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CORPORATE - NRIs - GOVT. INTERFACE

International Conference
MAKING PUNJAB
"THE SKILL CAPITAL OF THE WORLD"

Saturday, the 23rd January 2010
Chandigarh (INDIA)
The character and strength of a nation is invariably tied up with the quality and attributes of its citizens. Industrialized countries with limited natural endowments like Japan, Switzerland and South Korea have emerged and achieved spectacular economic growth on the strength and ingenuity of their human resources. On the other hand there are countries that are well endowed with natural resources but failed to capitalize on their given wealth. They choose, by their own default, to remain on the fringes of progress. These countries have failed to develop effectively their human resources to capitalize.

Human resources thus have and will continue to play a significant role in the socio-economic development of a country. The developed and the developing countries emphasize the importance of developing human resources in their national planning because without it, economic development cannot be accelerated and may in fact become almost impossible.

The two greatest concerns of employers today are finding good workforce and training them. The difference between the skills needed on the job and those possessed by applicants, called the skills-gap, is of real concern to human resources managers and corporate looking to hire competent employees. Finding workforce 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 workforce, who can solved problems and who have the professional, social skills and attitudes to work together with other employees. Employees with these skills are in demand and are considered valuable human capital assets to the corporate houses.

More comprehensively employability is the capability to move self-sufficiently within the labour market to realize potential through sustainable development. As the proportion of working age group of 15-59 years will be increasing steadily, India has the advantage of ‘demographic dividend’. Harnessing the demographic dividend through appropriate skill development efforts would provide an opportunity to achieve inclusion and productivity within the country and all of a reduction in the global skill shortages. Large scale skill development is thus imminent imperative.

Keeping in view that there is a large human resource in Punjab waiting to be channelized into productively source, and as the Hon’ble Chief Minister Punjab has very rightly said in His message that “Our country, especially Punjab is now poised at a moment in History when a much brighter tenure for the people is within our reach” IPCSI chose the theme of making the State as the Skill Capital of the World for its 7th International NRI Connection.
As far India’s Development, NRIs have been playing a big role and now there are enormous opportunities for them to get actively involved as well support various educational and social service activities. Today 20 million strong Diaspora is looked upon as the vibrant, new face of India that could leverage country’s economic and social group. NRI with their roots in Punjab can contribute substantially for taking further the initiative taken by IPCSI for making Punjab Youth a skilled workforce, both for domestic and global markets.

On the occasion of the conference IPCSI is bringing out a Blue Print for which we sincerely thank Ms. Ravneet Jatana – Head Product Development at ITFT College, Chandigarh, India and Research Scholar for her hard work and diligence in preparing the same by consulting innumerable websites and other material. Our thanks are also due to Mr.Jatinder, Chief Designer for preparing the layout. Special thanks to Prof. Narinder Kumar for having patience to go through the entire research repeatedly.

We would welcome the views and the comments of the experts and readers which would be very useful for us when we bring out the second edition of the document.

Major (Dr) Gulshan Sharma (Retd)
Secretary General – IPCSI NRI Affairs

23.01.2010
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Chapter 1
Global Employment Scenario

Strong global GDP growth in 2006 led to a stabilization of labour markets worldwide, with more people in work than in 2005. At the same time the total of 195.2 million unemployed was slightly higher than a year earlier, an all time high. The global unemployment rate changed little from a year earlier, and stood at 6.3 per cent in 2006. This confirmed the trend of the past several years in which robust economic growth has failed to translate into significant reductions in unemployment or poverty among those in work.

In 2006, the employment share of the service sector in the total global employment progressed from 39.5 percent to 40 percent and, for the first time, overtook the share of agriculture that decreased from 39.7 percent to 38.7 percent. The industry sector represented 21.3 percent of total employment. The labour market developments described above are the result of long-term socio-economic changes as well as economic growth trends. According to the latest IMF estimate, global output continued to grow at a robust pace of 5.2 per cent in 2006. Global labour productivity (measured as output per worker) rose by 3.4 per cent in 2006, which is more than the year before. GDP can grow only if people work more efficiently (bringing increased productivity) or if more people work. Once again, as has been the case for the last ten years, economic growth was associated more with a rise in productivity than with increasing employment. Such a trend is not necessarily threatening for workers as long as higher productivity leads to increasing earnings, which is not always the case.

South-East Asia and the Pacific
The region’s employment-to-population ratio decreased from 67.5 to 66.1 per cent between 1996 and 2006. During the same period, the unemployment rate in South-East Asia and the Pacific increased considerably, by 2.8 percentage points.
The economic growth potential in coming years for South-East Asia and the Pacific will not be enough to match the region’s successful development before the financial crisis. To avoid higher unemployment rates, South-East Asian countries need to create new employment opportunities and tackle working poverty.
South Asia’s countries are different from the rest of Asia in that they have tended to be less integrated in global markets. They still strongly depend on agriculture and therefore on weather conditions and the demand for agricultural products. The agricultural sector accounts for over half of total employment, more than in any other region except sub-
Saharan Africa. Moreover, many of the new jobs created outside agriculture in South Asia are in the informal sector and are not necessarily of better quality than those in agriculture. Overall, South Asia’s employment is not growing as fast as the working age population. During the last ten years the employment-to population ratio, which is already one of the lowest in the world, went down from 58.4 to 56.5 per cent. Taken together with increasing unemployment rates (from 4.4 in 1996 to 5.2 per cent in 2006), this means that employment creation has been insufficient to absorb the growing labour force.

Literacy rates of the adult population are still very low (for example, 57.2 per cent in India). More education and training would help to expand employment opportunities, increase labour productivity and allow people to work themselves out of poverty. This, in turn, would contribute to sustainable economic growth.

- **Social protection is a key element of decent work.**

The challenge is to find an effective balance between flexibility, stability and security of working arrangements in dynamic labour markets.

The analysis in this brief shows that despite differences among and within regions, there are a number of common threads. Young people have more difficulties in labour markets than adults; women do not get the same opportunities as men; the lack of decent work remains widespread; and the potential a population has to offer is not always fully utilized because of inadequate human capital development or a mismatch between the supply and demand sides of labour markets. There is currently a widespread conviction that decent work is the only sustainable way to reduce poverty, which is why the target of “full, productive and decent employment” will be a new target within the Millennium Development Goals in 2007. Therefore, it is time for governments as well as the international community to ensure that the favourable economic conditions in most parts of the world are translated into decent job growth.

For India, growth is an imperative. To be counted as a major economic powerhouse by the end of this century’s first quarter, India needs to accelerate its economic growth beyond the existing rates of 5-6% per annum. Then only can its citizens, more than a quarter of whom (28%) live below the poverty line today, afford better lifestyles. In addition, at current growth rates India is projected to have a significant unemployed population (estimates range between 19 and 37 million unemployed by 2012), the largest share of which will be educated youth. The unemployment and poverty resulting from inadequate growth will retard other efforts to place India amongst the top global
economic powers. Therefore, the acceleration of economic growth and the employment of skilled youth in the next two decades are key concerns for India Inc.

While India faces an unemployment crisis, ironically, many countries are projected to face workforce shortages in the same period due to lower birth rates and an increase in the proportion of the elderly in their population. While skilled workforce requirements are increasing in line with economic growth, availability is not keeping pace, as a result of fewer people entering the workforce and the trend towards early retirement. Select professions are already witnessing a shortfall (IT services, medical, education). The workforce shortages (mostly in skilled categories) can slow down economic growth in these countries and have other adverse socioeconomic implications.

As Figure 1 shows, global economic growth in 2008 was significantly below the rates seen in recent years, which resulted in a significant weakening in a number of labour markets. After four consecutive years of decreases, the global unemployment rate increased from 5.7 per cent in 2007 to 6.0 per cent in 2008, rising for men to 5.8 per cent and for women to 6.3 per cent (Table A2). The ranks of the unemployed increased by 10.7 million people between 2007 and 2008, which is the largest year-on-year increase since 1998. The global number of unemployed in 2008 is estimated at 190 million, out of which 109 million are men and 81 million are women (Table A3 and Figure 1).

![Figure 1. Global unemployment trends, 1998-2008*](image)

* 2008 are preliminary estimates.
Source: ILO, Trends Economic Models, December 2008, see also source of Table A1.
As shown in Figure 2, the global employment-to-population rate decreased by 0.2 percentage points between 2007 and 2008, which was the result of rising unemployment in 2008 and stable labour force participation in recent years. Both the male and female employment-to-population rate decreased.

The global number of unemployed youth increased to 76 million, and the youth unemployment rate has increased by 0.4 percentage points in 2008. The youth-to-adult unemployment ratio remained steady at 2.8. Furthermore, the youth labour force participation rate remained more or less the same in the last three years, following a longer period of decline driven by increasing enrolment rates in education. Given the current economic downturn, the youth labour market situation is all the more worrisome in view of the lack of progress in addressing youth labour market issues during more prosperous years. As analysed in a recent report based on labour market data up to 2007, global trends suggest that little progress has been made in improving the position of youth in labour markets, and young people still suffer disproportionately from a deficit of decent work opportunities. However, progress was seen in some regions, and much has been learned in terms of connecting policy responses and subsequent outcomes to regional youth labour market characteristics.

Global Employment Trends: 2007 Sectoral Shares in Employment

Table 1

Regional distribution of the youth labour force (2003 and 2015) and youth labour force growth between 2003 and 2015

<table>
<thead>
<tr>
<th>Region</th>
<th>Youth labour force in 2003 ('000)</th>
<th>Youth labour force in 2015 ('000)</th>
<th>Net growth in youth labour force 2003-15 ('000)</th>
</tr>
</thead>
<tbody>
<tr>
<td>WORLD</td>
<td>614,205</td>
<td>650,669</td>
<td>46,464</td>
</tr>
<tr>
<td>Industrialized economies</td>
<td>64,284</td>
<td>64,431</td>
<td>147</td>
</tr>
<tr>
<td>Transition economies</td>
<td>27,163</td>
<td>19,614</td>
<td>-7,549</td>
</tr>
<tr>
<td>East Asia</td>
<td>101,527</td>
<td>155,166</td>
<td>53,639</td>
</tr>
<tr>
<td>South-East Asia</td>
<td>60,979</td>
<td>63,662</td>
<td>26,673</td>
</tr>
<tr>
<td>South Asia</td>
<td>122,347</td>
<td>144,272</td>
<td>21,925</td>
</tr>
<tr>
<td>Latin America and the Caribbean</td>
<td>58,386</td>
<td>58,772</td>
<td>1,386</td>
</tr>
<tr>
<td>Middle East and North Africa</td>
<td>31,382</td>
<td>28,277</td>
<td>-2,105</td>
</tr>
<tr>
<td>Sub-Saharan Africa</td>
<td>89,992</td>
<td>117,515</td>
<td>27,523</td>
</tr>
</tbody>
</table>

* calculated as total youth labour force 2015 minus total youth labour force 2003

GET – GLOBAL EMPLOYMENT TRENDS

The steam engine (and its successor, the internal combustion engine) heralded the industrial revolution that led to economic growth in the West. These engines required fuel - coal and petroleum. As the industrialised countries exhausted their own sources of
supply they turned increasingly to other sources, which resulted in the economic growth of the supplying countries, such as the oil producing countries of the Middle East. This pattern is unfolding again. **The growth paradigm of Western economies requires another kind of fuel – knowledge workers and skilled professionals.** For example, U.S. growth rates of the 1990s are primarily attributed to productivity increases enabled by a highly skilled workforce. In the next two decades developed countries will face a shortfall of fuel (skilled professionals) and once again will have to look towards developing countries to make up the shortfall.

**For India**, growth is an imperative. To be counted as a major economic powerhouse by the end of this century's first quarter, India needs to accelerate its economic growth beyond the existing rates of 5-6% per annum (2003). Then only can its citizens, more than a quarter of whom (28%) live below the poverty line today, afford better lifestyles. In addition, at current growth rates India is projected to have a significant unemployed population (estimates range between 19 and 37 million unemployed by 2012), the largest share of which will be educated youth. The unemployment and poverty resulting from inadequate growth will retard other efforts to place India amongst the top global economic powers. Therefore, **the acceleration of economic growth and the employment of skilled youth in the next two decades are key concerns for India.**

Perhaps, we have for too long looked to others for models of growth. We have marvelled at the tigers and the dragon and wondered what we could do to copy their success. But that is denying us our unique place in the world. Perhaps if we start with our own strengths, we can find an opportunity in our uniquely large and skilled workforce – an opportunity that distinguishes our model of growth and that is opening up for India as a result of global developments this report analyses.

While India faces an unemployment crisis, ironically, many countries are projected to face workforce shortages in the same period due to lower birth rates and an increase in the proportion of the elderly in their population. While skilled workforce requirements are increasing in line with economic growth, availability is not keeping pace, as a result of fewer people entering the workforce and the trend towards early retirement. Select professions are already witnessing a shortfall (IT services, medical, education). The workforce shortages (mostly in skilled categories) can slow down economic growth in these countries and have other adverse socioeconomic implications. Adjusting for initiatives taken by governments to manage this crisis, the High Level Strategic Group (HLSG) estimates a net workforce shortfall of 32-39 million by 2020 in the developed countries of today.
EMPLOYMENT OPPORTUNITIES: ADVANTAGE – INDIA

This challenge faced by some countries presents a great opportunity for some developing countries, such as India. India can target this shortage by providing remote services to these countries and also by importing customers and servicing their needs in India. The contribution of remote services (Services supplied to users who are not onsite to take personal delivery.) alone, will be $133-315 billion of additional revenue flowing into the country and the addition of 10-24 million jobs (direct and indirect) by 2020.

Further, importing customers into India (medical tourism, educational services, leisure tourism) could add $6-50 billion in revenue and create 10-48 million jobs (direct and indirect) by 2020. HLSG estimates that through remote services and the importation of customers India could enhance year-to-year GDP growth by up to 1.5% over current growth rates, most of which (80-85%) would be through remote services.

India is positioned well against these opportunities given its large pool of qualified manpower, track record in service delivery in sectors like IT, and lower costs (specifically in areas such as medical treatment and education services). However, in order to convert these opportunities into actual revenues, India Inc. will have to take several initiatives.

The following image of the world map provides a snapshot of the potential labour shortages and avenues of supply in 2020. In addition to developed countries, even developing countries such as China and Russia will have a workforce shortage, while India will have a surplus of 47 million labour force.
The developed world requires fuel of another kind - they need knowledge workers and skilled professionals. The developed world's requirement of skilled professionals is only going to increase with time. By 2020, the developed world will have a shortage of 40 million working people, says a report, India's New Opportunity - 2020, brought out by the All India Management Association, the Boston Consulting Group, the High Level Strategic Group and the CII.

The developed world is already finding it difficult to find talent. A recent study undertaken by global HR Consultancy Manpower Inc, Talent Shortage Survey; 2007 Global Results, says 41 per cent of employers worldwide are having difficulty filling positions due to a lack of suitable talent available in their markets.

The countries hit by this acute talent shortage are Costa Rica (93 per cent), the US (62 per cent), Japan (61 per cent), New Zealand (62 per cent) and EMEA (31 per cent). Talent shortage appears to be the least problematic in India (9 per cent), Ireland (17 per cent) and China (19 per cent), points out this survey.

For the developed world, this is a serious matter. Manpower shortage can cripple economic growth. It can escalate wage rates, thereby reducing the competitiveness of these countries. For India, the workforce shortages in the developed world pose a humongous opportunity. Despite the increase in jobs, educated unemployment in India is on the rise. By 2012, India could have an unemployed population anywhere within the range of 19 to 37 million, the largest share of which will be educated youth. By 2020, India is estimated to have a surplus working population of 45-50 million people.
With this surplus working population, it may appear that India has all it takes to bag the '40-million-jobs' opportunity. However, the reality is far divorced from that. India is facing a peculiar manpower paradox - while it is a young country (over 50 per cent of its population is below the age of 25 years), even domestically it is facing a shortage of skilled manpower. The manpower crunch in India is more serious than we think. The reason - while urban India has witnessed a stupendous growth in jobs, in much of India children still drop out from school, girls are still not sent to school and youngsters are forced to take up jobs instead of completing their graduation. Despite 60 years of independence, our system does not ensure 'education for all'. Out of the 200 million children in the age group of six to 14 years, 59 million children are not attending school in India.

Even those who get educated are often not employable. Every year, 300,000 engineering graduates and approximately 2 million graduates pass out of colleges. But only 10-15 per cent of graduates are suitable for employment in offshore IT and BPO industries. Nearly two-thirds of the 300,000 engineering graduates need to be reskilled, so that they can get jobs in the IT industry.

Even those who find jobs need to undergo training and be re-skilled. Today, India needs to skill/re-skill 1 million working executives. Emerging sectors such as retail, banking, financial services and insurance are facing acute shortage of manpower. The banking industry, which currently employs 900,000 people, is expected to add 600,000 more over the next five years. But it's unclear how this increased demand will be met. The shortage of skilled talent threatens to slow down the Indian IT and ITES industry, if the education system does not keep pace with the rising talent needs. As per estimates, by 2010 the industry will need approximately 850,000 additional skilled manpower.

Therefore, while there is a big opportunity knocking at India's door, a concrete action plan is needed to convert it into reality. India needs a sharp focus on global talent development. This can be done by making education and vocational training more market-driven. If the education system does not transform itself, we may lose out to other BRIC economies, particularly China and Russia. In terms of sheer numbers, the opportunity lost can be huge. As per estimates, remote services could bring in $133-315 billion of additional revenue into the country every year and create an additional 10-24 million jobs (direct and indirect) by 2020.

The task of developing global talent can be approached in two ways - by companies/training institutes going global in order to develop talent in those nations, and by developing talent indigenously.
As per the above image, not only will India have a surplus labour force by the year 2020 but also be highly productive, cost effective with good English language skills.

In order to take advantage of the above mentioned opportunity, a collective and cohesive effort of the following stakeholders along with Government of India is required:

- NRIs
- NGOs
- Private Educational Institutes
- Corporates (under corporate social responsibility), etc.
Chapter 2
Employment Scenario in India

<table>
<thead>
<tr>
<th>S.No</th>
<th>ITEM</th>
<th>1999-2000</th>
<th>2004-2005</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Total Labour Force</td>
<td>406.0</td>
<td>469.9</td>
</tr>
<tr>
<td>2</td>
<td>Total Employment</td>
<td>397.0</td>
<td>459.1</td>
</tr>
<tr>
<td>3</td>
<td>Open Employment</td>
<td>9.0</td>
<td>10.8</td>
</tr>
<tr>
<td>4</td>
<td>Unemployment Rate (As % age to the Total Labour Force)</td>
<td>2.2%</td>
<td>2.3%</td>
</tr>
<tr>
<td>5</td>
<td>Employment in Organised sector</td>
<td>28.0</td>
<td>26.3</td>
</tr>
<tr>
<td>6</td>
<td>Employment in Unorganized sector</td>
<td>369.0</td>
<td>432.8</td>
</tr>
</tbody>
</table>

Fig. in million (62nd Round of NSSO)*
*NSSO: National Sample Survey Organisation

INDIA’S NEW OPPORTUNITY – 2020

Report from HIGH LEVEL STRATEGIC GROUP (HLSG) says that INDIA’S NEW OPPORTUNITY – 2020 will be 40 Million New Jobs and $200 Billion Annual Revenue.

HLSG has also identified six thrust areas for action to boost the supply of India’s services:

1. Develop domain expertise in specific areas
2. Reform education and training sector to increase base of skilled professionals
3. Strengthen connectivity infrastructure (telecom, IT, airports)
4. Promote public-private partnerships
5. Form interest groups around opportunities
6. Align legal and regulatory structure

Over five million Indian workers live abroad and the government expects two million more to join them during the 11th Five Year Plan (2007-12).
SKILL REPAIR REQUIRED:

7% of India's youth suffer some degree of unemployability
53% of employed youth suffer some degree of skill deprivation

The 82.5 million unemployable youth fall in three skill repair buckets:

<table>
<thead>
<tr>
<th>TYPE OF REPAIR</th>
<th>TIME REQ.</th>
<th>POPULATION</th>
</tr>
</thead>
<tbody>
<tr>
<td>*Last mile repair</td>
<td>(&lt; 0.5 yrs)</td>
<td>5.3 million</td>
</tr>
<tr>
<td>Interventional repair</td>
<td>(0.5-1 yr)</td>
<td>21.9 million</td>
</tr>
<tr>
<td>Structural repair</td>
<td>(1-2 yrs)</td>
<td>55.4 million</td>
</tr>
</tbody>
</table>

Cost of Unemployability Repair
Rs 4,85,640 crore (10% of GDP)

Benefits of Unemployability Repair
Rs 1,751,487 crore (61% of GDP)
• *Last mile Repair* - Polishing the existing skills to make the candidate employable for less than 6 months.

• **Interventional Repair** – On the job training for ½ to 1 year.
• **Structural Repair** - Training the candidate with a specific hard skill for a period of 1 to 2 years.

**SKILL DEVELOPMENT /INFRASTRUCTURE DEVELOPMENT**

The skill deficit hurts more than the infrastructure deficit because it sabotages equality of opportunity and amplifies inequality while poor infrastructure maintains inequality (it hits rich and poor equally)

**The Skill Repair**

Spending 10% of GDP (Rs 4, 90, 000 crores) on skill repair will generate extra income of 61% of GDP (Rs 1,751,487 crore) for current unemployable youth.

This is more than a 600% return on investment.

**Repairing this skill deficit needs Rs 490,000 crores over two years.**

**PM set to Head New skill Development Mission:**

The Tribune, Chandigarh dated 9th Jan. 2008

The government hopes 70 million jobs will be created during the 11th Plan (2007-12), and the skill development mission is expected to train people to make the best of these opportunities.

The government plans to extend training facilities to 10 million people a month, up from 2.5 million a year. The mission will oversee and facilitate the entire process, which will run as a collaborative action by the government and private sector.

With Rs 31,000 crore proposed to be spent over five years, the mission will look at 20 areas of growth for skill development in manufacturing and services. The identified high growth sectors include automobile and auto component, transportation, logistics,
warehousing and packaging, travel and tourism, media and entertainment and health-care services.

“It has been proposed that the mission will have a general body headed by the Prime Minister and will also have senior ministers and heads of industry associations, which have high growth potential, besides Planning Commission Deputy Chairman Montek Singh Ahluwalia as Vice-Chairman,”

According to the latest National Sample Survey report, which is conducted at a micro level through extensive field work, in 2004-05, only 2% of the population in the age group 15-29 years was reported to have received formal vocational training. Another 8% received non-formal vocational training, the report says.

In the 11th Plan document, the Planning Commission has recommended a public-private partnership (PPP) model to enable skill development through short-term vocational courses, which may range from six months to two years.

**Job demand and present education system supply: A Big Mismatch**

*An irony: On One Hand there is vast unemployment/underemployment, on the other there is Manpower shortage in the Industry at different levels.*
• Only 30% of Indian IT graduates are employable
• Only 25% Engineering graduates are employable
• 15% Finance & Accounting professional are employable
• 10% professional with any kind of degree are employable

A mere 23% employable talent exists in our country

Youth unemployability is a bigger crisis than unemployment

• 8% of youth are unemployed

Figure 3: Incidence of Vocational Training among youth

• 93% WORKFORCE HAS NO ACCESS TO FORMAL/INFORMAL EDU
• 7% WORKFORCE RECEIVES VOCATIONAL TRAINING
  o 2% RECEIVES FORMAL VOCATIONAL TRAINING
  o 4% RECEIVES NON FORMAL VOCATIONAL TRAINING
  o 1% still receiving vocational training
The factors which lead to rural youth unemployment and lack of opportunity need to be addressed directly. Direct investment in rural youth is required. A direct approach involves measures that focus on improving the quality of life and productivity of rural small holders and landless young men and women. India's population needs basic educational facilities while at least 90% need to get into some sort of vocational training after high school to make themselves employable. Only 5 per cent of the country's labour force in the 20-24 age categories has undergone formal vocational training, compared with 28 per cent in Mexico, 60 to 80 per cent in most industrialised nations, and as much as 96 per cent in Korea India's vocational training institutes are producing 6 million students every year. That's a minute number considering that an estimated 88.5 million people in the 15-29 age groups need such training. The industry says that less than half of the six million people who have received vocational training are in the employable category.

*If You Have A Year, Grow Flowers. If You Have Ten Years, Grow Fruits. If You Want To Build a Nation, Grow People*

**Punjab: Scenario**

**PUNJAB: FACTS AND FIGURES**

- **Population** - 2.44 crores (2001 census)
  
  Two third (66.1 percent) of the total population resides in rural areas and the remaining one third (33.9 percent) in urban areas.

- **Literacy Rate** - Out of the total population *69.95 percent were literate in 2001*
  
  The literacy rate in urban areas is 79.13 percent as against 65.16 percent in rural areas according to 2001 census. Males are more literate (75.63 percent) than their female counterparts (63.55 percent).

- **Education**
  
  The number of schools has increased from 19682 in 2003 to 19835 in 2004. Out of these, 17029 (85.85 percent) are located in rural areas.

**Enrolment and Drop-out Rate in Schools**
Enrolment- The enrolment of students was 38.61 lakhs in 2003 but decreased to 37.59 lakhs in 2004.

Out of the total enrolments in schools, girls accounted for 46.18 percent in 2004 as it was 46.75 percent in the previous year. Age group-wise composition of girl students enrolled for the year 2004 was 46.87 percent in the age 6-11 years, 46.74 percent in the age 11-14 years and 46.43 percent in the age 14-18 years.

Drop-out Rate- Drop-out rates reveal the extent of continuation in study by the student at various levels. The gender-wise drop-out rates depict the strength of economic and social taboos working against weaker sections of the society. The comparative picture of gender-wise drop-out rates during 1998-99 and 2002-2003 is given in the following table:

<table>
<thead>
<tr>
<th>Class</th>
<th>1998-99</th>
<th></th>
<th>2002-2003</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Boys</td>
<td>Girls</td>
<td>Total</td>
<td>Boys</td>
</tr>
<tr>
<td>I-VIII</td>
<td>26.61</td>
<td>29.39</td>
<td>27.91</td>
<td>33.71</td>
</tr>
<tr>
<td>I-X</td>
<td>39.99</td>
<td>44.35</td>
<td>42.03</td>
<td>43.81</td>
</tr>
</tbody>
</table>

(Drop out rates is calculated on the basis of the formula suggested by C.S.O0. (Central Statistical Org.) Govt. of India in Selected Socio Economic Statistics India 1998)

At primary, middle and high school levels the dropout rates were 25.29 percent, 32.75 percent and 48.10 percent in 2002-03.

Number of colleges

The number of colleges in the State has increased from 304 in 2003 to 320 in 2004. Out of these, 213 colleges are located in urban areas and 107 in rural areas.

Enrolment in Colleges

The enrolment in colleges in the State was 2.61 lakhs in 2004.
The distribution of total enrolment in colleges (category-wise) was:

- Arts and Science Colleges: 85.34 percent
- Teacher Training Colleges: 1.73 percent
- Medical Colleges: 4.25 percent
- Agriculture Colleges: 0.42 percent
- Engineering Colleges: 7.70 percent
- Veterinary Colleges: 0.18 percent
- Physical Education Colleges: 0.30 percent
- Oriental Colleges: 0.07 percent

Pupil-Teacher Ratio in Schools

The pupil-teacher ratio during 2004(P) at the:

- Primary Stage: 42:1
- Middle level: 29:1
- High/Senior stage: 22:1

Employment in the organised sector (Public and Private) as on 31st March, 2005.

- 519976 (67.26 percent) employees are in public sector
- 253140 (32.74 percent) employees are in private sector

The number of job seekers (both educated and uneducated) on the live registers of employment exchanges at the end of March, 2004 was 4.83 lakhs, which declined to 4.67 lakhs in March, 2005 and remained constant at 4.67 lakhs in Sept, 2005. The total number of educated unemployed persons in March, 2004 was 3.58 lakhs which increased to 3.84 lakhs during March, 2005; however, it decreased to 3.60 lakhs in
Sept, 2005. Out of the total educated job seekers (78.52 percent) belong to non-technical category and the remaining (21.48 percent) have professional qualifications as on Sept, 2005. The number of remaining categories of unemployed persons was 1.25 lakhs in March, 2004 which decreased to 1.08 lakhs at the end of September, 2005.

STATUS OF ELEMENTARY EDUCATION IN PUNJAB:

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**Elementary Education in India - Where do we stand?**

**STATE ELEMENTARY EDUCATION REPORT CARD : 2005-06**

<table>
<thead>
<tr>
<th>Total districts</th>
<th>03</th>
<th>Dist. covered</th>
<th>17</th>
<th>State code</th>
<th>17</th>
<th>Total</th>
<th>20</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>PUNJAB</strong></td>
<td>20</td>
<td>20</td>
<td>20</td>
<td>20</td>
<td>20</td>
<td>20</td>
<td>20</td>
</tr>
</tbody>
</table>

**Initialised entities**: 212

- Number of CRs: 1,576
- Number of villages: 17,722

**Basic data : 2001**

- Total population in (2001): 24,350,000
- % Urban population: 31.90
- % O-6 Population: 13.02

**Decadal growth rate**: 20.6

- Sex ratio: 780

**Overall literacy rate**: 59.7

- Male literacy rate: 65.4
- Female literacy rate: 53.4

**Key data: Elementary education**

<table>
<thead>
<tr>
<th>Primary only</th>
<th>Upper Primary</th>
<th>Prim. with U. P. &amp; Sec.R.H.</th>
<th>Upper Primary</th>
<th>U. P. with Sec.H.</th>
<th>No response</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Govt. schools</td>
<td>12,775</td>
<td>389</td>
<td>260</td>
<td>1,063</td>
<td>2,761</td>
<td>11</td>
</tr>
<tr>
<td>Private schools</td>
<td>2,160</td>
<td>634</td>
<td>634</td>
<td>20</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>Govt. schools: Rural</td>
<td>11,220</td>
<td>110</td>
<td>188</td>
<td>1,860</td>
<td>2,481</td>
<td>1</td>
</tr>
<tr>
<td>Private schools: Rural</td>
<td>581</td>
<td>402</td>
<td>200</td>
<td>90</td>
<td>0</td>
<td>1,363</td>
</tr>
<tr>
<td>Enrolment in Govt. sch.</td>
<td>1,220,501</td>
<td>47,923</td>
<td>51,647</td>
<td>177,151</td>
<td>464,791</td>
<td>22,614</td>
</tr>
<tr>
<td>Enrolment in Pvt. sch.</td>
<td>55,200</td>
<td>9,793</td>
<td>200,293</td>
<td>13,974</td>
<td>18,003</td>
<td>0</td>
</tr>
<tr>
<td>Enr. in Govt. sch.: Rural</td>
<td>1,14,296</td>
<td>30,760</td>
<td>54,911</td>
<td>169,229</td>
<td>450,066</td>
<td>22</td>
</tr>
<tr>
<td>Enr. in Pvt. sch.: Rural</td>
<td>52,716</td>
<td>55,160</td>
<td>75,550</td>
<td>1,405</td>
<td>6,580</td>
<td>0</td>
</tr>
<tr>
<td>Government teachers</td>
<td>20,288</td>
<td>2,924</td>
<td>2,878</td>
<td>39,826</td>
<td>17,541</td>
<td>1</td>
</tr>
<tr>
<td>Private teachers</td>
<td>4,162</td>
<td>4,162</td>
<td>5,445</td>
<td>111</td>
<td>520</td>
<td>0</td>
</tr>
</tbody>
</table>

**Performance indicators**

<table>
<thead>
<tr>
<th>Primary only</th>
<th>Upper Primary</th>
<th>Prim. with U. P. &amp; Sec.R.H.</th>
<th>Upper Primary</th>
<th>U. P. with Sec.H.</th>
<th>No response</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>% Single-schools</td>
<td>4.6</td>
<td>4.6</td>
<td>2.4</td>
<td>1.6</td>
<td>1.6</td>
<td>3.7</td>
</tr>
<tr>
<td>% Single-teacher schools</td>
<td>22</td>
<td>22</td>
<td>23</td>
<td>2.5</td>
<td>2.5</td>
<td></td>
</tr>
<tr>
<td>% Schools with SCRs &gt; 0</td>
<td>15,85</td>
<td>15,85</td>
<td>15,85</td>
<td>15,85</td>
<td>15,85</td>
<td>15,85</td>
</tr>
<tr>
<td>% Schools with common toilets</td>
<td>50.9</td>
<td>50.9</td>
<td>50.9</td>
<td>50.9</td>
<td>50.9</td>
<td></td>
</tr>
<tr>
<td>% Schools with girls toilets</td>
<td>65.6</td>
<td>65.6</td>
<td>65.6</td>
<td>65.6</td>
<td>65.6</td>
<td></td>
</tr>
<tr>
<td>% Sch. with drinking water facility</td>
<td>90.1</td>
<td>90.1</td>
<td>90.1</td>
<td>90.1</td>
<td>90.1</td>
<td></td>
</tr>
<tr>
<td>% Sch. with ramp</td>
<td>12.9</td>
<td>12.9</td>
<td>8.0</td>
<td>10.0</td>
<td>7.0</td>
<td></td>
</tr>
<tr>
<td>% Enr. in single-teacher schools</td>
<td>17</td>
<td>17</td>
<td>17</td>
<td>17</td>
<td>17</td>
<td></td>
</tr>
<tr>
<td>% No female sch. (girls only)</td>
<td>12.7</td>
<td>12.7</td>
<td>12.7</td>
<td>12.7</td>
<td>12.7</td>
<td></td>
</tr>
<tr>
<td>% Enr. in schools without building</td>
<td>0.7</td>
<td>0.7</td>
<td>0.7</td>
<td>0.7</td>
<td>0.7</td>
<td></td>
</tr>
<tr>
<td>% Enr. in sch. without toilet</td>
<td>0.0</td>
<td>0.0</td>
<td>0.0</td>
<td>0.0</td>
<td>0.0</td>
<td></td>
</tr>
<tr>
<td>Avg. no. of teachers per school</td>
<td>2.7</td>
<td>2.7</td>
<td>2.7</td>
<td>2.7</td>
<td>2.7</td>
<td></td>
</tr>
<tr>
<td>% Enrollment in Govt. schools</td>
<td>64.6</td>
<td>64.6</td>
<td>64.6</td>
<td>64.6</td>
<td>64.6</td>
<td></td>
</tr>
<tr>
<td>% Govt. schools</td>
<td>70.1</td>
<td>70.1</td>
<td>70.1</td>
<td>70.1</td>
<td>70.1</td>
<td></td>
</tr>
<tr>
<td>% Govt. schools</td>
<td>47.9</td>
<td>47.9</td>
<td>47.9</td>
<td>47.9</td>
<td>47.9</td>
<td></td>
</tr>
<tr>
<td>Pupil-teacher ratio (PTR)</td>
<td>29</td>
<td>29</td>
<td>29</td>
<td>29</td>
<td>29</td>
<td></td>
</tr>
<tr>
<td>Student-classroom ratio (SCR)</td>
<td>20</td>
<td>20</td>
<td>20</td>
<td>20</td>
<td>20</td>
<td></td>
</tr>
<tr>
<td>% Schools with &lt;50 students</td>
<td>10.7</td>
<td>10.7</td>
<td>10.7</td>
<td>10.7</td>
<td>10.7</td>
<td></td>
</tr>
<tr>
<td>% Schools with students &gt; 100</td>
<td>12.4</td>
<td>12.4</td>
<td>12.4</td>
<td>12.4</td>
<td>12.4</td>
<td></td>
</tr>
<tr>
<td>% Schools with teacher &gt; 0.2 in</td>
<td>90.1</td>
<td>90.1</td>
<td>90.1</td>
<td>90.1</td>
<td>90.1</td>
<td></td>
</tr>
<tr>
<td>% Female teachers</td>
<td>65.7</td>
<td>65.7</td>
<td>65.7</td>
<td>65.7</td>
<td>65.7</td>
<td></td>
</tr>
<tr>
<td>% Schools established since 1994</td>
<td>10.2</td>
<td>10.2</td>
<td>10.2</td>
<td>10.2</td>
<td>10.2</td>
<td></td>
</tr>
</tbody>
</table>

**Incentives: Number of beneficiaries (Previous academic year)**

| Type of Incentive | Boys | Girls | Upper Primary | Girls | % Passed | V Boys | V Girls | VII Boys | VII Girls | VIII Boys | VIII Girls | Total | Total |
|-------------------|------|-------|--------------|-------|----------|--------|--------|----------|----------|----------|---------|--------|-------|-------|
| Text books        | 55,000 | 55,000 | 55,000 | 55,000 | 55,000 | 64.7 | 64.7 | 64.7 | 64.7 | 64.7 | 64.7 | 64.7 | 64.7 |
| Uniform           | 1,220 | 1,220 | 1,220 | 1,220 | 1,220 | 64.7 | 64.7 | 64.7 | 64.7 | 64.7 | 64.7 | 64.7 | 64.7 |
| Enrolment in primary schools | 180,000 | 180,000 | 180,000 | 180,000 | 180,000 | 64.7 | 64.7 | 64.7 | 64.7 | 64.7 | 64.7 | 64.7 | 64.7 |

**STATUS OF ELEMENTARY EDUCATION IN PUNJAB:**

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Researched & Compiled By: ITFT College - Chandigarh
The above tables show the level of elementary education in the state of Punjab. For a strong grounding of the children of Punjab, the NRI’S can invest in educational institutions for better quality education and infrastructure.
Chapter 3
SKILLS GAP

The two greatest concerns of employers today are finding good workforce and training them. The difference between the skills needed on the job and those possessed by applicants, called the skills-gap, is of real concern to human resource managers and corporate 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.

Finding workforce 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 workforce who can solve problems and who have the professional, social skills and attitudes to work together with other employees. Creativity, once a trait avoided by employers, 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 the corporate houses.

Employability refers to a person's ability of gaining initial employment, maintaining employment and obtaining new employment if required (Hillage and Pollard, 1998). In simple terms, employability is about being capable of getting and keeping fulfilling work. More comprehensively, employability is the capability to move self-sufficiently within the labour market to realise potential through sustainable employment. For individuals, employability depends on the knowledge, skills and attitudes (KSA's) they possess, the way they use those assets and present them to employers, and the context (e.g. personal circumstances and labour market environment) within which they seek work.

Employability Skills in Indian Youth

*The challenge before the industry does not lie in the supply of talent but rather that of employability, Azim Premji, Chairman Wipro Ltd, said.*
Almost 60% of India’s population is below the age of 25 years. Couple this with the huge appetite for education—India produces 3,00,000 engineering graduates every year which is 25% of the total produced across the world. The state of Tamil Nadu alone produces 75,000 engineers which is double that of the total number of engineers who graduate every year in the US. With the demography turning adverse in the western world, where the population is aging fast, India’s skilled manpower should be its greatest asset and the country should be at the centre of the knowledge economy—theoretically speaking. But in reality, this phenomenon is only partly true.

Gaps in employability has meant that only a small portion of this educated mass is fit for ‘plug and play’ and a large section of those coming out of colleges need to be trained comprehensively. The quality and the relevance of the kind of education that is being done is the cause says Mr. PK Mohapatra, member of the management board of RPG Enterprises and chairman, education sub-committee of the Confederation of Indian Industries (CII). He was speaking at a management colloquium on ‘Employment & Employability in the Knowledge Era’ organised recently by Ma Foi, a leading manpower consulting agency.

One of the major reasons for this, he says, is the stranglehold the government has on education despite many years into liberalisation. Private education has been smothered at every available opportunity and the net result is—obsolete subjects, textbooks remaining unchanged for 30 years, irrelevant courses etc. Also, over the years practical knowledge has given way to theoretical subjects. Thus students who complete the graduation have to be given practical training to make them fit to enter a factory/office. Scores of business schools claim that they produce future CEOs but in reality, they churn out students who are unemployable, he added.

Then there is the quality of teachers. According to Mr. Mohapatra, 75% of the professors who teach engineering graduates have not seen the interiors of a factory. Also for many students getting a degree is an end game in itself. They do not seem to
plan their education in line with their job aspirations. Elements, education and employment, continue to remain mutually exclusive. He also debunked the English language skill by saying that only top 20% are employable on that criterion.

He emphasised the need for a more agile system of education which will churn out graduates in line with demand. The present demand is for millions of frontline jobs in BPO, retail, sales etc but no one is producing employable graduates to meet this demand. Globalisation of the job market has created new $10-a-day jobs. This segment will continue its rapid growth and if the manpower is trained for it, India has the potential to become the world’s largest economy considering the fact that its per capita income today is $1 a day. If the system does not change, we will still be talking about employability 10 years from now, he said. By then a golden opportunity to transform India economically would have bypassed the country.

Low Employability Skills among Engineering Students

*Damning revelation from study conducted by PurpleLeap*

- Purple Leap study on the ‘Employability Skill index’ of Engineering students finds most students ‘un-employable’.
- Study conducted across the country in 95 colleges (15 colleges in Andhra Pradesh) and among 9000 students (600 in AP)
- 36% of the students fail on all major skill counts - communication, problem solving and technical skills
- Only 7% found employable when all factors are considered

**Hyderabad|India|February’2009:** It is understood that Communication Skills is a problem area especially when it comes to students in Tier 2 & Tier 3 cities. Therefore it did not come as too much of a surprise to find that as far as Communication Skills of Engineering Students in AP are considered, 80% of them do not meet the qualifying criteria. However, it is quite ironical that most of out of the 20%, who are fine as far as communication skills are concerned, do not actually end up getting hired because of
either lack of problem solving skills or technical skills. Proficiency in communication skills is considered more of a ‘qualifying criteria’ than selection criteria for technical roles in the industry. The study also showed that if communication skills are not considered for qualification / selection, the percentage of employable students will raise from 7 to 13%.

In a major surprise, more than 80% of the students do not meet the requirements on the problem solving skills. Despite the popular myth that engineering students are naturally good at problem solving, it was found that the biggest skill gap in engineering students in Andhra Pradesh is in the area of problem solving. The study revealed that the average score of students was less than 25% against national average of 35%. There are more than 50% of the students who have scored less than 25% in problem solving, making them fall in the ‘hard-to-train’ segment. Lack of adequate problem solving skills is one of the biggest gaps leading to students not getting enough technical jobs in the industry and in many cases having to settle for ‘non-technical’ roles, after an engineering education. It was found that just by raising Problem Solving Skills; it was possible to more than double the employable pool; from 7 to 16%.

More than 60% of the students do not meet the employability criteria on technical skills for the IT industry. The study also revealed that 11% of the students are employable when organizations do not consider technical skills as a criterion. Even the (30+ %) students who do meet the Technical Skills criteria are still not ‘ready-to-deploy’ as far as employers are concerned. After recruiting these students also, most organizations usually have to spend 3 to 4 months on technical training to make these students workplace ready.

Commenting on the findings of the study, Mr. Amit Bansal, CEO, PurpleLeap said, ‘The times right now are very challenging. The global economic crisis is expected to lead to a dramatic increase in the number of people joining the ranks of the unemployed. The task becomes more daunting for entry-level professionals especially if they are found lacking in the basic skills necessary for employability. Companies today want
candidates who not only possess the three critical skills but are ready to start work from
day one, because nobody wants to spend time and money on training. All of this means
that students will need to do all that they can work on their skills and be industry ready..
Just going to college and finishing their studies is evidently not enough”.

The survey also revealed that about 25% of the student population, which currently fall
in the 30-40% performance band, can be trained to upgrade their skills to employable
levels. However, these students will need focussed intervention across communication
skills, problem solving and technical skills so that they may be brought to the
employable pool. And in the most depressing finding, 36% of all surveyed had no
chance of an ‘Engineering Job’ because of not being able to meet the qualifying criteria
in all three skills. These students will be ‘hard to train’ and can at best be trained for
roles that are a grade lower than engineering roles.

Reachout’s News Bureau
February’ 2009

Job developments
In exploring the changes of jobs – to see if they are becoming simpler or more
complicated – the conclusion is mainly based on employees’ estimates of changes of
their job since they started, but also on their educational background, difficult tasks at
work and supervisors opinion of more education for their employees.
It was expected that the majority of jobs surveyed were becoming more complicated. It
was interesting to realize that the 44% of the interviewees reported that their job had
become simpler since they started. However, 40% of the interviewees evaluated their
job as becoming more complicated and only 16% of them felt that their job had been
unchanged since they started. It is difficult to estimate whether those who evaluated
their job simpler or unchanged did so because they themselves had become more
qualified for it.
**Skill requirements**

Those who argue that almost all jobs in modern economy are becoming more complicated have emphasized that all jobs demand certain general employability skills. This study was aimed at ascertaining if and how much these skills are demanded and it was hypothesized that in all jobs there was some demand of all these skills.

Of the basic skills, i.e. skills in reading, writing, arithmetic and languages, it can be concluded that there was indeed demand for all of them in all 20 jobs... Thus the second hypothesis was supported in terms of basic skills. In reading, writing and arithmetic the demand was in most part in the simplest form, i.e. reading forms or short texts, writing short texts or filling out forms and using the basic math or percentages. Of course there was difference among jobs concerning these skills. Use of foreign languages was mostly in speaking and reading, but less in writing.

Communication and co-operation skills were important in almost all 20 jobs. Thus the second hypothesis was supported in terms of communication and co-operation skills; however, communication was more demanded in the business and service job-categories than in the manufacturing and building job-category.

Proportion of time spent working with co-workers was considerable in most jobs with very few exceptions.

Thinking skills, i.e. creativity, initiative, problem solving and organizing, are difficult to measure. Most employees had come up with new ideas at work, thus being creative. In general there was considerable independence about performance of tasks and when to perform them. Organizing skills were mostly demanded in the business category of jobs.

Survey of information mastery and data handling skills showed that many jobs are not computerized or demand the use of information and data. Thus the second hypothesis was not supported in terms of information mastery.
<table>
<thead>
<tr>
<th>Job Developments</th>
<th>≤ 50% Employees report job more complicated</th>
<th>≤ 50% Supervisors report job more complicated</th>
<th>≤ 3 Employees with university degree</th>
<th>Ed. requirement for the job reported ≤ 10 interviewees</th>
<th>≤ 50% Supervisors expect more education for employees</th>
<th>≤ 50% Supervisors want more education for employees</th>
</tr>
</thead>
<tbody>
<tr>
<td>Salesperson-bookstore</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Café waiter</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Car rental clerk</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Beverage production</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td></td>
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<td>Concrete repair</td>
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<td>Travel agent</td>
<td>X</td>
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<tr>
<td>Bus driver</td>
<td>X</td>
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<td>X</td>
<td></td>
<td></td>
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<tr>
<td>Chamber maid</td>
<td>X</td>
<td>X</td>
<td>X</td>
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<td></td>
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<tr>
<td>Radio DJ´s</td>
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<td>X</td>
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</tr>
<tr>
<td>Salesperson-auto</td>
<td>X</td>
<td>X</td>
<td>X</td>
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<td>Road construction</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td></td>
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<tr>
<td>Sewer worker</td>
<td>X</td>
<td>X</td>
<td>X</td>
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<td></td>
</tr>
<tr>
<td>Painter’s assistant</td>
<td>X</td>
<td>X</td>
<td>X</td>
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</tr>
<tr>
<td>Insurance agent</td>
<td>X</td>
<td>X</td>
<td>X</td>
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<td></td>
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<tr>
<td>Computer operator</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Bank cashier</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Salesperson-computers</td>
<td></td>
<td>X</td>
<td>X</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Indian Population expected to be **1.8 billion by 2045** with most of it figuring in the working age group of 15-64 years.

In industrially mature economies such as Korea, Germany, Japan, UK where at least **70% of workers between 15-29 yrs** have formal vocational training the corresponding Indian proportion is 2%.

India’s total training capacities are at a maximum of **3 million persons per year**. This is rather insignificant given the annual addition of 12.8 million people to the workforce. The dropouts entering the workforce are hardly skilled for contributing productively to the economy and have poor employment prospects.

The **Planning Commission’s estimates show that more than 80%** of Indian workers do not have skills consistent with job market requirements.

The skill gap is a key factor for India not being able to develop a diversified and competitive export manufacturing base.
The skill mismatch has been worsened by less emphasis on technical skills in India’s education system. India’s colleges and universities put more emphasis on the study of pure science, arts and commerce. While this has produced a large body of highly qualified scholars, their employability has been confined to narrow and niche areas. The shortage of adequate people with appropriate skills has forced the industry to put high premiums on available skills.

Bharti Wal-Mart, a joint venture between Bharti Enterprises, country’s largest mobile service provider, and Wal-Mart Stores, world’s largest retailer, has signed a memorandum of understanding (MOU) with the state government of Punjab to establish a special skills training centre for imparting training in retail operations at Amritsar. Bharti Wal-Mart Training Centre (BWSC), will bridge the shortage of skilled manpower for organised retail formats. **Bharti Wal-Mart and the Department of Technical Education, Government of Punjab will co-certify them on successful completion of their training.**

In this demand-supply gap scenario, a look at the Indian education system will reveal that the number of technical schools in India, including engineering colleges, has actually more than trebled in the last decade, according to the All India Council of Technical Education. Part of the skills gap problem is that only a small percentage of India’s youth pursue higher education. No more than **7 per cent** of Indians aged **18-25** go to college, according to official statistics. **Even a more fundamental level of education is proving difficult with nearly 40 per cent of people over the age of 15 being illiterate.**

**Problems face by Education Institutions:**

- Dearth of skilled teachers
- Funding
- Language
- Outdated syllabi
- Infrastructure problem
Furthermore, today there is a situation wherein the best and most selective universities generate too few graduates and new private colleges are producing graduates of uneven quality leading to an imbalance.

- Time is ripe to reboot Indian education system by various programmes.
- Joint initiative by individuals, government, industry, and academia.

<table>
<thead>
<tr>
<th>BASIC ACADEMIC SKILL</th>
<th>HIGH ORDER THINKING SKILLS</th>
<th>PERSONAL QUALITIES</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
<td>Learning</td>
<td>Responsible</td>
</tr>
<tr>
<td>Writing</td>
<td>. Reasoning</td>
<td>. Self Confidence</td>
</tr>
<tr>
<td>Science</td>
<td>. Thinking</td>
<td>. Self Control</td>
</tr>
<tr>
<td>Math</td>
<td>Creatively</td>
<td>. Social Skills</td>
</tr>
<tr>
<td>Oral Communication</td>
<td>Decisions Making</td>
<td>. Honest</td>
</tr>
<tr>
<td>Listening</td>
<td>. Problem Solving</td>
<td>. Have Integrity</td>
</tr>
<tr>
<td></td>
<td></td>
<td>. Adaptable and</td>
</tr>
<tr>
<td></td>
<td></td>
<td>. Flexible</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Team Spirit</td>
</tr>
<tr>
<td></td>
<td></td>
<td>. Punctual and</td>
</tr>
<tr>
<td></td>
<td></td>
<td>. Efficient</td>
</tr>
<tr>
<td></td>
<td></td>
<td>. Self Directed</td>
</tr>
<tr>
<td></td>
<td></td>
<td>. Good Work</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Attitude</td>
</tr>
<tr>
<td></td>
<td></td>
<td>. Well Groomed</td>
</tr>
<tr>
<td></td>
<td></td>
<td>. Cooperative</td>
</tr>
<tr>
<td></td>
<td></td>
<td>. Self Motivated</td>
</tr>
<tr>
<td></td>
<td></td>
<td>. Self Management</td>
</tr>
</tbody>
</table>

Failure to equip young people with the job readiness skills critical to job success is equivalent to placing employability barriers in their path. Allowing students to graduate with these deficiencies has far reaching implications. There are ways, however, these deficiencies may be corrected. For example,

1. Employability skills are teachable skills and may be taught in both school and employment settings. Goals and objectives for
teaching employability skills should be set. Instruction should be
designed to ensure those goals and objectives are reached.

2. Parents need to be involved in goal setting and modeling behavior
for in-school youth.

3. Teach employability skills using a democratic approach so that
students’ awareness of values, attitudes, and worker
responsibilities is increased.

4. Supervisors, trainers and teachers should set good examples of
the desired behavior. Students should have the opportunity to
observe the type of work place behavior that is being required of
them.

5. When possible, classrooms should replicate the features of real
work settings.

6. Set and communicate high expectations and hold students
responsible for their behavior.

7. Teach, don’t tell. Teachers and trainers tend to be most effective
when they assume the role of coach or facilitator.
Chapter 4
Employability Skills Framework

What are employability skills?

*Employability has been defined as "the capability of getting and keeping satisfactory work".*

Employability skills are non-technical skills which play a significant part in contributing to an individual’s effective and successful participation in the workplace. Employability skills are also sometimes referred to as generic skills, capabilities, enabling skills or key competencies.

**Employability skills have been defined as:**
"A set of achievements, understanding and personal attributes that make individuals more likely to gain employment and to be successful in their chosen occupations".

You may also see these skills referred to as *transferable skills* (because skills developed in one area of your life can be transferred to other areas) or *personal* skills. In the context of your career planning and development, they are called *career management skills*.

**Other factors that help to make people employable include:**

- Knowledge and abilities relating to a particular job;
- The ability to identify suitable job opportunities;
- Self-presentation (on applications and at interviews);
- External factors such as the job market and personal circumstances.
The employability skills are:

- Communication skills
- Teamwork skills
- Problem-solving skills
- Initiative and enterprise skills
- Planning and organising skills
- Self-management skills
- Learning skills
- Technology skills
Employability Skills include:

- Self-management – readiness to accept responsibility, flexibility, resilience, self-starting, appropriate assertiveness, time management, readiness to improve own performance based on feedback/reflective learning.
- Team working – respecting others, co-operating, negotiating/persuading, contributing to discussions, and awareness of interdependence with others.
- Business and customer awareness – basic understanding of the key drivers for business success – including the importance of innovation and taking calculated risks – and the need to provide customer satisfaction and build customer loyalty.
- Problem solving – analysing facts and situations and applying creative thinking to develop appropriate solutions.
- Communication and literacy – application of literacy, ability to produce clear, structured written work and oral literacy - including listening and questioning.
- Application of numeracy – manipulation of numbers, general mathematical awareness and its application in practical contexts (e.g. measuring, weighing, estimating and applying formulae).
- Application of information technology – basic IT skills, including familiarity with word processing, spreadsheets, file management and use of internet search engines.

Underpinning all these attributes, the key foundation, must be a positive attitude: a 'can-do' approach, a readiness to take part and contribute, openness to new ideas and a drive to make these happen. Employers also value entrepreneurial graduates who demonstrate an innovative approach, creative thinking, bring fresh knowledge and challenge assumptions.

The Employability Skills Framework

The Employability Skills Framework which details the employability skills also identifies elements, or facets, of those skills that employers identified as important. Facets are
examples of skills which contribute to the overall application of each particular employability skill. The nature, emphasis and context of these facets vary across industries and qualifications.

What are the top ten skills that employers want?

Based on a number of surveys on the skills required by graduates undertaken by Microsoft, Target Jobs, the BBC, Prospects, NACE and AGR and other organisations, here is our summary of the skills which were most often deemed important.

<table>
<thead>
<tr>
<th><strong>VERBAL COMMUNICATION</strong></th>
<th><strong>1</strong></th>
<th>Able to express your ideas clearly and confidently in speech</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>TEAMWORK</strong></td>
<td><strong>2</strong></td>
<td>Work confidently within a group</td>
</tr>
<tr>
<td>Skill Category</td>
<td>Level</td>
<td>Description</td>
</tr>
<tr>
<td>-----------------------------------</td>
<td>-------</td>
<td>--------------------------------------------------------------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>ANALYSING &amp; INVESTIGATING</td>
<td>3</td>
<td>Gather information systematically to establish facts &amp; principles. Problem solving.</td>
</tr>
<tr>
<td>INITIATIVE/SELF MOTIVATION</td>
<td>4</td>
<td>Able to act on initiative, identify opportunities &amp; proactive in putting forward ideas &amp; solutions.</td>
</tr>
<tr>
<td>DRIVE</td>
<td>5</td>
<td>Determination to get things done. Make things happen &amp; constantly looking for better ways of doing things.</td>
</tr>
<tr>
<td>WRITTEN COMMUNICATION</td>
<td>6</td>
<td>Able to express yourself clearly in writing</td>
</tr>
<tr>
<td>PLANNING &amp; ORGANISING</td>
<td>7</td>
<td>Able to plan activities &amp; carry them through effectively</td>
</tr>
<tr>
<td>FLEXIBILITY</td>
<td>8</td>
<td>Adapt successfully to changing situations &amp; environments</td>
</tr>
<tr>
<td>COMMERCIAL AWARENESS</td>
<td>9</td>
<td>Understand the commercial realities affecting the organisation.</td>
</tr>
<tr>
<td>TIME MANAGEMENT</td>
<td>10</td>
<td>Manage time effectively, prioritising tasks and able to work to deadlines.</td>
</tr>
</tbody>
</table>

**Other skills that were also seen as important**

<table>
<thead>
<tr>
<th>Skill Category</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>GLOBAL SKILLS</td>
<td>Able to speak and understand other languages.</td>
</tr>
<tr>
<td></td>
<td>Appreciation of other cultures.</td>
</tr>
<tr>
<td></td>
<td><strong>Study and work placements outside the UK</strong></td>
</tr>
<tr>
<td></td>
<td><strong>Working Abroad</strong></td>
</tr>
<tr>
<td>NEGOTIATING &amp; PERSUADING</td>
<td>Able to influence and convince others, to discuss and reach agreement.</td>
</tr>
<tr>
<td>Competency</td>
<td>Description</td>
</tr>
<tr>
<td>--------------------------------</td>
<td>---------------------------------------------------------------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td><strong>LEADERSHIP</strong></td>
<td>Able to motivate and direct others</td>
</tr>
<tr>
<td><strong>NUMERACY</strong></td>
<td>Multiply &amp; divide accurately, calculate percentages, use statistics &amp; a calculator, interpret graphs &amp; tables.</td>
</tr>
<tr>
<td><strong>COMPUTING SKILLS</strong></td>
<td>Word-processing, using databases, spreadsheets, the Internet &amp; email, designing web pages etc.</td>
</tr>
<tr>
<td><strong>SELF AWARENESS</strong></td>
<td>Awareness of achievements, abilities, values &amp; weaknesses &amp; what you want out of life.</td>
</tr>
<tr>
<td><strong>PERSONAL IMPACT/CONFIDENCE</strong></td>
<td>Presents a strong, professional, positive image to others which inspires confidence &amp; commands respect.</td>
</tr>
<tr>
<td><strong>LIFELONG LEARNING</strong></td>
<td>Continues to learn throughout life. Develops the competencies needed for current &amp; future roles</td>
</tr>
<tr>
<td><strong>STRESS TOLERANCE</strong></td>
<td>Maintains effective performance under pressure</td>
</tr>
<tr>
<td><strong>INTEGRITY</strong></td>
<td>Adheres to standards &amp; procedures, maintains confidentiality and questions inappropriate behaviour.</td>
</tr>
<tr>
<td><strong>INDEPENDENCE</strong></td>
<td>Accepts responsibility for views &amp; actions and able to work under their own direction &amp; initiative.</td>
</tr>
<tr>
<td><strong>DEVELOPING PROFESSIONALISM</strong></td>
<td>Pays care &amp; attention to quality in all their work. Supports &amp; empowers others.</td>
</tr>
<tr>
<td><strong>ACTION PLANNING</strong></td>
<td>Able to decide what steps are needed to achieve particular goals and then implement these.</td>
</tr>
<tr>
<td><strong>DECISION-MAKING</strong></td>
<td>Determines the best course of action. Evaluates options based on logic &amp; fact &amp; presents solutions</td>
</tr>
<tr>
<td><strong>INTERPERSONAL SENSITIVITY</strong></td>
<td>Recognises &amp; respects different perspectives. Open to the ideas &amp; views of others.</td>
</tr>
</tbody>
</table>
Creativity
Generates & applying new ideas & solutions

Which Jobs will suit my Skills?

Although the following chart only gives a selection of common jobs, it may give you some idea of which jobs may suit your key skills.

<table>
<thead>
<tr>
<th>Speaking</th>
<th>Writing</th>
<th>Analysing</th>
<th>Planning &amp; Organising</th>
<th>Leading</th>
<th>Persuading &amp; Negotiating</th>
<th>Co-operating</th>
<th>Numeracy</th>
<th>Computing</th>
</tr>
</thead>
<tbody>
<tr>
<td>Writing</td>
<td>Journalist</td>
<td>Copy Editor, Translator, Publishing Editor</td>
<td>Solicitor, Market Research</td>
<td>Publishing Editor</td>
<td>Youth Worker, Police</td>
<td>Press Officer</td>
<td>Civil Service</td>
<td>Insurance Underwriter</td>
</tr>
<tr>
<td>Analysing</td>
<td>Air Traffic Controller, Speech Therapist</td>
<td>University Research Assistant</td>
<td>Research Scientist</td>
<td>Museums Officer, Librarian</td>
<td>Marketing Manager</td>
<td>Market Researcher</td>
<td>Public Sector Accountant</td>
<td>Accountant, Tax Inspector, Actuary</td>
</tr>
<tr>
<td>Planning</td>
<td>Personnel, Careers Adviser</td>
<td>Event Organiser</td>
<td>Advertising Account Planner</td>
<td>Logistics Manager</td>
<td>Armed Forces Officer, Retail Manager</td>
<td>Travel Agent, Advertising Account Handler</td>
<td>NHS Manager, Housing Manager</td>
<td>Logistics, Banker, Buyer</td>
</tr>
<tr>
<td>Persuading &amp; Negotiating</td>
<td>Estate Agent, Recruitment Consultant</td>
<td>Public Relations</td>
<td>Strategic Consultant</td>
<td>Hotel Manager, Retail Buyer</td>
<td>Marketing</td>
<td>Media Sales, Barrister</td>
<td>Charity Fundraiser</td>
<td>Bank Manager</td>
</tr>
<tr>
<td>Co-operating</td>
<td>Counsellor, Nurse, Speech Therapist</td>
<td>Copy Editor, Civil Service</td>
<td>Computer Consultant IT Project Manager</td>
<td>Arts Admin.</td>
<td>Training Manager</td>
<td>Teacher, Social Work, Nurse, Community Worker</td>
<td>Public Sector Accountant</td>
<td>Computer Helpdesk</td>
</tr>
<tr>
<td>Scientific/Technical</td>
<td>Clinical Trials</td>
<td>Regulatory Affairs, Patent Attorney</td>
<td>Scientific Research</td>
<td>Project Manager</td>
<td>Production Manager</td>
<td>Medical Sales, Computer Sales</td>
<td>Clinical Scientist, Doctor, Nurse</td>
<td>Operational Researcher</td>
</tr>
<tr>
<td>Creative</td>
<td>Radio Station Assistant</td>
<td>Journalist, Copywriter</td>
<td>Advertising Account Planner</td>
<td>Teacher, Arts Admin.</td>
<td>Editor, Web Project Manager</td>
<td>Advertising Account Handler</td>
<td>Arts Admin.</td>
<td>Antiques Valuer</td>
</tr>
<tr>
<td>Languages</td>
<td>Interpreter</td>
<td>Translator</td>
<td>International Banker</td>
<td>Buyer</td>
<td>Language Teacher</td>
<td>Marketing Manager, Export Sales</td>
<td>Language Teacher, Information Scientist</td>
<td>International Banker, Purchasing</td>
</tr>
<tr>
<td>Practical</td>
<td>Police, Youth Worker</td>
<td>TV/Radio Station Assistant</td>
<td>Engineer</td>
<td>Armed Forces Officer</td>
<td>Production Manager</td>
<td>Estate Agent</td>
<td>Arts Service, Doctor, Nurse, Physiotherapist</td>
<td>Civil Engineer</td>
</tr>
</tbody>
</table>
CHAPTER-5
Factors Affecting Employability

Employability refers to a person's capability of gaining initial employment, maintaining employment, and obtaining new employment if required (Hillage and Pollard, 1998). In simple terms, employability is about being capable of getting and keeping fulfilling work. More comprehensively, employability is the capability to move self-sufficiently within the labour market to realise potential through sustainable employment. For individuals, employability depends on the knowledge, skills and attitudes (KSA's) they possess, the way they use those assets and present them to employers, and the context (e.g. personal circumstances and labour market environment) within which they seek work.

Employability is a two-sided equation and many individuals need various forms of support to overcome the physical and mental barriers to learning and personal development (i.e. updating their assets). 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 realise when such information would be useful, and to 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. Both the supply and demand of labour need to be taken into account when defining employability, which is often dependent on factors outside of an individual's control.

Employability was one of the four 'pillars' of the European Employment Strategy until its reformulation in 2000, along with entrepreneurship, adaptability and equal opportunities. It has thus also been a key theme of the EQUAL Community Initiative.

For individuals, employability depends on:
• their assets in terms of the knowledge, skills and attitudes they possess
• the way they use and deploy those assets
• the way they present them to employers
• Crucially, the context (e.g. personal circumstances and labour market environment) within which they seek work.

The balance of importance between and within each element will vary for groups of individuals, depending on their relationship to the labour market.

The concept of employability has been in the literature for many years. Current interest has been driven by:

• The changing nature of public employment policy, with increasing emphasis being given to skills-based solutions to economic competition and work-based solutions to social deprivation.
• The supposed end of ‘careers’ and lifetime job security, which have, of course, only ever applied to a minority of the workforce, the greater uncertainty among employers as to the levels and types of jobs they may have in the future, and the need to build new relationships with employees.

We can separate out three main elements in respect of individuals’ employability

➢ Assets
An individual’s ‘employability assets’ comprise their knowledge (i.e. what they know), skills (what they do with what they know) and attitudes (how they do it). There are a number of detailed categorizations in the literature which, for instance, distinguish between:

• ‘High level assets’ involving skills which help contribute to organisational performance (such as team working, self management, commercial awareness etc.)
• ‘Baseline assets’ such as basic skills and essential personal attributes (such as reliability and integrity).
‘Intermediate assets’ such as occupational specific skills (at all levels), generic or key skills (such as communication and problem solving) and key personal attributes (such as motivation and initiative), and

Further key points from the literature include the importance of the transferability of these skills from one occupational or business context to another for employability and the increased attention employers are paying to the softer attitudinal skills in selecting employees.

Merely being in possession of employer-relevant knowledge, skills and attitudes is not enough for an individual to either ‘move self-sufficiently’ in the modern labour market or ‘realise their potential’. People also need the capability to exploit their assets, to market them and sell them.

➢ Deployment

These are a linked set of abilities which include:

- Career management skills and life skills — commonly identified as self-awareness (i.e. diagnosing occupational interests and abilities), opportunity awareness (knowing what work opportunities exist and their entry requirements i.e. labour market knowledge), decision-making skills (to develop a strategy of getting from where you are to where you want to be) and transition skills. The latter generally includes:

- Job search skills — i.e. finding suitable jobs. Access to formal and informal networks is an important component of job search and employability.

- Strategic approach — being adaptable to labour market developments and realistic about labour market opportunities, be occupationally and locationally mobile.

There is obviously an important inter-relationship between assets and deployment. The extent to which an individual is aware of what they possess in terms of knowledge, skills and attitudes and its relevance to the employment opportunities available may affect
their willingness to undertake training and other activities designed to upgrade their skills etc.

**Presentation**

Another key aspect of employability is being able to get a particular job, once identified — sometimes included under career management skills, but is given prominence as a separate element here due to its crucial importance to securing employment. It centres on the ability to demonstrate ‘employability’ assets and present them to the market in an accessible way. This includes:

- the presentation of CVs etc., (including Records of Achievement)
- the qualifications individuals possess (both academic and vocational), perhaps accredited through prior learning
- references and testimonies
- interview technique, and, of particular importance,
- Work experience/track record.

![Diagram](image-url)
Crucially, the ability to realise or actualise ‘employability’ assets depends on the individual’s personal and external circumstances and the inter-relationship between the two. This includes:

- **Personal Circumstances** — e.g. caring responsibilities, disabilities, and household status can all affect their ability to seek different opportunities and will vary during an individual’s life cycle; while

- **External Factors** such as macro-economic demand and the pattern and level of job openings in their labour market, be it local or national; labour market regulation and benefit rules; and employer recruitment and selection behaviour.
ROLE OF LABOUR MARKET IN AFFECTING EMPLOYABILITY

Managing the Labour Market
- Career Management & Searching Skills
  - Self awareness
  - Opportunity awareness
  - Decision making skills
  - Transition skills
  - Presentation of CV
  - Qualifications possessed
  - References/letters
  - Work experience/track record
  - Interview technique
  - Adaptability to labour market
  - Realistic about opportunities
- Strategic Approach
  - Occupational mobility
  - Geographical mobility

ROLE OF STRUCTURAL ASPECTS IN AFFECTING EMPLOYABILITY

Structural Aspects
- Perceived wage levels
- Labour market factors
- Labour market regulation
- Benefit & tax credit levels
- Job matching processes
- Wider infrastructure
- Employer behaviour
  - Recruitment & selection procedures
  - Identification & articulation of needs
  - Specific nature of skills required
  - Direct & indirect discrimination
  - Training & development strategies
For the individual, employability depends on:

- The knowledge and skills they possess, and their attitudes.
- The way personal attributes are presented in the labour market.
- The environmental and social context within which work is sought.
- The economic context within which work is sought.
## Employability Factors

<table>
<thead>
<tr>
<th>INDIVIDUAL FACTORS</th>
<th>PERSONAL CIRCUMSTANCES</th>
<th>EXTERNAL FACTORS</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Employability skills and attributes</strong></td>
<td><strong>Household circumstances</strong></td>
<td><strong>Demand factors</strong></td>
</tr>
<tr>
<td><strong>Essential attributes</strong></td>
<td>Direct caring responsibilities</td>
<td>Labour market factors Level of local and regional or other demand; nature and changes of local and regional demand (required skill levels; occupational structure of vacancies; sectors where demand is concentrated); location, centrality / remoteness of local labour markets in relation to centres of industry / employment; level of competition for jobs; actions of employers' competitors; changing customer preferences, etc.</td>
</tr>
<tr>
<td>Basic social skills; honesty and integrity; basic personal presentation; reliability; willingness to work; understanding of actions and consequences; positive attitude to work; responsibility; self-discipline</td>
<td>Caring for children, elderly relatives, etc.</td>
<td></td>
</tr>
<tr>
<td><strong>Personal competencies</strong></td>
<td><strong>Other family and caring responsibilities</strong></td>
<td></td>
</tr>
<tr>
<td>Proactivity; diligence; self-motivation; judgement; initiative; assertiveness; confidence; act autonomously</td>
<td>Financial commitments to children or other family members outside the individual's household; emotional and/or time commitments to family members or others</td>
<td></td>
</tr>
<tr>
<td><strong>Basic transferable skills</strong></td>
<td><strong>Other household circumstances</strong></td>
<td></td>
</tr>
<tr>
<td>Prose and document literacy; writing; numeracy; verbal presentation</td>
<td>The ability to access safe, secure, affordable and appropriate housing</td>
<td>Macroeconomic factors</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Macroeconomic stability; medium- to long-term business confidence; level and nature of labour</td>
</tr>
<tr>
<td><strong>Key transferable skills</strong></td>
<td><strong>Vacancy characteristics</strong></td>
<td></td>
</tr>
<tr>
<td>---------------------------</td>
<td>----------------------------</td>
<td></td>
</tr>
<tr>
<td>Reasoning; problem solving; adaptability; work-process management; team working; personal task and time management; functional mobility; basic ICT skills; basic interpersonal and communication skills; emotional and aesthetic customer service skills</td>
<td>Remuneration; conditions of work; working hours and prevalence of shift work; opportunities for progression; extent of part-time, temporary and casual work; availability of 'entry-level' positions</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>High level transferable skills</strong></th>
<th><strong>Recruitment factors</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Team working; business thinking; commercial awareness; continuous learning; vision; job-specific skills; enterprise skills</td>
<td>Employers' formal recruitment and selection procedures; employers' general selection preferences (for example, for recent experience); employers' search channels (methods of searching for staff when recruiting); discrimination (for example, on the basis of age, gender, race, area of residence, disability, unemployment duration); form and extent of employers' use of informal networks;</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Qualifications</strong></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Formal academic and vocational qualifications; job-specific qualifications</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Work knowledge base</strong></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Work experience; general work skills and personal</td>
<td></td>
</tr>
<tr>
<td>Labour market attachment</td>
<td>Work culture</td>
</tr>
<tr>
<td>--------------------------</td>
<td>--------------</td>
</tr>
<tr>
<td>Current unemployment / employment duration; number and length of spells of unemployment / inactivity; 'balance' of work history</td>
<td>The existence of a culture in which work is encouraged and supported within the family, among peers or other personal relationships and the wider community</td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Aptitudes; commonly valued transferable skills (such as driving); occupational specific skills

Demographic characteristics
Age, gender, etc.
<table>
<thead>
<tr>
<th>Health and well-being</th>
<th>Access to resources</th>
<th>Other enabling policy factors</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Health Current physical health; current mental health; medical history; psychological wellbeing</strong></td>
<td><strong>Access to transport</strong> Access to own or readily available private transport; ability to walk appropriate distances</td>
<td>Accessibility and affordability of public transport, child care and other support services</td>
</tr>
<tr>
<td><strong>Disability</strong> Nature and extent of: physical disability; mental disability; learning disability</td>
<td><strong>Access to financial capital</strong> Level of household income; extent and duration of any financial hardship; access to formal and informal sources of financial support; management of income and debt</td>
<td></td>
</tr>
<tr>
<td><strong>Access to social capital</strong> Access to personal and family support networks;</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Job seeking</td>
<td>access to formal and informal community support networks; number, range and status of informal social network contact</td>
<td></td>
</tr>
<tr>
<td>-------------</td>
<td>----------------------------------------------------------------------------------------------------------------------------------</td>
<td></td>
</tr>
<tr>
<td>Effective use of formal search services / information resources (including ICT); awareness and effective use of informal social networks; ability to complete CVs / application forms; interview skills / presentation; access to references; awareness of strengths and weaknesses; awareness of location and type of opportunities in the labour market; realistic approach to job targeting</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Adaptability and mobility</strong></td>
<td>Source: McQuaid and Lindsay (2005: 209-10)</td>
<td></td>
</tr>
<tr>
<td>Geographical mobility; wage flexibility and reservation wage; occupational flexibility (working hours, occupations, sectors)</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
It can be seen that the top left cell (employability skills and attributes) is where much of the education-for-employability debate has been located. Essentially, this debate has sought to identify such a list that should then be taught by educational institutions (e.g., Harvey and Green 1994; Coopers and Lybrand 1998; Lees 2002; Hartshorn and Sear 2005). Some authors, such as Hartshorn and Sear, have identified employability skills with enterprising skills, as defined by Gibb (1993).

**The 'Employability' factor in BPOs**

The Indian BPO industry is estimated to grow at 28% for FY08 with revenues around $10.9 b and over 700,000 employees, according to NASSCOM. Estimates suggest that the BPO industry will have a shortfall of 350,000 people by 2010, due to the lack of 'employable' manpower in the country.

The BPOs have been grappling with the issue of being able to recruit the 'right fit' for quite some time now. This has spurred the need for comprehensive and scientific skills assessment of potential employees in the BPO industry. Growth in scale, pressure to constantly recruit coupled with low employability and high employee turnover have driven the growth of external skills assessment in the BPO industry.

There is a huge potential for the testing and assessment market within the Indian BPO industry. While there are a few small players, Merittrac is one of the frontrunners in the space for employee skills testing. The company tests over 125,000 candidates per month and 30% of these are for the BPOs. According to Biju Zachariah, SVP Sales (IT/BPO), Merittrac, "Apart from the pressure of growth, quality requirements and attrition in the BPO industry, the need for quick candidate turnaround is driving growth for structured, process-driven selection methods, and this includes skills assessment. Since the Indian job market has plenty of opportunities, not limited to BPO alone - the candidates expect a quick turnaround and an offer within a certain period from the company. This puts additional pressure on the overloaded HR department in the BPOs..."
to speed up the recruitment process." This also explains the over 60% growth that the company is witnessing over the last couple of years.

Of the approximate 70,000 employees tested per month for BPOs, over 70% assessments are for voice-based services. The voice testing is done on parameters like accent neutrality, voice clarity, fluency and grammar. Candidates are rated on these parameters, feedback on which is sent to the BPOs.

Apart from the voice-based services, the back-office services are witnessing a growth in demand. As the scale requirement in KPO grows, areas such as financial research, content writing, design, etc. may also move to external testing. Says Biju, "We have tests for domain knowledge on F&A, manual writing, etc. We have evolved depending upon the requirements of the industry. We are noticing a trend in growth for back-office services vis-à-vis call center services. While we expect a steady volume in voice testing, back-office or even KPO testing is expected to grow more. The trends in the BPO industry impact us, and we tune our services towards new developments."

Along with NASSCOM, in 2006 Merittrac launched 'NAC-Tech' to benchmark entry-level skills in the IT/BPO industry. Merittrac has recently introduced an employability test - TracSkills National Employability Test (TNET) for IT/BPO industry aspirants. The program tests candidates on communication skills, analytical abilities and technical skills. These tests have been rolled out across various states in India.

On an average the testing process for a BPO job aspirant takes approximately 3-5 hours depending upon the nature of work. The output provides data on where the candidate stands on the employability ladder. There is also a feedback process, which helps the candidate identify the gaps in his job-readiness for BPO.

The test score certifications have become an industry standard, which enable BPOs in easier selection of pre-tested applicants. The tests have found endorsements from
industry majors. This step has helped BPOs tap talent in remote cities and states and has also increased the accessibility and awareness levels of aspirants in these non-metro cities.

While the level of employability is relatively higher in metros, on an average only about 5% of the candidates are found worthy of employment. This highlights the most lamented issue faced by the BPOs today - Lack of employable talent!

The issue of employability points to the ineffective school and college education provided en masse in India. Unfortunately there is no quick fix for the improvement of employability of these job aspirants. The fault in the quality of education imparted is palpable.

As the industry-academia gap widens, the industry needs to get more involved at the college or even school level education. Inputs towards designing / lobbying for introducing industry specific courses can be a beginning. However, good plans need to be followed up with even better implementation. One often hears about the lacuna of schoolteachers, thanks to the exodus towards better opportunities with the opening up of BPO in India. Can the BPOs rise to fill this gap? Among the several CSR initiatives that the industry takes, developing industry-ready manpower at the grassroots level can become one such initiative. While the investment may not pay off immediately, the benefits are long-term… and who knows… 'Corporate Social Responsibility' initiative may prove to be an astute corporate move for the industry.

Source: http://www.sourcingnotes.com/content/view/328/65/
Chapter 6
Process to Enhance Employability Index

Investing in employability is often regarded as a shared responsibility between employees and employers, although in practice this is not always true.

Two dimensions of individual employability

- The first – *Willingness*– measures peoples' desire to engage in activities that keep them attractive on the labour market.

- The second – *Capacity*– is concerned with the power to develop one’s position on the labour market.

India Unemployment Rate

India unemployment rate stands at 7.32 percent of the labor force. The labour force is defined as the number of people employed plus the number unemployed but seeking work.

The economy has posted an average growth rate of more than 7% in the decade since 1997, reducing poverty by about 10 percentage points.

The “TRICK” to enhance employability skills

- **Truthfulness**
  - Not doing anything illegal
  - Telling the truth / being honest

- **Reliability**
  - Showing up and being on time

- **Integrity**
  - Doing the right thing because it is the right thing to do.
• **Communication Skills**
  Written, verbal, image
• **skills**
  What can you do?

**Recent Trends for employability**

• The corporate sector is hiring those with a stable graph.
• Experience and job stability are being taken into account.
• invest in yourself and upgrade your current knowledge
• smarter people who are effective in making employers recognize their contribution to the organisation have a better employability
• Display your skill and most importantly, show that you can deliver under pressure
• People Management-The ability to resolve office disputes without having your seniors to intervene adds to your credibility as a team person

**Job employability experts suggest following points to enhance employability**

**index**

• Mobility, pertaining to how mobile you are within the organization and if you are prepared to travel
• Job stability and work experience
• Soft skills, especially communication skills
• Disaster management skills and how you resolve workplace disputes without letting them escalate or reach the bosses ears
• Ability to deliver on time under pressure
• Ability to market your achievements and make the organization recognize them
Examples of ways to develop skills.

You could also use these as evidence in an application to show you had these skills.

<table>
<thead>
<tr>
<th><strong>WRITING skills</strong></th>
<th><strong>SPEAKING skills</strong></th>
<th><strong>ADAPTABILITY</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Writing up a project or dissertation</td>
<td>Joining a campus drama group.</td>
<td>Year abroad or independent travel abroad</td>
</tr>
<tr>
<td>Writing for the student newspaper</td>
<td>Public speaking or debating</td>
<td>Working part-time while studying</td>
</tr>
<tr>
<td>Writing a report for a course placement</td>
<td>Working as a receptionist in a vacation job</td>
<td>Changing courses</td>
</tr>
<tr>
<td>Essays, dissertations, project reports</td>
<td>Market research, telesales, bar work</td>
<td>Combining study with family</td>
</tr>
<tr>
<td>Secretary of student society</td>
<td>Showing 6th formers round campus</td>
<td>Shift work or working at short notice</td>
</tr>
<tr>
<td>Publicity materials for a charity</td>
<td>Course presentations</td>
<td></td>
</tr>
<tr>
<td>Letter to raise sponsorship for an event</td>
<td>Student radio presenter</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>CO-OPERATING skills</strong></th>
<th><strong>ANALYSING skills</strong></th>
<th><strong>INITIATIVE</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Working on a group project</td>
<td>Preparing Student Election Statistics</td>
<td>Suggesting changes to a course when a student representative</td>
</tr>
<tr>
<td>Rag fund-raising</td>
<td>Analysing data from an experiment</td>
<td>Getting relevant work experience/project work/sponsorship</td>
</tr>
<tr>
<td>Team sports</td>
<td>Vacation job as a market research interviewer</td>
<td>Starting your own business: selling on EBay</td>
</tr>
<tr>
<td>Working as a clerical assistant in a busy office</td>
<td>Voluntary work for a publisher</td>
<td></td>
</tr>
<tr>
<td>Group project</td>
<td>Creative solutions to coursework problems</td>
<td>Starting a new society</td>
</tr>
<tr>
<td>Duke of Edinburgh’s Award</td>
<td>Chess, computing, role playing</td>
<td>Creating a website</td>
</tr>
<tr>
<td>Team sports</td>
<td>Overcoming obstacles to achieve an ambition e.g. Raleigh International</td>
<td>Coping with a sudden crisis</td>
</tr>
<tr>
<td>Playing in an orchestra or band</td>
<td></td>
<td>Stretching your loan to go further</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>PLANNING and ORGANISING skills</strong></th>
<th><strong>LEADERSHIP skills</strong></th>
<th><strong>SELF RELIANCE</strong></th>
</tr>
</thead>
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<tr>
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</table>

56 Page
Research & Compiled By:
ITFT College - Chandigarh
<table>
<thead>
<tr>
<th>NEGOTIATING skills</th>
<th>PERSUADING skills</th>
<th>NETWORKING</th>
</tr>
</thead>
<tbody>
<tr>
<td>Negotiating the rent with your landlord</td>
<td>Arguing your case in a seminar</td>
<td>Careers fairs</td>
</tr>
<tr>
<td>Negotiating the late handing in of essays</td>
<td>Getting club members to turn up for events!</td>
<td>Speculative applications for work</td>
</tr>
<tr>
<td>Staff-student liaison committee</td>
<td>Fund-raising for a local charity</td>
<td></td>
</tr>
<tr>
<td>Resolving an argument between friends</td>
<td>Telesales job in the vacation</td>
<td></td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>INVESTIGATING skills</th>
<th>LISTENING skills</th>
<th>LEARNING NEW SKILLS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Researching for coursework in the library</td>
<td>In lectures!</td>
<td>Learning a new language</td>
</tr>
<tr>
<td>Student journalism</td>
<td>Helping the student telephone counselling service</td>
<td>Taking up a new sport</td>
</tr>
<tr>
<td>Finding out about different careers through work shadowing</td>
<td>Working as a waiter or barmaid</td>
<td>Improving your computing skills</td>
</tr>
<tr>
<td>Market research</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

- Organising your revision schedule
- Planning a trip round Europe with friends
- Stage manager for a play
- Campsite representative for Eurocamp
- Managing a course project
- Organising sporting events
- Organising charity events
- Students' union activities
- Organising concerts for the elderly
- Leading a group project
- Chairing a student society
- Captaining a sports team
- Being a play scheme helper
- Guide leader
- Air training corps
- Course or hall representative
- Mentor in school
- Duke of Edinburgh's Award
- Young Enterprise
- Music band: playing concerts regularly
- Competitive sport
- Amateur drama
- Negotiating the rent with your landlord
- Negotiating the late handing in of essays
- Staff-student liaison committee
- Resolving an argument between friends
- Arguing your case in a seminar
- Getting club members to turn up for events!
- Fund-raising for a local charity
- Telesales job in the vacation
- Careers fairs
- Speculative applications for work
- In lectures!
- Helping the student telephone counselling service
- Working as a waiter or barmaid
- Learning a new language
- Taking up a new sport
- Improving your computing skills
- First aid
- Music grades
- Researching for coursework in the library
- Student journalism
- Finding out about different careers through work shadowing
- Market research
- Learning a new language
- Taking up a new sport
- Improving your computing skills
- First aid
- Music grades
How well developed do they need to be?

- Communication skills
- Team working skills
- Problem solving skills
- Literacy skills
- Numeracy skills
- General IT Skills
- Time keeping
- Business awareness
- Customer care skills
- Personal presentation
- Enthusiasm/commitment
- Enterprising
- Vocational Job-specific skills
- Advanced Vocational Job-specific skills

0% 10% 20% 30% 40% 50% 60% 70% 80% 90% 100%
How important are they?
- Top ranked (in order) were:
  - communication skills
  - literacy skills
  - numeracy skills
  - enthusiasm/commitment

Students should be encouraged to ask themselves the following questions:
- How well am I doing?
- What are my strengths?
- What are my goals?
- What could I do better?
- What academic support or skills do I need?
- What skills do I need to gain or develop further?
- What extra-curricular activities will help me towards my career goals?

The following skills are found in short supply:
- ‘Softer’ skills such as team-working, leadership and project management
- Awareness of their chosen industry sector; commercial awareness and business/organization understanding.

Some examples of skills sought by employers:
- adaptability/flexibility
- analytical ability
- business/organisation understanding
- commercial awareness
- initiative
- interpersonal sensitivity
- IT skills
• leadership qualities
• numerical skills
• planning and prioritizing
• presentation skills
• project management
• self-awareness
• self-directed learning
• teamwork
• written communication

HOW STUDENTS CAN GAIN EMPLOYABILITY SKILLS

• Through academic study
  Students need to become aware that the learning process they go through during higher education has value in other contexts. Writing a dissertation, for example, involves using the skills of research, analysis and time management, as well as overall planning and project management. Similarly, many students have to make presentations throughout their academic career a valuable skill in many work situations. There might also be other contexts (for example, discussion and seminar/tutorial groups related to a student’s course) which would provide opportunities for developing a range of employability skills, and these opportunities should be highlighted to students. You can help students ensure that they are getting the maximum benefit from their studies by encouraging them to reflect on their performance and contribution and work on areas of weakness.

• Through work experience
  Vacation work and industrial placements provide an ideal opportunity to develop useful skills. Language students on their year abroad could also take advantage of this time to enhance their employability. Students should be encouraged to try to identify which skills they’d like to develop and then choose an appropriate
context in which to work. So a student who wants to develop commercial awareness could work in any business setting but could take the initiative to suggest improvements or consider why particular business decisions are made. Project management skills can be developed through high level exposure on an industrial placement or something simpler such as reorganising the stockroom database for a small retailer. Communication is fundamental to most jobs, but a student who has had to deal with distressed people, work with a difficult team or persuade someone to take on their idea will have more to offer than someone with basic interpersonal skills.

- **During leisure time**
  Joining university clubs and societies is an excellent way for students to take on positions of responsibility and to develop personally. Many students have acquired lots of marketable skills by doing voluntary work, but don’t always articulate this because of the incorrect assumption that voluntary work ‘doesn’t count’. Being involved in community groups and carrying out family responsibilities can also develop employability skills. Some examples of how leisure-time activities can boost employability are given below:
  
  - **LEADERSHIP QUALITIES** will be developed through being president of a university society
  - **ORGANISATIONAL SKILLS** can be developed through bringing up a family while being a full-time student
  - **COMMERCIAL AWARENESS** is improved through being treasurer of a local charity.
Chapter 7
Global, National, Regional Employability skills
Comparative Analysis

Let us begin by enumerating the important types of skills required by modern corporations.

Corporate Give Weightage to:

1. Communication Skills
2. Interpersonal Skills
3. Problem Solving Skills
4. Thinking Skills
5. Analytical Skills
6. Leadership Skill
7. Business Skills
8. Job Knowledge
9. Academic Performance
10. Contacts, Networking, References-
11. Family Background
12. Commercial Basic Orientation
13. Extra Curricular Activities

Leading to Overall Impressive Personality

(Source: ITFT-Chandigarh Research Center)
Top 60 Soft Skills

The Workforce Profile defined about 60 "soft skills", which employers seek. They are applicable to any field of work, according to the study, and are the "personal traits and skills that employers state are the most important when selecting employees for jobs of any type."

Top 60 required Soft Skills

1. Ambition
2. Vision
3. Common sense
4. Positive attitude
5. Decision Making
6. Self motivated
7. Good personal appearance
8. Communication Skills: Grammar, Pronunciation, Clarity of content , Tone and Audibility
9. IT Skills
10. Creativity
11. Handling Pressure
12. Multi tasking
13. Etiquettes and mannerism
14. Working with deadlines
15. Ability to take challenges
16. Adaptability
17. Confidence
18. Resilience
19. High self esteem
20. Cooperation
21. Reliability
22. Personal energy
23. Honesty
24. Team skills
25. Rule abidement
26. Dependability
27. Personal integrity
28. Positive work ethic
29. Assertiveness
30. Receptive
31. Critical thinking skills
32. Interpersonal skills
33. Motivational skills
34. Punctuality
35. Ability to maintain balance between personal and professional life
36. Caring about company’s success
37. Awareness about business working
38. Commitment to job
39. Appropriate body language
40. Making an appropriate eye contact
41. Willingness to work beyond traditional eight hour system
42. Ability to comprehend and document whatever heard
43. Ability to relate to co-workers
44. Willingness to take responsibility
45. Understanding of basic concepts
46. Leadership Quality
47. Public Relation Skills
48. Ability to take initiative
49. Risk taking ability
50. Good references
51. Work experience
52. Regularity
53. Desire for career growth
54. Awareness about current events
55. Spontaneity
56. Emotional Stability
57. Valuing education
58. Resume writing
59. Empathy
60. Basic Maths
Corporate Skills

These are generally CEO level skills, but if you are familiar with them you will be in a position to guide your boss towards success i.e. working together for a common goal as a team. You can become a courageous follower as mentioned by Ira Chaleff in his award-winning book Courageous Follower: Standing Up To and For Our Leaders.

These skills include:

- Political sensitivity.
- Business and commercial awareness.
- Strategic awareness.
- Understanding funding streams and mechanisms.
- Information management.
- Organisation and control.
- Team building.
- Communication and persuasion.
- Networking and public relations.
- Leading change

Employability Skills

These have to be mastered by employable graduates and freshers include communication, team working, leadership, initiative, problem solving, flexibility and enthusiasm.

Every skill helps us to learn one more as they overlap each other.

To quote an example, leadership encompasses a number of other skills including cooperating with others, planning and organising, making decisions and verbal communication. Verbal communication itself involves various means of communication, some of which you may find easier than others -- talking over the phone, making a presentation to a group, explaining something to a person with a more limited understanding of the topic for example.

By improving one skill, you may also improve a number of others. In the context of your career planning and development, they are called career management skills.
Life Skills

These skills are related to the head, heart, hands and health i.e. highly personal and behavioural skills which reflects our personality and naturally helps in personality development.

We manage and think with our head. Resilience, keeping records, making wise use of resources, planning/organising and goal setting is 'head' related managerial functions. Service learning, Critical thinking, problem solving, decision making and learning to learn were related to our thinking processes, which we manage with our head.

Functions of the heart are relating to people and caring. How do we relate to people? We relate to people by accepting differences, conflict resolutions, social skills, cooperation and communication. The second function we do through our heart is caring. We care through nurturing relationships, sharing, empathy and concern for others.

We give and work through our hands. Community service, volunteering, leadership, responsible citizenship and contributions to group effort -- are our way giving back to society. We work through our marketable skills, teamwork and self-motivation to get the things done.

Living and being comes under the functions of health. Healthy lifestyle choices, stress management, disease prevention and personal safety are our prime concerns for better living. Self-esteem, self-responsibility, character, managing feelings and self-discipline must be practiced without fail for our well-being. In a nutshell, the essence of life skills is share well, care well and fare well.

Life skill model:
Corporate Habits

We think of structure, systems, and values as characteristics of organizations. We usually think of skills as characteristics of individuals. It is true that a company's skills are expressed through its people, but companies do acquire characteristic skills of their own, which are not merely the sum total of skills possessed by their employees. Different companies acquire a high level of skill in certain areas, which they come to possess independently of the particular people who presently happen to be working for them. These corporate skills characterize a company's behavior and distinguish it from other companies. The courtesy and efficiency of a Marriott hotel receptionist are not just qualities of an individual. They reflect attitudes and skills that are imparted by the company to receptionists in all its hotels. The selling skills and service orientation of IBM representatives have become something of a legend in the marketplace. A combination of careful recruitment and comprehensive training is required to create such a consistently high level of behavior by thousands of employees. Even if most of the present employees at Disneyland left the company, next year you would find the new
staff behaving in the same cheerful, friendly manner as the old, because at Disneyland pleasant, courteous behavior is a corporate skill.

Skills are corporate habits. They are the instruments through which an organization expresses its personality. No matter how high a company's values, how strong its character, how coordinated and integrated its systems, the practical results of corporate action depend to a very great extent on the quality of the skills it possesses. Skills are the final link in the chain connecting intentions with actions. The decisions of top management determine a company's direction; the will of the organization determines its strength; systems determine its efficiency; and skills determine the quality of its performance.

Physical Skills

A physical skill is one that involves fine control and coordination of physical movements. Typing neatly without errors, balancing dishes on your arm, flipping pancakes without dropping them, counting dollar bills quickly, serving drinks on a bouncing airplane, cleaning glass without leaving streaks on it, packing a suitcase so that clothes do not get wrinkled, keeping one's desk and drawers clean and orderly are basic physical skills required in business.

How many companies actually enumerate all of the physical skills required to do each job perfectly and recruit or train people accordingly? When hiring a typist, companies usually look for one or two skills and very often get only what they looked for. At least one middle-sized company we know did not even do that. It hired several secretaries who did not know how to type! Typing quickly without errors is only part of the job. There are secretaries who can do that but cannot fold a letter into three equal parts or file papers systematically or answer the telephone in a friendly manner or report a message accurately to the boss or remember the work that has been assigned to them. Has your secretary ever come in with a letter you drafted three weeks ago and gave for typing but that was misplaced and never went out? These are not all physical skills, but they are all essential skills for doing the job well. How sweet and easy life becomes when you have a secretary who places papers on your desk in a neat and orderly fashion with each sheet in its right, logical sequence and nothing missing. But for many executives, that is just a dream.
Technical Skills

A technical skill is one that requires mental knowledge of a mechanical apparatus or process. Technical skills have been an essential part of production, maintenance, research, and product development for a long time. But with the extension of sophisticated automated equipment to the office, the need for technical skills has dramatically increased, even for non-production jobs. Many people are struggling to cope with all these newfangled gadgets. Have you ever noticed cashiers taking longer to ring up a sale on an electronic register than on the old manual machines? Probably the staff received a half-hour demonstration and a few minutes of training. They learn the skill while the customer waits.

Most companies certainly do acquire technical skills in many, if not all, of the areas where they are required. Our point is that very often the level of competence attained is barely the minimum that is necessary to function and only rarely the maximum that is required for high performance. Frequently, complete training is given to only one or two persons in a department, and the others are expected to pick it up from them. IBM learned the value of maximum-level technical skills 40 years ago. Semiskilled machine operators used to sit idle for several hours a week waiting for the set-up person to come around. Then Tom Watson suggested that the operators be taught to set the machines themselves. All that was needed was a few days of additional training. As a result, output and quality of production both increased, and so did job satisfaction. When the company made the jobs bigger, workers were more interested and more enthused about their work. Enlarging the scope of each job and expanding the skills of each worker became corporate policy at IBM.

Organizational Skills

As an engineer must have the ability to make machines work properly, an executive must be skilled in making systems run smoothly. Organizational skill is the ability to execute work in a methodical and systematic manner. Orderliness and punctuality—the capacity to arrange tasks in the most efficient sequence and to execute them at the appropriate time—is the hallmark of organizational skill. Of this capacity Lawrence Appley, former president of the American Management Association, said:

Human beings are, by nature, unorganized and they resist orderliness. Organizing one's work is a matter of discipline and concentration. If you want to know what to expect to see in a plant, in the way of maintenance and house-keeping, visit first the superintendent's office. The chances are pretty good that if he and his work are orderly and neat, the plant will reflect it. If he is sloppy and disorganized himself, you are quite
likely to find that reflected also. Organizing one's own work is a management skill, and when it is exercised to a high degree, it is reflected throughout an entire organization.

It is easy to recognize the presence or absence of organizational skills in a company as a whole. Long lines at the service counters, late departure of shipments, sending the wrong product to the wrong customer or the right product at the wrong time, delays of all types, waste of every description and variety, disorderly stockrooms and missing inventory, misplaced correspondence, lost orders or money, and general confusion are a few of the symptoms that organizational skills are lacking.

Some companies excel in the strength of their organizational skills. Marriott's capacity to open up 15 to 20 major hotels a year while maintaining high-quality service in all its older ones is a premier example of corporate organizational skills.

**Social Skill**

A social, or interpersonal, skill is the capacity to carry out a task involving other people effectively in a socially acceptable or pleasing manner. Giving a helpful suggestion to a colleague, correcting the errors of a subordinate, revealing a fatal flaw in the boss's pet scheme, selling anything, replying to a letter politely, displaying tact in handling problems and complaints, negotiating a contract, motivating others to work harder, and clearly communicating your ideas and intentions are just a few of the areas in which social skills become important. John Huck, of Merck, says: "Most very good people, who don't succeed, don't succeed because they do not relate well with people. Interpersonal skill [when it is absent] is the skill that most frequently is the reason for failure."

Social skills are required at every level and in every department of a company, because interpersonal relationships are an activity in which every employee is engaged almost all of the time. Some companies have recognized the importance of these skills and actively recruit or train for them, particularly in the areas of customer service, negotiations, communications, and sales.

Teamwork and cooperation are near to the heart of Northwestern Mutual's personality, and the company recognizes that interpersonal skills are essential for fostering these values. At Northwestern Mutual, as in many companies we visited, the most common reason for a manager's not getting along is lack of skill in working as part of a team rather than lack of technical competence.

Communication skills are required at the lowest as well as the highest levels of a company. Anyone can answer a telephone, but not everyone can handle a call from an
irate customer who just spent five days trying to make a new computer work properly, only to discover that the machine is defective. That requires calm nerves, a soft voice, plenty of patience and humility, and a genuine capacity to please other people.

Coca-Cola’s recent negotiations with 250 independent bottlers illustrate the importance of social skills for negotiating. Under the perpetual-franchise contract Coca-Cola signed in 1899, its U.S. bottlers have a fair amount of leverage over the company. Yet Coca-Cola succeeded in reorganizing and revitalizing the entire distribution system through the negotiation process. As one executive expressed it: "This is a company that has to use persuasion almost above every other business ability. Every ounce that we can pull out of this bottler system is done to a great degree by persuasion."

Social skills are indispensable for IBM to fulfill its mission of being the best sales organization and giving the best customer service of any company in the world. IBM was not the first to market a commercial computer. Remington Rand did that in 1951 with its Univac computer. Although Univac was considered technically superior as a product, IBM was far more successful in dispelling customer resistance to the new technology. By 1956 the race was over. When the dust cleared, IBM had won 85 percent of the U.S. computer market, and it has never looked back since. As *Time* put it, IBM's "salesmen were so knowledgeable and thoroughly trained that their very presence inspired confidence. More than anything else, it was IBM's awesome sales skills that enabled the company to capture the computer market."

**Managerial Skills**

Physical, technical, organizational, and social skills are capacities that can be possessed by an individual and expressed in his or her work without reference to the work of other people or an organization. But there are also higher-order skills that are broader in their scope and that influence a wider field of activity. These are managerial skills.

An organization consists of many individual resources—people, ideas, time, energy, money, materials, and so forth. It also consists of many physical, technical, social, and organizational skills—orderliness, punctuality, technical know-how, social poise, the ability to communicate, the capacity to organize, and so on. Managerial skills have the ability to combine, coordinate, and integrate the utilization of all these resources and the expression of all these skills in order to accomplish the goals of the organization. Managerial skills have the power to unite all these things for a common purpose. Managerial skills involve the capacity to conceive of a work in its entirety, seeing all the relationships between its component parts, to plan out all the necessary steps for its
accomplishment, and to direct execution in order to complete the task with the resources available for the purpose.

Managerial skills are possessed not only by individuals. They can become institutionalized by a company as part of its capacity to execute work. In other words, companies as well as individuals can be characterized by their managerial skills. These skills are of several types.

1. **Conceptual skills.** Managers should have the ability to understand their work in its totality and conceive of its place in the wider organizational framework. In the absence of this skill, each person, activity, or department functions in isolation or opposition to others. The organization is fragmented, inefficient, and chaotic. You have a situation like Geneen described—everyone "thinking of his own terrain, his own people, his own duties and responsibilities, and no one thinking of the company as a whole." General Mills tries to actively foster this wider perspective among its managers in order to preserve the integrity of a highly decentralized organization of semiautonomous divisions.

2. **Planning and decision-making skills.** Thinking work out in advance, planning, and making decisions are crucial management skills. Planning identifies objectives. Decision making provides the will to achieve them. Unfortunately, these two skills are often exercised in isolation from each other. Planning without deciding is like a Barmecide feast—sheer speculation. Deciding before planning is to act before you think—impulsiveness.

Many companies draw up estimates of future performance over a quarter, a year, or a decade based on current trends and then watch to see how close their projections were to their actual performance. They use planning as a tool for prediction, like the weather forecaster, without ever linking it to the decision-making process. These companies possess only half of the skill. Planning becomes a meaningful management skill only when it forms the basis for decisions. Companies that decide what their performance should be and set the plan projection as a goal to be realized combine the conceptual powers of the mind with the executive powers of the will. ITT under Geneen was a classic example of this type. Geneen understood the power of an idea, a goal, when it is supported by a decision. "Decide what it is you want to do and then start doing it," he said. Planning supported by a commitment to act links the objective of the psychic center to the will of the organization. The decision is critical. As Iacocca said, "If I had to sum up in one word the qualities that make a good manager, I'd say it all comes down to decisiveness."
3. **Skill in exercising authority.** The exercise of authority involves controlling people through discipline and motivating them positively through freedom and delegation of responsibility. The strength for exercising authority comes from the will, but the expression is basically a skill. A great deal of skill is required by a manager or an organization to exercise authority in the right form and measure to suit every situation. When the skill is absent, the organization is either threatened by anarchy as Chrysler was before Iacocca or stifled by authoritarianism as Ford was during the 1930s.

The manager's authority is derived from functional position and role within the organization, not from personality. Yet many managers behave as though the power they wield is their very own and they should be implicitly obeyed, just because they demand it. When authority is exercised as a form of personal power, it rubs people the wrong way and offends them. They become aggressive, defensive, resistant, or resentful.

It requires skill to exercise authority as the job requires it in order to get work done properly without asserting one's ego. It requires skill to know when to explain and when to instruct. Often an instruction cannot be executed properly unless it is preceded by a lengthy explanation to clarify the intention. But when a lengthy explanation is given to justify a disagreeable decision, it erodes the manager's authority. It requires skill to correct the shortcomings of subordinates without creating offense or bitterness. Perhaps the greatest skill of all is required for a manager to relate to subordinates in a friendly manner without undermining his or her authority or relinquishing power by becoming one of the groups.

4. **Time-management skills.** Management of time is a complex skill that involves planning, decision making, organization, and delegation of work. Most managers are continuously involved in work, but that does not mean they maximize the utilization of time. Managing time effectively means to always be doing the most important work to be done and delegating other responsibilities to subordinates. Most managers plan out their schedule for the week or the month. How about planning for tomorrow morning?

The clearer the mind and the more detailed the planning, the better the management of time. But time management also depends on strength of will. The stronger the will, the faster the work is accomplished. When we are tired or indecisive or weak, discussions drag on, decisions get postponed, and work gets delayed.

Utilizing time to the maximum requires quickness but not hurrying. Hurrying is a nervous trait connoting agitation, stress, impatience, and anxiety. An efficient manager or company learns to think, decide, and act at high speed without agitation or disturbance.
For Tomas Bata, "If anything had to be done, it had to be done on time...All the planning techniques and administrative organization were nothing but instruments helping the human will and resolution to do things on time."\(^{10}\)

5. **Skill in developing people.** The most important managerial skill for the long-term growth of the organization is the ability to identify and develop human potentials, to recognize unexpressed talents in individuals, to help them acquire new or greater skills, and to delegate responsibilities that will bring out and fully utilize all their latent capacities. The greatest power a manager or an organization can wield is not the power of money or technology. It is the power of people. The ultimate art of management is to foster the growth of the organization by fostering the personal growth of the individuals within it. When a corporation has as its highest value the development and fulfillment of the individual, and when it possesses the knowledge and the will to strive toward this goal, it releases power for endless expansion and a self-generating momentum for enduring success.

**Psychological Skills**

Finally, there is a whole range of abilities that are basic psychological skills of living. They are extremely useful for managing a wide range of situations in life and become more and more indispensable as one rises to higher levels of human interaction.

1. **Factual reporting.** Learning to distinguish a factual from a false report is not easy. People tend to report their thoughts, opinions, and interpretations instead of the facts. Managers who fall prey to inaccuracies, exaggerations, rumors, gossip, and unfounded criticism of other staff members invariably land in trouble. "The highest art of professional management," according to Geneen, "requires the literal ability to 'smell' a 'real fact' from all others." A manager must become "a connoisseur of...unshakeable facts."\(^{11}\)

2. **Listening.** Listening is a skill and an art. Most people are anxious to talk and express their ideas. The person who knows how to let the other person speak has the skill and self-control needed for growth. As Delta's Hollis Harris said: "The most important skill for a manager is being able to deal with people. A good people person knows how to listen, has to train himself how to listen. You have to work on it. You have to have the capacity to relate to people at their level." Bill Marriott, Jr., remarked: "Managers get in trouble when they stop listening to their staff. If you stop listening to your people, you're in big trouble."
3. **Empathy.** Once when Churchill visited the United States to meet President Roosevelt, FDR gave instructions that no one in his party should mention the name of Jawaharlal Nehru, who was then leading India's campaign for total independence from Britain. At the mention of Nehru's name, Churchill had been known to fly into a rage, and FDR wanted to avoid any embarrassing situation. Despite the president's instructions, while he and Churchill were chatting at a reception, one of the guests asked Churchill a question about Nehru. FDR quickly intervened with a blank expression on his face, "Which Nehru?" Churchill was pleased beyond measure by Roosevelt's feigned ignorance and kept his composure.

The capacity to know how another person thinks and feels and to honor his or her thoughts and sentiments is a consummate skill in human relations. One of the keys to Delta's high quality of service is C. E. Woolman's constant admonition to his employees that they "put themselves on the other side of the counter," identify with the needs of the customer. This skill is central to Coca-Cola's management philosophy, too. "You have to be able to see things from the other person's point of view," one executive explained.

4. **Judging people.** Perhaps the greatest skill a manager can possess is the capacity to judge people's character, motives, and abilities objectively and perceptively. Contrary to common belief, it is a capacity that can be acquired through training. Woodruff, who was notable for his lack of other talents, possessed this one in good measure. "He has an ability for finding good men," as one Coca-Cola executive said. Iacocca acquired this skill from the psychology courses he took during college. He says, "As a result of this training I learned to figure people out pretty quickly. That's an important skill to have."

5. **Self-awareness.** Have you ever seen someone repeating the same old folly for the umpteenth time as if it were the very first and being shocked or outraged when it once again leads to trouble? Just about everyone does it. Our lives consist of many patterns that tend to repeat over and over. The capacity to observe these patterns in the lives of other people and of organizations gives a great and very useful knowledge. Observe, for instance, the recurring pattern of crisis that overtakes Chrysler once every decade, getting a little worse each time. The capacity to observe the same patterns in our own lives brings wisdom and power for enduring success.

6. **Silent will.** Speaking pleasantly carries a power. "There is a force hidden in a sweet command," so goes the proverb. Speaking sparingly carries an even greater power. "A great man is sparing in words but prodigal in deeds," said Confucius. And silence creates the greatest power of all. "Nothing," wrote de Gaulle, "more enhances authority than silence." The English writer Thomas Carlyle once commented that "silence is the element in which great things fashion themselves together; that at length they may
emerge, full formed and majestic, into the daylight of Life, which they are thenceforth to rule.\textsuperscript{15} The two types of speakers that are most effective are the ones who speak in a loud voice, projecting their energies into the audience, and the ones who speak very softly, so that the audience must strain to hear. Of the two, the first is more dramatic but the second can be infinitely more powerful.

Controlling the volume and intensity of speech to a soft or moderate level is far more difficult than it sounds. It requires self-restraint. When an idea or question enters the mind, it creates a powerful urge for expression that can be hard to contain. When you are able to master that urge by postponing expression until the proper moment and then speaking in a soft tone, using only the minimum number of words necessary, your words carry a far greater power for effecting results.

One of the most important applications of this skill is in meetings. Each person present in a group has his or her own ideas, opinions, preferences, and suggestions about what should or should not be done. The moment you express your idea, there is a good chance of raising opposition and counterarguments from others, which neutralize or cancel your suggestion, no matter how good the idea may be. But if you restrain the urge for expression, very often the same idea will be expressed by others or your very silence will evoke a more favorable atmosphere and an invitation to speak.

When people speak softly, they think more clearly, work more efficiently, and feel calmer and fresher than otherwise. When an organization practices soft speech, it becomes charged with a tremendous power. If the effort starts with top management and works its way down, two things will become apparent. Speaking softly is one of the most effective means of improving performance, and it is also one of the most difficult! All right, if you cannot follow it completely, at least reduce the volume of voice by 10 percent. Efficiency will double.

The Ultimate Skill

Each person develops one or two skills to a higher level than the average. This is the individual's strong point, which he or she likes to display as often as possible. If the person is a good mechanic, she takes every opportunity to inspect or comment on the operation of a machine. If the person is a good communicator, he is always looking for somebody to communicate something to. Whether the person's skill is in settling quarrels, judging people, making people happy, designing systems, or cutting costs, he or she constantly seeks opportunities to express it.
So far, so good. The problem comes when someone insists on extending a skill to areas where it is ineffective or inappropriate. "To a hammer," says an old proverb, "everything looks like a nail." The car mechanic starts tinkering with a computer. The communicator communicates confidential information. The cost cutter tries to hold down expenditure in a new experimental R&D project. The manager who makes people happy tries to please customers by reducing prices to below cost or tries to please his or her staff when they disobey legitimate authority.

The skill of skills is to know what is the proper time and place for exercising—and refraining from exercising—each skill. The ultimate skill is the capacity to organize all our other skills, coordinate their expression, and rightly choose which one to express in each particular circumstance.

**Value Implementation through Skills**

The role of skills is so ubiquitous and so vital to the success of a company that it has led many to believe that skills alone are the key to excellence and that high values and organizational structures are only window dressing. There is truth in this observation, but it is a partial truth. A well-developed individual skill is a very powerful tool. A well-coordinated assortment of skills is a formidable weapon. But for enduring achievement, skill must be inspired by the vision of a goal and commanded by the determination of an inner will. The Taj Mahal is a work of awesome beauty and perfect skill, but its graceful lines and fine details were inspired by an emperor's love for his deceased wife and his desire to immortalize that love in white marble. Vision and will as much as skill are needed to build a Taj Mahal, a Great Pyramid, a great nation, or a great corporation.

Nevertheless, the contribution of skill to any high accomplishment is truly enormous and all-pervasive. Whatever a company's values and goals, ultimately they must be expressed in a thousand small details of life through a vast array of well-developed skills. If skills are lacking, the whole process of value implementation comes to naught. It is like building an atomic power plant, sending out electricity through wires across the country, carrying those wires to millions of houses, and then discovering that all your light bulbs have defective filaments. The result—no light! It is not enough that the company accepts certain values, establishes standards of performance, and creates systems for achieving them. Every employee must possess all the skills required to make that high ideal a living reality. The figure illustrates the role of skills in the corporate personality.
Employability Skills

The following table contains the employability skills facets identified in the report *Employability Skills for the Future*.

<table>
<thead>
<tr>
<th>Skill</th>
<th>Facets</th>
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</table>
| Communication that contributes to productive and harmonious relations across employees and customers | - listening and understanding  
- speaking clearly and directly  
- writing to the needs of the audience  
- negotiating responsively  
- reading independently  
- empathising  
- using numeracy effectively  
- understanding the needs of internal and external customers |
<table>
<thead>
<tr>
<th>Teamwork that contributes to productive working relationships and outcomes</th>
</tr>
</thead>
</table>
| • persuading effectively  
• establishing and using networks  
• being assertive  
• sharing information  
• speaking and writing in languages other than English |
| • working across different ages irrespective of gender, race, religion or political persuasion  
• working as an individual and as a member of a team  
• knowing how to define a role as part of the team  
• applying teamwork to a range of situations e.g. futures planning and crisis problem solving  
• identifying the strengths of team members  
• coaching and mentoring skills, including giving feedback |

<table>
<thead>
<tr>
<th>Problem solving that contributes to productive outcomes</th>
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</thead>
</table>
| • developing creative, innovative and practical solutions  
• showing independence and initiative in identifying and solving problems  
• solving problems in teams  
• applying a range of strategies to problem solving  
• using mathematics, including budgeting and financial management to solve problems  
• applying problem-solving strategies across a range of areas  
• testing assumptions, taking into account the context of data and circumstances  
• resolving customer concerns in relation to complex project issues |
| • adapting to new situations  
• developing a strategic, creative and long-term vision  
• being creative  
• identifying opportunities not obvious to |

<table>
<thead>
<tr>
<th>Initiative and enterprise that contribute to innovative outcomes</th>
</tr>
</thead>
</table>
| • adapting to new situations  
• developing a strategic, creative and long-term vision  
• being creative  
• identifying opportunities not obvious to |
| **Planning and organising** that contribute to long and short-term strategic planning | - managing time and priorities - setting timelines, coordinating tasks for self and with others  
- being resourceful  
- taking initiative and making decisions  
- adapting resource allocations to cope with contingencies  
- establishing clear project goals and deliverables  
- allocating people and other resources to tasks  
- planning the use of resources, including time management  
- participating in continuous improvement and planning processes  
- developing a vision and a proactive plan to accompany it  
- predicting - weighing up risk, evaluating alternatives and applying evaluation criteria  
- collecting, analysing and organising information  
- understanding basic business systems and their relationships |
| **Self-management** that contributes to employee satisfaction and growth | - having a personal vision and goals  
- evaluating and monitoring own performance  
- having knowledge and confidence in own ideas and visions  
- articulating own ideas and visions  
- taking responsibility |
| **Learning** that contributes to ongoing improvement and expansion in employee and company operations and outcomes | - managing own learning  
- contributing to the learning community at the workplace  
- using a range of mediums to learn - mentoring, peer support and networking, IT |
**Technology** that contributes to the effective carrying out of tasks

- applying learning to technical issues (e.g. learning about products) and people issues (e.g. interpersonal and cultural aspects of work)
- having enthusiasm for ongoing learning
- being willing to learn in any setting - on and off the job
- being open to new ideas and techniques
- being prepared to invest time and effort in learning new skills
- acknowledging the need to learn in order to accommodate change

- having a range of basic IT skills
- applying IT as a management tool
- using IT to organise data
- being willing to learn new IT skills
- having the OHS knowledge to apply technology
- having the appropriate physical capacity
Chapter 8
Skills Up-gradation through Technology

Skills such as integrity, leadership, time management, stress management, and communication cannot be imparted through any method of learning—conventional or modern—it is imperative that skills and behavior are a result of environment, available information and knowledge gained.

If a real-life environment can be simulated to familiarize learners with behavioral concepts and decision-triggering scenarios, training methods can help individuals in acquiring soft skills.

E-learning is a preferred method of learning in organizations these days as it is cost-effective and self-paced and allows them to save money and time. With visible advantages, e-learning is fast replacing conventional learning mechanisms in corporate training.

However, it is crucial for organizations to understand that individuals still relate better to conventional training. Moreover, a facilitated training is more dynamic than a web-based or computer-based training program. Thus, the most effective way of training should be the blended approach—mixing e-learning technology with conventional instructor-led classes.

**Punjab pioneers satellite education as Badal launches EDUSAT programme**

Express news service Posted: Jan 03, 2008 at 0000 hrs

Chandigarh, January 2 Punjab has become the first state in the country to start education through Satellite Interactive Terminals (SITs) with the launch of a Rs12-crore Educational Satellite Network (EDUSAT).

Chief Minister Parkash Singh Badal launched the programme at the headquarters of Punjab School Education Board (PSEB).

EDUSAT has been installed under the first phase of the programme, providing the facility of two-way audio-video interaction with 300 institutions governed by the
department of school education, higher education, technical education, medical education and research across the state. The institutions are connected online with the teaching and co-existing classroom ending at the EDUSAT Hub.

Speaking on the occasion, Badal said this unique ultra modern project would prove to be a milestone in the advanced education, as it would enable students to interact with the best teachers to meet their educational requirements and fulfill the government’s commitment to provide quality education to them.

Interacting with students and teachers of District in Service Elementary Training (DIET) Centres of Bathinda, Muktsar, Block Primary Education Office, Lambi and Government Girls Senior Secondary School, Ramgarh in Ludhiana district through satellite, Badal emphasised the need to revolutionise the educational scenario in the state.

He said that conventional education would not help the youth alone in securing better job prospects because vocationalisation of the education was the need of the hour. He said the government has embarked upon an ambitious programme to open skill development centres across the state to impart technical training to improve the chances of employment.

The Chief Minister assured that the government would extend full support and cooperation to the EDUSAT programme and for its expansion in coalition with Indian Space Research Organization (ISRO).

ISRO supports the EDUSAT programme through a nodal agency— Punjab EDUSAT Society for execution of EDUSAT utilisation programme in Punjab.

Later, Badal told reporters that 14,000 new teachers, including 1000 exclusively for English, would be recruited soon to ensure congenial academic atmosphere for rural students.

He said that British Council had agreed to conduct a joint programme with the government for improving the teaching skill of English language teachers in the state.
20 Technology Skills Every Educator Should Have

By Laura Turner 06/01/05

During the last 15 years, we in education have moved at light speed in the area of educational technology. Whether you are involved in higher ed, secondary ed, elementary ed, or special ed, all of us find it difficult to catch up, keep up, and put up with fast-moving computer-based technology. Not since the introduction of the blackboard have we seen a piece of equipment make such a difference in how we teach. Today, not only do we use computers, but we also have laptops, wireless laptops, and tablet PCs. In addition, we have the World Wide Web, scanners, CD burners, USB drives, digital cameras and digital video cameras, PDAs, as well as video and DVD players. And most educators use a variety of tools-including video, e-mail, desktop conferencing, online programs such as WebCT and Blackboard, as well as video conferencing-to teach. Thus, it is no longer acceptable for educators to be technology illiterate.

With that in mind, here is a comprehensive listing of the technology skills that every educator should have. Because as computer and associated technologies continue to change and evolve, educators must continue to strive for excellence in their work. Today that includes continued time and effort to maintain and improve their technology skills (as much as some educators do not want to admit).

Here are 20 basic technology skills that all educators should now have:

1. Word Processing Skills
2. Spreadsheets Skills
3. Database Skills
4. Electronic Presentation Skills
5. Web Navigation Skills
6. Web Site Design Skills
7. E-Mail Management Skills
8. Digital Cameras
9. Computer Network Knowledge Applicable to your School System
10. File Management & Windows Explorer Skills
11. Downloading Software From the Web (Knowledge including eBooks)
12. Installing Computer Software onto a Computer System
13. WebCT or Blackboard Teaching Skills
14. Videoconferencing skills
15. Computer-Related Storage Devices (Knowledge: disks, CDs, USB drives, zip disks, DVDs, etc.)
16. Scanner Knowledge
17. Knowledge of PDAs
18. Deep Web Knowledge
19. Educational Copyright Knowledge
20. Computer Security Knowledge

**E-learning** (or electronic learning or eLearning) is a term that encompasses all forms of Technology-Enhanced Learning (TEL) or very specific types of TEL such as online or Web-based learning. Nevertheless, the term does not have a universally accepted definition and there are divides in the e-learning industry about whether a technology-enhanced system can be called e-learning if there is no set pedagogy as some argue e-learning is: "pedagogy empowered by digital technology". The term e-learning is ambiguous to those outside the e-learning industry, and even within its diverse disciplines it has different meanings to different people. For instance in companies, it often refers to the strategies that use the company network to deliver training courses to employees and lately in most Universities, e-learning is used to define a specific mode to attend a course or program of study where the students rarely or never meet face-to-face, nor access on-campus educational facilities, because they study online.

E-Learning can provide benefits for the organizations and individuals involved.

- **Improved performance**: A 12-year meta-analysis of research by the U.S. Department of Education found that higher education students in online learning generally performed better than those in face-to-face courses.
• **Increased access:** Instructors of the highest caliber can share their knowledge across borders, allowing students to attend courses across physical, political, and economic boundaries. Recognized experts have the opportunity of making information available internationally, to anyone interested at minimum costs. For example, the MIT OpenCourseWare program has made substantial portions of that university's curriculum and lectures available for free online.

• **Convenience and flexibility to learners:** in many contexts, eLearning is self-paced and the learning sessions are available 24x7. Learners are not bound to a specific day/time to physically attend classes. They can also pause learning sessions at their convenience. The High technology is not necessary for all online courses. Basic internet access, audio, and video capabilities are common requirements. Depending on the technology used, students can begin their courses while at work and finish them at home on a different computer.

• **To develop the skills and competencies** needed in the 21st century, in particular to ensure that learners have the digital literacy skills required in their discipline, profession or career Bates (2009) states that a major argument for e-learning is that it enables learners to develop essential skills for knowledge-based workers by embedding the use of information and communications technologies within the curriculum. He also argues that using e-learning in this way has major implications for course design and the assessment of learners.

Additional advantages of computer-based training over traditional classroom training include the ability to:

- Pay less per credit hour
- Reduce overall training time
- Spread training out over extended periods of time (even months)
- Bookmark progress (computer remembering where the student left off so they can resume the courses from there)
- Remain in one location (e.g., home, office, airport, coffee shop, etc.) with no need to travel
- Receive quality training that bolsters job performance
Chapter 9
Strategic Planning for Enhancing Employment Opportunities for Punjab Youth

If Punjab could impart Vocational Education & Training, rather than only the conventional college education, it would benefit all and have the following additional advantages for the Nation:

Prepare the youth for a vocation of their choice.

Build up a formidable Work-Force of International Quality, which would have demand not only in India but in all countries of our Planet. In India only IT training is world class. See how it has and will transform India in the future. (We also produce World Class Engineers, Doctors, Accountants, etc.) In the manufacturing and service sectors there are hundreds of skills and vocations for which there is a worldwide shortage. For example, TV, electrical appliance repair & service, Automobile & Motorcycle repair & service, foreign language skills, Medical and Health services, Hospitality, Tourism, Retailing, Construction, Telecommunications, Electronics, Agriculture, General Engineering, Teaching, etc. The list is very large.

For Punjab we need millions of trained people in the area of services for Agriculture, Floriculture, Horticulture, Sericulture, Fishery, Health Care, Tourism, Trading, Services, Business and hundreds of skills for the Manufacturing Sector. We do not see World Class Vocational Education & Training infrastructure, even after 55 years of India's independence.

Reduce Unemployment by supplying world-class skilled people required by the Nation and for rest of the World!

Reduce Cost & Improve Productivity of Trading, Services and Manufacture by providing skilled Man Power. Run the country with a higher efficiency, lesser wastage and lower cost of operation.

Strategies to implement:

- Public Private partnership scheme to revamp ITI’s should start at the earliest, removing all glitches, including finalization of MOU's.
- The State Government should inform the partner industry about the ITI’s allocated at the earliest possible. In this context, we have heard only from the Government of Maharashtra.
- Skill-Building initiative to be given industry status.
• NCVT (National Council for Vocational Training) to be restructured with setting up State arms.
• Industry’s role as short term or long term skill provider needs to be recognized and the process should be incentivised.
• Skill certification should be broad based, identifying the role of the private sector.
• Short term or modular skill courses to be given priority keeping in view the size of the country and the number of people working in the informal sector.

Recommendations for Strengthening Basic Skills
To improve basic skills in the formal and informal sectors, the government should undertake the following two reforms:

• **Use innovative approaches to improve the quality of primary and secondary education.**
  The government should revamp the primary and secondary education systems by modernizing curricula and creating a more flexible, responsive education system. Efforts should also be made to introduce television campaigns, national competitions, and summer schools to promote project activities and excellence in public secondary schools. ICT literacy must be given greater prominence in the early years of education to sufficiently prepare students for an increasingly ICT dominated world. To contend with high drop-out rates, programs such as the Mid-Day Meal Scheme, which can increase student attendance in school, must be strengthened. Teachers must be trained adequately and given sufficient incentives so that teacher vacancies decrease and accountability and motivation increase. The quality of education at primary and secondary schools must be regularly monitored by independent testing bodies (Planning Commission 2006). New approaches also must be experimented with to address existing problems.

• **Strengthen basic skills for the informal sector, including functional literacy.**
  The government should continue to invest in programs that combat illiteracy and help transfer skills to the informal sector by supporting local nongovernmental organizations (NGOs) that provide adequate training to meet the needs of the informal economy. Efforts should include training instructors, developing curricula, and providing financial incentives to encourage external financing of informal-sector training programs. In addition, the government should provide regulatory and financial support for informal education through focused, short-term courses and programs—such as training in information technology (IT) literacy. Innovative ideas should also be considered: for instance, paying workers to attend classes, to compensate for lost wages. Doing so could provide sufficient incentives for workers to attend training programs.
The nature of action required by Government of Punjab would involve:

- Investment in education infrastructure and faculty to increase supply of skilled professionals with relevant skills
- Investment in training institutions to upgrade skill sets required for remote services
  - Vocational skills
  - Communication (written and spoken)
  - Etiquette
- Strengthening of the education curriculum to include
  - Practical knowledge
  - Know-how and understanding of other countries’ cultures
  - Foreign language skills
  - Compulsory English language skills
- Creative funding mechanisms so that quality education is widely available
- Standards and bodies to certify skills to ensure employability by WTO members

What are the Required Building Blocks

- **Vocational Skills**
  - Skills required to supplement academics.
- **Occupational Skills**
  - Job Specific Skills required to perform Work.
- **Employability Skills**
  - Generic and portable skills applicable for all industries
- **Psycho-social skills**
  - Skills required to maintain psychological sanctity to adapt to social environment

Strengthening Skills and Education for Innovation

The multidimensional skill set required by the informal sector, encompassing both technical and business management skills, is not adequately provided for by most formal training programs for the sector. Even apprenticeships, the predominant training program for the informal sector, while flexible and self-regulating, are limited in exposing trainees to modern technology and innovative practices.

Recommendations for Building Worker and Manager Skills

There are three important recommendations for building worker and management skills. They are the following:

- Improve vocational training.
Punjab’s vocational education and training systems have thus far been unsuccessful in preparing graduates to meet market needs, particularly because of a lack of interaction with industry. Aligning these systems with market needs requires restructuring—including private participation—in the management of institutions, curriculum development, and system financing; upgrading infrastructure and instructor capabilities; stronger performance incentives for vocational education and training institutions; and regulatory reform to give training institutions greater autonomy to respond to market skill needs and incentives, to change course offerings, and both charge and retain fees. The abilities of public and private vocational education and training providers should be strengthened to make them more responsive to demand in their offerings. Curricula should be updated to reflect modern technologies and improve flexibility by mapping the supply of and demand for skills and by ensuring that the private sector is involved in curriculum design (Dar 2006).

- **Punjab Should Establish Human Resource Development Fund (HRDF):**
  Punjab should establish the Human Resource Development Fund (HRDF) like Malaysia established the Human Resource Development Fund (HRDF) in 1993 to promote enterprise-based training among firms—first in manufacturing and more recently in services. HRDF schemes are administered by a council, with representatives from the private sector and various government agencies, and a secretariat. Eligible employers with 50 or more employees are required to contribute 1 percent of payroll to the fund, making them eligible to claim training funding up to the limit of their levy payments in any given year. The HRDF council sets rates of reimbursement, varying by type of training and size of firm (rates are higher for smaller firms). The HRDF also requires firms to spend a minimum amount on training or lose their levy contributions, creating incentives for firms to train rather than poach skilled workers from other employers. The HRDF offers different schemes that give employers flexibility in training in-house or using public and private providers, including second-tier public-private intermediaries such as state-level skill development centers. HRDF funding has created a vibrant training market, with public and private providers competing for resources. It addresses information constraints through public information campaigns, subsidized delivery of training need assessments for SMEs, certification of training providers and wide dissemination of their offerings, and electronic billing to keep employers informed of their levy use status. Recognizing the funding constraints of SMEs, the HRDF council enlists certified providers to act as its agents, collecting from users the fees for which firms are responsible and claiming the reimbursable balance from the HRDF, thus reducing up-front cash outlays for SMEs.
Why Talk of Skills?

Our reasons are twofold. First, there are many types of skills, and traditionally companies recruit and train only for some of them. Every company recognizes the productive value of physical and technical skills. But there are others that are even more essential to corporate success—interpersonal, organizational, and managerial skills—that get much less attention than they deserve. And there are still others—what might be termed psychological skills—those possess an enormous productive power yet are almost completely neglected. Second, there is wide variation in the level or quality of skills companies possess. When we say that an individual is skilled, we imply that the individual possesses both the necessary types of skills for his or her work and a high level of competence in them. The phrase skilled driver does not distinguish the housewife who has been driving her children to school safely for ten years from the professional test-car driver who has survived ten years of high-speed competition without a major accident. The difference is in the level of skill. Here, too, there is an enormous scope for improvement.

The role of skills in the corporate personality

It is not just managerial and psychological skills at the top and physical and technical skills at the bottom that are needed, but all types of skills at all levels of the organization. The highest psychological skills and the simplest physical ones are necessary for the smooth running of a board meeting. A spilled pot of coffee, wrongly typed numbers, a malfunctioning projector, mixed-up papers, a missing chart, an ill-planned agenda, a poorly chosen word or phrase can all interfere with a billion-dollar decision. So, too, the highest psychological and managerial abilities are necessary for perfect functioning on the factory floor or out in the field. A supervisor who acts on a false piece of information, a manager who moves too closely with his or her team to command their obedience, a sales rep who is late for an appointment, a mishandled machine, a wrongly typed price list, a telephone operator who is cold or rude to an important customer—all can have a serious impact on overall corporate performance. And they do have a serious impact on every company every day.

As the organization develops, each individual and collective skill has to become more and more smoothly coordinated and fully integrated with other skills at the same level and at other levels of the organization. Factual reporting by top executives is fruitless if the same habit is not acquired at all the levels of management below, from which data are constantly being received. The same is true of every other skill.

For an organization to become a single, unified, living whole, all these separate strands of skill have to be carefully woven together. This can be done only when top management recognizes the multiplicity of skills it requires for high performance and methodically cultivates them at all levels of the organization by education, training, and
proper recruitment. This knowledge has to be translated into precise performance standards for each skill at each level, and these standards must be supported by systems for imparting, monitoring, and evaluating levels of skill.

- **Strengthening Engineer and Researcher Skills: Transferring Market-Relevant Skills in Higher Education**

![India's Higher Education System](image)

**India’s Higher Education System**

- As of March 2006, India had 355 universities and 16,064 colleges.
- An estimated 11 million students were enrolled in the higher education system, taught by approximately half a million faculty.
- Maharashtra had the highest enrollment of students in higher education (1.5 million), followed by Uttar Pradesh (1.4 million).
- Sikkim had the lowest enrollment (less than 5,000).

**Recommendations for Making Higher Education More Relevant to Market Needs**

There are two recommendations for promoting the relevance of higher education to market needs. They are the following:

- **Increase private participation in higher education.** To address the growing supply constraint of high-quality education institutions, India’s higher education system needs stronger incentives to attract domestic and foreign private participation in higher education and its financing. Private institutions must be able to charge reasonable fees if they are to be encouraged to invest in education. The November 2006 government agreement to allow both FDI in higher education and foreign universities to set up campuses in India is an appropriate step in this direction. Stronger incentives are also needed for private provision and financing of formal and informal education—in particular, encouraging large corporations to establish new universities through public-private partnerships.
• **Increase fiscal and managerial autonomy of universities and colleges.** An increase in joint training programs with industry—including courses such as small business administration programs for SMEs—would help ensure that university curricula reflect market needs. Joint in-service training programs with university participation should be promoted, possibly through matching grants (to strengthen links with industry). Competitive grant programs for academic innovations and performance-based incentives for professors would also foster a more vibrant academic environment better aligned with the dynamic growth in India’s knowledge-intensive sectors. Selected higher education institutions should be upgraded to the highest levels, coupled with the provision of competitive grant programs for academic innovations and the introduction of joint training programs with industry and with top foreign universities and multinational corporations. Systematic analysis of qualification exams should be conducted to review the performance of higher education institutions. In addition, the quality of higher education faculty should be improved by using leading institutions as training centers for other faculty, introducing more performance-based incentives for professors, and expanding grant programs for mobility between professors and industry. Efforts should also be made to move to system wide quality improvement, with a goal of two or three leading universities in each state.

### Placement toolkit

For youth employability programme leaders, placement is one of the most difficult things to implement. The difficulty stems largely from the fact that placement systems rely on the contributions, commitment and resources of other people and organisations, external to the programme. A well-functioning placement system needs contact and partnerships with external players and stakeholders as placement is often not the core competence of youth development organisations. Given that there is a high dependency on external players, it is critical to design a placement system appropriate to your programme and context. A placement system is therefore the operationalisation of the exit strategy for the youth participating in your training and development activities.

- **The employers’ forum.** In this model, the youth organisation contacts and persuades representatives of major employers to participate in an employers’ forum. Regular forum meetings are held to collect information about employer needs and to profile trained youth looking for employment. The youth organisation can negotiate agreements with employers regarding the numbers of trained youth which they will hire or support, but placement remains the responsibility of the youth organisation. These models need strong, established relationships with the private sector, especially, before it can be implemented.

- **The outsourced placement partner.** In this model, the youth organisation forms a partnership with a recruitment and / or employment agency. In this model, partners respect and rely on one’s another core competencies without trying to
replicate them. In this regard, it is possible for the youth organisation to become a shareholder in the recruitment / employment agency. However, as a shareholder, it leaves the issue of find placement for trained youth to the employees of the agency. Placement is therefore completely outsourced to an organisation with proven competence in that area.

- **The entrepreneur incubator.** In this model, trained youth are not channelled into employment but rather into entrepreneurial activities. Those activities are supported by a business or entrepreneur incubator – either internal or external to the organisation depending on its level of competence in that area.

- The government must develop Industrial Training Institutes (ITIs) through the private-public partnership (PPP)model

The proportion of Indians who received formal vocational training was the highest among the unemployed, says the report on the status of education and vocational training in India for 2004-05. The findings were recorded for the age group of 15-29 years.

The proportion of those who received formal vocational training was around 3% for the employed, 11% for the unemployed and 2% for those not in the labour forces. The most-demanded field of training was 'computer trades' and around 31% received such training.
Chapter 10

Contribution of NRIs/Corporate in skills development and employment generation

To improve the educational and socio-economic conditions of SC/ST/OBC/BPL/Minorities through voluntary efforts, with a view to upgrade skill to enable them to start income generating activities on their own or get gainfully employed in some sector or the other.

A case study: Public Private Partnership

Conceptual Background
Skills Imparting Model

Step I: Visiting 4 clusters of villages and meeting with Sarpanchs & local people.

Step II: Conducting Orientation Programme for the unskilled youth & Local people.

Step III: Identify the local unskilled youth for 3 months intensive Employability & Skill development Training.

Step IV: To conduct Training Programme for selected youth for 3 months to enhance their Employability Skills.

Step V: To provide placement assistance to unemployed youth who were trained in 3 months Employability & Skill Development Programme.

Step VI: Again identify some young people for the Long Term Training courses for their better prospects.

Step VII: Enrolled students for Long Term Bachelors, Masters Degree Programme.

For the trainers of the above mentioned scheme, Directorate of Sainik Welfare will be contacted. He will provide the list of retired officers interested in educating the youth. An orientation program cum grooming session would be provided to them. They in turn will train the candidates for employment or entrepreneurship.
As the above diagram shows, ITFT Chandigarh along with the Ministries of Rural Development, Social Justice and Empowerment, local and state government bodies is bridging the gap between the needs of the underprivileged rural youth of Amritsar, Ambala, Yamunanagar, Lambi & that of the dynamic market.

The above mentioned program is specially designed for the target population & equips them with the required life skills, technical skills, soft skills & career skills so that they can perform well at diverse entry level jobs available.

**NRI PARTICIPATION:**

NRIs can help replicate similar initiatives in other parts of Punjab.

NRIs access to first hand knowledge of the skills and job scenario abroad can help guide and invest in the private educational institutes to prepare the rural Punjab youths to go abroad for gainful employment.

In this direction an NRI from US has adopted a village wherein he has mustered all the young girls and boys in age group 18-25 and given them free basic Computer training. After training they were taken to USA and they found good jobs for themselves. This NRI was impressed with the intelligence and grasping power of these youth. On the other hand this could muster a huge and cheap reservoir of manpower.

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**Montek seeks larger NRI funding for health, education**

**Tribune News Service**

New Delhi, January 8

Planning Commission Deputy Chairperson Montek Singh Ahluwalia today urged the NRIs to invest in a big way in health care and education, especially primary education.

“Investment in the health sector apart from rendering service to the humanity was also profitable,” Ahluwalia said addressing the NRIs participating in a session at the two-day Pravasi Bhartiya Divas.

He also sought similar participation in the area of education, especially primary education, which he said, left much to be desired.
A survey of Punjab Government brought out that in 1998 that there were 14.72 lakh unemployed youth (between the age group of 18-35 years) in Punjab. 70.69 per cent of them belonged to the rural areas. Now, Punjab Chief Minister has been starting this number to be more than 20 lakh. This workout to be 21.19 per cent of the total workforce (91.91 per lakh in 2001) in the state. This is obviously very high. With declining labour absorption capacity of the agriculture and very slow employment generation in secondary and tertiary sectors especially suited to Punjabi youth, there has come into existence the "reserve army of unemployed" in the state. The secondary and tertiary sector being based on small and medium enterprises and mostly unregistered the quality of the employment generation is very poor which suits only migrant labour (which is anything between 15 to 21.00 lakh). The Punjab youth is trying to leave the country. During 2004-05 Chandigarh office of Canadian High Commission issued family visa to 25,000 families. A large number of them are trying to migrate through illegal channels causing tragedy like that of Malta boat and many of them are landing in jails in other countries.

Number of Indian students in Britain were 19,025 during 2005-06.

India has 66,836 students in the United States, compared with China's 63,211 students.

By the year 2020, India will have an opportunity of nearly 40 million jobs. Considering that about 1million jobs out of the total 40 mn are grabbed by the Punjab youths, will bring considerable change to its economy and life of its people. But we have to prepare the youths for the coming opportunity. In order to make the Punjab youth employable state of the art educational and skills development infrastructure has to be built. The revenue lost in the form of youths moving abroad for education will be earned by the Punjab government. The youths will be trained here and will have global employable skills. The money spent by youths in Punjab and the money earned by them will have a multiplier effect in the economy of the state in particular and India as whole.

- If stress is laid on the education and skills development through the above mentioned ways then Punjab will have the following advantages:
  - Good education facilities with global competitiveness
  - Students going abroad will reduce
  - Money will be earned by the Punjab government
  - Reduction in unemployment / underemployment
  - Money earned in the form of employment or entrepreneurship will improve the status of the people and the state
  - Illegal migration will reduce drastically
Hypothesis: 1 million opportunities for Punjab youth

Summary:
It is evident that globally there is an increasing disequilibrium between demand and supply of manpower. It is ironical but true, that India has all the prerequisites for employment—democracy, developing economy, world's second largest population, knowledge oriented education and manpower required at world level. But still employment is the main issue because Indian youth are unemployable. Pitfalls lie in the fact that: education system is not employment oriented, there is a mismatch between the skills people possess and profession chosen and finally the lack of employability skills.

To make Indian youth employable, worldwide it will involve the efforts of teachers, schools, career counsellors, psychologists, parents and above all government. Proper employment oriented career guidance considering the aptitude of child since the level of higher secondary should be the main responsibility of schools and career counsellors. More stress should be on vocational education. Parents need to widen their perspective regarding the new and emerging careers. Employability skills development training should also include psychological well being grooming which will help people to adapt to changes and stay relaxed in this era of stress.
Chapter 11

CANADA

Canada is the second-largest country in the world after Russia. It shares the longest border with USA. Canada is a federation composed of ten provinces and three territories. In turn, these may be grouped into: Western Canada, Central Canada, Atlantic Canada, and Northern Canada (the latter made up of the three territories Yukon, Northwest Territories, and Nunavut). Eastern Canada refers to Central Canada and Atlantic Canada together. Provinces have more autonomy than territories. Each has its own provincial or territorial symbols.
Climate
There are four seasons: winter, spring, summer and fall. In winter temperature can fall below freezing point most of the Canada. But in summer it can surpass 30 degree Celsius. Winters can be harsh in many regions of the country, particularly in the interior and Prairie provinces. While Coastal British Columbia enjoys a temperate climate, with a mild and rainy winter.

Language
Canada is bilingual. It has two official languages are English and French. Punjabi is the 4th top most spoken language in Canada. Other popular languages are Chinese, Italian and Spanish.

Population
The current population of Canada is 33,974,000 (2010 January). Canada’s current annual population growth rate is 1.163%. There are about 800,000 NRIs in the Canada. The population density is 3.3 inhabitants per square kilometer (8.5/sq mi), is among the lowest in the world.

Culture
Canada is a geographically vast and ethnically diverse country. It's a land of multi-cultures in true sense. Canadian culture has also been greatly influenced by immigration from all over the world. It’s a very welcoming country. Data from the 2001 Census shows that between 1991 and 2000 alone, 2.2 million immigrants were admitted to Canada, the highest number for any decade in the past century.

Government and Politics
Canada has a parliamentary government with strong democratic traditions. Four parties had representatives elected to the federal parliament in the 2008 elections: the Conservative Party of Canada (governing party), the Liberal Party of Canada (the Official Opposition), the New Democratic Party (NDP), and the Bloc Québécois. There are 9 IndoCanadian MPs out of total 308.

Economy
Canada is one of the world's wealthiest nations, with a high per-capita income. It is one of the world's top ten trading nations. The Canada Gross Domestic Product is worth 1400 billion dollars or 2.26% of the world economy, according to the World Bank. The Canadian economy is diversified and highly developed. The foundation of Canadian economy is foreign trade and the USA is by far the nation's largest trade partner. Foreign trade is responsible for about 45% of the nation's gross domestic product (GDP). Canada is one of the few developed nations that are a net exporter of energy.
Living in Canada

Canada is one of the top 10 best places in the world. It has very high standard of living. Canadians have attractive lifestyle. Canada is very safe and politically stable country. It has extensive health care system and social security network. Public education starts at age four or five, depending on the province or territory in which a child lives. The law states that children must receive an education until age 15 or 16, depending on where they live.

New occupations and industries are emerging

In Canada, there is a classification system called the National Occupational Classification system (NOC) that describes all of the different types of jobs and occupations, and the skills they require. But some jobs are so new that they have not yet been classified. They require new skills, and have new job titles.

Eventually, these new types of jobs are included in the NOC (National Occupational Classification) – recent examples would include:

- Webmaster
- Multimedia specialist
- Computer security specialist
- Global positioning systems (GPS) technician
- Direct broadcast satellite technician
- Avionics technician, and electronic commerce specialist

Human Resources and Skills Development Canada (HRSDC) has identified a number of new and emerging industry sectors in the economy including:

- Aerospace
- Biotechnology in agriculture, forestry, fishing and pharmaceuticals
- Distance-learning
- Environment
- Green energy technologies
- Health informatics
- Multimedia, particularly for mobile communications.

Where are job trends headed in the future?

Economic conditions, technological developments, demographics and consumer behavior will continue to affect the labour market, the occupational composition, and the kinds of job opportunities that will be available.
The most new job creation is expected to be in occupations requiring considerable education and training. Management skills, which are usually gained through experience following a period of formal education and training, will account for about 9% of all new jobs. In this category, the jobs expected to have the best prospects to 2013 are:

- Managers in healthcare
- Computer and Information systems managers

Occupations requiring a university degree are expected to account for 26% of new jobs. The best job prospects within occupations that require university degrees are:

- Specialist physicians
- Physiotherapists
- Occupational therapists
- Software engineers
- General practitioners and family physicians
- Information systems analysts and consultants
- Pharmacists
- Civil engineers
- Social workers
- Registered nurses.

For occupations with extensive post-secondary but less than university degree requirements and these are expected to account for 35% of new jobs. Some of the best job prospects are for:

- Paralegal and related occupations
- User support technicians
- Dental hygienists and dental therapists
- Early childhood educators and assistants
- Electricians (except industrial and power system)
- Chefs
- Plumbers
- Refrigeration and air conditioning mechanics.

Occupations requiring high school and/or occupation-specific training are expected to account for 22% of new jobs. In this category, the jobs expected to have the best prospects to 2013 are:

- Customer service, information and related clerks
- Food and beverage servers
- Truck drivers
- Heavy equipment operators
The smallest contribution to new jobs - 8% - will come from occupations that require only short on-the-job training without a secondary school diploma.

**Figure 6**

*Contribution by Skill Levels to Projected Employment Growth Ontario, 2008 to 2013*

- Less Than High School: 8%
- University Degree: 26%
- College or Apprenticeship: 35%
- High School and/or Occupational Specific Training: 22%
- Management Occupations: 9%

**Job Market**

The Canadian job market is similar to that in other developed countries. The majority of jobs are in the service sector, with the remainder in manufacturing and natural resources. Unemployment is 6.8%.

More than one million people worked in skilled trades in 2007. Average hourly earnings in 2007 were higher in the trades ($22.36) than in other occupations ($21.02) combined, reflecting in part the predominance of full-time jobs and the relatively high rate of unionization in the skilled trades. The highest earners were electricians, crane operators and plumbers.
What is a skilled trade?

From our homes to our vehicles, from the roads on which we travel to the buildings in which we work and the electricity and clean water on which we rely – every aspect of our lives is touched by the work of skilled tradespeople.

When people think of skilled trades, they might think of the traditional trades such as carpenters, plumbers, electricians, or mechanics. The reality is that there are over 200 trades to choose from (see www.careersintrades.ca for more information). Generally, these trades fall within four main categories:

- **Construction** - electricians, carpenters, plumbers, pipefitters, welders, heavy equipment operators, painters, etc.
- **Transportation** - automotive service technicians, aviation technicians, automotive painters, fuel/electrical systems technicians, etc.
- **Manufacturing** - tool & die makers, industrial mechanics (millwrights), precision metal fabricators, etc.
- **Service** - horticulturalists, chefs, florists, etc.

Skill trades sector contribute over 50% of Canada GPD.

Almost 3.8 Millions Canadians work in 5 skill trades based industries

The positive benefits of a career in the skilled trades:

- Good pay that these careers offer
- Comfortable lifestyle that tradespeople are able to afford
- Longer term prospect of career advancement (including the potential for self-employment)
- Interesting challenges offered by the trades
- Potential for satisfaction the skilled trades offer, especially as there is often an immediate visible and positive result to the work that tradespeople do
- Diversity of skilled trades, with over 200 highly skilled and creative professions to choose from
- Demand for skilled tradespeople across the country
- Access to apprenticeship programs that allow students to 'earn while They learn'

What about the job prospects?

Skills shortages are getting worse as time goes on which means that a lot of trades will be in high demand. Recent projections estimate 913,000 job openings between 2003 to 2015 - 50% of these are as a result of retirement. In various skilled trade industries, the
average age of their workforce is 48, meaning that these workers will be retiring in the near future.

Major projects, such as the **Olympics being held in Vancouver in 2010**, intensified the need for skilled labour, with estimates of 132,000 people being required in key sectors like:

- Construction: welders, plumbers, painter, carpenters and electricians etc.
- Service: ticket agents, servers, general help
- Transportation: technicians
- Hospitality: chef, baker, usher, steward etc.
- Health care: paramedic
- Retail trade

In 2007 Canadian Government improved the Temporary Foreign Worker Program (TFWP). The pilot project allowed eligible employers needing workers in 12 specific occupations to receive their Labour Market Opinions (LMO) much faster than in the past. A Labour Market Opinion assesses the potential impact hiring a foreigner worker. The pilot program was intended for B.C. and Alberta due the labour shortage. The 12 occupations in the pilot project have been identified as being in high demand and include the construction, tourism and hospitality sectors.

The Conference Board of Canada survey in 2000 showed that shortages were a particular problem in sectors such as natural resources, construction, manufacturing, and information technology. Skilled trades in high demand include:

- Heavy equipment operators,
- Industrial mechanics
- Industrial electricians
- Building trades
- Steel and iron trades
- Automotive trades
- Welders
- Plumbers

It's expected it will get worse if nothing is done about it now. The problem is that the population is ageing and there is not a sufficient population growth to compensate for skilled workers who are retiring.

50,000 skilled metal trades' people will be needed in the next five years (Canadian Tooling and Machining Association).
According to Canadian Manufacturers and Exporters' Management Issues Survey, out of the top five constraints that companies experience in achieving measurable improvements in business performance was the lack or qualified personnel.

Canada's automotive industry will need 30,000 new skilled workers by 2005, due to retirements (Automotive Parts Manufacturing Association).

The first baby-boomers will reach the retirement age of 65 by 2012. In 2015, the government estimates that almost half the workforce (48%) will be between the ages of 45 to 64. By 2020, most boomers will be in retirement and 17.9% of the population will be 65 or over, compared to 12.5% in 1999.

By 2026, Statistics Canada expects that more than half the population will be over the age of 43. As a result, by 2020, Canada could be short about 1 million workers.

**New Immigrants in Skilled Trades**

Various studies have shown that the successful integration of internationally-trained workers is affected by poor preparation prior to immigrating, weak proficiency in the language of work.

In Canada there are many programs that are designed to prepare and integrate immigrants into the trade sector. Some of the programs are:

**Immigrant Skilled Trades Employment Program ISTEP:**

ISTEP helped landed immigrants build career in British Columbia’s construction industry and provided employer the skilled trades’ worker.

**Skill Connect for Immigrant Programs (Skill Connect):**

The program assesses and bridges skilled immigrants into the work place with a focus on five sectors of the economy- construction, transportation, energy, tourism, or hospitality and health. This program available in British Columbia.

**Apprenticeship**

Apprenticeship is an agreement between a person (an apprentice) who wants to learn a skill and an employer who needs a skilled worker. Apprenticeship is a proven industry-based learning system that combines on-the-job experience with technical classroom training to produce a certified tradesperson.

**Migrating to Canada under Federal Skilled Worker class**
Skilled worker category is the most popular for immigration to Canada. You can fall under this category if you have at least one year of experience in the past 10 years in the occupation listed in NOC (National Occupation Classification) either in skill type 0, Skill level A or level B. For information on NOC check this link (http://www.cic.gc.ca/english/immigrate/skilled/apply-who-instructions.asp#list).

To qualify as skilled worker, you need to have 67 point with at least one years of work experience.

**Skilled Worker applicants must meet these Criteria:**

- Be in the age group of 21-49 years
- Hold a University degree or a trade / technical diploma.
- Have at least one year of working experience in occupation listed in NOC List.
- Intended Occupation should be in accordance with NOC List.
- Proficiency in either English or French Language - High proficiency in English is mandatory. If you also speak French, your chances of qualifying will increase. You will be required to provide conclusive proof of your language skills in the form of a Language Test such as IELTS.
- Demographic factor as set by the Canadian government.
- Close relatives in Canada if any;
- Possess the required settlement funding for at least 6 months.
- Earn enough points in the six selection factors (Age, Education, Language skills, Work experience, Arranged employment and Adaptability) to meet the pass mark.

Before you immigrate, you should learn as much as possible about working in Canada related to your intended occupation and become familiar with the Canadian job market. Occupations are often governed by Provincial licensing requirements, which applicants must meet prior to taking up employment in a particular occupation in Canada.

**Provincial Nominee Program (PNP)**

Persons who immigrate to Canada under the Provincial Nominee Program have the skills, education and work experience needed to make an immediate economic contribution to the province or territory that nominates. To apply under the Provincial Nominee Program, applicants must be nominated by a Canadian province or territory. Each province of Canada has different criteria for PNP. You must first apply to the province where you wish to settle and complete its provincial nomination process. The province will consider your application based on its immigration needs and your genuine intention to settle there. For more information check: www.cic.gc.ca

**Tips for Job Search in Canada**
Here are a few useful tips that you should keep in mind while going for job hunt in Canada:

- Translate all your documents in English or French.
- Get your credentials evaluated. This includes having your educational status "compared" with the Canadian equivalent. Though you may have to pay for this service, it is certainly worth the effort as this is extremely important information to most employers.
- Work on your resume. You should mention all your achievements and experiences that you have accomplished so far. So craft your resume properly and professionally according to Canadian format.
- Having a good covering letter forms one more important aspect of finding a first-class job in Canada. It makes the initial impression and involved as to why your employer must consider your resume.
- If you get the chance to do some volunteer work in your field, then don’t miss the chance. It will help you to gain some Canadian experience and will give you some contacts in the field. Moreover you will better understand the demand of the job market in your particular field.
- Be ready with all the documents including reference letters, experience certificates, salary slips and so on.
- Be patient; try to find a job which suits your caliber and skills.
- Use job search engines:
  - www.jobbank.gc.ca
  - www.monster.ca
  - www.workopolis.com
  - www.nicejob.ca
  - www.eluta.ca
  - www.canadatradejobs.com

Programs and Services for Immigrants
Association of Canadian Community Colleges (ACCC) provides many services for immigrants including:

- **Assessment and Foreign Credential Recognition**

  Colleges and institutes offer assessment and credential recognition services for placement into English as a Second Language (ESL), English for Academic Purposes (EAP), French as a Second Language (FSL) and French for Academic Purposes (FAP) programs, as well as for placement into career, technical, university preparation and applied degree programs.

- **Education and Training Programs: Language Instruction for Newcomers (LINC)**
Some colleges and institutes offer the government-funded language training such as Language Instruction for Newcomers to Canada (LINC) funded through the Department of Citizenship and Immigration Canada. In British Columbia the LINC program is called “English Services for Adults” (ELSA).

There are many non-profitable community based organization which provide culturally and linguistically appropriate services to the new immigrants, enabling integration and supporting their settlement, social services, health, and education needs.
Chapter 12
Recommendations for Skills Development

- Punjab to designate 2010 as Skill Development & Employability Year
- Services sector to play vital role in employment generation and should be given the due weightage in the economic development of the state.
- Work out Skill Map of the state with focus on Services, Self-employment & Entrepreneurship
- Punjab Government to come out with a “Policy” to guide the skill development strategies and coordinated action by all stakeholders to make youth employable.
- Policy to be linked up with policies in economic, employment and social development arenas.
- Skill development for persons working in unorganized sector should be a key part of the strategy..
- Set a target of skilling of 10 lakh youth in next 5 years.
- Create effective convergence between school education with skill development efforts of the government and between Public & Private sectors.
- Mobilise investments for financing skill development and for upgrading and strengthening existing infrastructure.
- Constitute Task Force with Minister Technical Education & Indl. Trg as Chairman and Principal Secretary Tech. Edu, as convener and members taken from industry, academia, Employment & Training, labour, rural development, and other stakeholders.
- Constitute Punjab State Skill Development Corporation on the pattern of National Skill Development Corporation with a corpus fund of Rs. 100 crore
- Work out skill development requirements for new services such as financial services, telecom, health, media, advertising, sales & marketing, tourism, agricultural – based activities, construction, textile, pharmaceutical, urban utilities, entertainment, IT & ITeS and other emerging sectors.
- Update technical education and vocational training to meet needs of the industry
- Create skill development opportunities for school drop-outs.
- Blend Higher Education with Skill Development
- Encash Demographic Dividend
- Actively involve NRIs in building educational infrastructural, social & Environmental causes
- Encourage Industry to provide technical training & financial inputs to skill develop their employees.
- Make Vocational Training attractive
- Facilitate training of trainers
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