of India's global achievers in the past two decades received this kind of non-elitist private education.

CONCLUSION:

Employment types have diversified against a complex background of fierce market competition fuelled by globalization, the increasingly advanced structure of industry, the business strategies of enterprises adopting more flexible systems of production and supplying services, changes in the labor supply structure with population aging, changes in worker attitudes, and so on. three major challenges of (1) developing a labor environment that ensures fair treatment and allows everyone to work free from anxiety, (2) enhancing the development of vocational skills so that the wage gap does not become entrenched, and (3) providing social support for the young to help them to develop vocational independence.

19. SKILL DEVELOPMENT IN HIGHER EDUCATIONTRENDS AND ISSUES
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ABSTRACT

India has the second-highest population of the working age (15–59 years) individuals in the world. The skill set of this population group plays a critical role in the growth of the country. In India, education plays a vital role to build skill-based society of the 21st Century. It is the quality of education that decides the quality of human resources of the country. The intent of the present paper is to analysis and highlights the status of contemporary education with respect to skill development. This study answers these questions, where are we on skills? What are the opportunities available to learners for skill development? And what is the way forward?

Key Words- Contemporary education, Learners, Skill-based, Skill development.

INTRODUCTION:

"Education breeds confidence. Confidence breeds hope. Hope breeds peace"- Confucius. India is a Country with the 2nd largest population. It is renowned for its size, diversity and complexity, whether it isgeographical, socioeconomic, cultural, political or developmental. All these factors impact on every aspect of life including employment, labour force considerations, education and training. If nation is a system, education is the heart of it. Education empowers the nation. Education is an important input for the growth of the Nation. Properly planned educational can increase national gross products, cultural richness, build positive attitude towards technology, increase efficiency and effectiveness of the governance. Education opens new horizons for an individual, provides new hopes and develops new values. It strengthens competencies and develops commitment. So, every govt. is now committed to provide the facilities that are required for educating a child right from the beginning. As compared to western economies where there is a burden of an ageing population, India has a unique 20–25 years window of opportunity called the "demographic dividend." , means India has a higher proportion of working age population

OBJECTIVES

The present paper is designed for following objectives:
1. To study the present scenario of India on skills& education.
2. To examine opportunities available to learners for skill development.
3. To explain the future prospects of skill development in India.

METHODOLOGY

The study is based on secondary data collected from reputed articles of research journals, books, prominent sites, reportsets relevant to higher education and skill development. The study is all about to focus on contemporary educational scenario with respect to skill development in the India.

INDIA'S SCENARIO ON SKILLS

India has seen rapid growth in recent years, due to the growth in new-age industries. The demand for a new level of quality of service has increased with the increase in purchasing power. However, there is a large shortage of skilled manpower in the country. In the wake of the changing economic environment, it is necessary to focus on the skill development of the young population of the country. India lags far behind in imparting skill training as compared to other countries. As compared to western economies where there is a burden of an ageing population, India has a unique 20–25 years window of opportunity called the "demographic dividend." This "demographic dividend" means that as compared to other large developing and developed countries, India has a higher proportion of working age population about its entire population.

The rapid economic growth has increased the demand for skilled manpower that has highlighted the shortage of skilled manpower in the country. India is among the top countries in which employers are facing difficulty in filling up the jobs. The key reasons in finding a suitable candidate for available jobs in the country are lack of available applicants, shortage hard skills and shortage of suitable employability, including soft skills.

Worldwide, the percentage of employers who are experiencing difficulties filling job vacancies continues to rise.If we talking about India than it is on 7[th]position in facing difficulty in filling jobs. For India, the difficulty to fill up the jobs is 58%, which is above the global standard of 38% in 2015.The World Economic Forum indicates that only a little bit % of the total Indian professionals are considered employable by the organized sector. The unorganized sector is not supported by any structured skill development and training system of acquiring or upgrading skills. The skill formation takes place through informal channels such as family occupations, on -the-job training under master craftsmen with no linkages to formal education training and certification.

The percentage of employers who are experiencing difficulties filling job vacancies in India continues to fluctuate from 2006 to 2015. When compared with 2014, the proportion decreases from 64% to 58%. Employers are having major difficulty filling jobs in Accounting & Finance Staff ,IT Personnel, Secretaries, PAs, Receptionists, Admin Asst. & Office Support Staff , Teachers, Engineers, Marketing / Public Relations / Communications Staff Sales Managers, Management / Executive (Management / Corporate),Legal Staff, Researchers (R&D). On the other hand, Higher Education sector has witnessed a tremendous increase in the number of Universities/University level Institutions &Colleges since Independence. The number of Universities has increased 34 times from 20 in 1950 to 677 in 2014. The sector boasts of 45 Central Universities of which 40 are under the purview of Ministry of Human Resource Development, 318 State Universities, 185 State Private universities, 129 Deemed to be Universities, 51 Institutions of National Importance (established under Acts of Parliament) under MHRD (IITs - 16, NITs – 30 and IISERs – 5) and four Institutions (established under various State legislations). The number of colleges has also registered manifold increase of 74 times with just 500 in 1950 growing to 37,204, as on 31st March, 2013.The quantum growth in the Higher Education sector is spearhead by Universities, which are the highest seats of learning.

In order to provide adequate training to the youth and develop necessary skills, the Government of India took steps to improve the skill training scenario in the country. In 2009, the government formulated the national skill development policy that laid the framework for skill development, ensuring that individuals get improved access to skills and knowledge.This Institution-based skill development, including ITIs/ vocational schools/technical schools/ polytechnics/ professional colleges, etc. Training for self-employment/entrepreneurial development is given under this policy-learning, web-based learning and distance learning is also parts of national skill development policy. The policy states the roles and responsibilities of stakeholders, which include the government, industry, trade unions, local governments, civil society institutions and all skill providers. The policy lays down following institutional framework comprising:

- Prime Minister's National Council on Skill Development
- National Skill Development Co-ordination Board
- National Skill Development Corporation (NSDC)
- National Council for Vocational Training (NCVT)

The policy also lays down special emphasis on skill development for the unorganized sector. The policy provides for having a separate institutional mechanism to plan, implement and monitor the skill development for the unorganized sector. It focuses on having target groups within the unorganized sector, literacy and soft skills, recognition of prior learning, and skill development for self-employment.

OPPORTUNITIES FOR SKILL DEVELOPMENT

The current vocational education is shifting from welfare approach to a demand driven approach. The government hasundertaken various efforts to strengthen its scattered VET (Vocational Education Training)

delivery system under various departments and ministries, e.g. the Ministry of Human Resource Development (MHRD), the Ministry of Labour and Employment (MOLE) through its Director General of Employment and Training (DGET), the Ministry of Urban Affairs and the Ministry of Rural Development. Opportunities available to learners for skill development are facilitated by Central & State Government & by Private sector.

GOVERNMENT'S ROLE IN SKILL DEVELOPMENT

Government gave priority to Skill development in Twelfth Five Year Plan. The government plans to set up sector skill councils to prepare standards required for training programs. The industries are also proactively taking steps to partner with the government and reduce the skill gap. The government has doubled the allocation of funds for skill development under the National Skill Development Fund (NSDF) by INR10 billion in the Union Budget 2012–13. The total corpus of funds has been increased to INR25 billion.The various ministries have created infrastructure for skill development such as it is, polytechnics, communitypolytechnics, secondary schools (in association with private sector). Recently , government has passed the amendment to the existing act known as 'Apprentices (Amendment) Bill, 2014' to increase the number of skilled man power andprovide industries with flexibility to hi re apprentices as well as improve stipends specified to them. According to t he Bill ,the industry will have 2.5-10 percent of the total work force as apprentices Prime Minister Narendra Modi in June 2014announced the creation of a first -ever separate Ministry of Skill Development and Entrepreneurship to promote entrepreneurship and skill development.

MHRD governs polytechnic institutions with the current capacity of diploma level courses under various disciplinessuch as engineering and technology , pharmacy, architecture, applied arts and crafts and hotel management. As per AICTE Annual Report - 2011-12, tot al number of institutions is 3205 within take capacity of 8, 87,825. Another keyinitiative of MHRD is the scheme of Apprenticeship Training, which aims to provide practical experience to engineering graduates, diploma holders and student s in 10+2, and make t he trained candidates j ob ready as per industry requirements.A part from t his, MHRD has also introduced vocational education from class IX onwards, provision of financial cost forengaging with industry /SSCs f or assessment, certification and training' Aajeevika' is as killing and placement initiative of Ministry of Rural Development. The aim of the scheme is to impartspecific set of knowledge and skills to rural youth and make the m j ob ready . The scheme is catering to youth without formal education.

Textile is t he second largest employer after agriculture in the country . The work force will increase from 33-35 million in2008 to 60-62 million by 2022. The ministry has an Integrated Skill Development Scheme f or the Textiles and ApparelSector including Jute and Handicraft. The scheme aim s to fulfill t he need f or skilled manpower to the textile and related sectors. The scheme aim s at targeting 15 lakh people over the span of five years.

The NSDC f or med in 2009 under National Skill Policy, which is a public -private partnership body mandated to skill 150 of the 500 million people by 2022 and the National Skill Development Agency (NSDA), an autonomous body f or med in 2013 to coordinate the government and the private sector initiatives to achieve the skilling the targets of the 12 plan and beyond has been subsumed under t he Ministry of Skill Development and Entrepreneurship to givecoherence to skill training effort s in t he country . The figure below elucidates NSDC's targetof producing skilledworkers per sector over the next ten year.

SOME OF THE OTHER KEY INITIATIVES OF THE GOVERNMENT ARE AS FOLLOWS
- Establishment of new ITIs in underserved regions and the existing ITIs being upgraded to centers of excellence to produce multi-skilled workforce of world standards
- Setting up more polytechnics in the PPP mode and 400 government polytechnics being upgraded

- Expansion of vocational education from 9,500 senior secondary schools to 20,000 schools; intake capacity to increase from 1 million to 2.5 million
- Establishment of 600 rural development and self employment training institutes (RUDSETI)
- To set up a virtual skill development resource network linking 50,000 skill development centers (SDCs)
- Skills training have been made more affordable by exempting vocational education institution from paying service tax.

PRIVATE SECTOR'S ROLE IN SKILL DEVELOPMENT

Over the years, the private sector has increased its presence in the field of vocational education in India. Unemployment and underemployment are two of the most serious development problems currently being faced by the country. The equality vocational education and training courses for the learner can solve this problem. The private sector comes into play here with its ability to match better the demand for workforce by the industry with a supply of superior skilled manpower. The private sector can contribute to supplement infrastructure, facilities, technology and pedagogy. There are several roles that the private sector plays in this domain, namely, as a consumer of skilled manpower, as a non -profit facilitator of quality knowledge or as a for-profit enterprise providing education.

In the first role, the private sector would deeply benefit by training the available manpower with appropriate skills and then ultimately employ them. Corporate houses can train learners by diverse methods and in varied fields such as research and development, academic internships, on-job training, programs in line with the market demand and several collaborative programs. As a consumer, the private sector is educating learners with the right balance of academic skills, analytical skills, attitude and exposure. This approach ensures only industry demanded skills/expertise being imparted to develop a suitable talent pool.

Many private sector players have also entered this space as a way of giving back to the society from which they otherwise gain immensely. These players have the requisite funds, expertise and infrastructure to invest in9 constructing an appropriate platform for vocational education and training. Many industry experts or young business leaders interact with the learners via this mode to provide a unique training package.

FUTURE PROSPECT FOR SKILL DEVELOPMENT

India, as a whole, realizes the complete seriousness and importance of possessing a skilled workforce. As highlighted above, there are several programs and schemes initiated to address this issue. However, considering the rate at which the eligible working population of India is growing, these skilling initiatives would fall short by a severe amount. India is perceived to be emerging as a service-driven economy with quality human capital as its competitive advantage. For continuing this growth in the service sector and achieve competitive advantage in manufacturing, it is imperative that the human capital asset is developed further. The future prospects give birth to a serious concern of inadequate educational facilities of the nation.

CONCLUSION

To sum up, we need to recognize t hat the knowledge, skills and productivity of our growing young and dynamic Work force form t he backbone of our economy. To reap the benefits of such a young workforce, we need to implement the ref or ms in the education system and also bring f ort h new factors of production, namely knowledge, skills and technology which have t he ability to unleash the productive frontiers of the economy in t he most efficient and dynamic way. Besides, taking a leaf from t he western hemisphere, India should try to become "knowledge economy" to promote inclusive growth. The three major areas to be focused to ensure that our education system is sustainable and meets globalstandards:

Quality of Education – in terms of infrastructure, teachers, accreditation,etc. Affordability of Education–ensuring poor and deserving students are not denied of education. Ethics in Education –

avoiding over - commercialization of education system. It is time to bring in the changes that will give us t he momentum to find a pl ace in the global scenario. Govt. and publicboth should work hand -in -hand to support each other and look for the required upliftment of education. Change in theGER will not come in a year, but it can be achieved by consistent persuasion, Using o f state-of -t he-art infrastructure allied with ICT and a developed curricula f or industry-ready candidates seems to be the dream of t he country and its people, but, the possibilities of such extent need to be channelized and it is make sure t hat ever y one do get the opportunity to be a part of such system.

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20. SKILL DEVELOPMENT PROGRAMMES IN SCHOOLS AND COLLEGES

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ABSTRACT:

This paper reviews the current state of education,skills development and employment for Indian youth and considers the challenges facing India's skills development system. In India, education plays a vital role to build skill-based society of the 21st Century. It is the quality of education that decides the quality of human resources of the country. The intent of the present paper is to analysis and highlights the status of contemporary education with respect to skill development.Due to many constraints such as the examination and evaluation framework,students either don't get a chance to explore and experiment through skill building or they are not 'taught' that unless knowledge is balanced with application through practice, it will not get appreciated well.Since the Indian education system is still implemented as an end in itself, it needs to be balanced with learning hands-on to bring in the industry and job focus. This will bring the much-needed respect and dignity for manual skills. Let us now see in detail about Skill Development Programmes.

INTRODUCTION:

"Education breeds confidence. Confidence breeds hope. Hope breeds peace"- Confucius. India is a Country with the 2nd largest population. It is renowned for its size, diversity and complexity, whether it is geographical, socioeconomic, cultural, political or developmental. All these factors impact on every aspect of life including employment, labour force considerations, education and training. If nation is a system, education is the heart of it. Education empowers the nation. Education is an important input for the growth of the Nation. Properly planned educational can increase national gross products, cultural richness, build positive attitude towards technology, increase efficiency and effectiveness of the governance. Education opens new horizons for an individual, provides new hopes and develops new values. It strengthens competencies and develops commitment. So, every govt. is now committed to provide the facilities that are required for educating a child right from the beginning. As compared to western economies where there is a burden of an ageing population, India has a unique 20–25 years window of opportunity called the "demographic dividend." , means India has a higher proportion of working age population.

OBJECTIVES:
The present paper is designed for following objectives:
- To study the present scenario of India on skills& education.
- To examine opportunities available to learners for skill development.
- To explain the future prospects of skill development in India.

METHODOLOGY:
The study is based on secondary data collected from reputed articles of research journals, books, prominent sites, report sets relevant to higher education and skill development. The study is all about to focus on contemporary educational scenario with respect to skill development in the India.

SKILL INDIA PROGRAMME:
Skill India is a campaign launched by Prime Minister Narendra Damodardas Modi on 15 July 2015 which aim to train over 40 crore people in India in different skills by 2022. It includes various initiatives of the government like "National Skill Development Mission", "National Policy for Skill Development and Entrepreneurship, 2015", "Pradhan Mantri Kaushal Vikas Yojana (PMKVY)" and the "Skill Loan scheme".

GOVERNMENT ROLE IN SKILL DEVELOPMENT:
The various ministries have created infrastructure for skill development such as it is, polytechnics, community polytechnics, secondary schools (in association with private sector). Recently, government has passed the amendment to the existing act known as 'Apprentices (Amendment) Bill, 2014' to increase the number of skilled man power and provide industries with flexibility to hire apprentices as well as improve stipends specified to them. According to the Bill, the industry will have 2.5-10 percent of the total work force as apprentices Prime Minister Narendra Modi in June 2014 announced the creation of a first-ever separate Ministry of Skill Development and Entrepreneurship to promote entrepreneurship and skill development.

Some of the other key initiatives of the government are as follows
- Establishment of new ITIs in underserved regions and the existing ITIs being upgraded to centers of excellence to produce multi-skilled workforce of world standards
- Setting up more polytechnics in the PPP mode and 400 government polytechnics being upgraded
- Expansion of vocational education from 9,500 senior secondary schools to 20,000 schools; intake capacity to increase from 1 million to 2.5 million
- Establishment of 600 rural development and self employment training institutes (RUDSETI)
- To set up a virtual skill development resource network linking 50,000 skill development centers (SDCs)

- Skills training have been made more affordable by exempting vocational education institution from paying service tax.

VOCATIONAL EDUCATION SCHEME:

Vocational education consists basically of practical courses through which one gains skills and experience directly linked to a career in future. It helps students to be skilled and in turn, offers better employment opportunities. These trainings are parallel to the other conventional courses of study (like B. Sc., M. Sc. etc.). Time management and meeting deadlines play an important role in success in a vocational course and during their studies students normally produce a portfolio of evidence (plans, reports, drawings, videos, placements), which is taken as a demonstration of students' capabilities for a job. After finishing the courses, students are often offered placements in jobs. Vocational trainings in a way give students some work related experiences that many employers look for. According to a National Sample Survey Organization (NSSO) report (No. 517, 61/10/03) two types of vocational trainings are available in India: a) Formal and; b) Non-formal. Formal vocational training follows a structured training program and leads to certificates, diplomas or degrees, recognized by State/Central Government, Public Sector and other reputed concerns. Non-formal vocational training helps in acquiring some marketable expertise, which enables a person to carry out her/his ancestral trade or occupation. In a way through such non-formal vocational training, a person receives vocational training through 'hereditary' sources. Often 'Non-formal' vocational trainings are also received through 'other sources'. In such cases training received by a person to pursue a vocation, is not ancestral and is different from the trade or occupation of his/her ancestors. Data and graphs used here are all indicative, not exhaustive
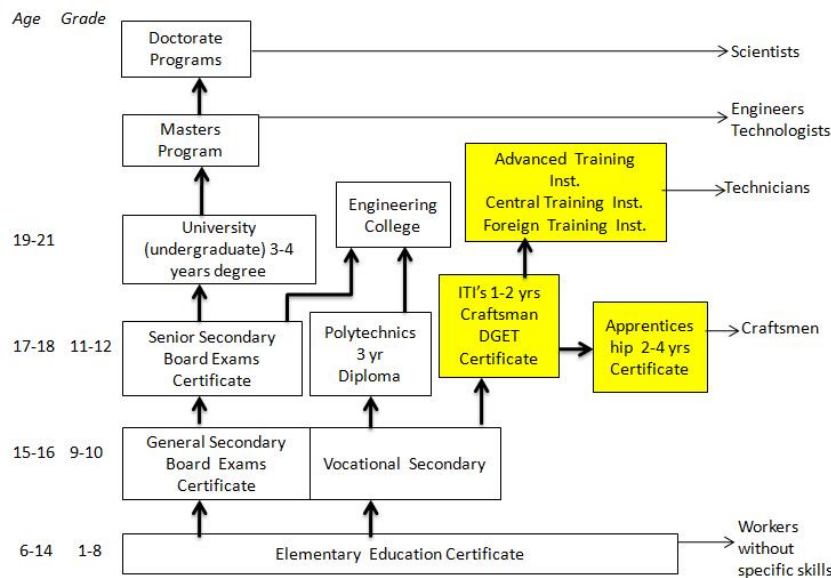
IMPORTANCE OF SKILL DEVELOPMENT :

Skill development has been considered one of the critical aspect for job creation in India. India has unique demographic advantage with more than 60% of the population is in young age group. But in order to ger dividend from such large work force, employability has to be improved. As per current statistics only 10% of the fresh graduates are employable and rest of the 90% lack skills required for eligible to be hired by corporate. India's GDP is growing at great rate of around 6-8% but job creation is not catching up with it.

Govt of India has taken initiative for Skill development through public private partnership. There are opportunities for private education players to take advantage of such scheme. Current infrastructure of ITI and other govt aided institutes are not enough to training people for future job opportunities.

CONCLUSION:

We need to recognize that the knowledge, skills and productivity of our growing young and dynamic workforce form the backbone of our economy. To reap the benefits of such a young workforce, we need to implement the reforms in the education system and also bring forth new factors of production, namely knowledge, skills and technology which have the ability to unleash the productive frontiers of the economy in the most efficient and dynamic way. Besides, taking a leaf from the western hemisphere, India should try to become "knowledge economy" to promote inclusive growth. The three major areas to be focused to ensure that our education system is sustainable and meets global standards :

- Quality of Education – in terms of infrastructure, teachers, accreditation,etc.
- Affordability of Education–ensuring poor and deserving students are not denied of education. Ethics in Education –avoiding over - commercialization of education system.
- It is time to bring in the changes that will give us the momentum to find a place in the global scenario. Govt. and public both should work hand-in-hand to support each other and look for the required upliftment of education. Change in the GER will not come in a year, but it can be achieved by consistent persuasion, Using of state-of-the-art infrastructure allied with ICT and a developed curricula for industry-ready candidates seems to be the dream of the country and its people, but, the possibilities of such extent need to be channelized and it is make sure that everyone do get the opportunity to be a part of such system.

21. SKILL DEVELOPMENT IN HIGHER EDUCATION
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ABSTRACT:

India has the second-highest population of the working age (15–59 years) individuals in the world. The skill set of this population group plays a critical role in the growth of the country. In India, education plays a vital role to build skill-based society of the 21st Century. It is the quality of education that decides the quality of human resources of the country. The intent of the present paper is to analysis and highlights the status of contemporary education with respect to skill development. This study answers these questions, where are we on skills? What are the opportunities available to learners for skill development? And what is the way forward?
Key Words- Contemporary education
Learners, Skill-based, Skill development.

INTRODUCTION:

India has gradually evolved as a knowledge-based economy due to the abundance of capable and qualified human capital. With the constantly rising influence of globalization, India has immense opportunities to establish its distinctive position in the world. However, there is a need to further develop and empower the human capital to ensure the nation's global competiveness. Despite the stress laid on education and training in this country, there is still a shortage of skilled manpower to address the mounting needs and demands of the economy.

As an immediate necessity that has arisen from the current scenario, the government is dedicatedly striving to initiate and achieve formal/informal skill development of the working population via education/vocational education/skill training and other upcoming learning methods. The skill development of the working population is a priority for the government. This is evident by the exceptional progress India has witnessed under the National Policy on Skills (2009) over the years. The objective of the policy is to expand on outreach, equity and access to education and training, which it has aimed to fulfill by establishing several industrial training institutes (ITIs), vocational schools, technical schools, polytechnics and professional colleges to facilitate adult leaning, apprenticeships, sector-specific skill development, e-learning, training for self-employment and other forms of training. The government therefore provides holistic sustenance through all its initiatives in the form of necessary financial support, infrastructure support and policy support.

In addition, the private sector has also recognized the importance of skill development and has begun facilitating the same via three key dimensions — non-profit initiatives, for profit enterprises and as a consumer. Currently, there are many skilling opportunities fashioned by the government, the private sector and collaboration between the two (PPP mode).

India has seen rapid growth in recent years, driven by the growth in new-age industries. The increase in purchasing power has resulted in the demand for a new level of quality of service. However, there is a large shortage of skilled manpower in the country. In the wake of the changing economic environment, it is necessary to focus on inculcating and advancing the skill-set of the young population of the country. India lags far behind in imparting skill training as compared to other countries. Only 10% of the total workforce in the country receives some kind of skill training (2% with formal training and 8% with informal training). Further, 80% of the entrants into the work-force do not have the opportunity for skill training. By 2022, India will need 500 million vocationally skilled young professionals. The Indian government has set a target to skill 500 million people by 2022. In a country where approximately 12.8 million people join the job market every year, how will the government skill the workforce? Govt. have put in place a 10-year plan to ensure that this target is met.

NIFA has now joined hands with Govt. of Rajasthan, Gujarat, Uttar Pradesh, Delhi and Govt. of India for executing the Government of India's, ambitious National Skill Building Program across India. NIFA has experience of over 16 years in vocational training & skills development.

SKILL DEVELOPMENT (OBJECTIVES)

Skills and knowledge are the driving forces of economic growth and social development of any country. They have become even more important given the increasing pace of globalization and technological changes provide both challenges that are taking place in the world. Countries with higher and better levels of skills adjust more effectively to the challenges and opportunities of globalization.

- ❖ **The quantitative dimension of the Skill Development challenge can be estimated by the following:**
- ❖ 80% of new entrants to workforce have no opportunity for skill training. Against 12.8 million per annum new entrants to the workforce the existing training capacity is 3.1 million per annum.
- ❖ about 2% of existing workforce has skill training against 96% in Korea, 75% in Germany

Objectives
- ❖ To propose a structured and pragmatic solution to address the lack of relevant skills amongst the current and potential workforce of India.
- ❖ To deliver a structured, sustainable and scalable framework to impart skills to the unemployed, underemployed, uncertified and un-benchmarked workers.
- ❖ To dovetail into a larger national framework of human resource development to meet the dynamic needs of industry and the economy.

SKILLS DEVELOPMENT (CENTRES):

NIFA is currently imparting Skills Development training across 15 residential and non – residential centers in various towns and cities of Rajasthan for implementing the Rajasthan Skills and Livelihood Development Corporations Skills Development programs. The company is also operating four Skills Development Centres in Delhi for implementing the SJSRY STEP UP program. In Gujarat the company is executing the Skills Development programs in four centres in major towns and cities. We are also starting the training in Uttar Pradesh across four centres for STEP UP SJSRY Program.

In the year 2013 -2014 NIFA has ambitious plans of opening 60 more Skills Development Centres across various states in India to further increase its presence and reach.

SKILL DEVELOPMENT (PROJECTS)

India's transition to one of the largest and fastest growing global economies during the last decade has been a remarkable phenomenon. In order for India to sustain and accelerate its growth trajectory, an environment for

sustained and continuous skill development of its workforce to address the employability gap has become a critical imperative.

India has 1.2 billion population that's expected to reach 1.48 billion by 2030. India will be the largest contributor to the global workforce, with working-age population (15-59) likely to swell from 749 million to 962 million over 2010 to 2030. By 2020, the average age in India will be only 29 years, compared with 37 in China and the United States, 45 in Western Europe, and 48 in Japan.

A young &dynamic workforce will steer India's economic growth in the next decade. While the young workforce is an indicator of our country's demographic advantage; corporate world continues to struggle to find skilled talent. According to different industry reports, as much as 40% of vacancies at the entry level don't get filled due to paucity of skilled manpower. Industry sectors across the board are facing shortage of skilled talent.

In Partnership with the Centre for Entrepreneurship Development Department of Government of Gujarat NIFA is setting up Skills Up gradation Centres in Industrial Areas of Gujarat.

NIFA IMPLEMENTS AN END- TO- END EMPLOYABILITY SOLUTION THAT INCLUDES:

- ❖ Grassroots level identification of beneficiaries.
- ❖ Youth mobilization and counseling.
- ❖ Training execution with more emphasis on Practical and On Job Training.
- ❖ Soft Skills Trainings to ensure proper employment and a sustainable livelihood.
- ❖ Assessment and Certification.
- ❖ Job Fairs and Industry Experts motivational seminars.
- ❖ Placement support and tracking.

SKILL DEVELOPMENT (SKILLING SECTORS)

NIFA has more than 16 years of experience in Vocational Training and Skills Development. The company also has rich experience in diverse sectors and has a mature Education Delivery System and an in-house curriculum and courseware development team that ensures that new sectors where placement opportunities are coming up are immediately researched and courses are designed and launched which ensures meaningful placements of the students where they are productive from day one.

NIFA IS CURRENTLY PROVIDING SKILLS DEVELOPMENT TRAINING IN THE FOLLOWING SECTORS THROUGH MULTIPLE COURSES:

- ❖ Banking & Accounting.
- ❖ Marketing & Selling.
- ❖ Retail Sales & Operations.
- ❖ Information and Communication Technology.
- ❖ Transportation, Logistics and Warehousing.
- ❖ Automotive Repair.
- ❖ Fabrication.

HIGHER EDUCATION:

In order to bridge the industry academia gap – NSDC has developed a unique model to integrate skill based trainings into the academic cycle of the Universities. These are based on National Occupational Standards set by industry through sector skill councils. The job roles offered are designed to be progressive in nature – from Level 5 – level 7 on National Skills Qualification framework. The key highlight of the model are as given below:

- ❖ Based on state skill gap report – identification of Sectors and job roles
- ❖ Development of implementation model and Integration into time table as per university norms
- ❖ Training of Trainers by Sector Skill Council
- ❖ Curriculum Alignment and Capacity Building workshops
- ❖ Student orientation sessions to take an informed choice of sector/job role based on career aspiration
- ❖ Standardized Training Delivery by NSDC Training Partners

❖ Internships and On- the – job Training
❖ Assessment and certification by Sector Skill Council
❖ Last Mile Employability and Entrepreneurship Opportunities for the students

NSDC is working with 21 Universities, UGC and AICTE catering to more than 1200 colleges and 400 community colleges across the country. Some of the organization include: NSDC funded training partners affiliated to respective SSCs are involved in imparting trainings to the students under these partnerships. The infrastructure is allocated by the respective colleges of the University. A project management team ensures monitoring and evaluation of ongoing trainings. Academia recognise the benefits of this model for integration of industry recognized skills with regular studies and post assessment the students receive industry endorsed and recognized certificate. To achieve skill based learning in schools and colleges, we should start working towards a holistic view of education that connects with employment and employability by adopting NSQF. Today, we are trying hard to plug-in the skill gaps or similar loopholes with short term training, polishing the students and preparing them for the industry. What is actually needed is an early stage appreciation of skills, adoption of quality and standards that are in line with the industry requirements.

"Rather than solely focusing on much sought after salary figures and high paying jobs as the goal of all education, we need to quickly address the root cause of skill deficit by promoting a learning culture and a curriculum that emphasizes on enhancing productivity, efficiency and performance. This can be a good starting point to convey the significance of skill based learning."

Thanks to LinkedIn our profiles have the option to display our skills in addition to our qualifications. Being an enterprise social networking platform, LinkedIn also enables skill endorsements. Job portals mention skills necessary for various job roles and levels. Most job advertisements also list down the skills that are mandatory or desirable for a particular job. Other than such instances, skills are emphasized in training programs. In fact, all training courses are expected to deliver on practical, hands-on, tangible outcomes. This is also commonly perceived as one of the ways of transforming theoretical knowledge into practical skills.

COMPLEMENT KNOWLEDGE WITH PRACTICAL EXPOSURE :

High school and college programs are predominantly knowledge-oriented. The practical components are limited to few subjects and they end up being laboratory assignments. Due to many constraints such as the examination and evaluation framework, students either don't get a chance to explore and experiment through skill building or they are not 'taught' that unless knowledge is balanced with application through practice, it will not get appreciated well. Since the Indian education system is still implemented as an end in itself, it needs to be balanced with learning hands-on to bring in the industry and job focus. This will bring the much-needed respect and dignity for manual skills. Otherwise, we will continue to churn our engineers and manager who may be well-versed in theories with little practical exposure.

" It may be difficult to award Degree and Diploma certificates that display our skill levels and proficiencies. But, it is not that difficult to introduce skill based projects and similar practical components that testify the students achievements in applying knowledge, coming up with innovative ideas and putting them to use. "

FOCUS ON INDUSTRY RECOGNITION OF KNOWLEDGE AND SKILLS

True, scoring in exams is most important! Perhaps, it is the only way to prove to the world that we have the right qualifications in different subjects. But, these marks and GPAs alone don't help us getting the right jobs. Again we are confronted with the gap between what the Degree or Diploma endorses and what is expected from the industry in terms of levels of accomplishments in various skills.

SKILL BASED LEARNING IN SCHOOLS AND COLLEGES FOR HOLISTIC LEARNING

Holistic learning is all about the right mix of knowledge and skills. It helps in improving our abilities and enhancing the competencies. We don't have the luxury to pursue education for its own sake. All of us want Degrees and Diplomas to get us well-paying, professionally satisfying jobs or prepare us for meaningful self-employment. This can be achieved only when there is awareness and respect for skill based learning in high schools and the options to mix and match vocational skills with popular subjects within the scope of the prescribed curriculum.

Awareness about skill-based, solution-centric learning can bring in a positive shift in making students aware of the actual job scenario through real work environment in the industry. If they don't learn early-on about how their formal education is going to help them get their dream jobs or the career they aspire for, they will never get an opportunity to realize their dreams. And, of course, skill are dynamic, we need to learn, unlearn and re-learn in order to upgrade as knowledge and technology changes and transforms the workplace requirements.

CONCLUSION:

The timing has never been better for using technology to enable and improve learning at all levels, in all places, and for people of all backgrounds. From the modernization of E-rate to the proliferation and adoption of openly licensed educational resources, the key pieces necessary to realize best the transformations made possible by technology in education are in place. Educators, policymakers, administrators, and teacher preparation and professional development programs now should embed these tools and resources into their practices. Working in collaboration with families, researchers, cultural institutions, and all other stakeholders, these groups can eliminate inefficiencies, reach beyond the walls of traditional classrooms, and form strong partnerships to support everywhere, all-the-time learning. Although the presence of technology does not ensure equity and accessibility in learning, it has the power to lower barriers to both in ways previously impossible. No matter their perceived abilities or geographic locations, all learners can access resources, experiences, planning tools, and information that can set them on a path to acquiring expertise unimaginable a generation ago.

22. SKILL DEVELOPMENT PROGRAMMME IN SCHOOLS AND COLLEGES

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ABSTRACT

In the changing world scenario with regard to industry and the job market, there is now an overpowering need for skilled workers. However, the definition of 'skill' in India, and the world in general, has also changed over recent years. India is relatively young as a nation with around 28 million youth population being added every year. More than 50 per cent of its population is below the age of 25 and more than 65 per cent are aged below 35. In 2020, the average age of an Indian will be expectedly 29 years, while it will be 37 for China and 48 for Japan. About 90 per cent of employment opportunities require vocational skills. Only 20 per cent of our graduates get employed. The rest are unable to get suitable employment due to the lack of employable skills. In the present context of globalization, the demand for skilled and multi skilled workers has increased. Therefore in the context of developing countries, such as India, there is a critical need for quality skill development and training. Today's world is one marked by constant change, innovation, and upheaval in virtually all sectors of life. The labor market is no exception, and workers today are faced with many changes and challenges they must tackle. The increased globalization of the world means that workers are often transitory and mobile, moving from region to region and country to country either in pursuit of employment or as part of their employment. Technology continues to create new career opportunities and transmit innovative business ideas around the world. Technology is creating constant change, particularly in the agricultural, manufacturing, and business industries, and workers of today must be flexible and constantly learning in order to stay competitive.

INTRODUCTION

In general, apart from the core subject expertise, some of the prominent employable skills that employers seek are:

communication skills (verbal and written), commercial awareness, attitude towards work, lifelong learning, self-management, teamwork, problem solving, initiative, self-motivation, adaptability, stress management, creativity, interpersonal sensitivity, Technology/it skills.

VARIOUS WAYS TO CARRY OUT SKILL DEVELOPMENT AT SCHOOL LEVEL:

At school level, there must be options available for skill development courses and they must be provided in the secondary stage of schooling

- Many more courses in fields such as Hospitality and Tourism, Handicraft, Healthcare, Textiles, Photography, IT, Retail, Banking, Insurance can be added that would interest students to learn from
- For instance if a student opts for healthcare , he could learn to be a blood-collection expert and later can add further courses to become full-fledged pathology technician or nurse
- The pedagogy has to be practical; learning can be enhanced through field visits, e-learning, industry driven projects, digital or video inputs and so on.

IMPORTANCE OF SKILL TRAINING YOUNG STUDENTS EVEN BEFORE THEM GRADUATE HIGH SCHOOL:

- Considering the Indian population, there is an acute need for training the young workforce, just to shape them in a better way
- In today's scenario there are ample opportunities that one can choose from and excel in. However, the Indian thought process is more clued on to the typical traditional academic streams and careers in the field of engineering, medicine, accounts, MBA etc
- There have been numerous instances where a student is pushed in to a particular field due to parental/peer pressure only to realize at a later stage in life about his/her passion or calling in life and to start all over again from scratch
- Introduction to skill training at a young age will by all means give the student an opportunity to explore various options and accordingly, narrow down on a vocation of his/her liking.
- There are also those set of students who are not able to cope with main stream education. This could be because of economic reasons or academic in-capabilities. So what are the options available to them, such that they lead a dignified life without being exploited or being vulnerable? Introducing skill training at a young age will go a long way in directing these students to opportunities that will have a larger impact on the general fabric of the workforce in this country
- Apart for these, introducing students to some of the employable skills mentioned above will also help them prepare and adapt to real work situations without much effort. It will ease the transition phase from being a student to being a professional.

EVOLUTION OF SKILL TRAINING IN SCHOOLS ACCORDING TO THE LEARNER'S AGE:

The employable skills apart from the core skills as mentioned above should be introduced to school students from an early age of 6-7 years onwards in an incremental manner.

- ➢ **Primary school** (classes 1 to 5) (age 6 to 11): Communication skills, attitude, adaptability and IT skills
- ➢ **Middle school** (classes 6 to 8) (age 11 to 14): Above skills plus self-management, teamwork, creativity
- ➢ **Secondary education** (classes 9 to 10) (age 14 to 15): Above skills plus stress management, self-motivation
- ➢ **Upper secondary** (classes 11 to 12) (age 16 to 17): Above skills plus initiative, interpersonal sensitivity

- ➢ **Higher education** (graduation or professional programmers): Above skills plus commercial awareness, problem solving, lifelong learning.

FACTORS IN THE INDIAN EDUCATION SYSTEM THAT PREVENT SKILL DEVELOPMENT OF STUDENTS:

- In my view, the Indian education system puts maximum emphasis on bookish knowledge. Hence, when an individual graduates, he/she struggles to apply this knowledge in the real life scenario
- From primary to upper secondary, the subjects covered in the school curricula are the languages (mother tongue/regional/foreign), mathematics, science and technology, social science, art education, physical training etc. It will be observed that the curricula do not cover components of employable skills nor is there any option to introduce students to different vocations
- The Indian education system does not consider the component of skilling in its curriculum. The option of vocation education is limited to certain boards, which do not cater to the larger target audience. In India there are different boards that follow different systems/curriculum.

SKILL DEVELOPMENT IN INTERNATIONAL COUNTRIES:

In most developed international countries, students are introduced to formal skill development at age 16 onwards i.e. at upper secondary level onwards.

- The education systems in these countries also provide for opportunities to students to move laterally and vertically to achieve their academic aspirations in main stream education
- Germany, Switzerland, USA, Singapore, Japan and Sri Lanka and the Scandinavian Countries have a comparatively well-established vocational track

CONCLUSION

Education is the single most important instrument for social and economic transformation. A well educated population, adequately equipped with knowledge and skill is not only essential to support economic growth, but is also a pre-condition for growth to be inclusive since it is the educated and skilled people who stand to benefit most from the employment opportunities which growth provides. Skills and knowledge are the driving forces of economic growth and social development for any country. Countries with higher and better levels of skills adjust more effectively to the challenges and opportunities of world of work. As India moves progressively towards becoming a 'knowledge economy' it becomes increasingly important that the country should focus on advancement of skills and these skills have to be relevant to the emerging economic environment.

23. SKILL DEVELOPMENT LANDSCAPE IN INDIA

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INTRODUCTION

One of the questions that keeps coming back in most of the discussions with my younger team members is about why we don't talk about skill based learning in schools and colleges in India. And, when such questions are debated and discussed by a bunch of youngsters who are on the threshold of jobs and careers, it brings in refreshingly different perspectives to understand the gap between formal educational qualifications (Degrees, Diplomas) and job requirements (practical knowledge, skills). It also aligns our career goals through systematic preparation, practice and professional outlook, in a proactive way.

To achieve skill based learning in schools and colleges, we should start working towards a holistic view of education that connects with employment and employability. Today, we are trying hard to plug-in the skill gaps or similar loopholes with short term training, polishing the students and preparing them for the industry.

What is actually needed is an early stage appreciation of skills, adoption of quality and standards that are in line with the industry requirements.

SKILL DEVELOPMENT LANDSCAPE IN INDIA

India is one of the few countries in the world where the working age population will be far in excess of those dependent on them and as per the World Bank, this will continue for at least three decades till 2040. This has increasingly been recognized as a potential source of significant strength for the national economy, provided we are able to equip and continuously upgrade the skills of the population in the working age group.

If India wants to become a manufacturing-hub, given its requirement for employment generation to reap the demographic advantage; it must focus on skill development instead of present education system. Since, India's education system has been skewed in favour of formal education focusing on academics; it has done well in services/tertiary sector. As this sector is the most important recipient of formally educated work-force. Manufacturing processes, on the other hand, does not require academic skills to that extent, for majority of work-force. As a result, the people employed in this sector are either uneducated or unskilled as low-end firms can't afford college graduates; or they are over-educated and yet unskilled at the task required, in case of firms that can pay. The education required for manufacturing is very basic that enables a person to read and understand instructions and make basic calculations; while the skills actually required vary from painting, welding, polishing, assembling, packaging, and equipment handling, among others. Thus, a complete overhaul of the existing education system is required.

In recognition of these needs, the Government of India has adopted skill development as a national priority over the next 10 years. The Eleventh Five Year Plan detailed a road-map for skill development in India, and favoured the formation of Skill Development Missions, both at the State and National levels. To create such an institutional base for skill development in India at the national level, a 'Coordinated Action on Skill Development' with a three-tier institutional structure consisting of the PM's National Council on Skill Development, the National Skill Development Coordination Board (NSDCB) and the National Skill Development Corporation (NSDC) was created in early 2008.

THE MAIN FUNCTIONS OF THE PM'S NATIONAL COUNCIL ON SKILL DEVELOPMENT ARE AS UNDER:

- To lay down overall broad policy objectives, financing, and governance models and strategies relating to skill development.
- To review the progress of schemes and guide on mid-course corrections, additions, and closure of parts or whole of any particular programme/scheme.
- Coordinate Public Sector / Private Sector Initiatives in a framework of collaborative action.

The NSDCB coordinates the skill development efforts of a large number of Central Ministries/Departments and States. The National Skill Development Corporation (NSDC) is a Public Private Partnership, set up to catalyze the setting-up of large scale, for-profit sustainable vocational institutions in the country, by encouraging private sector participation and providing low-cost funding for training capacity. In addition, it is expected to fund supporting systems such as quality assurance, labor market information systems and train-the-trainer facilities. Thus, the three-tier structure together facilitates implementation of skill development on the ground through three main channels - central ministries, the state governments, and private and public training organizations.

In the Central Government, around 20 Ministries are closely involved in skill development. These ministries mainly operate in one of two ways - through setting up own training capacity in specific sectors or through providing per-trainee costs of training for specific target populations. Most State Governments also have set up State Skill Development Missions as nodal bodies to anchor the skill development agenda in the State. SSDMs are expected to play a significant role in escalating the pace of skilling, through identification of key

sectors for skill development in the State, as well as coordinating with Central Ministries and State Line Departments, as well as industry and private training organizations. Each State has adopted a structure of SSDM that best suits the local environment and the State vision for skill development. While some States have elected to form the SSDM as a Society or Corporation under the Chief Secretary or Chief Minister, others have housed it under relevant Departments such as Labour, Human Resource Development, or Planning. Many states are starting to set year-wise targets for skill development, specifying the state budgetary allocation, and complementing Government efforts by encouraging private investment.

ISSUES AND REFORMS NEEDED IN SKILL DEVELOPMENT IN EDUCATION SYSTEM

The current education system does not focus on training young people in employable skills that can provide them with employment opportunities. Today, a large section of India's labor force has outdated skills. With current and expected economic growth, this challenge is going to only increase further, since more than 75% of new job opportunities are expected to be 'skill-based.' Framework for the creation of an efficient education delivery model should include:

• **Availability:** The capacity of just over four million a year needs to be upgraded substantially in order to meet the targeted skill requirements till 2022. There exist a significant mismatch between the massive populace of unemployed youth and existing vacancies, which leads to low employability quotient of people. It is therefore a critical step to focus on the needs of both learners and the labor market in order to make the requisite kinds of skills available by forging partnerships between public administrators, suppliers of educational services, industry, and civil society. The availability of both physical infrastructure and human resource to impart skill-based training forms the basic requirement of a learner, which should be addressed in an effective manner.

• **Accessibility:** The accessibility of skill-based training faces a huge challenge on account of India's large geographical territory, difficult terrain and varying social economic conditions. Some of the states have limited access to such training. As a result, the population comprises a large unskilled workforce. Significant disparities exist across states in terms of socio-economic factors such as education levels, income levels, and industrial growth, etc. A significant portion of the population below the poverty line cannot afford even basic amenities, leave aside education and training. It is important that there is a focus on the informal sector, which reaches out to the people and livelihood promotion institutions.

• **Adaptability:** The economic growth over the years has only brought forth the shortcomings of skill development processes. Learners require a national vocational qualification framework that offers vertical mobility for those pursuing skills and enables learners to shift from skill-based training to academics and vice versa. They need a clear vocational qualification framework for competency standards, affiliation and accreditation. The required framework will integrate skill training with academic standards. A more formalized structure for vocational training will also help elicit greater respect and acceptability for this initiative among the beneficiaries and the society at large.

• **Acceptability**: The skill development programs being imparted to learners should meet their needs in terms of quality of infrastructure (ICT and physical infrastructure), pedagogy and skill delivery methods. The current education system does not lead to trained young people in employable skills who are open to immediate employment opportunities. With current and expected economic growth, this problem is expected to aggravate as more than 75% of the new job opportunities are expected to be skill-based. As a result, there is a need to develop an advanced curriculum framework derived from industry best practices. It is equally critical to use these upcoming and widely used learning approaches to design skill development programs in order to train learners with what is relevant and not obsolete.

a) **In industry sector:** Many firms provide on-job training to their workers. This may take different forms: one, the workers may be trained in the firm under the supervision of a skilled supervisor; two, the workers may be sent for off-campus training. In both these cases firms incur some expenses. Firms will, thus, insist that the workers should work for a minimum-specific period of time, after their on-the-job training, during which it can recover the benefits of the enhanced productivity owing to the training. But the retention ratio is low thus private and Industry Participation in skill development is lacking. There are no incentives for private players to enter the field of vocational education. Present regulations are very rigid. In-service training is required but not prevalent today. There is no opportunity for continuous skill up-gradation. There is a lack of experienced and qualified teachers to train students on vocational skills.

b) **Low women participation:** Women participation in vocational education and training is especially low as compared to men. There are a few reasons constraining interest/participation may be social and cultural norms and family responsibilities. Women also tend to become discouraged due to such family and social pressures, especially in rural areas. Therefore, in order to increase enrolments, the combined efforts with local NGOs and Panchayats on informing women and their families on the advantages of vocational education, which may lead to employability, is very important. Specifically, women should be targeted by explaining how inculcating income-generating skills and activities within them would subsequently lead to improving their social and economic status.

CONCLUSION

Skills and knowledge are the driving forces of economic growth and social development for any country. Countries with higher and better levels of skills adjust more effectively to the challenges and opportunities of world of work. As India moves progressively towards becoming a 'knowledge economy' it becomes increasingly important that the country should focus on advancement of skills and these skills have to be relevant to the emerging economic environment.

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24. TRENDS OF 21st CENTURY SKILL DEVELOPMENT PROGRAMMES
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ABSTRACT:

This paper is based on 21st century skill development programmes. India is today one of the youngest nation of the world. In India, education plays a vital role to build skill-based society of the 21st Century. It is the quality of education that decides the quality of human resources of the country. The purpose of the present paper is to know the status of contemporary education with respect to skill development program such as learning and

innovation and skills, digital Literacy skill and life and career skills. Indian Government has suggested some policies like national council on skill development. Private sectors also involve the skill development programmes. **keywords:** Skill based society, Human resources, Contemporary education and Digital literacy skill.

INTRODUCTION:

As India targets to becoming a global economic powerhouse, it needs to equip its workforce with employable skills and knowledge to make India a developed economy. India is today one of the youngest nations in the world with more than 62% of the population in the working age group (15-59 years), and more than 54% of the total population below 25 years of age. As compared to western economies where there is a burden of an ageing population, India has a unique 20–25 years window of opportunity called the "demographic dividend.", means India has a higher proportion of working age population. In India, education plays a vital role to build skill-based society of the 21st Century.

21ST CENTURY SKILLS:

21st Century Skills are the set of skills students need to succeed in learning, work and life in this century. To ensure success, students need both deep understanding of the major principles and facts in core subjects (such as math, language, arts, science, history, etc.) and also be able to apply this knowledge to important contemporary themes (such as global awareness, financial, health and environmental literacy, etc.) using a variety of skills, such as:

Learning and Innovation Skills (critical thinking and problem solving, creativity and innovation)

Digital Literacy Skills (information, media and technology literacy); and

Life and Career Skills (initiative and self-direction, leadership, adaptability, etc).

TRENDS ABOUT 21ST CENTURY EDUCATION

➢ Trends are occurring in education in both developed and developing nations, at the primary, secondary and tertiary levels as well as in adult education regardless of whether the education is public or private on every continent of the world. Some main trends have emerged like

➢ Make use of ICTs

➢ New experiments,

➢ Flipped classroom,

➢ Extreme learning,

➢ User generated content,

GOVERNMENT'S ROLE IN SKILL DEVELOPMENT:

➢ Government gave priority to Skill development in Twelfth Five Year Plan. The government plans to set up sector skill councils to prepare standards required for training programs. The industries are also proactively taking steps to partner with the government and reduce the skill gap. The government has doubled the allocation of funds for skill development under the National Skill Development Fund (NSDF) by INR10 billion in the Union Budget 2012–13. The total corpus of funds has been increased to INR25 billion.

- Prime Minister's National Council on Skill Development
- National Skill Development Co-ordination Board
- National Skill Development Corporation (NSDC)
- National Council for Vocational Training (NCVT)

The policy also lays down special emphasis on skill development for the unorganized sector. The policy provides for having a separate institutional mechanism to plan, implement and monitor the skill development for

the unorganized sector Recently, government has passed the amendment to the existing act known as 'Apprentices (Amendment) Bill, 2014' to increase the number of skilled man power and provide industries with flexibility to hire apprentices as well as improve stipends specified to them. According to the Bill, the industry will have 2.5-10 percent of the total work force as apprentices Prime Minister Narendra Modi in June 2014 announced the creation of a first-ever separate Ministry of Skill Development and Entrepreneurship to promote entrepreneurship and skill development

PRIVATE SECTOR'S ROLE IN SKILL DEVELOPMENT

The private sector has increased its presence in the field of vocational education in India. Unemployment and underemployment are two of the most serious development problems currently being faced by the country. The equality vocational education and training courses for the learner can solve this problem. The private sector can contribute to supplement infrastructure, facilities, technology and pedagogy. There are several roles that the private sector plays in this domain, namely, as a consumer of skilled manpower, as a non-profit facilitator of quality knowledge or as a for-profit enterprise providing education. The government did create a National Skill Development Corporation (NSDC) in 2010. But the so-called public-private partnership that NSDC was intended to be (with 49% shares being contributed by the government of India, and 51% shareholding from ASSOCHAM, CII and FICCI) fizzled out early. NSDC has remained almost entirely government-funded.

NEEDS OF 21ST CENTURY EDUCATION SKILLS

These skills are vital for everyone's success in our times, and global competition, increased access to technology, digital information and tools are only increasing the importance of these 21st century knowledge-and-skills. Today, every student requires 21st century skills to succeed. Employers the world over say that recently hired workers, including postsecondary graduates, are ill-prepared in a number of basic knowledge areas and in many of the key skills for successful work in the 21st century. A number of leading education thinkers, such as Sir Ken Robinson, Daniel Pink, Howard Gardner (Harvard), Richard Murnane (Harvard) and Edgar Morin (UNESCO), agree that these skills are now critical for a country's economic success and advocate the learning of these skills as part of everyone's education.

CONCLUSION:

There are many reason to people improve the skill developmental programs. These might include such outcomes a job improvement, self-confidence, continuing one's education, civic engagement or participation in other aspects of social life, a vocational engagement in literate activity, and so on. The trends of education such as Uses of ICTs, New experiments, flipped classroom and extreme learning are used to develop the skills of current generation peoples. The Government and private sectors also provide some policies. It helps to develop the skills.

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25. IMPORTANCE OF STREAMLINING THINKING SKILL AMONG SCHOOL STUDENTS

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ABSTRACT

Academic scenario of today witnesses the gauge of intelligence by means of scores and products alone. It doesn't care whether the learner has really comprehended it or not. Memorising and reproducing skills are given utmost importance in schoolsneglecting the essence of education. Education means development of various skills. 21st century pedagogy requires the learner to construct knowledge with the aid of the facilitator. The best way to construct knowledge is to make the learner ask questions to himself and arrive at the solutions for the problems given to him or in other words give space and time for the learner to 'think'. Development of Thinking Skill is the order of the day. Thus through this paper the author gives the importance of developing Thinking Skill among the school children. She also recommends utilizing this skill at the school level to shape a learned generation fit to face the challenges of the era.

INTRODUCTION

Education is a lifelong process which starts from the womb of the mother to the tomb. It means development of various skills.21st century students don't want their teachers to teach what this is and what that is. For them it is the recurrence of what they have experienced by themselves earlier through various sources. Thus most of the time classroom teaching becomes monotonous and the teacher becomes a laughing stock in front of the students. Time for a complete shift has arrived. Time is such that we need to answer the queries raised by the students in the classroom. So, the teacher needs to be well equipped in developing various skills of the time and bring about contentment in her students.

The objective of learning is constructivism. That is the essence of contemporary learning. The learner constructs knowledge in the classroom thereby curbing the role of a teacher to a facilitator.The teacher needs to pave way for the construction of knowledge. He or she has to throw questions thereby leading the students to find the solution. By asking questions such as theWh- questions the facilitator is encouraging the children to think. They create an environment where everyone is encouraged to participate, understand one another's point of view and share responsibility. Hence a facilitator's job is to make her students to think and teach them how to think.

WHAT IS THINKING?

Thinking is a skill. It is a mental and conscious activity.The thinking process occurs in the cerebral cortex of the brain which is responsible for the consciousness of mind to think about ourselves. It helps to resolve doubt about what to do and what to believe. Thinking about what to do is decision making, and thinking about what to believe is part of learning.Thinking is directed and results in behaviour that solves a problem or is directed towards a solution. Thinking can be made overt by using a technique called Think-Aloud.

THEORIESON THINKING

Various theoretical viewpoints have been put forward by different psychologists from time to time to explain the nature, mechanism and development of thinking. Some of them are:

- **Behaviouristic learning theory:** According to this theory, thinking behavior is learned or acquired in much the same way as other modes of behavior, interests, attitudes, knowledge and skills etc. J.B Watson, an associationist, opined that there is association between the movements of one's tongue or vocal cords with one's thoughts, as an S-R mechanism, the response, an outcome of one's thinking is the product of the associated stimuli. The stimulus thus generates the process of thinking. The same stimuli generate the same type of thought and the organism thus becomes conditioned.

- **The gestalt and holistic theory:**This theory emphasized the importance of the organization of the perceptual field in the process of thinking leading to problem solving behavior. According to it, thinking behaviour is always purposeful and goal oriented. While thinking, one gets to look at the whole field or context in which the thinking is occurring. With this wider perception, one is set for the reorganization and restructuring of the perceived field for an optimal solution of the problem in hand. The acts of such restructuring or reorganization of the perceptual filed belong to the process and product of thinking.

- **Piaget's development theory:** Piaget tried to provide a satisfactory explanation on the development of thinking in man through the successive stages of cognitive development: the sensory- motor, pre-operational, concrete operational and formal operational stages. At the sensory -motor stage (up to 2 years) a child's behavior exhibits more sensory –motor activities than the mental manipulation of objects. At the preoperational stage (2 to 7 years), the child begins to use words and symbols for representing things and events. At the concrete operational stage (7 to 11 years) he begins to think logically. The formal operational stage (12 years and after) is the last stage of one's cognitive development. The thinking at this stage is characterized by the development of the ability to think in abstract terms, test hypotheses and deal with problems that are not physically present in the environment. It is, in fact, the highest stage of intellectual functioning, the stage at which one's thought processes are said to be functioning to the maximum at the most advanced level.

WHY THINKING SKILLS?

Scores of research studies have proved the efficacy of the utilization of thinking skill in various disciplines. **Salmon, Angela K.; Lucas, Teresa (2011)**in their study showed the result that the children whose teachers were strong in implementing the Visible Thinking approach advanced their conceptions about thinking after being exposed to the Visible Thinking ideas.**Ortlieb, Evan; Norris, Megan (2012)**proved that the utilization of think-aloud as a during-reading activity significantly increases a student's comprehension of science concepts.Findings provide relevant information about employing think-aloud as an instructional tool for teachers in the primary grade levels.

The present academic scenario is that it gauges the scores obtained by student after reproducing what he /she has memorizedwithout even taking into account whether the student has really comprehended what he/she has learnt in the classroom. It measures only the memorizing and reproducing capacity of a student. It will in no way help a student to handle a situation in another context.

Thinking (Cognition) and thinking about thinking (Metacognition) allows one to better manage one's own learning and take an active rather than passive role in the assimilation process.It allows the students to solve problems,make decisions, ask questions, construct plans, evaluate ideas, organize information and create objects.Ifthe brain of the learner is active during learning a concept unlike in the teacher-centered learning, then the level of comprehension will be more because the lessons become interesting.John Dewey states "the processes of instruction are unified in the degree in which they center on the production of good habits of thinking" (as cited in Kennedy, Fisher, & Ennis, 1991, p.11). Dewey maintains that the curriculum should be built on reflective thinking, a position reinforced by Russell Bertrand (Hare, 1999).

One of the best strategies to develop thinking skill within the framework of constructivist learning is to encourage the students to ask questions themselves. Asking appropriate questions activates the metacognitive skills of students (Hacker and Dunlosky, 2003). Effective questioning triggers the thinking process and stimulates imagination thereby contributing to problem solving.Thinking process is not visible. If required, the teachers can ask the learner to think it aloud (Think Aloud) so that the process is visible to the teacher. The teacher can thereby correct and guide the learner to achieve the desired behavior.

CONCLUSION

The future of the world is in the hands of people who know to think and solve the immediate problem. The necessity is to prepare a generation who think clearly and skillfully. This preparation has to start right from the beginning of schooling when the child is in the process of cognitive development. It is essential for the educators of the 21st century to build a strong culture of learning communities to meet the need of the hour.

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26. BENEFIT IN SKILL DEVELOPMENT FOR SCHOOL STUDENTS
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ABSTRACT

Skill development is the process of identifying your skill gaps, and developing and honing these skills. An ability and capacity acquired through deliberate, systematic, and sustained effort to smoothly and adaptively carryout complex activities o job functions involving ideas (cognitive skills), things (technical skills) and people (interpersonal skills).This paper explain about the importance of skill development for school students and it also explain about the benefit their well get after developing their skills. Some of the skills like communication skill, team work, creativity, digital literacy, emotional intelligence, employability skill, leadership, self-motivation, commercial awareness. These skills are developing student skill give a braveness to face any problems directly.
key words: Skill development, leadership, communication

INTRODUCTION

Skill Development means developing yourself and your skill sets to add value for the organization and for your own career development. Fostering an attitude of appreciation for lifelong learning is the key to workplace success. Continuously learning and developing one's skills requires identifying the skills needed for mobility at Cal, and then successfully seeking out trainings or on-the-job opportunities for developing those skills.

- **70%** of development should come from **on-the-job activities and action learning**. This can include development experiences like managing a project, serving on a cross-functional team, taking on a new task, job shadowing, job rotation, etc.
- **20%** of development should come from **interactions with others**. This includes having a mentor, being a mentor, coaching, participating in communities of practice, serving as a leader in a staff organization, etc.
- **10%** of development should come from **training**, including classes, seminars, webinars, podcasts, conferences, etc

SKILL DEVELOPMENT PROGRAM

Skill development is the process of identifying your skill gaps, and developing and honing these skills. It is important because you skills determine you ability to execute you plans with success. An ability and capacity acquired through deliberate, systematic, and sustained effort to smoothly and adaptively carryout complex activities o job functions involving ideas (cognitive skills), things (technical skills) and people (interpersonal skills). Camp can provide an excellent experience for your child to learn and develop. According to the Search Institute, young people have seven developmental needs: Physical Activity, Competence and

Achievement, Self-Definition, Creative Self-Expression, Positive Social Interactions, Structure and Clear Limits, Meaningful Participation. The camp experience is uniquely positioned to provide all of these developmental needs for children. Consider camp as the perfect partner to family, school, and community youth activities in helping your child learn independence, decision-making, social and emotional skills, character building and values - all in an atmosphere of creativity and enrichment under the supervision of positive adult role models.

BENEFITS OF THE SCHOOL PROGRAM FOR STUDENTS:
- ❖ Prepare students for the challenges of the 21st century through academic, career, and personal/social development.
- ❖ Relates educational program to future success.
- ❖ Facilitates career exploration and development.
- ❖ Develops decision-making and problem solving skills.
- ❖ Assists in acquiring knowledge of self and others.
- ❖ Enhances personal development.
- ❖ Assists in developing effective interpersonal relationship skills.
- ❖ Broadens knowledge of our changing world.
- ❖ Provides advocacy for students.
- ❖ Encourages facilitative, co-operative peer interactions.
- ❖ Fosters resiliency factors for students.
- ❖ Assures equitable access to educational opportunities.

EMPLOYABILITY SKILL DEVELOPMENT

The Employability Skills Development course takes an activity-based approach to raising learners' awareness about employer expectations and the working environment. Developed in response to an increasing national focus on work-related learning, it will meet the needs of providers looking for a programme of activities to support learners in preparation for vocational training, for achieving an employability qualification, or for getting a job. The Employability Skills Development resources support teaching and learning; they aim to improve learners' knowledge and understanding of the workplace. The Employability Skills Development course may be used by learners aged 14+ in school or college settings, or by learners participating in work-related programmes in a variety of other contexts. The activities are generic and can therefore be adapted to reflect the vocational interests of a range of users.

USES OF SKILL DEVELOPMENT

Education has traditionally focused on the basic of **reading, writing and arithmetic**. However, as the ever increasing pace of technological innovation drives changes in the world, educators must re-evaluate whether the skills teach for students about the best opportunities to succeed in school, the workforce, and in life overall. Some of skill development item are,

LEADERSHIP

Student leadership is about recognising the importance of honesty and empathy toward others, including others' needs and safety. It is also concerned with practicing leadership, self-regulation, and the responsibility to improve lifestyle and careers. The common theme runs through most modern theories, which is that leadership is no longer necessarily about powerful individuals directing others. Rather, it is about fostering collaboration, working towards common goals, and acting as a leader in any role assumed, regardless of whether it meets the classical definition of a leader.

DIGITAL LITERACY

Digital literacy is about developing the skills to discover, acquire and communicate knowledge and information in a globalised economy, whilst using technology to deepen learning through international collaboration. Going along with this, creatively incorporating digital learning into lesson plans and maintaining student interest is also highly important. Strategies could include things that many educators may have never considered, such as utilizing Skype, texting, Twitter, or possibly even games

COMMUNICATION

Communication and collaboration are about fostering effective communication through actively listening to and engaging with others in diverse, multilingual environments and through non-verbal communication. They are concerned with developing the ability to work in diverse international teams, including learning from and contributing to the learning of others Communication is the process by which information is exchanged between individuals. It requires a shared understanding of symbol systems, such as language

EMOTIONAL INTELLIGENCE

Defines of emotional intelligence (EI) as "a type of social competence involving the ability to monitor one's own and others' emotions, to discriminate among them, and to use the information to guide one's thinking and actions."Many educators already implement strategies to promote emotional intelligence, with "Social Emotional Learning" or SEL being perhaps the best regarded. Overall, emotional intelligence provides a strong support to a well-balanced student. Educators would be remiss to neglect this aspect of growth and development, particularly given the wealth of scholarly research and guidance readily available on the internet regarding the topic. Together with communication, emotional intelligence is essential in building and maintaining relationships in both the classroom and the workplace.

PROBLEM-SOLVING AND TEAM-WORKING

Of all the skills discussed, problem solving and team-working are the most closely aligned with traditional educational methods. This does not however mean that there are not innovative methods of involving problem solving and team-work in curricula. Perhaps most importantly, rather than seeking out problem solving projects that are exceptionally difficult in one way or another, or where team-work is simply a method for educating a larger group more efficiently, look to create projects where the solution will require a the use of all the skills mentioned, with problem solving and team-working skills being improved organically while acting as a nexus for the entire classroom to develop.

CONCLUSION

Developing skills begins with assessing which skills are important for your desired career development. Read about career skills in the self-assessment section of this website. Speak with your supervisor or manager and other career mentors to identify the types of skills that will help move you forward in your career. So skill development program will helping student ability, capacity and talent generation of in our world.

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27. பள்ளி மற்றும் கல்லூரிகளின் திறன் மேம்பாட்டுத் திட்டங்கள்.
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பொதுவாக இன்று நம் நாட்டில் மக்களின் மேம்பாடு, முன்னேற்றம் வளர்ச்சி என்று விவாதிப்பதை விட அதிகமாக விவாதிக்கப்படுவது அரசியல். எதிலும் பேசுவதில் தான் அனைவருக்கும் ஆர்வம் ஊடகங்களும் அதில்தான் ஆர்வம் காட்டுகின்றது. மக்கள் பிரச்சனை என்பது பொருளாதாரம் போல் வளர்ந்துவருகிறது. சிக்கல்கள் நிறைந்ததாகவும் மாறிவருகின்றது. வளர்ந்து வரும் பிரச்சனைகளுக்குத் தீர்வுகாணும் சக்தியை

அரசாங்கங்கள் இழந்து வருவதை நாம் இன்று பார்த்து வருகின்றோம். அதன் வெளிப்பாடுதான் ஜல்லிக்கட்டுபோராட்டம் மற்றும் நெடுவாசல்.ஆட்சியாளர்கள் அரசியல்வாதிகள் மக்களின் நம்பிக்கையை இழந்துவருகின்றனர். நம்பிக்கையைமட்டும் இழக்கவில்லை, மரியாதையையும் இழந்துவருவதை நம்மால் பார்க்கமுடிகிறது. எந்த அரசியல்வாதியும் தனியாகச் சென்றுமக்களைச் சந்திக்கும் சூழ்நிலை இன்று இல்லை. எந்தக் கட்சியைச் சார்ந்தவராக இருந்தாலும் அவர்களை மக்கள் அறுவருப்பாக பார்க்கக்கூடிய இன்றைய சூழல் மிகவும் ஆபத்தானது. இதை நம் அரசியல்வாதிகளும் ஆட்சியாளர்களும் உணர்கின்றார்கள் என்பது கேள்விக்குறியாக உள்ளது.

சமீபத்தில் நம் கல்வித்திட்டத்தைப் பற்றி ஆய்வு செய்து ஓர் அறிக்கைவெளியிட்டிருக்கின்றது. ஜெர்மானிய நாட்டுநிறுவனம் ஒன்று இந்த ஆய்வு அறிக்கை நம் நாட்டிற்கு இருக்கும் வாய்ப்பையும் அதைப் பயன்படுத்தாமல் போனால் வரும் ஆபத்தையும் படம் பிடித்துக் காட்டுகிறது. ஒரு காலத்தில் உயர் குடிமக்களுக்காகத்தான் இருந்த உயர்கல்வி இன்று யாருக்கு வேண்டுமானாலும் சாத்தியப்படக்கூடிய ஒன்றாகமாறி உயர்கல்வி வளர்ச்சி பிரமிக்கதக்கவையாக உள்ளது என்பதைப் படம் பிடித்துகாட்டும் போது இந்தியாவில் உயர்கல்வி அடைந்துள்ள அரசு வளர்ச்சி உலகைவியக்கவைத்துள்ளது. அதே நேரத்தின் இந்த அறிக்கைநம் நாட்டில் உயர்கல்வி அடைந்துள்ள வளர்ச்சி என்பது ஒரு சிக்கலை நோக்கிச் சென்றுகொண்டிருப்பதையும் படம் பிடித்துக் காட்டுகிறது. ஏனென்றால் கல்வித்துறை வளர்ந்து வேகம் கல்வி நிறுவனங்கள் எண்ணிக்கை இரண்டுமே பிரச்சனைகளையும், சிக்கல்களையும் உருவாக்க வல்ல தன்மைகளைக் கொண்டவை.

இதை யாரும் மறுக்க இயலாது. அடுத்து இப்படி வளர்ந்து வேகமும் எண்ணிக்கையும் சிக்கலைக் கொண்டுவரும் போது இந்த வளர்ச்சியில் பங்கெடுத்த தனியார் நிறுவனங்கள் கொண்டுவந்து சிக்கல்கள் ஏராளம். எனவே உயர்கல்வி வளர்ச்சியின் வேகமும், எண்ணிக்கையும் தனியாரின் பங்களிப்பில் வந்த பிரச்சனைகளைக் கவனத்தில் எடுத்துக் கொண்டுசரியாககோணத்தில் முடிவுகள் எடுத்து சரி செய்யப் பட்டிருக்கவேண்டும். ஆனால் கடந்த ஆண்டுகளில் அது நடைபெறவில்லை நம் நாட்டின் வளர்ப்பில 'காட்ட வேண்டிய ஆர்வம் காட்டப்படவில்லை. அது பேச்சளவில் மட்டுமே இருந்துவருகின்றது. திறன் வளர்ப்புக் கல்விக்குத் தர வேண்டிய முக்கியத்துவத்தை சமூகமும் அரசாங்கமும் கல்வியாளர்களும் தரவில்லை. இன்னும் நம் சமூகத்தில் திறன் வளர்ப்புக் கல்விக்கான விழிப்புணர்வு ஏற்படவில்லை என்பதையும் சுட்டிக்காட்டியுள்ளது. இந்த நிலைமாற்றம் சமூகம் வரை அதற்கான விழிப்புணர்வு வந்தாகவேண்டும். இந்தக் செயல்பாடுகள் ஒரு இயக்கம் போல் நடைபெறவேண்டும்.

28. கல்வி மற்றும் வேலைவாய்ப்பிற்கான திறன் வளர்ச்சியில் பள்ளிகளின் பங்கு
S.SURYA & S. VIJAYALAXMI, Krishnasamy College of Education for Women

கருத்து சுருக்கம் :

பள்ளி மாணவர்களின் திறன் வளர்ச்சியில் மத்திய அரசுப் பள்ளிகளும், மத்திய இடைநிலைக் கல்வி வாரியம் கடைப்பிடிக்கும் புதிய கல்விக்கொள்கை முறைகளையும், செயல்பாடுகளாளயும் இந்தக் கருத்துச் சுருக்கத்தின் மூலம் மாணவர்களின் திறன் வளர்ச்சி, கல்வி சார்செயல்பாடுகள், கல்வி இணைசார் செயல்பாடுகளையும் செயல்விழிக் கற்றல் முறை மூலம் கற்பிக்கவும், அவர்கள் சமூகத்தில் நல்ல திறன்பெற்ற மாணவாகளாக வளரவும், திறன் வளர்ச்சி வகுப்புகள் பயன்படுகின்றன. இந்த திறன் வளர்ச்சி வகுப்புகள் மூலம் அனைத்து துறைசர் பணியிலும் மேம்பட்டவராக விளங்க உதவுகிறது.

முன்னுரை :

சிறந்தொரு சமுதாயத்தை உருவாக்கும் சமூக நிறுவனம் பள்ளி ஆகும். இதுவே சமுதாயத்தின் எதிர்பார்புகளையும் தேவைகளையும் பூர்த்தி செய்கிறது பள்ளியை பற்றி பல்வேறு கல்வியாளர்கள் பல்வேறு விதமாக வரையறுக்கப்படுகிறது. கூட்டுறவுள்ள சமுதாயமே பள்ளி, அதாவது ஒரு கூட்டுறவு அமைப்பே பள்ளி ஆகும் - **W.M. ரைபர்ன்**. குழந்தையின் முன்னேற்றத்திற்கான கருவிகளோடு வாழ்வின் நெறி முறைகளையும் வேலைகளையும் தரக்கூடிய சிறந்த சூழலே பள்ளி எனப்படும்-**ஜான்டுயீ.** கற்றலின் மூலம் அறிவைப்பெறும்

இடமாகவும் குறிப்பிட்ட செயல்களின் மூலம் இளைஞர்களை ஒழுக்கமுள்ளவர்களாக மாற்றக்கூடிய இடமாகவும் பள்ளி விளங்குகிறது. -நன்

மேற்கண்ட அனைத்து வரையறைகளையும் பள்ளியை கற்றல் நிகழும் இடமாகவும் குழந்தைகளுக்கு அறிவைப் புகட்டி எதிர்கால வாழ்கைக்கு தயார் செய்யும் இடமாகவும் அமைகிறது.

திறன் வளர்ச்சி வரையறை : -

திறன் வளர்ச்சி என்பது, ஓர் மாணவனை முழுமை பெற்ற, வல்லமைக்கொண்ட ஆளுமை உடையவனாக மாற்றுவதற்கு எத்தகைய திறன் தேவையே அதுவே திறன் வளர்ச்சி எனப்படும்.

மத்திய இடைநிலை கல்வி வாரியம் (CBSC) :-

இப்பள்ளி இந்திய அரசின் புதிய கல்விக் கொள்கையின் (1986) மூலம் **முன்னாள் பாரத பிரதமர் திரு.ராஜீவ் காந்தி** அவர்களால் அறிமுகப்படுத்தப்பட்டதாகும். குழந்தைகளின் சமூக பொருளாதார நிலைமையை கருத்தில் கொள்ளாமல் ஏழை எளிய, ஆதிதிராவிட (மற்றும்) பழங்குடியினக் குழந்தைகள் கிராமப்புற அறிவாற்றல் மிக்க குழந்தைகளை போன்றவர்களைத் திறனறித் தேர்வு மூலம் தேர்வு செய்து தரமான கல்வியை அளிக்க உருவாக்கப்பட்டது.

*   மொழிதிறன் வளர்ச்சி: பிரெஞ்சு வகுப்பு, இந்தி வகுப்பு, எழுத்து பயிற்சி வகுப்பு
*   இசை வகுப்பு: கீ – போர்டு பயிற்சி வகுப்பு,
*   நடன வகுப்பு: பரதநாட்டியம்,
*   கலை பயிற்சி வகுப்பு: தையல், கூடைப்பின்னல்,
*   விளையாட்டு வகுப்பு (PT) கராத்தே வகுப்பு,
*   தேசிய பசுமை படை (JRC)

மத்திய அரசுப் பள்ளிகள் :-

மத்திய அரசுப் பள்ளிகள் மத்திய அரசின் (மனிதவள மேம்பாட்டுத்துறை MHRD) கல்வித்துறையின் நேரடிக்கட்டுப்பாட்டில் இயங்குகிறது. ஆசிரியர்கள் நியமனம், அவர்களுக்கான ஊதிய பள்ளிப்பராமரிப்பு பள்ளியின் சட்டத்திட்டங்கள்.

சமச்சீர் கல்வி முறை :

விளையாட்டு பயிற்சி முறை, யோகா, கலைப்பயிற்சி, செயல்வழி கற்றல் முறை (ABL), கணிணி வழிக்கல்வி முறை, கணிணி வழி கல்வி முறை.

முடிவுரை :-

இன்றைய கல்வி முறையில் சமச்சீர் மற்றும் மத்திய இடைநிலை கல்வி வாரியம் இரண்டிற்கும் பெரும் வேறுபாடுகள் உள்ளன. இதற்கு உதாரணமாக நீட்தேர்வு, நீட் தேர்வில் மத்திய இடைநிலை கல்வி வாரயம் மாணவர்கள் மட்டுமே அதிக மதிப்பெண் எடுக்க முடிந்தது. ஆனால் சமச்சீர் மாணவர்களுக்கு பெரும் அளவில் மதிப்பெண் எடுக்கமுடியவில்லை.

29. SKILL DEVELOPMENT IN SCHOOL EDUCATION
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ABSTRACT:

In the changing world scenario with regard to industry and the job market, there is now an overpowering need for skilled workers. However, the definition of 'skill' in India, and the world in general, has also changed over recent years. India is relatively young as a nation with around 28 million youth population being added every year. More than 50 per cent of its population is below the age of 25 and more than 65 per cent are aged below 35. In 2020, the average age of an Indian will be expectedly 29 years, while it will be 37 for China and 48 for Japan. As President Pranab Mukherjee said in a recently organised CII event in Kolkata, "We often boast about India's demographic dividend. But the question that arises is what we do with this if we cannot skill them, if we cannot educate them and cannot enhance their employability."

IMPORTANT TO GET EMPLOYABLE SKILLS:

About 90 per cent of employment opportunities require vocational skills. Only 20 per cent of our graduates get employed. The rest are unable to get suitable employment due to the lack of employable skills. In the present context of globalisation, the demand for skilled and multi skilled workers has increased. Therefore in the context of developing countries, such as India, there is a critical need for quality skill development and training.

PROMINENT EMPLOYABLE SKILLS AT PRESENT:

In general, apart from the core subject expertise, some of the prominent employable skills that employers seek are: communication skills (verbal and written), commercial awareness, attitude towards work, lifelong learning, self-management, teamwork, problem solving, initiative, self-motivation, adaptability, stress management, creativity, interpersonal sensitivity, technology/it skills

VARIOUS WAYS TO CARRY OUT SKILL DEVELOPMENT AT SCHOOL LEVEL:

❖ At school level, there must be options available for skill development courses and they must be provided in the secondary stage of schooling
❖ Many more courses in fields such as Hospitality and Tourism, Handicraft, Healthcare, Textiles, Photography, IT, Retail, Banking, Insurance can be added that would interest students to learn from
❖ For instance if a student opts for healthcare , he could learn to be a blood-collection expert and later can add further courses to become full-fledged pathology technician or nurse
❖ The pedagogy has to be practical; learning can be enhanced through field visits, e-learning, industry driven projects, digital or video inputs and so on.
❖ **skilling ideally begin for students:**
❖ To make India the skill capital of the world, the school curricula will have to go through a dynamic change
❖ Skill development should ideally begin at the age of 13 years, from the eighth standard, while in school
❖ Integration of skill development and education is essential for skilling to take wings. Skill development will remain a dream if carried out in isolation through centers alone. It has to be imparted in schools along side academics
❖ If a student opts for motor repair as a skill development course while in school, at a later stage, he can opt for a diploma or degree in automobile engineering

EVOLUTION OF SKILL TRAINING IN SCHOOLS ACCORDING TO THE LEARNER'S AGE:

The employable skills apart from the core skills as mentioned above should be introduced to school students from an early age of 6-7 years onwards in an incremental manner.

❖ **Primary school** (classes 1 to 5) (age 6 to 11): Communication skills, attitude, adaptability and IT skills
❖ **Middle school** (classes 6 to 8) (age 11 to 14): Above skills plus self-management, teamwork, creativity
❖ **Secondary education** (classes 9 to 10) (age 14 to 15): Above skills plus stress management, self-motivation
❖ **Upper secondary** (classes 11 to 12) (age 16 to 17): Above skills plus initiative, interpersonal sensitivity
❖ **Higher education** (graduation or professional programmes): Above skills plus commercial awareness, problem solving, lifelong learning.

PREVENT SKILL DEVELOPMENT OF STUDENTS:

• In my view, the Indian education system puts maximum emphasis on bookish knowledge. Hence, when an individual graduates, he/she struggles to apply this knowledge in the real life scenario
• From primary to upper secondary, the subjects covered in the school curricula are the languages (mother tongue/regional/foreign), mathematics, science and technology, social science, art education, physical training etc. It will be observed that the curricula do not cover components of employable skills nor is there any option to introduce students to different vocations

- The Indian education system does not consider the component of skilling in its curriculum. The option of vocation education is limited to certain boards, which do not cater to the larger target audience. In India there are different boards that follow different systems/curriculum.

SKILL DEVELOPMENT IN INTERNATIONAL COUNTRIES:

- In most developed international countries, students are introduced to formal skill development at age 16 onwards i.e. at upper secondary level onwards
- The education systems in these countries also provide for opportunities to students to move laterally and vertically to achieve their academic aspirations in main stream education
- Germany, Switzerland, USA, Singapore, Japan and Sri Lanka and the Scandinavian Countries have a comparatively well-established vocational track.

VOCATIONAL COURSES CAN HELP STUDENTS:

- The BVoc programme gives an opportunity to the student to choose a vocation of his/her choice, rather than be pushed into main stream education for which he/she has no interest and does not add any value for further progression
- Also, the focus of the vocational courses is to gain hands-on experience, which makes the students industry ready. Thus, these students stand a become chance in terms of employability.

UNIQUE FEATURES OF TISS SVE MODEL TOWARDS SKILL TRAINING:

Skill development in schools:

- In the changing world scenario with regard to industry and the job market, there is now an overpowering need for skilled workers. However, the definition of 'skill' in India, and the world in general, has also changed over recent years.
- India is relatively young as a nation with around 28 million youth population being added every year. More than 50 per cent of its population is below the age of 25 and more than 65 per cent are aged below 35. In 2020, the average age of an Indian will be expectedly 29 years, while it will be 37 for China and 48 for Japan. As President Pranab Mukherjee said in a recently organised CII event in Kolkata, "We often boast about India's demographic dividend. But the question that arises is what we do with this if we cannot skill them, if we cannot educate them and cannot enhance their employability."

SKILLING IDEALLY BEGIN FOR STUDENTS

- To make India the skill capital of the world, the school curricula will have to go through a dynamic change
- Skill development should ideally begin at the age of 13 years, from the eighth standard, while in school
- Integration of skill development and education is essential for skilling to take wings. Skill development will remain a dream if carried out in isolation through centers alone. It has to be imparted in schools alongside academics
- If a student opts for motor repair as a skill development course while in school, at a later stage, he can opt for a diploma or degree in automobile engineering

FACTORS IN THE INDIAN EDUCATION SYSTEM THAT PREVENT SKILL DEVELOPMENT OF STUDENTS:

- In my view, the Indian education system puts maximum emphasis on bookish knowledge. Hence, when an individual graduates, he/she struggles to apply this knowledge in the real life scenario
- From primary to upper secondary, the subjects covered in the school curricula are the languages (mother tongue/regional/foreign), mathematics, science and technology, social science, art education, physical training etc. It will be observed that the curricula do not cover components of employable skills nor is there any option to introduce students to different vocations

- The Indian education system does not consider the component of skilling in its curriculum. The option of vocation education is limited to certain boards, which do not cater to the larger target audience. In India there are different boards that follow different systems/curriculumThe Indian education system adopts a top-down approach where major initiatives and strategies get rolled out at 35000 ft in university board rooms and council. However, the approach needs to be bottom up where the students and faculty at the last mile should be the focus
- The two major reasons of skill shortage are faculty and facility. The faculty's role needs to change; it needs to flip around in a way that the teacher facilitates the overall learning of students rather than only distributing notes
- The facility or infrastructure of a lot of schools needs to be upgraded as per 21st century requirements, which will in turn encourage 21st century skills that students can adapt
- According to the recent City and Guilds Group's Skills Confidence report, about 95 per cent of India's labour force lack formal vocational skills. While the education system and the skill development domain has its own set of challenges and limitations, there is a need to transform the way we skill our youth as many-a-time, students have been found to be unemployable due to lack of practical knowledge
- Fundamentally, there is more work to do to ensure we have a skilled youth force 10 years from now.
- Skill development in international countries:
- In most developed international countries, students are introduced to formal skill development at age 16 onwards i.e. at upper secondary level onwards
- The education systems in these countries also provide for opportunities to students to move laterally and vertically to achieve their academic aspirations in main stream education
- Germany, Switzerland, USA, Singapore, Japan and Sri Lanka and the Scandinavian Countries have a comparatively well-established vocational track

30. SKILL DEVELOPMENT PROGRAM IN COLLEGES OF UNDERGRADUATE PROGRAMME ENGLISH

KIRTHIKA.M, ASWINI.J & KALAIVANI.G, Krishnasamy College of Education for Women

ABSTRACT

Skills development is the process of (1) identifying your skill gaps, and (2) developing and honing these skills. It is important because your skills determine your ability to execute your plans with success. This Specialization helps you improve your professional communication in English for successful business interactions. Each course focuses on a particular area of communication in English: writing emails, speaking at meetings and interviews, giving presentations, and networking online. Whether you want to communicate to potential employers, employees, partners or clients, better English communication can help you achieve your language and professional goals. The Capstone course will focus especially on making those important connections to take your career or business to the next level. Make yourself more competitive by improving your English through this Specialization: Improve Your English Communication Skills. keywords: Skill Training Programs, Industry Requirements, Assessment & Certification and Linkage to Employment Opportunities

INTRODUCTION

Skill Development and Entrepreneurship development efforts across the country have been highly fragmented so far. Though India enjoys the demographic advantage of having the youngest workforce with an average age of 29 years in comparison with the advanced economies, as opposed to the developed countries, where the percentage of skilled workforce is between 60% and 90% of the total workforce, India records a low 5% of workforce (20-24 years) with formal employability skills.

With the present education and skill levels of those already in the labour force being very low, it would be a major challenge for India to reap its demographic advantage.

This challenge becomes enormous as the recent studies indicate that employers found just about 25% of Indian graduates are 'employable' in the organized sector. The informal sector which comprises 93% of the workforce has no skilling mechanism, as the skill development takes place on the job. So, there is a need for quick reorganization of the skill development ecosystem and the promotion of which is necessary to suit to the needs of the industry to ensure enhancement of life of the population. India would surely rise to be the Human Resource Capital of the world by appropriately skilling its youth bulge and convert its advantage into a dividend.

Skill development initiatives will help actualize the inert potential, for which development and articulation of a national policy on skill development is already in progress. As India moves progressively towards becoming a global knowledge economy, it must meet the rising aspirations of its youth. This can be partially achieved through focus on advancement of skills that are relevant to the emerging economic environment. The challenge pertains not only to a huge quantitative expansion in skill training for the youth, but also to the much more important task of raising their quality. With a goal to create opportunities, space and scope for the development of the talents of the Indian youth and to enhance their technical expertise.

SKILL TRAINING FOR ENGLISH

Communication in English today has become crucial as it has emerged as a bridge language in society. More importantly "Functional English" or everyday conversational English is gaining more importance as it has become a necessity in all walks of life. If students have had little exposure to English as a medium of communication, it would affect their entry into an organization and their subsequent success in it. We at SMART Training Resources (India) Pvt Ltd. have developed the English Language Development program to enhance the communication skills of students. This training programme helps Students communicate their technical and general knowledge in a better way. It can also help them improve their academic results thereby improving their chances of getting placed.

Features of English Language Development Program
- Concept Building and Strengthening
- Focus on Functional English Skills
- Practically Applicable Training
- Highly Qualified Delivery Experts
- Interactive Learning Modules

Objectives of English Language Development Program
- Impart the fundamentals of English as a language.
- Deal systematically with the four aspects of language i.e. reading, writing, listening and speaking.
- Facilitate an improved academic performance.
- Remove fear which is a stumbling block for many in their quest for speaking better.

INDUSTRY REQUIREMENTS ANALYSIS

Requirements analysis, also called requirements engineering, is the process of determining user expectations for a new or modified product. These features, calledrequirements, must be quantifiable, relevant and detailed. In software engineering, such requirements are often called functional specifications.

ASSESSMENTS & CERTIFICATION

Distinctions Between Assessment-Based Certificates and Professional or Personnel Certification Programs. Professional or personnel certification is a voluntary process by which individuals are evaluated against predetermined standards for knowledge, skills, or competencies.

LINKAGE TO EMPLOYMENT OPPORTUNITIES

Creating strong linkage with Industry Placement opportunities created for trained students career guidance & continuous assistance.

SKILL DEVELOPMENT

Imagine a carpenter trying to build a house. He has the raw materials but lacks good wood working tools. He has, however, a flimsy hammer and a small screwdriver. Without the right tools like a hand saw, he can't turn these raw materials into house building pieces.It's the same with goal achievement. In goal achievement, your skills are your tools. The house is your goal. Just as you need the right tools to build a house, you need the right skills to build your goal. **Without the right skills, you will only frustrate yourself, waste your time, and spend a lot of time dealing with rudimentary issues caused by the lack of knowledge or lack of skills, as opposed to progressing in your goal.** While difficulty and struggle is part and parcel of any goal pursuit, without the right skills, you find yourself struggling more than necessary. Worse still, this struggle is unconstructive and doesn't help you move forward.

SKILL DEVELOPMENT IS NEGLECTED

There are 2 big reasons: Firstly, people are often impressed by what others have accomplished **without realizing what they went through to get there**. We see their accolades and victories, and make gross assumptions about what it takes to succeed. Then we become disappointed when we attempt the goal, only to find out that it's not as easy as it seems.

This is very common in blogging. People see big name internet "gurus" making 6–7 figure income from blogging. Thinking that it's easy, and perhaps perpetuated by the claims of said gurus who happen to sell you courses claiming to help you do the same, these folks start blogging as well, expecting to achieve the same results in a short period of time. They become rudely awakened when they don't even get a trickle of traffic after a few months, much less earn an income. Some press on; many give up.

Secondly, some of us can be heavily self-critical. We look at how successful others are — the top coaches, internet gurus, award-winning performers, winners of the society — and **conclude that we can never achieve the same**. We feel that these people are somehow blessed with some special power that we don't have. I often have clients who say they want to achieve goal, but after seeing very established folks in the field, feel unconfident about their abilities. They then wonder, "What makes me think that I can succeed? I should just give up because these people are already so good and experienced. Who am I to compete?" Yet, it's about **skills development**. When we see others' successes, what we don't see are the countless hours they spent behind the scenes, honing their craft, and building their skills. What we see as "talent" in others is the result of their 10,000 hours of hard work where raw passion and human potential are turned into hard skills. Skills development is where we turn from beginner to novice, to intermediate, to senior, to expert. And henceforth, having the ability to conquer our goal.

CONCLUSION

Study Skills are very important tools that must be learned and practiced. Having good study skills is an invaluable asset in all areas of life. The term "study skills" encompasses a broad range of skills and abilities: time management, research an analysis, reading, writing, verbal communication, and others that escape my memory at the moment. Essentially having well developed study skills will help you become a more confident, effective, productive and intelligent person in both your personal and professional lives. Helping your peers and providing them with insight into effective study skills makes you a leader!

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31. SKILL DEVELOPMENT PROGRAMMES IN SCHOOLS AND COLLEGES
GAYATHRI.S, KALVIKARASI.E, &
SANGEETHA.U, Krishnasamy College of Education for Women

ABSTRACT:

This presentation is based on the **Skill development programmes in schools and colleges** Skill Development is specially designed to enhance employees' capabilities, to enable them to efficiently deal with various organizational functions. This hardly indicated learning in terms of knowledge, skills and attitude and its transfer to the job. As a result of which, there has been a growing need to find ways and means to determine the efficiency and effectiveness of skill development, especially from an organization's improvement perspective. In this paper, we show that the skill of fashion designing is used to enhance our skills. In schools and colleges, we apply this skill development, The student learn lot of skills. And we show in this paper what are the skills we get by learning the fashion designing skill.

32. SKILLS DEVELOPMENT PROGRAMMES IN SCHOOL AND COLLEGES
N. KAMALI & R. SOWMIYA, II- MA Eng., Krishnasamy college of science Arts & Management for Women

ABSTRACT

Employability skills are the ability of an individual to gain holds a job. It is strongly related to the individual to develop their own skill. Skill development provides opportunities for school and colleges students to develop their ability and it is challenges for the students. The employability skills and attitudes that will help you succeed at school and at work place. In school student have the opportunity to develop skills that will help you get along with people have diverse background and social values. **Key Words**: Social values. Background, opportunity individual development

33. SKILL DEVELOPMENT PROGRAMMES IN SCHOOLS AND COLLEGES
PREMALATHA.K, B.Ed., Immaculate College of Education for Women, Puducherry

ABSTRACT:

In world scenario with regard to industry and the job market, there is now an over powering need for skilled workers. However, the definition of "skill" in India, and the world is general, has also changed over recent years. This paper focuses on the importance of skill training young students even before they graduate higher school. Considering the Indian population, there is an acute need for training the young workforce, just to shape them in a better way. In today's scenario there are ample opportunities that one can choose from and excel in. However, the Indian thought process is more clued on to the typical traditional academic streams and careers in the field of engineering, medicine, accounts, MBA, etc,. There have been numerous instances where a student is pushed in to a particular field due to parental / peer pressure only to realize at a last stage in life about his/ her passion or calling in life and to start all one again from scratch. Introduction to skill training at a young age will by all means give the student an opportunity to explore various option and accordingly, narrow down on a vocation of his/her liking. This paper tries to explore the skill training at a young age which helps to go a long way in directing these students to opportunities that will have a larger impact on them.

SUB-THEME 3: EDUCATION WITH NATIONAL SKILL QUALIFICATION FRAMEWORK (NSQF)

1. EUCATION WITH NATIONAL SKILL QUALIFICATION FRAMEWORK (NSQF)

R. ARTHI & M. SHENBAGAM, II M.A Eng., Krishnasamy College of Science Arts & Management for Women, Cuddalore

ABSTRACT

Skills in education and employability provides language, literacy and numeracy training to eligible job seekers, to help them to participate more effectively in training or in the labor force. Another challenge which we face is extremely low proportion of skilled workforce. Only 2% of workers have formally obtained skill training. So, their employability remains low despite being increasing demand for the skilled labor force in the labor market. In that sense, the NSQF is a quality assurance framework. The NSQF organizes qualifications according to a series of levels of knowledge, skills and aptitude. It is, therefore, a nationally integrated education and competency based skill framework. This will enable a person's to acquire desired competency levels transit to the job market, and at an opportune time, return for acquiring additional skills to further upgrade their competencies. KEY WORDS: Educations, NQSF, Literacy, Skill framework, Job market

INTRODUCTION

The NSQF is a nationally integrated education and competency based skill framework that will provide for multiple pathways, horizontal as well as vertical, both within vocational education and vocational training, general education and technical education, thus linking one level of learning to another higher level. There are 10 levels in the framework, with the entry level being 1 and the highest level being 10. This will enable a person to acquire desired competency levels, transit to the job market and, at an opportune time, return for acquiring additional skills to further upgrade competencies.

WHAT IS NSQF?

National Skills Qualification Framework – NSQF is a quality assurance framework that aims at bridging the demand – supply gap for skilled workforce in different industry sectors in India. It strives to ensure various interoperable quality standard s for progression and upward mobility through formal and informal education and training by mapping different levels of knowledge, skills and skills and aptitude with requirements to successfully perform on the job. When implemented well NSQF can go a long way in removing the stigma attached to vocational education and training by promoting a culture of credit transfers and other modes of recognizing and rewards accomplishment in vocational streams.

THE KEY ELEMENTS OF THE NSQF

➢ National principles for recognizing skill proficiency and competencies at different levels lead to international equivalency.
➢ Multiple entry and exit between vocational education, skill training general education, technical education and job markets.
➢ Opportunities to promote lifelong learning and skill development.
➢ Partnership with industries.
➢ Accountable and credible mechanism for skill development across various sectors.

THE OBJECTIVES OF THE NSQF

➢ Accommodates the diversity of the Indian education and training systems.

➢ Allows the development of qualifications for each level, based on outcomes which are accepted across the nation.

➢ Support and enhances the national and international mobility of persons with NSQF.

NEED FOR QUALIFICATION FRAMEWORK IN INDIA

In India, general education and vocational education and training have been operating as separate verticals, with very little interaction between the two. This has led to hesitation amongst the youth in opting for vocational educational training as it is presumed that this avenue would preclude the concerned individual from being able to acquire higher degrees and qualifications. In order to facilitate mobility from vocational to general education, and vice – versa, a qualification framework for India, i.e. the National Skill Qualification Framework (NSQF) will help make qualification more understandable and transparent.

HOW NSQF HELPS SCHOOLS AND COLLEGES

It is a well-known fact that popular educational degrees in professional courses are not able to meet the talent requirements in the corporate sectors in India. While most students are conditioned to one – track thinking they need to be aware of how their formal education connects with workplace skills and the knowledge and abilities acquired through formal education. Student need to know that formal degree curricula are mostly designed equip them with knowledge and they have to explore different ways of practicing and applying the knowledge. They need to appreciate the vocational aspects of learning alongside the school and college programs through real – work exposure, working with tools, machines and gadgets. It is only by trying manual work that they develop respect for trades and dignity of labour.

CONCLUSION

Under NSQF, the learner can acquire the certification for competency needed at any level through formal, non-formal or informal learning. In the sense, the NSQF is a quality assurance framework. Presently have, or in the process of developing national qualification framework.

2. NATIONAL SKILLS FRAMEWORK ON LIFE SKILLS
DR. R. JAYAKUMAR, Principal &
DR. T. JANAKI, AKT Memorial College of Education, Kallakurichi

ABSTRACT

Life skills based education as co-curricular activities are kept those in core curriculum as considered as integral part of curriculum. Life skill education should be well structured programmed to meet needs and outcome based participatory learning which aims at increasing positive and adaptive behaviors among individuals on different types of life skills. Life Skills integrate into formal education systems of that country. It is a quality assurance framework. It is, therefore, a nationally integrated education and competency based skill framework that will provide for vocational education, vocational training, general education and technical education, one level of learning connected to another higher level. This will enable a person to acquire desired competency levels, transit to the job market and, at an opportune time, return for acquiring additional skills to further equipping their competencies. **Key words:** National Skills Qualification Framework, Life skills and level descriptors.

THE ELEMENTS OF NATIONAL SKILLS QUALIFICATION FRAMEWORK

1. national principles for recognizing skill proficiency and competencies at different levels leading to international equivalency

2. multiple entry and exit between vocational education, skill training, general education, technical education and job markets
3. progression pathways defined within skill qualification framework
4. opportunities to promote lifelong learning and skill development
5. partnership with industry/employers
6. a transparent, accountable and credible mechanism for skill development across various sectors
7. increased potential for recognition of prior learning

The qualification framework is beneficial to schools, vocational education and training providers, higher education institutes, accrediting authorities as well as industry and its representative bodies, unions, professional associations and licensing authorities.

NEED FOR QUALIFICATION FRAMEWORK IN INDIA

In India, general education and vocational education & training have been operating as separate verticals, with very little interaction between the two. This has led to hesitation amongst the youth in opting for vocational education and training as it is presumed that this avenue would preclude the concerned individual from being able to acquire higher degrees and qualifications. In order to facilitate mobility from vocational to general education, and vice-versa, a qualification framework for India, i.e. the National Skill Qualification Framework will help make qualifications more understandable and transparent.

THE NEED FOR THE NSQF ARISES DUE TO THE FOLLOWING ADDITIONAL REASONS:

1. The focus of education and training has been almost entirely on inputs, based on an outcomes-based approach, competency levels that would need to be achieved.
2. Pathways of learning and progression will make the progression pathways transparent.
3. Establishing equivalence of certificates/diplomas/degrees in different parts of the country, which in turn impacts the employability and mobility of students.
4. the development of quality qualifications that also permit acquisition of higher qualifications, including degrees and doctorates
5. There exist a large section of people who have acquired skills in the informal sector will facilitate Recognition of Prior Learning (RPL) that is largely lacking in the present education and training scenario.

OBJECTIVES OF NSQF

a. Accommodates the diversity of the Indian education and training systems
b. Allows the development of a set of qualifications for each level, based on outcomes which are accepted across the nation
c. Provides structure for development and maintenance of progression pathways which provide access to qualifications and assist people to move easily and readily between different education and training sectors and between those sectors and the labor market
d. Gives individuals an option to progress through education and training and gain recognition for their prior learning and experiences
e. Underpins national regulatory and quality assurance arrangements for education and training
f. Supports and enhances the national and international mobility of persons with NSQF-compliant qualifications through increased recognition of the value and comparability of Indian qualifications

The NSQF is a quality assurance framework - it facilitates the awarding of credit and supports credit transfer and progression routes within the Indian education and training system. It seeks to help everyone involved in education and training to make comparisons between qualifications offered in the country, and to understand how these relate to each other.

LEVEL DESCRIPTORS

The NSQF is described by a statement of learning outcomes in five domains, known as level descriptors. Process, professional knowledge, professional skill, core skill and Responsibility.

a. Process

Process is a general summary of the other four domains corresponding to the level.

b. Professional knowledge

Professional knowledge is what a learner should know and understand with reference to the subject. It is described in terms of depth, breadth, kinds of knowledge and complexity, as follows:

➢ Depth of knowledge can be general or specialized

➢ Breadth of knowledge can range from a single topic to multi-disciplinary area of knowledge

➢ Kinds of knowledge range from concrete to abstract, from segmented to cumulative

➢ Complexity of knowledge refers to the combination of kinds, depth and breadth of knowledge

b. Professional skill

Professional skills are what a learner should be able to do. These are described in terms of the kinds and complexity of skills and include:

➢ Cognitive and creative skills involving the use of intuitive, logical and critical thinking

➢ Communication skills involving written, oral, literacy and numeracy skills

➢ Interpersonal skills and generic skills

c. Core skill

Core skills refer to basic skills involving dexterity and the use of methods, materials, tools and instruments used for performing the job, including IT skills needed for that level.

d. Responsibility

Responsibility aspect determines the following:

➢ Nature of working relationships

➢ Level of responsibility for self and others

➢ Managing change

➢ Accountability for actions

The descriptors give broad, general, but meaningful, indicators of the learning outcomes at each level. The descriptors can be used in a number of ways:

a. To allocate levels to learning programs and qualifications

b. In validation and moderation of various qualifications and programs

c. As a basis for communication with learners and other users of qualifications

d. As a guide for mapping progression routes within and across the education and training sectors

e. By program designers when making entry requirements and recommendations for programs

CONCLUSION

In order to promote the quality education, we should follow the life skills oriented education. Life skills are abilities for adaptive and positive behavior that enable individuals to deal effectively with the needs and challenges of everyday individual life. Life skills are a group of psychosocial competencies and interpersonal skills that help people make informed decisions, solve problems, think critically and creatively, communicate effectively, build healthy relationships and cope with and manage their lives in a healthy and productive manner. Communication, interpersonal skills, decision-making, critical thinking skills, coping and self management skills. Quality education curricula need to be context-specific, and competency-based. Assessment of life skills-based education at the local level and individual level must be based on observed changes in a learner's acquired knowledge, the expression of moral and attitudes, development of skills, and interactions with the social and physical environment.

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3. NATIONAL SKILL QUALIFICATIONS FRAMEWORK (NSQF)

ARUL KAVITHA V, Computer Instructor, Krishnaswamy Vidyanikethan

ABSTRACT

National Skills Qualification Framework (**NSQF**) .In India it was notified on 27th December 2013, **NSQF** is a national effort to integrate general and vocational streams of education and training. It makes a strong focus on vocationalization of school education. NSQF is a quality assurance framework that aims at bridging the demand supply gap for skilled workforce in different industry sector in India. It strives to ensure various interoperable quality standards for progression and upward mobility through formal and informal education and training by mapping different levels of knowledge, skills and aptitude with requirements to successfully perform on the job. A Qualifications Framework is a formalized structure in which underline learning level descriptors and qualifications are used in order to understand learning outcomes. This allows for the ability to develop, assess and improve quality education in a number of contexts. Qualifications Frameworks are typically found at the National, Regional, and International level. Presently, more than 100 countries have, or are in the process of developing national qualification frameworks. NSQF comprises 10 levels each representing different levels of complexity, knowledge and autonomy required to demonstrate the competence commensurate to that level. Each level is defined by the extent of demands made of the learner in categories like professional knowledge and professional skills, core skills and responsibilities.

INTRODUCTION

National Skills Qualification Framework (NSQF) was formed by as a national effort to integrate general and vocational streams of education and training. It makes a strong focus on vocationalisation of school education. NSQF is launched to equip the students with skill and general education for multiple pathway into formal education ,job market and vocational education. A **QF** is the template designed to capture necessary information to establish NSQF compliance for a Qualification. A quality assurance framework which organizes qualifications according to a series of levels of knowledge, skills and aptitude.

CONCEPT OF NSQF:

The NSQF is a nationally integrated education and competency based skill framework that will provide for multiple pathways, horizontal as well as vertical, both within vocational education and vocational training and among vocational education, vocational training, general education and technical education, thus linking one level of learning to another higher level. There are 10 levels in the framework, with the entry level being 1, and the highest level being 10. This will enable a person to acquire desired competency levels, transit to the job market and, at an opportune time, return for acquiring additional skills to further upgrade competencies.

NSQF organizes qualifications according to levels of knowledge skills and aptitude in order to facilitate interaction between general education, vocational education and training .
The levels are detailed definitions of learning outcomes that the learner must possess and demonstrate irrespective of whether the learning takes place through formal schooling or non-formal.

- It primarily aims at establishing interoperability through a national level quality assurance framework with international standards
- As a competency framework it integrates vocational education and training, general education, technical education through various paths that show the higher order and levels of learning
- It aims at providing flexibility with multiple entry and exit levels.

THE OBJECTIVES OF NSQF:
- Accommodate the diversity of Indian education and training systems
- Develop and implement a set of qualifications for each level, based on outcomes that are accepted across the nation
- Develop and streamline multiple progression pathways that provide access to qualification and help people in moving easily between different education and training stream and between industry sectors.
- Progression paths also take into consideration their prior learning and experience through RPL assessments
- Function as a supporting mechanism for national regulatory and quality assurance measures for education and training
- Enhances international mobility of workforce through compliance with global standards
- Facilitate easy entry into job market with desired skills and knowledge and continue learning and skill building.
- Certification and credit, transfer of credits, scoring more marks – establish equivalence

NSQF QUALIFICATION:

NSQF is operationalized by National Skill Development Agency (NSDA) to ensure that the quality and standards meet the requirements of industry sectors through setting up of certifying bodies. Qualification file is a template that captures all crucial information about qualification. The Qualification file provides:
- Evidence of need of Qualification
- Progression pathway for the learners
- Assessment Strategies
- Awarding bodies

LEVEL DESCRIPTOR

Each level in NSQF is described by a statement of learning outcomes in five domains, known as level descriptor .The five domain are:

1. Process
2. Professional Knowledge
3. professional skill
4. Core skill and
5. Responsibility

PROCESS

Process is general summary of the other four Domain corresponding to the level.

PROFESSIONAL KNOWLEDGE

Professional knowledge is what a learner should know and understand with reference to the subject.It is described in terms of depth,breadth,kind of knowledge and complexity, as follows:
- Depth of knowledge can be general or specialized.
- Breadth of knowledge can range from a simple topic to multi-displinary area of knowledge.
- kind of knowledge range from concrete to abstract, from segmented to cumulative.

PROFESSIONAL SKILL

Professional skill are what a learner should be able to do .These are described in terms of the kind and complexity of skill and include:

- Cognitive and creative skill involving the use of logical and critical thinking.
- Communication skills involving written , oral, literacy and numeracy skill.
- Interpersonal skill and generic skill.

CORE SKILL

Core skills refers to the basic skills involving dexterity and the use of methods, materials, tools and instruments used for performing the job.

NSQF LEVELS

NSQF qualification levels also correspond to the type of job role that is suitable for people working at each level. The types of job roles and skills that are associated with each level are as follows:

- **Entry Level**: People working at Entry Level have a basic level of knowledge, and are able to complete tasks under direct supervision. This level of qualification is not aimed at specific job roles, but rather at building basic skills.
- **Level 1**: People working at Level 1 have a basic level of knowledge relating to their profession, working with guidance or under some supervision to complete everyday tasks.
- **Level 2**: Represents a good level of knowledge in the student's chosen area, allowing them to complete a varied range of tasks with some supervision or guidance.
- **Level 3:** Represents a range of knowledge and skills, including detailed knowledge of one or more areas. Level 3 corresponds to job roles where students are required to work independently.
- **Level 4**: People working at Level 4 have specialist or advanced knowledge and skills – Level 4 is aimed at technical or professional job roles, sometimes with supervisory or first line management elements.
- **Level 5**: People working at Level 5 are involved in complex decision making and problem solving – this is generally in the form of middle managerial roles.
- **Level 6:** Moves from gaining knowledge through study to using the student's original research and ideas to solve problems. Level 6 is aimed at senior managerial and professional roles.
- **Level 7 & 8**: Represents the use of detailed original research to deal with complex and unpredictable situations, in jobs such as strategic management or directorial roles.
- **Level 9 & 10:** People working at Level 8 are considered leading experts in their field. Their role would involve developing new approaches to extend or redefine current knowledge or best practice in their chosen subject area.

EXPECTED OUTCOMES:

   I.   Mobility between vocational and general education by alignment of degrees with NSQF
  II.   Recognition of Prior Learning (RPL), allowing transition from non-formal to organised job market
 III.   Standardized, consistent, nationally acceptable outcomes of training across the country through a national quality assurance framework
  IV.   Global mobility of skilled workforce from India, through international equivalence of NSQF
   V.   Mapping of progression pathways within sectors and cross-spectrally
  VI.   Approval of NOS/QPs as national standards for skill training
 VII.   The NSQF provides for a five year implementation schedule which provides that after the **third anniversary** (27.12.2016) date of the notification of the NSQF,
VIII.   Government funding would not be available for any training/ educational programme / course which is not NSQF-compliant.

IX.   All government-funded training and educational institutions shall define eligibility criteria for admission to various courses in terms of NSQF levels.

X.   The recruitment rules of the Government of India and PSUs of the central government shall be amended to define eligibility criteria for all positions in terms of NSQF levels. The State Governments and their PSUs shall also be encouraged to amend their recruitment rules on above lines.

XI.   After the **fifth anniversary** (27.12.2018) date of the notification of the NSQF,

XII.   It shall be mandatory for all training/educational programmes/courses to be NSQF-compliant

XIII.   All training and educational institutions shall define eligibility criteria for admission to various courses in terms of NSQF levels.

CONCLUSION:

The implementation of NCQF is able to achieve the regular standard across the industry of a person skill. It enables the youth to attain their goal by getting a job.

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4. EDUCATION WITH NATIONAL SKILL QUALIFICATION FRAMEWORK

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ABSTRACT:

Under NSQF, the learner can acquire the certificate for competency needed at any level through formal, non-formal, informal learning in that sense, the NSQF is a quality assurance framework. Presently, more than 100 countries have, or are in the process of developing National Skill Qualification Framework.NSQF is competency based framework that organises all qualification according to series of level of knowledge,skills and aptitude.These levels, graded from one to ten are defined in term of learning outcomes which the learner must possess regardless of whether they obtained through fomal, non-formal, informal learning. **Keyword:** Education, Formal, Non-Formal, Informal, Framework, Level.

INTRODUCTION:

The National Skill Qualification Framework which means NSQF) organizes qualification according to a series of level of knowledge, skills and aptitude. It is therefore, a nationally intergated education and competency based skill framework that will provide for multiple and among vocatioanl education, vocational training, general education and technical education.

THE KEY ELEMENT OF THE NSQF PROVIDE :

- ❖ Leading to international equivalency.
- ❖ Multiple entry and exit between vocational education, skill training, general education, technical education and job markets.
- ❖ Progression pathways defined within skill qualification framework.
- ❖ Opportunities to promote lifelong learning and skill development.
- ❖ Partnership with industry/ employers.
- ❖ A transparent, accountable and credible mechanism for skill development across various sectors.
- ❖ Increased potential for recognition of prior learning.

The qualification framework is beneficial to schools, vocational education and training providers, higher education institutes, accrediting authorities as well as industry and its representative bodies, unions, professional associations and licensing authorities.

NEED FOR QUALIFICATION FRAMEWORK IN INDIA:

In India, general education and vocational education & training have been operating as separate verticals, with very little interaction between the two. This has led to hesitation amongst the youth in opting for vocational education and training as it is presumed that this avenue would preclude the concerned individual from being able to acquire higher degrees and qualifications. In order to facilitate mobility from vocational to general education, and vice-versa, a qualification framework for India, i.e. the National Skill Qualification Framework (NSQF) will help make qualifications more understandable and transparent.

OBJECTIVES OF NSQF:

The objectives of the NSQF are to provide a framework that:

➢ Accommodates the diversity of the Indian education and training systems.

➢ Allows the development of a set of qualifications for each level, based on outcomes which are accepted across the nation.

➢ Provides structure for development and maintenance of progression pathways which provide access to qualifications and assist people to move easily and readily between different education and training sectors and between those sectors and the labor market.

➢ Gives individuals an option to progress through education and training and gain recognition for their prior learning and experiences.

➢ Underpins national regulatory and quality assurance arrangements for education and training.

➢ Supports and enhances the national and international mobility of persons with NSQF-compliant qualifications through increased recognition of the value and comparability of Indian qualifications.

WORK OF NSQF:

1. The National Skill Qualification Framework is composed of ten levels, each representing a different level of complexity, knowledge and autonomy required to demonstrate the competence commensurate for that level. Level one of the framework represents the lowest complexity while level ten represents the highest complexity. The levels are defined by criteria expressed as learning outcomes.

2. Each qualification at an NSQF level may be further defined with reference to curriculum, notional contact hours, subjects, duration of studies, workload, trainer quality and type of training institution, to indicate what is expected of the learner in terms of ability to do or apply at the end of the learning process. The positioning of two or more qualifications at the same level only indicates that they are broadly comparable in terms of the general level of outcome. It does not indicate that they necessarily have the same purpose or content.

LEVEL DESCRIPTORS:

i. Each level of the NSQF is associated with a set of descriptors made up of five outcome statements, which describe in general terms, the minimum knowledge, skills and attributes that a learner needs to acquire in order to be certified for that level.

ii. Each level of the NSQF is described by a statement of learning outcomes in five domains, known as level descriptors.

These five domains are:

a. Process, b. Professional knowledge, c. Professional skill, d. Core skill and e. Responsibility

Process:

Process is a general summary of the other four domains corresponding to the level.

Professional knowledge:

Professional knowledge is what a learner should know and understand with reference to the subject. It is described inn terms of depth, breadth, kinds of knowledge and complexity, as follow:

♦ Depth of knowledge can be general or specialized.

♦ Breadth of knowledge can range from a single topic to multi-disciplinary area of knowledge.

♦ Kinds of knowledge range from concrete to abstract, from segmented to cumulative.

♦ Complexity of knowledge refer to the combination of kinds, depth and breadth of knowledge.

Professional skill:

Professional skills are what a learner should be able to do. These are described in terms of the kinds and **complexity of skills are include:**

▪ Cognitive and creative skills involving the use of intuitive, logical and critical thinking.

▪ Interpersonal skills and generic skills.

▪ Communication skills involving written, oral, literacy and numeracy skill.

Core skill:

Core skill refer to basic skills involving dexterity and the use of methods, materials, tools and instruments used for performing the job, including IT skills needed for that level.

Responsibility: Responsibility aspect determines the following

• Nature of working relationship.

• Level of responsability for self and other.

• Managing change.

• Accountability for actions.

PARTNERSHIP WITH KEY SUPPORTING ORGANIZATIONS:

Partnership with key supporting organizations like NSDC, SSCs, NCERT/PSSCNE, CBSE and SBSE and each role of likeholder.

RECOGNITION OF PRIOR LEARNING:

Individuals who have gained learning informally, such as through life, work and voluntary activities to have this learning recognized.

❖ This will include Knowledge and Skill Gained.

❖ Outside of Formal Learning Situations.

❖ From continuing Professional Development Activities.

❖ From Independent Learning.

ADVANTAGES:

▪ It will help in attaining desi red competencies.

▪ It will provide a transit to the job market.

▪ It will provide returns for additional skills to further upgrade competencies.

▪ NSQF also promotes lifelong learning.

▪ It provides regulation and quality assurance in the fields of education and training.

CONCLUSION:

The journey from education to employment is mark with several milestones-on the two extreme ends we have the students, graduates or job aspirants and on the other end the industry, the corporates with a range of jobs in private nad public sector. The process should enable meeting the market demands for skilled workforce through industry approved training curriculum and placement options. It also needs to take into consideration the training of trainers.

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5. NATIONAL SKILLS QUALIFICATIONS FRAMEWORK: ANALYSIS

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ABSTRACT

Economic Development, prosperity and wellbeing of people in Developed countries is due to quality of manpower/human resources developed through well planned and managed education and training system they plan and Develop Human resources to take advantage of global requirement and local perspective. Technical manpower in developed, undeveloped and developing countries comprises of Inventors and Innovators, Managers and Engineers, Specialized and General Technicians, Craftsman and Skilled Workers, and Semiskilled and other Workers. In developed countries the availability of technical manpower of all types is quite large compared to developing and undeveloped countries. The number of inventors and innovators, managers and engineers is much larger then technicians in comparison to developing countries. So, if any country is to become a developed nation, it requires a large number of high level researchers and engineers in addition to Technicians for meeting the future challenges of industry and business. For any country capabilities of participating in benefits of technological progress and of contributing actively to technological innovations depends on a number of educational prerequisites. In all advanced countries manpower of different levels like craftsman ,technician ,engineer and manager etc. certified by industry associations or professional bodies having desired education and competencies is employed in social, cultural ,economical, art and architecture, engineering and services etc. sectors. In order to have comparability of various occupational levels in different fields National Skill Qualification Framework (NSQF) levels are identified and described in terms of learning outcomes. This certified manpower has greater chances of employability all over the world Education system of the country is required to develop various levels and types of desired human resources in all fields like Engineering, Law, Business and Commerce, Social Sciences, Culture, Art, Agriculture, Health, Architecture, Management etc. It develops people to earn their living and also utilize technology in their day to day life for enhancing their efficiency and comforts. The study highlights the calibration of NSQF and how it will be helpful for creating self employment. **Keywords:** National Skills Qualifications Framework (NSQF), National Vocational Education Qualification Framework (NVEQF)

I. INTRODUCTION

"Education, vocational training and lifelong learning are central pillars of employability, employment of workers and sustainable enterprise development" -International Labour Organisation

Recognizing the high demand for skill in the country, Central Advisory Board of Education (CABE) emphasized the need for a National Vocational Education Qualification Framework (NVEQF) that provides a common reference framework for linking various vocational qualifications and setting common principles and guidelines for a nationally recognized qualification system and standards.

In pursuance of the decision of the Cabinet Committee on Skill Development in its meeting held on 19th December 2013, Ministry of Finance vide notification No. 8/6/2013-Invt. dated 27th December 2013 notified the National Skill Qualification Framework (NSQF). As per the notification all other framework including NVEQF would cease to exist and will be superseded by NSQF in view of the new notification by the by Ministry of

Finance. The Council decided to run the existing programmes approved under NVEQF by AICTE after aligning them as per the provisions of NSQF.

NEED FOR NSQF

General education and vocational education & training have been operating as separate verticals, with very little interaction between the two. In order to facilitate mobility from vocational to general education, and vice-versa, a qualification framework for A country, i.e the National skill qualification Framework (NSQF) will help make qualifications more understandable and transparent.

FEATURES OF NSQF

- Across sectors and across the country
- Short duration, focused and modular programs
- Practical hands on focus
- Delivery in the local language
- Full day, half day or week end programs
- A network of centres
- Full mobility between formal, Vocational streams of education and the Job market with multi Point Entry and Exit

ADVANTAGES

The advantages of NSQF framework include enhanced mobility between vocational and general education, a standard training process, global mobility of skilled workforce from A country, cross-sectoral progress mapping, revised approval of NOS/QPs (National Occupational Standards/Qualification Packs) as national standards for skill training, etc. Also, Recognition of Prior Learning (RPL) will help a person transit from non-formal market to organised market through assessment of the concerned person's industrial competencies. Such a setting would prove immensely beneficial for individuals who have developed skills equivalent to a certain grade level, but in the unorganised job market.

II. A DETAILED DESCRIPTION OF NSQF

The National Skills Qualifications Framework (NSQF), approved by the Cabinet Committee on skill development on 19.9.2013, is a quality assurance framework which organizes qualifications according to a series of levels of knowledge, skills and aptitude. These levels are defined in terms of learning outcomes which the learner must possess regardless of whether they were acquired through formal, non-formal or informal learning.

The NSQF would also help shift emphasis to outcome based learning - both in the general and vocational space. Today, there is lack of uniformity in the outcomes associated with different qualifications across institutions, each with its own duration, curriculum, entry requirements as well as title. This often leads to problems in establishing equivalence of certificates/diplomas/degrees in different parts of the country, which in turn impacts the employability and mobility of students. By shifting the focus from inputs to learning outcomes, the NSQF would aim to tackle this challenge.

The NSQF organizes qualifications according to a series of levels of knowledge and skills. These levels are defined in terms of learning outcomes i.e., the competencies (knowledge, skills and attitude) which the learners must possess regardless of whether they were acquired through formal, non-formal or informal education and training system. Qualifications are made up of occupational standards for specific areas of learning units or unit of competency. Units of competency are the specification of knowledge and skill and the application of that knowledge and skill to the standard of performance expected in the workplace. The Unit of competency or National Occupation Standards comprising generic and technical competencies an employee should possess is laid down by the Sector Skill Council of the respective economic or social sector.

THE OBJECTIVES OF NSQF

- Allows the development of a set of qualifications for each level, based on outcomes which are accepted across the nation
- Provides structure for development and maintenance of progression pathways which provide access to qualifications and assist people to move easily and readily between different education and training sectors and between those sectors and the labour market
- Gives individuals an option to progress through education and training and gain recognition for their prior learning and experiences
- Gives individuals an option to progress through education and training and gain recognition for their prior learning and experiences
- Supports and enhances the national and international mobility of persons with NSQF-compliant qualifications through increased recognition of the value and comparability of people qualifications

EXPECTED OUTCOMES

- Integration between vocational education, skill training, general education, technical education and job markets.
- Increased potential for Recognition of Prior Learning (RPL) of individuals who have acquired skills through non-formal channels.
- Creating a framework where any degree or diploma can be aligned to the NSQF – once the competencies being created through that formal qualification are ascertained.
- Creating national principles for recognizing skill proficiency leading to international equivalency.
- Countering the negative perception associated with vocational education & training by development of quality qualifications that also permit acquisition of higher qualification, including degrees & doctorates.

Fig. 1: Key Stakeholders of NSQF

Sector Skill Councils – Develop skills for various job roles in sector
Central Ministries – Ensure that all stakeholders align their programmes
State Governments – Align programmes in their state to the NSQF
Regulatory Institutions– Define entry and exit qualifications in terms of NSQF
Training Providers – Organise courses
Employers – Interpret the qualification of educations of individuals

III.CHALLENGES

The challenges faced to develop policies and to ensure effective implementation of various schemes and programmes for preparing youth for the world of work and further education and training. It addresses the following challenges:

- Improving the quality of vocational education and training.
- Providing greater access to a wide variety of skill development programmes attuned to the needs of individuals and employers.
- Building seamless pathways for the world of work and further education and training.
- Preparing a curriculum plan that integrates general education with vocational education in a manner that every student gets an opportunity to acquire knowledge, skills and ability for a smooth transition from school to work.

IV. PROBLEMS WITH IMPLEMENTING NSQF

Lack of support or adequate resources are an endemic problem in most systems of education and training. They do not adequately explain the difficulties associated with implementing NSQFs that may be specific to them. Here distinguish between political, administrative and technical or professional difficulties are explained.

Political difficulties can arise from the fact that the responsibility for an NSQF is never easily located within one government department. In most national governments, the departments of education, labour and industry and trade are all likely to be involved and are likely to have different agendas concerning how an NSQF should develop.

Administrative difficulties are most frequently expressed in the proliferation of new agencies and committees concerned with quality assurance, standard setting and assessment that NQFs invariably generate.

Technical or professional problems (in the sense used here) refer to assessment, previously limited to the relatively straightforward activity of setting and marking examinations, and for the need for a new language of standards, units and levels to define criteria that have to apply to very different qualifications.

V. CONCLUSION

Today, there is lack of uniformity in the outcomes associated with different qualifications across institutions, each with its own duration, curriculum, entry requirements as well as title. This often leads to problems in establishing equivalence of certificates/diplomas/degrees in different parts of the country, which in turn impacts the employability and mobility of students. By shifting the focus from inputs to learning outcomes, the NSQF would aim to tackle this challenge.

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6. UNDERSTANDING THE QUALIFICATION FRAMEWORK

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ABSTRACT

The paper reviews the steps taken to integrate general education through skill development initiatives under National Skill Qualification Framework (NSQF) and the challenges that India faces to develop policies and to ensure effective implementation of various schemes and programmes for preparing youth for the world of work and further education and training.Under NSQF, the learner can acquire the certification for competency needed at any level through formal, non-formal or informal learning. In that sense, the NSQF is a quality assurance framework. Presently, more than 100 countries have, or are in the process of developing national qualification frameworks.This paper consists of NSQF's Observation, Objectives ,Current scenario,Principles and Training module-Understanding the qualification framework.

INTRODUCTION

Recognizing the high demand for skill in the country, Central Advisory Board of Education (CABE) emphasized the need for a National Vocational Education Qualification Framework (NVEQF) that provides a common reference framework for linking various vocational qualifications and setting common principles and guidelines for a nationally recognized qualification system and standards. In pursuance of the decision of the Cabinet Committee on Skill Development in its meeting held on 19th December 2013, Ministry of Finance vides notification no. 8/6/2013-Invt. Dated 27th December 2013 notified the National Skill Qualification Framework (NSQF). As per the notification all other framework including NVEQF would cease to exist and will be superseded by NSQF In view of the new notification by the by Ministry of Finance. The Council decided to run the existing programmes approved under NVEQF by AICTE after aligning them as per the provisions of NSQF.

OBSERVATION:

- 80 percent of new entrants to the workforce have no opportunity for skill training.
- Against approximately 15 million per annum new entrants to the workforce, the existing training capacity is approximately 3 million per annum.
- Additionally a large number close to 200 Million at IX, X, XI, XII drop out who need Vocational skills to be employable. This number is likely to be 500 Million by 2020.
- Mere skill building is not widely accepted within the society
- Mere Acquiring degrees or Diplomas does not guarantee jobs. Hence a new paradigm is required to build skills and education together for multiple pathways and multipoint entry exit opportunities.

CURRENT SCENARIO:

- Water tight educational entry and exit levels
- Increasing drop outs
- Social non acceptance to Vocational Education as an alternate to higher education.
- Loss of productive youth
- Over qualified youth and non availability of appropriate jobs.
- Mismatch between Qualifications and Industry needs.
- Need to provide seamless integration between Vocational education and Regular Higher Education
- Enhancement in GER
- Need to Enhance employability potential

OBJECTIVES:

- Bridge skill gap and provide trained manpower to various emerging service sectors I in India
- Strive towards development of skilled manpower for diversified sector through short term, structured job oriented Courses.
- Prepare the youth for a vocation of their choice;
- Build a formidable work force of international quality for Demand not only in India but also in all other countries.
- Reduce unemployment by supplying world-class skilled people.
- Reduce cost and improve productivity of services and manufacturing by providing skilled manpower to international standards.

PRICIPLES ADOPTED FOR NSQF:

Localised approach

- Maximum Impact skills and sectors selected
- Subsidized Fee Structure to provide accessibility
- Skills for Women – (Hair Dressing, Beauty Therapy, Teaching, Driving, etc.)
- Centrally administered 'Train The Trainers'
- Placement assistance connecting candidates to jobs
- Building pathway for international progression.
- Recognition of prior learning.

TRAINING MODULES ON NSQF:

Under a Technical Assistance Program, the EU is assisting NSDA in implementing NSQF and capacity building in the skill development space. As part of this assistance, the India-EU Skill Development Project has developed a 12-day training programme covering the key issues related to managing and operationalizing a National Skills Qualification Framework. The programme will be delivered by the project experts from the EU team to a batch consisting of high-level NSQF key stakeholders from different organizations. Training for the first three modules was organized in the month of February 2015 and 4th to 6th Module was organized in March 2015.

UNDERSTANDING QUALIFICATIONS FRAMEWORKS:

It is easy to forget that the current standard-based model of qualifications is a relatively recent invention. Full credit to New Zealand for setting up the first national qualification authority and developing the first fully functioning national qualification frameworks in 1990/1. The emergence of broadly similar national qualification developments in many different countries during the 1990s reflected the extent to which experience was being shared through exchange of information and expertise in publications. Since then many more countries developed or are developing national qualification frameworks and many have established national qualifications authorities for their frameworks. International collaboration continues to these days and has been formalized, in a number of regions, in the more recent development of transnational qualification frameworks reflecting the growing importance of learners and labor mobility but also, perhaps, as a means by which to encourage cross-border policy convergence.

THE MAIN FEATURES OF NQSF :

- Qualifications are described in terms of a single set of criteria or a single definition of what is to count as a qualification.
- Qualifications are ranked on a single hierarchy ex-pressed as a single set of levels – each with its distinct level descriptors.

Qualifications Frameworks are flourishing all over the world. Many authors are wondering why so many policy makers are finding them such a good idea everywhere. The first frameworks (1984) came as an idea that things could not continue as before, and therefore had a trans-formational edge, like in New Zealand, Australia, South Africa and England.

MAIN PURPOSES FOR RECENT QUALIFICATION REFORMS:

Among the most frequent objectives are

- To establish national standards for the outcomes of learning and improve the social and/or economic value of qualifications
- To improve the quality of qualifications and assessment, increase trust in qualifications and gain national / international recognition for workers' skills. Hence the NQF differ according to their
    - o **SCOPE:** Sector or comprehensive.
    - o **AIMS:** Communication, reform or transformation.
    - o **GOVERNANCE :** Regulatory or voluntary.
    - o **DESIGN:** Tight or loose.
    - o **ASSOCIATED FUNCTIONS,** Such as progression pathways.
    - o **TYPE:** National or regional.

AIMS OF FRAMEWORKS:

- Communication frameworks
- Reforming frameworks

CONCLUSION:

In many countries, the NQF has still to become visible to ordinary citizens and be part of the language of learning. Experience shows that a NQF does not have to be perfect before entering a real world. It is preferable to be pragmatic, to test out, to build support of a wide variety of potential users – rather than to try to launch a framework which is perfect in every detail. Seeking perfection before going public is understandable but the time it takes to achieve this may well build frustration amongst users rather than demand. Demand is built by having learners, teachers and employers as advocates of the national qualification framework because they have experienced its benefits. Such advocates will be far more effective in pushing forward implementation than a roomful of beautifully written policy papers.

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7. NSQF IS AN OPPORTUNITY FOR YOUTH EMPOWERMENT IN MILLENNIUM INDIA – A DISCUSSION

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ABSTRACT

The National Skills Qualifications Framework (NSQF) organizes qualifications according to a series of levels of knowledge, skills and aptitude. These levels are defined in terms of learning outcomes which the learner must possess regardless of whether they were acquired through formal, non-formal or informal learning. In that sense, the NSQF is a quality assurance framework. It is therefore a nationally integrated education and competency based skill framework that will provide for multiple pathways such as horizontal as well as vertical, within vocational education, vocational training, among vocational education, general education and technical education thus linking one level of learning to another higher level. This will enable a person to acquire desired competency levels, transit to the job market at an opportune time and return for acquiring additional skills for further upgrade their competencies.

This paper is an attempted to discuss about the organizational frame work, goals and objectives, key elements, importance and functions of the NSQF. The National Skill Qualification Framework for five year implementation schedule is explained. It also highlights the concepts of recognition of Prior learning, Process of certificating construction and Pros and Cons about the NSQF.

Key words: Learning outcome, Competency, Prior learning, NSQF, NSQC, NVEQF and NSDA.

INTRODUCTION

The National Skills Qualifications Framework (NSQF) is a competency-based framework that organizes all qualifications according to a series of levels of knowledge, skills and aptitude. These levels graded from one to ten are defined in terms of learning outcomes which the learner must possess regardless of whether they are obtained through formal, non-formal or informal learning. NSQF in India was notified on 27th December 2013. All other frameworks including the NVEQF (National Vocational Educational Qualification Framework) released by the Ministry of HRD stand superseded by the NSQF. Under NSQF the learner can acquire the certification for competency needed at any level through formal, non-formal or informal learning. The NSQF is anchored at the National Skill Development Agency (NSDA) and is being implemented through the National Skills Qualifications Committee (NSQC) which comprises of all key stakeholders.

THE OBJECTIVES OF THE NSQF

- Accommodates the diversity of the Indian education and training systems
- Allows the development of a set of qualifications for each level, based on outcomes which are accepted across the nation
- Provides structure for the development and maintenance of progressive pathways which provide access to qualifications and assist people to move easily and readily between different education , training sectors and the labor market
- Gives individuals an option to progress through education training and gain recognition for their prior learning and experiences
- Supports and enhances the national and international mobility of persons with NSQF-compliant qualifications through increased recognition of the value and comparability of Indian qualifications

THE MAIN GOALS OF SKILL INDIA PROGRAMME

The NSQF is a quality assurance framework. Presently, more than 100 countries are initiating the process of developing national qualification frameworks. The following goals are mentioned by the NSQF in India.

- To create opportunities, space and scope for the development of the talents of the Indian youth
- To identify the new sectors for skill development
- To provide training and skill development to 500 million youth of our country in 2020, covering each and every village.

National Silk Framework
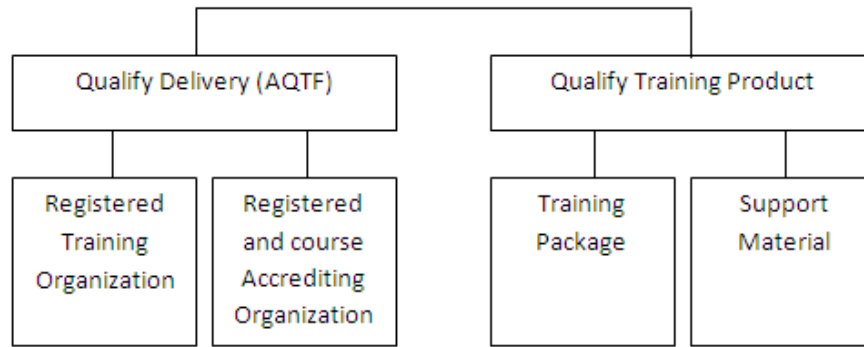
THE KEY ELEMENTS OF THE NSQF

- National principles for recognizing skill proficiency and competencies at different levels leading to international equivalency
- Multiple entry and exit between vocational education, skill training, general education, technical education and job markets
- Progressive pathways defined within skill qualification framework
- Opportunities to promote lifelong learning and skill development
- Partnership with industry/employers
- A transparent, accountable and credible mechanism for skill development across various sectors
- Increased potential for recognition of prior learning

LEVEL DESCRIPTORS

The NSQF is described by a statement of learning outcomes in five domains, known as level descriptors that are described below.

Process

Process is a general summary of the other four domains corresponding to the level.

Professional knowledge

Professional knowledge is what a learner should know and understand with reference to the subject. It is described in terms of depth, breadth, kinds of knowledge and complexity as follows:

- Depth of knowledge can be general or specialized
- Breadth of knowledge can range from a single topic to multi-disciplinary area of knowledge
- Kinds of knowledge range from concrete to abstract and from segmented to cumulative.
- Complexity of knowledge refers to the combination of kinds, depth and breadth of knowledge

Professional skill

Professional skills are what a learner should be able to do. These are described in terms of the kinds and complexity of skills and include:

- Cognitive and creative skills involving the use of intuitive, logical and critical thinking.
- Communication skills involving written, oral, literacy and numeracy skills
- Interpersonal skills and generic skills

Core skill

Core skills refer to basic skills involving dexterity and the use of methods, materials, tools and instruments used for performing the job including IT skills needed for that level.

Responsibility

Responsibility aspect determines the following:

- Nature of working relationships
- Level of responsibility for self and others
- Managing change
- Accountability for actions

IMPLEMENTATION SCHEDULE

The NSQF provides for a five year implementation schedule which provides that after the third anniversary (27.12.2016) date of the notification of the NSQF.

- Government funding would not be available for any training/ educational program course which are not NSQF-compliant.
- All government-funded training and educational institutions shall define eligibility criteria for admission to various courses in terms of NSQF levels.
- The recruitment rules of the Government of India and PSUs of the central government shall be amended to define eligibility criteria for all positions in terms of NSQF levels. The State Governments and their PSUs shall also be encouraged to amend their recruitment rules on the above lines.

SPECIFIC OUTCOMES EXPECTED FROM IMPLEMENTATION OF NSQF

- Mobility between vocational and general education by alignment of degrees with NSQF
- Recognition of Prior Learning (RPL), allowing transition from non-formal to organized job market
- Standardized, consistent, nationally acceptable outcomes of training across the country through a national quality assurance framework
- Global mobility of skilled workforce from India, through international equivalence of NSQF
- Mapping of progressive pathways within sectors and cross-sectors
- Approval of NOS/QPs as national standards for skill training

SIGNIFICANCE OF NATIONAL SKILL FRAMEWORK

- A bridge of trust between the world of work and world of education training.
- Multiple of entry and exit points
- Industry inputs in developing qualifications
- Life-long learning
- Recognition of Prior learning
- Promote academics of excellence
- It will help in attaining desired competencies
- Internationalization of Education

CRITICISM OF NATIONAL SKILL FRAMEWORK

- It encourages to promote and create varnashrama based (Kulakalvi Schemes) social structure
- Not possible to implement to all disciplines
- Not suitable for the people of diverse social backgrounds

CONCLUSION

NSQF is a quality assurance framework that aims at bridging the demand-supply gap for skilled workforce in different industry sectors in India. It strives to ensure various interoperable quality standards for progression and upward mobility through formal and informal education and training by mapping different levels of knowledge, skills and aptitude with requirements to successfully perform on the job. When implemented well, NSQF can go a long way in removing the stigma attached to vocational education and

training by promoting a culture of credit transfers and other modes of recognizing and rewards accomplishments in vocational streams.

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8. A PARADIGM SHIFT FROM BEING 'QUALIFICATION BASED' TO 'SKILL BASED' THROUGH NSQF

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ABSTRACT

This article highlights the critical need for scaling up concerted efforts to enhance skill development in India, in the context of the country's transition to a knowledge based economy, through the creation of a professional skilled workforce.It can be achieved with positive step of National Skills Qualifications Framework (NSQF), organizes qualifications according to a series of levels of knowledge, skills and aptitude.This will enable a person to acquire desired competency levels, transit to the job market and, at an opportune time, return for acquiring additional skills to further upgrade their competencies [1].It increases transparency and strengthens accountability of qualificationsfor the benefit of individual learners and employers.Whether the emphasis is on increasing the relevance and flexibility of education and training programs, easing recognition of prior learning, enhancing lifelong learning, improving the transparency of qualification systems, creating possibilities for credit accumulation and transfer, or developing quality assurance systems, Governments are increasingly turning to qualifications frameworks as a policy tool for reform [2]. ***Keywords:*** *Vocational education, Assurance, Competency, Potential, Prior learning, Outcomes, Transparency, Credit, Mobilization.*

INTRODUCTION

The resume reflected a master's degree, but the professional status still read the same, educated but unemployed. This is a story common to a number of students in the country. With an overarching bent towards theoretical **education** with little or no exposure to practical know-how, this scenario has long been in the making.With 15 million youngsters entering the workforce each year, more than 75 per cent are not job-ready. India will need 700 million skilled workers by 2022 to meet the demands of a growing economy. This glaring imbalance, due to lack of technical and soft skills, points towards the urgent and growing need to make young Indians job-ready, focusing on young graduates to augment their employability. The young nation that we are with 62 per cent of our population in the working age group and more than 54 per cent of the total population below 25 years , there is a need to make drastic amends to solve the great Indian talent conundrum. To make the most of this demographic dividend that we, as a country possess, the maiden step towards this is to celebrate skills and accept their need and importance with an open mind, just like China [3].

Recognizing the high demand for skill in the country, Central Advisory Board of Education (CABE) emphasized the need for a National Vocational Education Qualification Framework (NVEQF) that provides a common reference framework for linking various vocational qualifications and setting common principles and guidelines for a nationally recognized qualification system and standards.

In pursuance of the decision of the Cabinet Committee on Skill Development, Ministry of Finance notified the National Skill Qualification Framework (NSQF). As per the notification all other framework including NVEQF would cease to exist and will be superseded by NSQF.

ABOUT NSQF

The National Skills Qualifications Framework (NSQF) organizes qualifications according to a series of levels of knowledge, skills and aptitude. These levels are defined in terms of learning outcomes which the learner must possess regardless of whether they were acquired through formal, non-formal or informal learning. In that sense, the NSQF is a quality assurance framework. It is, therefore, a nationally integrated education and competency based skill framework that will provide for multiple pathways, horizontal as well as vertical, both within vocational education and vocational training and among vocational education, vocational training, general education and technical education, thus linking one level of learning to another higher level [4]. This will enable a person to acquire desired competency levels, transit to the job market and, at an opportune time, return for acquiring additional skills to further upgrade their competencies.

THE KEY ELEMENTS OF THE NSQF PROVIDE:
a) National principles for recognising skill proficiency and competencies at different levels leading to international equivalency
b) Multiple entry and exit between vocational education, skill training, general education, technical education and job markets
c) Progression pathways defined within skill qualification framework
d) Opportunities to promote lifelong learning and skill development
e) Partnership with industry/employers
f) A transparent, accountable and credible mechanism for skill development across various sectors
g) Increased potential for recognition of prior learning

THE OBJECTIVES OF THE NSQF ARE TO PROVIDE A FRAMEWORK THAT:
a) Accommodates the diversity of the Indian education and training systems
b) Allows the development of a set of qualifications for each level, based on outcomes which are accepted across the nation
c) Provides structure for development and maintenance of progression pathways which provide access to qualifications and assist people to move easily and readily between different education and training sectors and between those sectors and the labour market
d) Gives individuals an option to progress through education and training and gain recognition for their prior learning and experiences
e) Gives individuals an option to progress through education and training and gain recognition for their prior learning and experiences
f) Supports and enhances the national and international mobility of persons with NSQF-compliant qualifications through increased recognition of the value and comparability of Indian qualifications

NEED FOR QUALIFICATION FRAMEWORK IN INDIA

There is an urgent need to mainstream skill formation in the formal education system, and at the same time for innovative approaches for the skill creation outside the formal education system. Although the government's Coordinated Action on Skill Development has brought about a paradigm shift in addressing the issues of relevance in skill development, the gaps in skill development are to be identified so as to achieve the objectives in terms of quantity, quality, outreach, and mobility while building on the foundation. Further, some of the area that merit attention, according to the Plan, putting in place a National Skills Qualification Framework which lays down different levels of skills required by industry, which allows multiple points of entry and exit, which recognises prior learning, and which allows for mobility across different levels [5].

The **need for the NSQF** arises due to the following additional reasons:

a) Till now the focus of education and training has been almost has been entirely on inputs. The NSQF is based on an **outcomes based approach**, and each level in the NSQF is defined and described in terms of competency levels that would need to be achieved.

b) The NSQF will **make the progression pathways transparent** so that institutes, students and employers are clear as to what they can or cannot do after pursuing a particular course and address the issues of inequity and disparity in qualifications.

c) There is lack of uniformity in the outcomes associated with different qualifications across institutions, each with its own duration, curriculum, entry requirements as well as title. This often leads to problems in **establishing equivalence of certificates/diplomas/degrees** in different parts of the country, which in turn impacts the employability and mobility of students.

d) The negative perception associated with vocational education and training can be significantly removed by the **development of quality qualifications that also permit acquisition of higher qualifications**, including degrees and doctorates.

e) As a competency based and outcomes based qualification framework, NSQF will facilitate **Recognition of Prior Learning (RPL)** that is largely lacking in the present education and training scenario.

f) Majority of Indian qualifications are not recognized internationally and vice-versa. The NSQF will also help **alignment of Indian qualifications to international qualifications in accordance with relevant bilateral and multilateral agreements**.

g) The **credit accumulation and transfer system** that will be integrated in the NSQF will allow people to move between education, vocational training and work at different stages in their lives according to their needs and convenience [6].

CONCLUSION

Incorporation of these frameworks in education will lead to a paradigm shift in employment from being 'qualification-based' to 'skill-based', making educational institutions focus on imparting skills that lead to employability, rather than merely doling out certificates and degrees. Integrating skills with regular main stream education in schools, will truly change the employment landscape at the most fundamental level in the country. A reinvention will need a vast paradigm shift to develop the tools of change needed to survive in the algorithm age. The demographic dividend if not given the treatment of skills may simply turn into a demographic disaster. The imbalance between the too few skilled workers and fewer jobs for the medium and low-skilled workforce is pointing towards impending disaster [7].

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9. NATIONAL SKILLS QUALIFICATION FRAMEWORK(NSQF)

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ABSTRACT

National Skills Qualification Framework – NSQF is a quality assurance framework that aims at bridging the demand-supply gap for skilled workforce in different industry sectors in India. It strives to ensure various interoperable quality standards for progression and upward mobility through formal and informal education and training by mapping different levels of knowledge, skills and aptitude with requirements to successfully perform on the job. When implemented well, NSQF can go a long way in removing the stigma attached to vocational education and training by promoting a culture of credit transfers and other modes of recognizing and rewards accomplishments in vocational stream

INTRODUCTION

The National Skills Qualification Framework (NSQF) developed by the Ministry of Human Resource Development (MHRD), Government of India is a descriptive framework that provides a common reference for linking various qualifications. It is used for setting common principles and guidelines for a nationally recognized qualification system covering Schools, Vocational Education and Training Institutions, Technical Education Institutions, and Universities/Colleges.

The NSQF organizes qualifications according to a series of levels of knowledge and skills. These levels are defined in terms of learning outcomes i.e., the competencies (knowledge, skills and attitude) which the learners must possess regardless of whether they were acquired through formal, non-formal or informal education and training system. Qualifications are made up of occupational standards for specific areas of learning units or unit of competency. Units of competency are the specification of knowledge and skill and the application of that knowledge and skill to the standard of performance expected in the workplace. The Unit of competency or National Occupation Standards comprising generic and technical competencies an employee should possess are laid down by the Sector Skill Council of the respective economic or social sector.

OBSERVATIONS

- 80 percent of new entrants to the workforce have no opportunity for skill training.
- Against approximately 15 million per annum new entrants to the workforce, the existing training capacity is approximately 3 million per annum.
- Additionally a large number close to 200 Million at IX, X, XI, XII drop out who need Vocational skills to be employable. This number is likely to be 500 Million by 2020.
- Mere skill building is not widely accepted within the society
- Mere Acquiring degrees or Diplomas does not guarantee jobs. Hence a new paradigm is required to build skills and education together for multiple pathways and multipoint entry exit opportunities

EXPECTED OUTCOMES

- Integration between vocational education, skill training, general education, technical education and job markets.
- Increased potential for Recognition of Prior Learning (RPL) of individuals who have acquired skills through non-formal channels.
- Defining competencies and progression pathways that are not completely based on either duration of the programme or specific curricula
- Creating a framework where any degree or diploma can be aligned to the NSQF – once the competencies being created through that formal qualification are ascertained.

- Creating national principles for recognising skill proficiency leading to international equivalency.
- Countering the negative perception associated with vocational education & training by development of quality qualifications that also permit acquisition of higher qualifications, including degrees & doctorates.

ALIGNMENT OF NSQF IN STATES

- All institutions/bodies under the state government are expectedto align their training programmes to NSQF. Government funding would be on preferential basis for NSQF compliant training/ educational programmes/courses. State Government should complete this exercise in 3 to 5 years of notification.
- The NSQF notification provides a Qualifications Register, which is the official national database of all qualifications aligned to NSQF levels. The States are advised to start the process of NSQF alignment of all qualifications recognised by the State Boards through this Register

STEPS TO ROLL-OUT NSQF IN STATES

- Consultative Workshops/Meetings would be held at the state level by the NSDA in co-ordination with the state governments. NSDA would visit every state in order to educate and explain the concept and process of rolling out of NSQF in the states.
- The state governmentwould befamiliarised with the concept of NSQF through these workshops
- The Qualifications offered by various institutions recognised by state governments would be defined on the basis of competencies and the outcomes would be mapped to the most appropriate NSQF levels
- The alignment process involves populating the Qualifications Register which would be the official national database of all NSQF compliant qualifications. The NSDA would provide guidance in populating the Qualifications Register

NSQF organizes qualifications according to levels of knowledge skills and aptitude in order to facilitate interaction between general education, vocational education and training that have hitherto been operating as separate and independent verticals

- The levels are detailed definitions of learning outcomes that the learner must possess and demonstrate irrespective of whether the learning takes place through formal schooling or non-formal.
- It primarily aims at establishing interoperability through a national level quality assurance framework that is on par with international standards
- As a competency framework it integrates vocational education and training, general education, technical education through various paths that show the higher order and levels of learning
- It aims at providing flexibility with multiple entry and exit levels
- One of the main objectives of NSQF is to facilitate easy entry into job market with desired skills and knowledge and continue learning and skill building for further qualifications
- Certification and credit, transfer of credits, scoring more marks – establish equivalence
- NSQF is derived in partnership with industry and prospective employers for validation of curriculum and upgrading with current knowledge and technologies.

HOW NSQF HELPS SCHOOLS AND COLLEGES

It is a well known fact that popular educational degrees in professional courses like engineering and management are not able to meet the talent requirements in the corporate sector in India. And, it also understandable that ITI and polytechnic courses are least aspirational even though they have an inherent potential to enable sustainable livelihoods , salaried jobs and self-employment. While most students are conditioned to one-track thinking they need to be aware of how their formal education connects with the

workplace skills and the knowledge and abilities acquired through formal education. Some important questions need our immediate attention.

How do we create awareness among students and parents that engineering is not the only aspirational degree to fulfill career ambitions? Are they prepare to accept alternatives such as vocational streams of education and training? Why are ITI s and polytechnics seen as least priority options with no higher education and future prospects? Are our schools and colleges open to flexible ways of certification and academic progression? How do we connect education with employability and show various paths to upward mobility through recognition of prior learning (RPL) and formal certification.

Students need to know that formal degree curricula are mostly designed equip them with knowledge and they have to explore different ways of practicing and applying the knowledge. They need to appreciate the vocational aspects of learning alongside the school and college programs through real-work exposure, working with tools, machines and gadgets. Only then their higher education gets aligned with skills required at the basic levels and they are well prepared to understand the discipline and how it connect with the industry in a holistic manner. It is only by trying manual work that they develop respect for all trades and dignity of labour.

CONCLUSION

The journey from education to employment is marked with several milestones – on the two extreme ends we have the students, graduates or job aspirants and on the other end the industry, the corporates with a range of jobs in private and public sector. The process should enable meeting the market demands for skilled workforce through industry approved training curriculum and placement options. It also needs to take into consideration the training of trainers.

10. EDUCATION WITH NATIONAL SKILLS QUALIFICATION FRAMEWORK

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ABSTRACT

The National Skills Qualifications Framework (NSQF) is a competency-based framework that organizes all qualifications according to a series of levels of knowledge, skills and aptitude. These levels, graded from one to ten, are defined in terms of learning outcomes which the learner must possess regardless of whether they are obtained through formal, non-formal or informal learning. NSQF in India was notified on 27th December 2013. All other frameworks, including the NVEQF (National Vocational Educational Qualification Framework) released by the Ministry of HRD, stand superseded by the NSQF.

INTRODUCTION

The National Skills Qualifications Framework (NSQF) is a competency-based framework that organises all qualifications according to a series of levels of knowledge, skills and aptitude. These levels, graded from one to ten, are defined in terms of learning outcomes which the learner must possess regardless of whether they are obtained through formal, non-formal or informal learning.

IMPLEMENTATION OF THE NSQF

Mobility between vocational and general education by alignment of degrees with NSQF Recognition of Prior Learning (RPL), allowing transition from non-formal to organised job market Standardised, consistent, nationally acceptable outcomes of training across the country through a national quality assurance framework Global mobility of skilled workforce from India, through international equivalence of NSQF Mapping of progression pathways within sectors and cross-sectoral approval of NOS/QPs as national standards for skill training

- The NSQF provides for a five year implementation schedule which provides that after the third anniversary(27.12.2016) date of the notification of the NSQF,
- Government funding would not be available for any training/ educational programme/ course which is not NSQF-compliant.
- All government-funded training and educational institutions shall define eligibility criteria for admission to various courses in terms of NSQF levels.
- The recruitment rules of the Government of India and PSUs of the central government shall be amended to define eligibility criteria for all positions in terms of NSQF levels. The State Governments and their PSUs shall also be encouraged to amend their recruitment rules on above lines.

KEY ELEMENTS OF THE NSQF PROVIDE

- National Principles For Recognising Skill Proficiency And Competencies At Different Levels Leading To International Equivalency
- Multiple Entry And Exit Between Vocational Education, Skill Training, General Education, Technical Education And Job Markets
- Progression Pathways Defined Within Skill Qualification Framework
- Opportunities To Promote Lifelong Learning And Skill Development
- Partnership With Industry/Employers
- A Transparent, Accountable And Credible Mechanism For Skill Development Across Various Sectors
- Increased Potential For Recognition Of Prior Learning

NSQF HELPS SCHOOLS AND COLLEGE

It is a well known fact that popular educational degrees in professional courses like engineering and management are not able to meet the talent requirements in the corporate sector in India. And, it also understandable that ITI and polytechnic courses are least aspirational even though they have an inherent potential to enable sustainable livelihoods , salaried jobs and self-employment. While most students are conditioned to one-track thinking they need to be aware of how their formal education connects with the workplace skills and the knowledge and abilities acquired through formal education. Some important questions need our immediate attention.

CONCLUSION

NSQF comprises 10 levels each representing different levels of complexity, knowledge and autonomy required to demonstrate the competence commensurate to that level. Each level is defined by the extent of demands made of the learner in categories like professional knowledge and professional skills, core skills and responsibilities. For each job role and level the Qualification Packs (QPs) and National Occupational Standards (NOS) are formulated by the concerned industry through sector skill councils. NSQF is operationalized by National Skill Development Agency (NSDA) to ensure that the quality and standards meet the requirements of industry sectors through setting up of certifying bodies.

11. A PERSPECTIVE STUDY OF VOCATIONAL EDUCATION

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ABSTRACT

NSQF organizes qualification according to level of knowledge skills and aptitude in order facilitates interactions between general education and vocational education. It develops the tools for collecting information on vocationalisation secondary and higher secondary education under NSQF from different states. It is a quality assurance framework; it creates the interest among the students. NSQF is to facilitate easy entry into job market with desire skills, knowledge, continues learning and skill building for further qualifications. It provides flexibility with multiple entry and exit levels. Accommodate the diversity of Indian education and training system. It helps people moving easily between different education and industry sectors. It is upgrading with current knowledge and technologies. Enhance international mobility of workforce through compliance with Global standards. **Keywords**: Vocational Education, General Education, Training

INTRODUCTION

The government of India plays an important role for implementation of vocational education in India through NSQF .The cabinet notified the NSQF on the 27th December 2013. The NSQF is a National Framework that aims to integrate general education, vocational education and training. It is a competency based framework that organizes qualifications into 10 levels .The competency level based on learner can acquire the same formal non formal and informal learning.

NATIONAL SKILL QUALIFICATION FRAMEWORK

NSQF is a quality assurance framework .NSQF organizes all qualification according to a series of level of knowledge, skill and aptitude. It along with the state education board. It consists ten level. The level one represents the lowest complexity while level ten represents the highest complexity.

VOCATIONAL EDUCATION

Vocational education can be defined as the education that is based in occupation and employment. Vocational education is also known as career and technical education and training .It prepared people for specific, trades and crafts.

GOVERNMENT ESTABLISHES THE NSQF

General education, vocational education and training has been operating has separate vertical with very little interaction between the two. It concerned about individual from being able to acquire higher degrees of qualification. In order to facilitate mobility from vocational to general education, a qualification framework for India. NSQF will help make qualification more under stable and transparent.

VOCATIONALISATION OF SECONDARY EDUCATION:

Vocational education is a skill development at all level from the primary and secondary education through formal, informal and non-formal programme. Vocational education in the +2 stage also known as Higher secondary stage, develop competencies knowledge, skill and aptitude. The NSQF scheme provides for financial assistance to the states, preparation of curriculum, textbook, workbook curriculum, guides, training and teacher training programme evaluation. In vocational education the +1 and +2 grade students have access to around 160 vocational courses offered in 6000 schools for the 32 states/union territories of the country.

AIMS AND OBJECTIVES

  ❖ Launching of new scheme NSQF on vocational education.

- ❖ To develop vocationalisation of secondary and Higher secondary education under NSQF.
- ❖ To make current spread of vocational education.
- ❖ Introducing of National Vocational Education Qualification Framework (NVEQF)
- ❖ Vocational education to be integral part of the school education system.
- ❖ Introducing of pre vocational subject at class IX and reorganizing of vocational course.
- ❖ Boosting of vocational education at tertiary education level.
- ❖ Prepare the youth for a vocation of their choice.

BENEFITS OF NSQF

NSQF is intended to support labour market mobililty in India. It is linking in employability and creation of job opportunities. It should be review and improve accordingly to ensure good results. It enable a better much between supply and demand for qualification. The NSQF should make it easier for employers to interpret the qualification of individual. The individual should be able to learn their own progress in lifelong learning. Integration between vocational education, skill training, general education, technical education and job market.

FEATURES OF NSQF

- ❖ Mobility between vocational and general education by alignment of degrees with NSQF.
- ❖ The NSQF will also help in moving towards outcome based learning in general as well as vocational space.
- ❖ NSQF emphasis a shift from input to learning outcomes.
- ❖ This framework links one level of learning to higher ones.

ADVANTAGES OF NSQF

It provides regulation and quality assurance in the field of education and training. It provides job market entrance with domestic as well as international ability. It also provides the structure for the development of progression of path way transparent. It will provide a transit to job market. It promotes lifelong learning. It also accommodates the diversity and richness of Indian learning system. It will provide returns for additional skill to further upgrade competencies.

STATUS OF NSQF

NSQF is a nationally integrated education and competency based skill framework that will provide for multiple path way both within vocational and general education to link one level of learning, to link and enable learner to progress their higher level from any starting point in education and skill system. It is a framework to enhance employability skills of our students by introducing applied learning skill in integration with academic stream. It aims at providing flexibility with multiple entry and exist levels It facilitate easy entry into job markets with desired skills and knowledge and continue learning and skill building NSQF is derived in partnership with industry and prospective employers It integrates vocational education and training ,general education ,technical education through various path that shows the higher order and levels of learning.

IMPORTANCE OF NSQF

- ❖ It facilitate mobility from vocational to general education
- ❖ It support skill development for India.
- ❖ It will help to enhance employability potential.
- ❖ It provide integration between vocational education and regular higher education.
- ❖ It will facilitate Recognition of Prior Learning that is largely lacking in the present education.

CONCLUSION

Vocational education strengthens any country employment and same way its economy. India being a developing world has come a long way to enhance and implement vocational education under the scheme of NSQF. Presently more than 100 countries have been developing the process of NSQF. It can thus be hoped that vocational education will play a major role improving the lives of the people of India

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12. EDUCATION WITH NATIONAL SKILL QUALIFICATION FRAMEWORK
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ABSTRACT

The learning and employability series is primary intended for student in higher education to the enhancement of student employability. The National skills qualifications framework (NSQF) is a competency based framework that organizes all qualifications according to a series of levels of knowledge, skills and aptitude. Under NSQF, the learner can acquire the certification for competency needed at any level through formal, non-formal or informal learning. Presently more than 100 countries have are in process of developing national qualification framework. **key words**: Enhancement, informal, formal, competency.

INTRODUCTION

The skills for education and employment program provide language, Literary and numeracy training to eligible job seekers to help them to participate more effectively in training or in the labour force, NSQF was stated by Bandaru Dattatrey a minister of state (IC) for labour and employment at 90-20 labour and they are obtained through formal, non-formal or informal.

NATIONAL SKILL QUALIFICATION FRAMEWORK IN INDIA

In India was notified on 27th December 2013. All other frameworks, including the NVEQF (National vocational education qualification framework) released by ministry . Under NSQF the certification for competency needed at any level through formal, non- formal learning, in the sense. More than 100 countries have, or are in the process of developing national qualification frameworks. The NSQF functions amongst other include approving accreditation norms, prescribing to address the needs of disadvantage sections, reviewing inter-agency disputes and alignment of NSQF with international qualification framework.

SPECIFIC OUTCOMES EXPECTED FROM IMPLEMENTATION OF NSQF
 ➢ Mobility between vocational and general education by alignment of degrees with NSQF.
 ➢ Recognition of prior learning allowing transition from non-formal to organized job market.
 ➢ Mapping of progression pathways within sectors and cross sectors.
 ➢ Approval NOS/QPS as national standards for skill training.

KEY ELEMENTS OF NSQF
 ➢ National principles for recognizing skill proficiency and competencies, at different levels leading to international equivalency.
 ➢ Opportunities to promote lifelong learning and skill development.
 ➢ A transparent, accountable and credible mechanism for skill development.

NSQF HELPS THE STUDENTS

Students need to know that formal degree, curricula are mostly designed equip them with knowledge and they have to explore different ways of practicing and applying the knowledge. The higher education gets aligned with skills required at basic level and they are well prepared to understand the discipline. The NSQF will make the progression pathways transparent so that institutes the students and employers are clear. The development of the quality of qualification also permitted.

CONCLUSION

The journey from education to employment is marked with several milestones. This has lead to hesitation among the youth in opting for the vocational education and training as it is presumed that avenue would preclude by NSQF.

13.EDUCATION WITH NATIONAL SKILL QUALIFICATION FRAMEWORK
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In the present scenario, recognising high demand for skill and knowledge in our country, the education authority (i.e.) the Central Advisory Board of education (CABE) emphasizes the requirement for a National Vocational Education Qualification Framework (NVEQF) that provides a common reference framework. Later, the council decided to run NVEQF and All India Council for Technical Education (AICTE) after aligning them as per the provision of NSQF. This paper gives an elaborate overview of various aspects of NSQF. The specific outcomes that are expected from the NSQF are notified. The ten levels of NSQF are explained with its descriptors. The operation methodology of NSQF and the features of NSQF are enclosed in this paper in order to get a clear view about NSQF. This paper also provides facts and statistics about NSQF which is essential to be known by everyone. The key elements of National Skill Qualification Framework are also discussed. The National Skill Qualification Framework for a five year implementation schedule is explained. The importance of this framework is mentioned such as equivalence of certificates, diplomas and degrees through a regulation of University Grants Commission (UGC). At present, this framework is implemented only to limited courses. If we include some essential features to NSQF, it can be put into practice in all the courses. The possible measures to create awareness about NSQF are also suggested in this paper presentation.

14. EDUCATION WITH NATIONAL SKILLS QUALIFICATION FRAMEWORK
D. ABERAME & A. AMIRUNISHA BEGAM, III B.A. Eng., Krishnasamy College of Science, Arts & Management for Women

Here is my presentation on Skills in Education and Employment. I have chosen "Skills development programmes in schools and colleges." Through this topic I would like to deliver some of the needed and efficient skills for students. "Commutative skill, problem solving skill, team work force ethics, moral and leadership skill. My presentation is about all these skills.

14. EDUCATION WITH NATIONAL SKILLS QUALIFICATION FRAMEWORK

R. MAHALAKSHMI & V. NANDHINESHWARI, Krishnasamy college of Science, Arts & Management for Women

Here our topic is about SKILL IN EDUCATION AND EMPLOYABILITY, "Skill developing programmes in schools and colleges". It brings in refreshingly different perspectives to understand the gap between formal educational qualification and job requirement. To achieve skill based learning in Schools and colleges, Development programmes like Complement knowledge with practical exposure, Focus on industry recognition of knowledge and skills, Skill based learning in schools and colleges for holistic learning, etc. Are the overview see about in this presentation.

SUB-THEME 4: EDUCATION WITH RECOGNITION OF PRIOR LEARNING (RPL)

1. VARIOUS SKILLS NEEDED FOR EMPLOYABILITY
R. PRABAVATHI, Ph.D Scholar & **DR. P.C.NAGASUBRAMANI,** Associate Professor, TNTEU

ABSTRACT

In the modern world the stock of knowledge is far greater and the pace of growth is very quick. Thus, the Indian society is experiencing social, cultural and economic changes. The two greatest concerns of employers today are finding good workers and training them. The difference between the skills needed on the job and those possessed by applicants, sometimes called the skills-gap, is of real concern to human resource managers and business owners looking to hire competent employees. While employers would prefer to hire people who are trained and ready to go to work, they are usually willing to provide the specialized, job -specific training necessary for those lacking such skills. Most discussions concerning today's workforce eventually turn to employability skills. Finding workers who have employability or job readiness skills that help them fit into and remain in the work environment is a real problem. Employers need reliable, responsible workers who can solve problems and who have the social skills and attitudes to work together with other workers. Creativity, once a trait avoided by employers who used a cookie cutter system, is now prized among employers who are trying to create the empowered, high performance workforce needed for competitiveness in today's marketplace. Employees with these skills are in demand and are considered valuable human capital assets to companies.

INTRODUCTION

Employability skills are those basic skills necessary for getting, keeping, and doing well on a job. These are the skills, attitudes and actions that en able workers to get along with their fellow workers and supervisors and to make sound, critical decisions. Unlike occupational or technical skills, employability skills are generic in nature rather than job specific and cut across all industry types, business sizes, and job levels from the entry-level worker to the senior-most position. Employability skills, while categorized in many different ways, are generally divided into three skill sets: (a) basic academic skills, (b) higher-order thinking skills and (c) personal qualities. The three skill sets are typically broken down into more detailed skill sets.

Basic Academic Skills	Higher-Order Thinking Skills	Personal Qualities	
• Reading • Writing • Science • Math • Oral Communication • Listening	• Learning • Reasoning • Thinking Creatively • Decision Making • Problem Solving	• Responsible • Self Confidence • Self Control • Social Skills • Honest • Have Integrity • Adaptable and Flexible	• Team Spirit • Punctual and Efficient • Self Directed • Good Work Attitude • Well Groomed • Co-operative • Self Motivated • Self Management=

EMPLOYABILITY SKILLS

"A set of attributes, skills and knowledge that all labor market participants should possess to ensure they have the capability of being effective in the workplace, to the benefit of themselves, their employer and the wider economy."

Employability skills are a set of skills and behaviors that are necessary for every job. Employability skills are sometimes called soft skills, foundation skills, work-readiness skills or job-readiness skills. They

are general skills that are necessary for success in the labor market of all employment levels and in all sectors. They are the skills and attitudes that enable employees to get along with their colleagues, to make critical decisions, solve problems, develop respect and ultimately become strong ambassadors for the organization.

Employability or **'soft skills'** are the foundation of your career building blocks and they are frequently referenced in the media as lacking in school-leavers, graduates and those already in employment. Organizations spend a lot of time and money training staff, not in job specific areas but in general and basic skills. In times of high unemployment, employers have more choice of applicants and will favour those with well-rounded employability skills.

GOALS
- ❖ Increase employability of students
- ❖ Interface between campus and corporate.
- ❖ Match student interest with company needs.
- ❖ Add HR with their requirements.

EMPLOYABILITY CHARACTERISTICS
- ❖ **Positive attitude** – Do not criticize others.
- ❖ **Co-operative** – Shows respect for employer.
- ❖ **Accepting and using feedback** – Shows you want to learn and are willing to improve.
- ❖ **Flexibility** – Accept change and adapt to new situation.
- ❖ **Leadership** – Able to make decisions and solve problems. Shows others respect and people want to work with you.

BENEFITS OF EMPLOYABILITY SKILLS
- ❖ Help you perform better in the workplace
- ❖ Can be used in any future job
- ❖ Help your organization achieve more goals

HOW TO BUILD EMPLOYABILITY SKILLS?
- ❖ **Conflict Resolution** – Look for ways to reduce conflict with siblings and communicate more effectively with parents.
- ❖ **Set Academic Goals** – Create a plan to achieve.
- ❖ **Participate in some form of community service** – Dedicate your time and energy toward improving the community.

EMPLOYABILITY SKILLS YOU SHOULD HAVE

While there will always be job-specific skills that an employer is looking for, most employers will also want you to have some general skills. These general job skills are sometimes called "employability skills". Generally speaking, there are eight skills that employers want you to have, no matter what industry you're working in.

1. Communication

Depending on the job, communication is about being a good talker or a good writer. It involves being confident about speaking to people (face-to-face or over the phone). It also involves writing well enough to be understood in emails and memos.

Examples of ways that you can develop or improve your communication skills include:
- ❖ writing assignments and reports as part of your studies
- ❖ blogging or using social media

❖ making oral presentations as part of your class work
❖ working in customer service (face-to-face or on the phone)
❖ volunteering to host a community radio program.

2. Teamwork

Teamwork means being good at working with people - both the people you work with and other people that come into contact with your organization.

Examples of ways that you can develop or improve your teamwork skills include:

❖ doing group assignments as part of your studies
❖ volunteering for a community organization
❖ thinking about how you can work better with other people at your workplace
❖ joining a local sporting team.

3. Problem solving

Problem solving is about being able to find solutions when faced with difficulties or setbacks. Even if you can't think of a solution straight away, you need to have a logical process for figuring things out.

Examples of ways you can develop or improve your problem solving skills include:

❖ doing research assignments as part of your studies
❖ dealing with complaints at your workplace
❖ doing a study skills course that looks at problem solving
❖ talking to other people about how they solved the problems they faced.

4. Initiative and Enterprise

Initiative and enterprise are about being able to think creatively and to make improvements to the way things are. They're also about looking at the bigger picture and how the way you work fits into that.

Examples of ways you can develop or improve your initiative and enterprise skills include:

❖ approaching organizations and businesses about work placements or internships
❖ setting up a fundraiser in your community
❖ making or proposing changes to the way a group you belong to does things.

5. Planning and Organizing

Planning and organizing are about things like working out what is required to get a job done, and then working out when and how you'll do it. They're also about things like developing project timelines and meeting deadlines.

Examples of ways you can develop or improve your planning and organizing skills include:

❖ developing a study timetable and sticking to it
❖ organizing some independent travel
❖ managing your time around work, study and family commitments
❖ helping to organize a community event
❖ doing chores regularly around your home.

6. Self-management

Self-management is about getting on with your work without someone having to check up on you every five minutes. You should also be able to stay on top of your own deadlines and be able to delegate tasks to other people to make sure things get done on time.

Examples of ways that you can develop or improve your self-management skills include:

❖ doing a work experience placement or internship
❖ asking for new responsibilities at work
❖ developing a study schedule and sticking to it
❖ joining a volunteer organization.

7. Learning

Learning is wants to understand new things and being able to pick them up quickly. It's also about being able to take on new tasks and to adapt when the way things are done in the workplace change.

Examples of ways to develop or improve your learning skills include:

- ❖ doing a short course or online course
- ❖ doing some research into learning skills and learner types
- ❖ starting a new hobby
- ❖ joining a sporting or volunteer group.

8. Technology

General technology skills that employers want include things like being able to use a computer for word processing and sending email, or knowing how to use a photocopier. Some more specific technology skills relate to software, like using social media, working with design or video editing software or knowing programming languages. Other technology skills relate to hardware, like knowing how to use EFTPOS, a cash register, a photocopier or scanner, a camera or a recording studio.

Examples of ways to develop or improve your technology skills include:

- ❖ doing a short course or online course
- ❖ asking for extra training at work
- ❖ finding out what technology is used in the job you want and researching its use
- ❖ identifying the technology you're already using in your day-to-day life.

CONCLUSION

Today's workers are faced with a unique challenge: maintaining strong employability in a job market that's constantly changing and evolving with new industries and technologies. It is often said that it is too late to teach values after a child has reached or completed high school; that their personality is set and nothing can change it. That is not true. It is, fortunately, never too late. Change may be difficult, but it can be done. Teaching of values should begin in the home as a child, be continued through development to adulthood, and reinforced as an adult. If good behavior is reinforced and good role models are presented, people can change for the better. Good habits can be acquired. Employers, schools and parents should remember that you get the behavior you reward and model. This study suggests that skills in education and employability, soft skills training should become an integral part of all education programmes.

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2.EDUCATION WITH RECOGNITION OF PRIOR LEARNING

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ABSTRACT

Recognition learning that has come from experience and previous formal, non-formal and informal learning. People who have gained a range of skills and knowledge through volunteering or through activities or projects within their community. Planning their career development and educational path like Catering and tailoring skills used to gain employability through formal, non-formal and informal education. **Keywords:** Experience, skills and knowledge volunteering, carrier development, employability.

INTRODUCTION:

Recognition learning that has come from experience and previous formal, non-formal and informal learning. People who have gained a range of skills and knowledge through volunteering or through activities or projects within their community. Planning their career development and educational path like Catering and tailoring skills used to gain employability through formal, non-formal and informal education.

MEANING:

Recognition learning that has come from experience and previous formal, non-formal and informal learning. This could include knowledge and skills gained within school, college and university and outside formal learning situations such as through life and work experiences or even through a hobby.

DEFINITION:

Recognition of prior learning is an assessment process that involves assessment of an individual's relevant prior learning [including formal, informal and non-formal learning] to determine the credit outcomes of an individual application for credit.

People who have gained a range of skills and knowledge through volunteering or through activities or projects within their community. School students who have been involved in extra-curricular activities. People wishing to claim RPL may not have a strong academic education but they do need to be keep to learn from and about their own experiences and about themselves. It is important to stress that recognition is given for what has been learned from experience and not for the experience itself. Vocational skills are catering, tailoring, computer specialist, fashion designer, electrician, plumber, web developer, music, singing, interior design. These skills are available in every where to create a employability.

CATERING:

Students will learn about preparing and cooking food in a professional kitchen. A professional career in hospitality gives you good life skills to take to any industry. The best way is by working while you study at college. Ensure you have a work placement during your course.

TAILORING:

Learning to sew will also improve your ability to work through a process and deliver a product you can be proud of. This will carry over to other skills you develop throughout your life.

WAY OF SKILL DEVELOPMENT:

Education is more important but skill is most important!!

- ➢ Formal
- ➢ Non-formal
- ➢ Informal

FORMAL:

The school/college board should be considered the curriculum may have vocational courses in all level.The curriculum may insist to astudent in academic time table twice a week opportunity for vocational

education. It's elective for both male and female. Allotted for separate courses also. To provide certificate for course and stiffen. This skills helps to face a problem solving skills,enhance to productivity make employability.

NON-FORMAL:

Apart from studies student will learn online course, dual course, add on course and linkage to the industry to develop an empowerment, self esteem. These skills are very effective for learners to create employability.

INFORMAL:

Informal learning is close to nature learning. In curriculum gathered lot of information to share with others. We create student service centre for placements. Conduct a program like seminar, workshop and awareness program to know about skillful employability.

CONCLUSION:

In this curriculum provide a valuable education for skillful employability. In a class all the students may not be excellent in their studies alone, so they have other projects in which the weaker students can come up. In our society it is not only knowledge that matters but if you have the skill to do something you can guarantee work.

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3. EDUCATION WITH RECOGNITION OF PRIOR LEARNING(RPL)
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ABSTRACT:

In this view, we express our views on skills development in life. People need a broad range of skills to contribute a modern economy. Most of us in the work place, identified basic skills that employees must have to be able to change with it. In our modern world the prior learning is most important one, to develop our skills. Not only in education is used for every way but also our life-oriented skill and experiences, play a vital role in our day-to-day life. Likewise, the electrician, software developers etc.… The broad-based personality traits and characteristics that will enable someone to succeed a good electrician. In the same way the software developers are also need some special skills to develop their working field like problem solving ability, naming the variables, dealing with people and technical skills. These are all used in software field. This skill is involved in intellectual ability, critical thinking, business understanding and communicate with others. Under this section the recognition of prior learning is nothing but, "learning situation such as through life and work experiences or even through a hobby by previous, formal, informal, and non-formal education. Soft skills are extremely important. Potentially the most important skill you can have. Once you are established as somebody who is technically serviceable, soft skills are what generally drives promotions.

INTRODUCTION:

The recognition of prior learning is a process that comes from our life experiences through previous, formal, informal and non-formal education. Our content is based on recognition of prior learning. In this topic we are select five fields and how they recognize for prior learning. It includes knowledge and skills gained within school, college and university and outside formal learning situations such as through life and work experiences or even through a hobby. RPL describes a process used by regulatory bodies, adult learning centers, career development practitioners, military organizations, human resource professionals, employers, training institutions.

Five fields in prior:
- ➢ Prior learning in carpenter
- ➢ Prior learning in electrician
- ➢ Prior learning in software developer
- ➢ Prior learning in agriculture

CURRICULUN AND EDUCATION OF RECOGNITION OF PRIOR LEARNING:
CURRICULUM: -
- ➢ The administration curriculum of prior learning can help the government economize the money and material.
- ➢ When the learners are studied in competency base curriculum, they are graduated and gain knowledge through the direct experience skill for their employer needs.

EDUCATION: -
Students come to the classroom with broad range of pre-existing knowledge, skills, beliefs, and attitudes, which influence how they attend, interpret and organize incoming information.

PRIOR LEARNING IN CARPENTER FIELDS:

- ▪ Carpenter field give more experience from the past and they gain knowledge from previous learning like parents, society, etc.
- ▪ In the carpenter fields, builders now need to be licensed building practitioners to carry out a large range of building work where as in the past this was not required. This one of the reason students seek a formal qualification.
- ▪ It is existing the students' knowledge and fill any gaps in knowledge and understanding with the minimum input from the students and tutor.
- ▪ So, we recognize "on the job" learning and match it to a formal qualification such as carpenter or chef.

PRIOR LEARNING IN ELECTRICIAN:

In the prior learning for electrician field is more useful in this present scenario. Most of the electrician does not have well educated background, but they are known all the levels in electrician field. Because of their past generation people. They learn lot of things to their family about this knowledge. And then they can apply others. This is the prior learning of electrician.

There are a couple of characteristics that a person will need to have to become a successful electrician

Note that these are not the actual technical skills that an electrician needs to work on a job; these are broad-based personality traits and characteristics that will enable someone to succeed as an electrician. If you're

looking to read about the actual technical skills that electricians develop over their apprenticeship and classroom training, check out our post about technical skills.

PRIOR LEARNING OF AGRICULTURE:

In prior learning of agriculture, we gathered some information to share. It is a tradition field in India many families are depend on agriculture once upon a time and even today also. For example, if a father work in his agriculture land his son also involve to his father's work. Because he gains more knowledge from him. So, this learning named as prior learning of agriculture.

(i) imperfect knowledge about the management of the new seeds was a significant barrier to adoption;

(ii) This barrier diminished as farmer experience with the new technologies increased;

(iii) Own experience and neighbors' experience with significantly increased profitability;

(iv) Farmers do not fully incorporate the village returns to learning in making adoption decisions

BENEFITS OF PRIOR KNOWLEDGE:

- unemployed people looking for a way to demonstrate their learning to prospective employers
- people wanting to improve upon existing qualifications
- those wanting to re-train or change careers
- students at colleges, higher education institutions (HEIs) and other learning and training providers
- people who have taken non-formal learning or training in the workplace or through community-based learning
- people who have gained a range of skills and knowledge through volunteering or through activities or projects within their community
- school students who have been involved in extra-curricular activities

CONCLUSION:

Finally, we conclude that*, RPL* could include knowledge and skills gained within school, college and university and outside formal learning situations such as through life and work experiences or even through a hobby. RPL can provide you with the opportunity to gain a full or partial qualification without having to study subjects you already have skills in. This means you can save time and money by completing a qualification in a shorter period. RPL can also lead to better employment opportunities, a pay increase or a job promotion

4. EMPLOYABILITY SKILLS OF THE PRE-SERVICE TEACHER: A REFLECTIVE ANALYSIS

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ABSTRACT

In the teaching profession, Employability competence is seen as fundamental for the following reasons. First, the core of the teacher's work is providing guidance in learning, which is essentially an interactive social process. Teachers need to observe the dynamics in the classroom, create social situations that support learning processes, and maintain relationships with students and their parents. Second, the task of the teachers is to teach subject/skills to their students, which makes learning, so teacher should have mastery knowledge and skills in the subject. Third, in recent times the teaching profession has substantially transformed and extended from pure

teaching activities towards **diverse tasks of multi-professional** collaboration where shared expertise and social skills are essential. Teachers cooperate with their colleagues and other professionals such as teaching assistants, counsellors and more workers around them. Teachers are always inspired the students and they are role models of young generation. Teachers not only teach but produce dynamic citizens that will honour the society. This article discusses how to have such powerful teachers in-terms of recognition of professional skills. Furthermore, this article explores the various competencies, necessary employability skills of the prospective teachers and suggests the practice to develop such skills.

INTRODUCTION

Over the years, a lot has been said on what a teacher should possess. The qualities or features of effective teachers have been interesting focus of teacher-researchers worldwide. To be an effective teacher one must have mastery of work values and personality traits; knowledge of the subject matter, communication skills; enthusiasm, excited about teaching, dynamic, and motivates students to learn; friendliness, creative, humorous; gives emotional support; advocates student centeredness, classroom and behaviour manager, competent, ethical; knowledgeable, adaptable, reflective, morally responsible, and professional. Understanding the qualities of an effective teacher can ensure that the preparation of the pre-service teachers and support them in development. Based on this, Teacher Education Institutions (TEIs) redesigned their teacher education programs from time to time to meet the skilful teachers of future. In this article, the major employability skills are enumerated, and some relevant practices are going to suggest for preparation of pre-service teachers.

SELF-MASTERY SKILLS

Self-mastery is said to be a point in life of a person where a full control of one's self has been attained particularly on what to think, believe and do. This may be seen in numerous successful persons in the world history. People who attained self-mastery are believed having effectively developed the seven important skills namely, **learning to think**; **learning to intuit**; **learning to feel**; **learning to do;learning to communicate**; **learning to lead**; and **learning to be**. (Morato, 2008)

Learning to think: It is a universal goal of higher education. The ability to think will enable students to be rational, logical, creative and systematic in dealing with challenges in life. To teach thinking skills, educators may utilize the De Bono's six thinking hats model(Kivunja, 2015) and conducting innovation camps

Learning to Intuit: Nadel defined intuition as to know something spontaneously, without the conscious use or reasoning. In the past, there has been a great debate whether intuition can be taught. Studies conducted by Seligman and Kahana; Panbanlame, Sangaroon and Inprasitha(Panbanlame, 2014)proved that intuition can be taught and learned by students.

Learning to feel: It is about having Emotional Intelligence (EI). The first step towards gaining EI is self-awareness. This is followed by mastering adverse emotions of rage, fear, shame, grief and despair. The third step is to improve one's adversity quotient which is the attribute of successful people of coping with adversities in life and struggling to achieve their ultimate goal in life. Other steps are achieving emotional maturation, learning to empathize and sympathize as well as learning to manage relationships and emotions. Joshithcited that there is a positive relationship between EI and teaching competency. Therefore, it is important to enhance social and emotional competencies of prospective teachers while in their pre-service training.

Learning to do: An intelligent person may have superior mental ability, but a better person is the one who can initiate development by translating his bright ideas to actions. In preparing would-be teachers to real world

teaching, both doing and learning about inquiry are important. It is a great belief that a student must learn the systematic way of doing things to be successful in life and career.

Learning to communicate: communication skill is deemed a prime competency that a prospective teacher and even all disciplines must possess. While effective communication is a factor to both individual and organizational success, Researches revealed that communication skill is lacking among graduates. There is a need to intensify the teaching of this skill since learning to communicate is important in maintaining positive working environment. One way to develop students' willingness to communicate is through immersion.

Learning to lead: it is another important facet of self-mastery. Kempster and Cope mentioned that leadership learning is a complex naturalistic process. West argued that learning to lead cannot be accomplished in the usual classroom setting but should focus on practice and reflection. Leadership on the part of the students can be nurtured by encouraging them to participate in extra-curricular activities like student government and community outreach projects.

Learning to be: It is considered also as a component of self-mastery. Learning to be is about experiencing wonderment in the things that a person does, having a world view and a way of spirit, obtaining wisdom from experiences, and having the will to live.

INFORMATION AND CRITICAL LITERACY SKILLS

International studies and theorists have posited that digital technologies play an important role in students' lives and that students display a broad range of literacy skills when using them. American Library Association (ALA) 1989 defines,

> To be information literate, a person must be able to recognize when information is needed and have the ability to locate, evaluate, and use effectively the needed information … information literate people are those who have learned how to learn.

Within this definition there are skills such as question formation, brainstorming, categorising, skimming and scanning, evaluating printed material, using contents pages and indexes, note making, synthesising information and presenting findings, all of which can be used across many levels and areas of school. With the advent of the world wide web, students have also been searching online texts, so the skills of using search engines and databases, and evaluating online material can be added to the above.

The research investigations show students possess limited online information and critical evaluation skills and teacher pedagogical practice is not addressing this. So, pre-service teachers to develop both familiarity and confidence with online text types, alongside professional learning in online and offline information literacy pedagogical strategies.

TECHNOLOGY SKILLS

The International Society for Technology in Education (ISTE) divide teacher technology use into five broad practices:
(1) Facilitate and inspire student learning and creativity,
(2) Design and develop digital-age learning experiences and assessments,
(3) Model digital-age work and learning,
(4) Promote and model digital citizen ship and responsibility, and
(5) Engage in professional growth and leadership.

It's hard to argue with this ambitious, comprehensive list. Instead of starting with technology skills and applying them to education, a better approach would be to start with good teaching practices and consider how technology can strengthen those practices. An appropriate use of technology as one of common themes of professional practice.

SOFT SKILLS COMPETENCE

Curriculum of pre-service teacher candidates still focused on providing hard skills competencies, so that graduates do not have adequate soft skills competence. On the other hand, in the world of work has been going on trend shift in terms of hard skills to soft skills. There are several aspects of the soft skills required pre-service teachers, among others: self-discipline, responsibility, the spirit of the work, problem solving, collaboration, the ability of communication, personality, social attitudes, critical thinking, creative thinking and innovative, confidence and self-motivation. Soft skills development strategy skills prospective teachers through extra-curricular with gradual pattern through four stages, namely: (1) the development of talent themselves, (2) environmental adaptation, (3) involvement in the organization and (4) development of social life and soul of educational.

SOCIAL AND BEHAVIOURAL SKILLS

Teacher effects on social and behavioural skill development are considerable and are somewhat larger than teacher effects on academic development. Because, social and behavioural skills have a positive effect on the growth of **academic skills** in the all grades, the teachers who are good at enhancing social and behavioural skills provide an additional indirect boost to academic skills in addition to their direct teaching of academic skills. However, the researchsuggests that the teachers who produce better than average academic results are not always the same teachers who excel in enhancing social and behavioural skills.

SOCIAL COMPETENCE

Social competence is usually defined as one's social skills such as cooperation skills, empathy and control of impulsivity. Research has shown that social skills tend to improve in different social settings and in relationships with peers. One of the few studies conducted in the context of teacher education indicated that as a result of formal training student-teachers were able to transfer social skills and competences learnt into their teaching practice and managed to solve challenging interaction situations with pupils better than before (egKlemola et al. 2013).

Social competence will be expressed in practical social skills such as **listening to others, an ability to view a situation from others' perspective (perspective taking), communicating clearly and collaboration skills**. In working life, social competence is needed with other generic skills such as independent working, critical thinking and problem-solving skills (Teichler 2007).

SELF-COMPASSION

Self-compassion can be defined as the fact that the individual is **open to** the feelings that cause to suffer, approaches with attentive and affectionate attitudes, is thoughtful of his/her inadequacies and failures, and accepts his/her negative experiences as a natural process of human life. In the meantime, self-compassion involves unprejudiced understanding the individuals who have problems, fail or make mistakes and involves exhibiting a patient, affectionate and non-judgemental attitudes towards these individuals (Neff, 2003a). Self-compassion consists of three sub-dimensions which cause the appearance of one another and which are interrelated. These are (a) self-kindness, (b) common community and (c) mindfulness. Self-kindness means that the individual should be more thoughtful and sensible of himself/herself on the face of negative life experiences instead of harshly criticizing himself/herself about his/her failures, mistakes and inadequacies (Neff, 2003b). Common humanity is that he/she is aware of the facts that nobody in the world is perfect, anybody can make

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mistakes, and everybody can have negative life experiences such as failure, sadness, fatigue and inability (Deniz, Kesici, &Sümer, 2008; Neff, 2003b). Mindfulness is that the person is in a balanced awareness of the thoughts and feelings that agonize him/her instead of over-identification with them (Neff, 2012).

The individual's being self-compassionate in life involves encouraging himself/herself to present the behaviours needed for him/her to abandon the attitudes harmful for him/her and to come to a better position. It is stated that self-compassionate individuals will **have more positive mental health features**, because they don't dramatize situations of trouble and failure and do not blame themselves on the matter involved; thus, the incidence of anxiety and depression will be considerably low in self-compassionate individuals (Neff & McGehee, 2010). It is thought that the self-compassion levels of teachers who have great role in the development of an individual are important in terms of the development of the individual and in respect of education.

COMMUNICATION SKILLS

Communication can be defined as the exchange of meaningful messages, in other words, as the transmission of information including the giving and receiving of a message. (Bilgin, 2003; Dokmen, 1998). Communication is a process of sharing that enables the balance to be established, in which many personal, social and cultural variables are gathered. The acquisition of communication skills starts in the family and continues at school environment. The teachers who can establish proper communications with students are known to increase the positive behavior in the class. Teachers' having effective communication skills also affects the students' developments, behaviour, and perception of themselves(Bahar, Deniz, & Necla, 2016). Therefore, it is of great importance for teachers to have effective communication skills. Concordantly, it is thought that it is useful to gain the skills in question to the teacher candidates within the education period.

INTERPERSONAL COMMUNICATION (IPC)

McCroskey and Richmond (1987) define interpersonal communication as "the process by which one person stimulates meaning in the mind of another person through verbal and nonverbal messages". This definition highlights the importance of a shared meaning/understanding during interpersonal interaction. Furthermore, McCroskey and Richmond state that although IPC is rooted in general communication competence, it involves additional critical elements, namely assertiveness, responsiveness and versatility. Every communicative interaction in the classroom is determined by the relationship between the teacher and learner involved. The teacher and learners naturally also communicate outside the classroom context which obviously influences the relationship further; it is important to note that it "refers to the content and quality of messages relayed and the possibility of further relationship development". The relationship which develops because of interpersonal interaction is a function of IPC.

De Vito (1986) claims that "the development of the interpersonal relationship is viewed as how more effective, efficient, and satisfying teaching and learning may take place". The capacity of the teacher and the learner to negotiate the process and the nature of the teacher-learner relationship could affect the achievement of the communicative goals which could, in turn, affect learning outcomes (Frymier and Houser 2000). In addition, every classroom presents a unique, sensitive and dynamic context, which means that no two classrooms will ever be the same and teachers and learners may need to adjust their communicative patterns to suit the environment.
De Vito proposes a seven-stage model for the development of the interpersonal relationship in an educational setting.

- Pre-contact: preconceptions of the participants prior to any contact. The preconceived ideas of the teachers and learners about each other, the subject, achievement, ability, as well as attitudinal dispositions.
- Awareness: The initial awareness or perception between teachers and learners is unilateral in nature.
- Contact: The initial contact is nonverbal, followed by verbal contact.

- Involvement: It involves a process of testing each other's personalities and relational dispositions, which unfortunately is not catered for in many educational settings.
- Intimacy: There is the potential for the development of a deeper understanding of actions and reactions.
- Deterioration: A stage where the learner or student teacher is preparing to leave the guidance of the teacher or mentor teacher; and establish him/herself independently.
- Dissolution: This stage symbolises the final separation between the learner and the teacher. In the Foundation Phase this happens at the end of every year, because the learners progress to the next grade with a new class teacher.

HIGHER ORDER THINKING SKILLS

Higher order thinking skills include critical, logical, reflective, metacognitive, and creative thinking. They are activated when individuals encounter unfamiliar problems, uncertainties, questions, or dilemmas. Successful applications of the skills result in explanations, decisions, performances, and products that are valid within the context of available knowledge and experience and that promote continued growth in these and other intellectual skills. Higher order thinking skills are grounded in lower order skills such as discriminations, simple application and analysis, and cognitive strategies and are linked to prior knowledge of subject matter content. Appropriate teaching strategies and learning environments facilitate their growth as do student persistence, self-monitoring, and open-minded, flexible attitudes.

ANALYTICAL SKILLS

An important aspect of teacher competence is the ability to analyse complex classroom situations, such as being able to identify a problem, figure out what caused the problem, understand students' incentives for behaving in particular ways, and also to take appropriate actions following this analysis. There are a number of studies, however, which report that beginner and novice teachers' analyses of classroom situations are typically simpler and more descriptive than are analyses done by more experienced teachers (e. g. Berliner, 1986; Carter, Cushing, Sabers, Stein, & Berliner, 1988; Lin, 1999). This raises the question of how pre-service teachers can acquire this expertise, and a typical answer is that it requires extensive experience, while teacher education is usually seen to have little impact on such skills.

The results from Metcalf et al. thus suggest that, by working systematically with simulated situations (such as video sequences and role play), pre-service teachers can (1) improve their skills in identifying critical events in complex situations, (2) give more advanced explanations to these situations, (3) become more inclined to give rationales for actions taken, as well as (4) improve their performance in giving lessons.

HYPOTHETICAL-CREATIVE REASONING SKILLS

Hypothetico-predicitive reasoning skills are hypothetic reasoning, proportional reasoning, controlling variables, probabilistic reasoning, correlational reasoning and combinational reasoning (Lawson). Six outer dimensions of creative thinking skills are analogical thinking, convergent thinking, divergent thinking, metaphorical thinking, vertical thinking and lateral thinking. Hence hypothetico-creative model can be conceived as an integrative mode of thinking and reasoning (originally whole-brained dominance) including both logical and creative sides of human brain. Hypothetico-creative model includes both cognitive and behaviourist theories based on Bloom's taxonomy in this regard.

REFLECTIVE PRACTICES

Reflective Practice is a modern term evolve self-improvement. Reflective practice is closely linked to the concept of learning from experience. Essentially Reflective Practice is a method of assessing one's own thoughts and actions, for the purpose of personal learning and development.

Reflective practices are methods and techniques that help individuals and groups reflect on their experiences and actions in order to engage in a process of continuous learning. Reflective practice enables recognition of the paradigms – assumptions, frameworks and patterns of thought and behaviour – that shape the thinking and action.

"Reflection is a generic term for those intellectual and affective activities in which individuals engage to explore their experiences in order to lead to new understandings and appreciations" (Boud et al.1985).

"Reflective practice involves thinking about and critically analysing one's actions with the goal of improving one's professional practice. Engaging in reflective practice requires individuals to assume the perspective of an external observer in order to identify the assumptions and feelings underlying their practice and then to speculate about how these assumptions and feelings affect practice." (Imel 1992).

Reflection is deliberate and mindful thinking about one's experiences and the self-evaluation of feelings, decisions, understandings and actions, which may lead to development of professional learning for professional practice. Reflection which demonstrates these attributes is regarded, in this research, as 'effective reflection' and is associated with reflective practice (Hegarty, 2011)

CONCLUSION

In recent year, there may be many employability skills which are found for the developing pre-service teachers. But most of the researches focused the two-major classification of employability skills namely academic skills and Non-academic skills. However, both skills are necessary for the professional teacher development.

Self-Mastery Skills encompass subject mastery along with other skills. Similarly, Information Critical Literacy Skills and Technology Skillsare helping to update the latest information and pedagogical practices for attaining the mastery. Soft Skills Competence including Social and Behavioural Skills, Social Competence, Self-Compassion, Communication Skills, Interpersonal Communication (IPC) provides the positive relationship and academic peaceful environment. Cognitive skills such as Higher Order Thinking Skills, Analytical Skills, Hypothetical-Creative Reasoning Skills, Reflective Practices are enhancing the quality of teacher in considerable. So, the prospective teachers utilize the above-mentioned skill practices for their employability and currier development.

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5. கற்றலில் அங்கீகாரம்

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சுருக்கம்

முறை சார்ந்த கற்றல் அல்லது திட்மிடப்பட்ட கற்றல் அங்கீகாரம் சரியானதாக கற்றல் பாதையாக கருதப்படுகிறது. முறை சார்ந்த கற்றல் என்பது பள்ளி, கல்லூரி , பல்கலைக்கழகம், வேலை அனுபவங்கள், வாழ்வியல் திறன்கள் அல்லது ஒரு பொழுதுபோக்கு போன்ற சூழல்களில் நிகழக்கூடிய செயல்களையே முறையான கற்றல் என்கிறோம். அதாவது மக்களால் கற்றுக்கொள்ள முடிந்த செயல்களையும், அவர்களின் தொழில் வாழ்க்கையில் முன்னேற்றுவதற்காக திறமைகளை அடையாளம் காணவும் இந்த RPL உதவுகிறது. இதிலிருந்து முறைசாரா கற்றல் அனுபவம் முறைசார்ந்த கற்றல் அனுபவத்திலிருந்து மாறுபடுகிறது. மேலும் இது முறையான கற்றல் சூழல்களில் பெறப்பட்ட அறிவு திறன்களை மேம்படுத்துகிறது.

அறிமுகம்

தொழில்முறை கல்விக்கு சீடு முக்கியத்துவம் தருகிறது. பொறியியில்,பாலிடெக்னிக், மருத்துவம் மற்றும் ஆசிரியர் போன்ற தொழில்முறை கல்விக்கு வலுவான கவனம் செலுத்தி தொழில்நுட்ப வளர்ச்சிக்கு உதவுகிறது. பணியிடத்தில் பயிற்சி வகுப்புகள் தொடர்ச்சியான பங்களிப்புகள் போன்றவை இக்கல்வியில் அளிக்கப்படுகிறது. இதில் கல்வி வல்லுநர்களால் அனைத்துவிதங்களிலும் பயிற்சியாளர்கள் மேம்படுத்தப்படுகிறார்கள். இது போன்ற பணிபயிற்சி கல்வியை இங்கிலாந்து பல்கலைக்கழகம் போன்ற உயர் கல்வி நிறுவனங்கள் அங்கீகரிக்கிறது. தன்னார்வ வேலை வாய்ப்பு சூழல்களில் கற்றல் விளைவுகளால் பெறப்பட்ட கல்வி அனுபவங்கள் குறிப்பிடத்தக்க திறன்களை பெற்றுள்ளது என்கிறது ஆய்வு அறிக்கை. இது மேலும் தொழிற், வணிகம் மற்றும் பொதுத்துறை அமைப்புகளால் அங்கீகரிக்கப்படுகிறது.

இந்த வயையான கற்பிப்புகளை அங்கீகரிக்க வேண்டும் என்று RPL முன்மொழிகிறது.

➢ தொழில்முறை கல்வி மற்றும் பயிற்சிக்கான ஊக்கம் மற்றும் அங்கீகாரம்

➢ வாழ்க்கை முன்னேற்த்தில் வாய்ப்பு மற்றும் நடைமுறையில் சாத்தியமான சமத்தவம்

➢ இதன் தொடர்பான ஆய்வுகளை விரிவாக்கவும் அதனை ஆழமான அணுகவும் வழி கோலுகிறது.

➢ உயர்கல்வி நுழையும் மாணவர்களின் முன்னேற்த்திற்காக கடன் வழங்குவதையம் இது உறுதி செய்வதோடு அவை மேம்பட்ட நிலைப்பாடுகளுடன் படிப்பதற்கான நிரல்களில் ஈடுபடுகின்றன.

இத்தகைய அங்கீகாரம் மாணவர்களின் வாய்ப்புகளை அவர்களது சாதனைகளை பூர்த்தி செய்து அவர்களின் தேவைகளை நிறைவேற்றுகிறது என்கிறார் ஆஸ்போர்ன் என்ற கல்வியாளர். கற்றலின் அங்கீகாரத்தை தீவரமான ஊக்குவிப்பதோடு இது குறுகிய கால படிப்புகள், முன் கற்றல், அனுபவ அறிவு, வேலை அடிப்படையிலான கற்றல் Work Based Learning (WBL) மற்றும் தொடர்ச்சியான கல்வி ஆகியவற்றின் பிற வடிவங்களை உள்ளடக்கியதாக கருதப்படுகிறது.

➢ தற்போதுள்ள தகுதிகள் மேம்படுத்த விரும்புவர்கள்

➢ நீண்டகாலமாக கல்வி முறைகளில் இருந்து வெறிறேியவர்கள்

➢ சாதாரண தகுதிகளிலிருந்து அதிகப்படியான தகுதி செல்ல விரும்புகிறவர்கள்

➢ வேலையில்லாதவர்கள் வேலைக்காக தகுதியை அடைய நினைப்பவர்கள்

➢ வேலையில் உள்ளவர்கள் அடுத்த நிலைக்காக தன் தகுதியை உயர்த்த நினைப்பவர்கள்

இவ்வாறு முறையான கற்றலை விட அனுபக் கற்றலில் முன்னேறுபவர்கள் ஏராளமானோர். ஆனால் அவ்வனுபக் கற்றலை சிலர் தவறாக பயன்படுத்தி பதவிக்காக அல்லது பணத்திற்காக பெறும்போது கற்றல் அனுபவம் என்பது சற்று மாறுபட்டதாக தோன்றுகிறது. வயது வித்தயாமின்றி அனைவரும் திறமைகளை வளர்த்துக்கொள்ள வாய்ப்பு உள்ளது. மாணவர்களுக்கு சமூக கற்றலில் உள்ள பிணைப்பு ஏற்பட வாய்ப்பாக உள்ளது.

இன்றைய சூழலில் RPL

இன்றைய சூழலில் மாணவர்களுக்கு புத்தக அறிவைவிட அனுப அறிவே அவர்களின் வாழ்வியல் திறன்களை மேம்படுத்த உதவுகிறது. ஏனெனில் போட்டிகள் நிறைந்த இவ்வுலகில் திறன்கள் அடிப்படையிலான வேலை வாய்ப்புகளே அதிகம் என்பதால் இன்றைய மாணவர்கள் மட்டுமின்றி நடுத்தர வயதினரும் தன் திறமைகளை வளர்த்துக்கொள்ள வாய்ப்பாக இந்த அனுபவக் கற்றல் உதவுகிறது. அதனால் இன்று பெரும்பாலன கல்வி நிறுவனங்களால் பயிற்சி வகுப்புகளுக்கு முன்னுரிமை தருகிறது. தன் கலைத்திட்டத்தில் புதுமையான கல்வி முறைகளை பயன்படுத்தி மாணவர்களுக்கு பயிற்சிகள் அளிக்கப்படுகிறது.

கல்வி நிறுவனங்களில் RPL

கல்வி நிறுவனங்களில் படித்த பெற்றோர்கள் முதல் படிக்காத பாமரர்கள் வரை உங்கள் கல்வி நிறுவனங்களில் புதுமையாக என்ன கற்றுக்கொடுக்கிறீர்கள் என்று கேட்டே தன் குழந்தைகளை கல்வி பயில அனுப்பும் அளவிற்கு பயிற்சிக் கல்வி முக்கியத்துவம் பெற்றுள்ளது என்றால் அது மிகையல்ல. முன்பெல்லாம் மருத்துவம் மற்றும் பொறியியல் சார்ந்த படிப்புகளுக்கே முக்கியத்துவம் வழங்கப்பட்டதன் பின்னனி அப்படிப்புகள் அனைத்தும் பயிற்சிகள் மூலம் போதிக்கப்படுவதலேதான் என்று இன்றைய கல்வி சிந்தனையாளர்கள் கருதுகின்றனர். எனவே இன்று அனைத்து துறைகளிலும் அனைத்துவிதமான வல்லுநர்களால் மாணவர்களுக்கு மட்டுமின்றி அவர்களுக்கு போதிக்கும் ஆசிரியர்களுக்கும் பயிற்சி வகுப்புகள் நடத்தப்படுகிறது என்றால் ஆச்சிரியமில்லை.

தமிழகத்தில் ஆசிரியர்களுக்கும் பயிற்சிபெற்ற ஆசிரியர்களால் புத்தாக்க பயிற்சி வகுப்புகள் நடத்தப்படுகிறது. முன்பெல்லாம் பணிமுன் பயிற்சி, பணியிடை பயிற்சி என்று மட்டும்தான் இருந்தது இன்றைய சூழலில் அனைத்து நிலைகளில் உள்ளவர்களுக்கு அவரவர் துறை சார்ந்த வல்லுநர்களால் பயிற்சிகள் அளிக்கப்பட்டு வருகிறது. இதனால் அத்துறையில் பணியாற்றுபவர்கள் தற்போதைய சூழல் சார்ந்த தன் துறை தகவல்களை பெற உதவுகிறது. எனவே முன்கூட்டியயே கற்றலின் இன்றைய சூழலில் பெரிதும் பயிற்சி வகுப்புகளுக்கே முக்கியத்துவம் தரப்பட்டு அங்கீகரிக்கிறது.

சமூக சூழலில் RPL

இன்றைய சமூகத்தில் ஏற்படும் அனைத்துவிதமான பாதிப்புகள் கல்வியே பெரிதும் பாதிக்கிறது என்பது நம் அனைவரும் அறிந்த ஒன்றே. முந்தைய காலக்கட்டத்தில் மெட்ரிக் கல்விக்கு அதிக முக்கியத்துவம் தந்து மாநிலக் கல்விக்கு மதிப்பெண் குறைத்து தரம் குறைந்தே காணப்பட்டது. இக்கல்வியில் மாணவர்களுக்கு புத்தக சுமை மதிப்பெண் சுமை அதிகமாக இருந்தது. இதை மாற்றி நம் தமிழகத்தில் அனைத்து விதமான மக்களுக்கும் சமச்சீர் கல்வி என்ற சமான கல்வியை அளிக்க காரணமாக இருந்தது பயிற்சி அனுபவக் கல்வியே. இதே போன்று ஒரு நிமிடத்திற்கு 3 பெண்குழந்தைகள் பாலியல் பலாத்காரத்திற்கு ஆளாக்கப்படுகிறார்கள் என்று ஒரு புள்ளியல் ஆய்வு கூறுகிறது. இந்த ஆய்வின் படி பெண்குழந்தைகளுக்கு விழிப்புணர்வு ஏற்படுத்த வேண்டும் என்று கருதி கல்வி கலைத்திட்டத்தில் பாலினக் கல்வியை கொண்டுவந்தது. பாலினக் கல்வியை ஒரு பாடமாக படித்தால் விழிப்புணர்வு சரியாக இல்லை என்று கருதிய கல்வியாளர்கள் சமச்சீர் கல்வி பாடத்திட்டத்தில் மாணவர்களின் வகுப்பிற்கு ஏற்ப ஏதேனும் ஒரு பாடத்துறையில் உள்ள பாடத்தில் ஒரு பாடமாக அமைத்து இந்த பாலினக் கல்வியை பற்றி விழிப்புணர்வை ஏற்படுத்தியது. சமூகத்தில் ஏற்படும் அனைத்து மாற்றங்களுக்கும் எந்தெந்த நிலைகளில் எந்தவிதமான கல்விக்கு முக்கியத்துவம் மக்களிடையே அளிக்கப்படுகிறது என்றும், எத்தகைய கல்வி முறைக்கு மக்கள் அங்கீகாரம் அளிக்கிறார்கள் என்பதை அறிந்து கொள்ள இந்த சமூக சூழல் உதவியது.

முடிவுரை

சமூக மாற்றம் என்பது நம்போன்றவர்களால் ஏற்படுத்தக்கூடிய சடங்காகவே கருதப்படுகிறது. மக்களால் ஏற்படுத்தக்கூடிய நடைமுறை சார்ந்த மாற்றங்களே கல்வியில் பாதிப்பை ஏற்படுத்துகிறது. இத்தயை சூழலில் முக்கியத்தும் அளிக்கக்கூடிய கல்வியாக கருதுவது பயிற்சி சார்ந்த புத்தக அறிவே. படிப்பிற்கு ஏற்ற வேலை செய்வதை விடவும், தனக்கு தெரிந்த வேலையை விடவும், அனுபவத்தின் மூலமாக தெரிந்து கொண்டு செய்யும் வேலைக்கே அதிக பணம் சம்பாதிக்கிறார்கள் என்பது இன்றைய நடைமுறை சார்ந்த தகவலாக உள்ளது. எனவே கல்விக்கு அங்கீகாரம் என்பது புத்தக படிப்போடு தொழில் முனை படிப்பையும், அனுபவ படிப்பையும் கொடுப்பதே நம் வருங்கால தலைமுறையினருக்க நாம் கொடுக்கும் கல்வி பொக்கிஷமாக கருதுகிறேன். இதையேதான் நம் தேச பிதா காந்தி அவர்கள் ஏற்படுத்திய வார்தா கலைத்திட்டத்தில் அனுபவக் கற்றலுக்கும் தொழில் கற்றக்கும் முக்கியத்துவம் கொடுத்து கலைத்திட்டத்தை வடிவமைத்தார். இதையே நம் இராமலிங்க கவிஞர் கைத்தொழில் ஒன்றைக் கற்றுக்கொள் கவலை உன்கில்லை ஒன்றுக்கொள் என்று கூறினார். ஆகவே கல்விக்கு அங்கீகாரம் என்பது புத்தக அறிவு மட்டுமின்றி, பயிற்சியோடு கூடிய புத்தக அறிவும், அனுப அறிவும்மே சிறந்த அறிவாக கருதுவதால் நம் கல்வி கலைத்திட்டத்தில் பயிற்சிக் கல்விக்கே முக்கியத்துவம் கொடுக்கப்பட வேண்டும்.

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6. SKILL BUILDING IS A TOOL TO INCREASE EMPOLYABILITY

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Education is the acquisition of skills, knowledge, values as well as beliefs through various educational methods including direct research, training, teaching as well ass discussion. In today's age of globalization and technological volatility, skill building is an important instrument to increase the efficacy and quality of labour for improved productivity and economic growth. Skill building is a powerful tool to empower individuals and improve their social acceptance. Skill based learning in schools and colleges enables vocational education through skill development by adopting National skills qualification framework (NSQF). Holistic learning is all about the right mix of knowledge and skills. It helps in improving our abilities and enhancing the competencies. Thus, skill based learning focuses on increasing employability.