

# I.N.D.I.A. TRUST

(INTEGRATED NATIONAL DEVELOPMENT IN ACTION TRUST)

A National Public Non Governmental Organization for Education - Research - Training - Rural and Urban Development - Employment - Executive Management - Social Entrepreneurship – Leadership

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**CALLING ALL THOSE PARENTS, EMPLOYERS, EDUCATORS  
AND NGOs – THE FUTURE OF OUR COUNTRY WHO WILL  
SHARE THE NEW TOMORROW THROUGH THEIR QUEST  
FOR KNOWLEDGE, NOBILITY AND PROFOUND CHARACTER**

We, from I.N.D.I.A. TRUST working on **NATIONAL LEVEL EMPLOYABILITY AND ENTREPRENEURSHIP SKILLS DEVELOPMENT (NEED)** Mission, write as concerned representatives of the Nation's schools, colleges, businesses and NGOs.

We have completed our two decades of experience in the world of connecting learning with living and the implications of those changes of learning.

We understand that schools and colleges do more than simply prepare people to make a living.

They prepare people to live full lives - to participate in their communities, to raise families, and to enjoy the leisure that is the fruit of their labour.

A solid education is its own reward.

This appeal concerns only one part of that education, the part that involves how schools and colleges prepare young people for work.

It does not deal with other, equally important, concerns that are also the proper responsibility of our educators.

We do not want to be misinterpreted. We are not calling for a narrow work-focused education. Our future demands more.

For most of this last decade, as this nation took its services and know-how to the world, India did not have to worry about competition from abroad.

At home, the methodology of mass education emphasized discipline.

Today, the demands on business and employable youth are different.

Organisation must meet world class standards and so must youth.

Employers seek adaptability and the ability to learn and work in teams.

I.N.D.I.A. TRUST has spent 20 years talking to business owners, to public employers, to the people who manage employees daily, to educators, and to managers on the line and their desks.

We have talked to them in their stores, shops, government offices, schools, colleges, universities and manufacturing facilities.

Their message to us was the same across the country and in every kind of job: good jobs depend on people who can put knowledge to work.

New workers must be creative and responsible problem solvers and have the skills and attitudes on which employers can build.

Traditional jobs are changing and new jobs are created every day.

High paying but unskilled jobs are disappearing.

Employers and Employees share the belief that all work places must "Work smart."

From these conversations, we have drawn three major conclusions:

All students must develop a new set of competencies and foundation skills if they are to enjoy a productive, full and satisfying life.

Whether they go next to work apprenticeship, the armed services, or universities, all youth should leave colleges with the know – how they need to make their way in the world.

Less than one – half of our young people possess it.

This know – how will be developing the world class standards for educational performance.

The qualities of high performance that today characterize our most competitive companies must become the standard for the vast majority of our companies, large and small, local and global.

By "high performance" we mean work settings relentlessly committed to excellence, product quality, and customer satisfaction.

These goals are pursued by combining technology and people in new ways.

Decisions must be made closer to the front line and draw upon the abilities of youth to think creatively and solve problems.

Above all, these goals depend on people - on managers committed to high performance and to the competence of their workforce and on responsible employees comfortable with technology and complex systems, skilled as members of teams, and with a passion for continuous learning.

The nation's schools and colleges must be transformed into high-performance organizations in their own right.

Despite a decade of reform efforts, we can demonstrate little improvement in student achievement.

We are failing to develop the full academic abilities of most students and utterly failing the majority of poor, disadvantaged, and minority youngsters.

*By transforming the nation's schools and colleges into high performance organizations, we mean institutions relentlessly committed to producing skilled graduates as the norm, not the exception.*

That, in fact, is the goal of I.N.D.I.A. TRUST's education strategy.

But, these convictions remain abstract issues unless you can understand them in the world of our children's education, our business needs, and the standards of our schools.

This appeal lays out what these convictions mean in practice, on the job and in the school.

Most important, it defines what you must do to protect the future of our children, our businesses, and the health of Indian education.

### WHAT ARE THE KEY CONCERN AREAS OF THE PRESENT STUDENT COMMUNITY?

- LACK OF PERSONALITY
- LACK OF TECHNICAL SKILLS
- LACK OF COMMUNICATION SKILLS
- LACK OF LEADERSHIP SKILLS
- LACK OF CONFIDENCE
- INFERIORITY COMPLEX
- RURAL BACKGROUND
- NEGATIVE MENTAL ATTITUDE
- LACK OF SELF MANAGEMENT SKILLS
- LACK OF SELF MOTIVATION
- LACK OF JOB KNOWLEDGE
- NO PROPER GUIDANCE
- NO ENCOURAGEMENT
- NO EXPOSURE

**I.N.D.I.A. TRUST, in this appeal, carries serious implications for parents, employers, and educators.**

**Parents must insist that their sons and daughters master this know-how and that their local schools and colleges teach it.**

**Unless you do, your children are unlikely to get a suitable career.**

**If your children cannot learn these skills by the time they leave college, they face bleak prospects - dead-end work, interrupted only by periods of unemployment, with little chance to climb a career ladder.**

**Opinions indicate that most Indians believe that schools, in general, need improvement.**

**But they also believe the school their child attends is fine.**

**Both conditions cannot be true at the same time.**

**The larger national problem begins in each of our neighborhood schools.**

**We can do several things to improve our education.**

**First, display the skills prominently in your home and discuss them, often, with your children.**

**Make sure they understand what you expect.**

**Second, take the list with you to your child's school and find out where and how the school is equipping your child with these skills.**

**Organise a parents' meeting to discuss I.N.D.I.A. TRUST's findings and what your school is doing about them.**

**Finally, make sure your school principal and your school management knows of your interest in these competencies and this foundation.**

**Employers must orient their business practices to hiring and developing this knowhow in employees.**

**If you do not develop a world-class workforce, your business will be at risk inevitably.**

**If, for example, only 60 percent of your employees have these skills you are wasting much more on rework, poor quality, and late deliveries than your competitors.**

**Here is what an employer can do.**

**First, reorganise your workplace into the high performance environment of the future.**

**Nine out of ten employers are operating on yesterday's workplace assumptions.**

**Do not be one of them.**

**Second, invest in employees so that they can obtain the skills needed to succeed in this new environment.**

**Third, tell educators clearly what is needed and work with them to accomplish it.**

**You know that students have to believe that you care about what they learn.**

**Employers who value performance in high school when they make their hiring decisions provide students with the right signal: learning and earning are related activities.**

**Finally, use the materials we provide to confirm that the EMPLOYABILITY AND ENTREPRENEURSHIP DEVELOPMENT skills accurately reflect local workforce requirements.**

**Having confirmed these skills, make sure your local schools and colleges never loses sight of them in its instructional planning.**

**By doing so, you will support our efforts to put World Class Standards - incorporating the EMPLOYABILITY AND ENTREPRENEURSHIP DEVELOPMENT vision into Indian schools, colleges and workplaces.**

Educators have to instill in students the perspective on results that the **EMPLOYABILITY AND ENTREPRENEURSHIP DEVELOPMENT** skills demand.

If you do not, you will be failing your students and your community as they try to adjust to the next decade.

You, more than anyone, are responsible for helping our children develop the skills they need.

Here is how educators can help.

First, tell your students what the standards are - what is expected of them.

Second, give them the benefit of a fair and firm assessment of where they stand and what they need to do.

If they pass from one standard to another and receive progress reports and degrees without mastering these skills, they cannot make their way in the world of work.

Third, inject the competencies and the skills we have defined into every nook and corner of the school and college curriculum.

Your most gifted students need this know-how, and so do those experiencing the greatest difficulties in the classroom.

We are convinced that if students are taught the know-how in the context of relevant problems.

You will find them more attentive, more interested - indeed, more teachable - because they will find the coursework challenging and relevant.

Finally, ask for the materials we can make available to you.

Use them in your local communities to have your students confirm that the **EMPLOYABILITY AND ENTREPRENEURSHIP DEVELOPMENT** skills represent real works in your home town.

We know that some schools are already transforming themselves.

They serve as the inspiration to build "a New Generation of Indian Schools."

We know, too, that many Indian teachers are accomplishing wonders against formidable odds, and that most would do the same if given the opportunity.

We hope to encourage these developments so that all schools, for every student, can be transformed.

Above all, we know that many students work very hard. But many more do not because they do not believe the lessons they are learning are connected to the real world or that the degrees they are earning will bring them a brighter future.

This appeal addresses one obstacle that stands in the way of that future.

Employers have never clearly told educators what students need to know and be able to do in order to succeed.

This document is our opening statement about the future of your children, your business, and your school. It provides a general description of what is required.

We have created this first statement with the advice of experts, educators, employees, supervisors, and business and social leaders from around the nation.

Do not take our word for it.

Our conclusions must be tested in your homes, schools, and places of business. Join us in this conversation and share your thoughts with us.

Write, call, and visit our website for more information about the **NATIONAL LEVEL EMPLOYABILITY AND ENTREPRENEURSHIP SKILLS DEVELOPMENT** project and for the tools and materials that can help you test these ideas and propositions for yourself.

## MODULES FOR HOLISTIC DEVELOPMENT

- Personal Development Skills
- Interpersonal & Communication Skills
- Time Management - Goal Setting
- Rural Development Technology
- IQ - PQ - EQ - SQ – Integrated Personality Development
- Educational Development Services
- General Knowledge & Current Affairs
- Participating in Competitive Exams
- Basic Computer Skills
- HRD & Human Potential Development

- Nation Building Activities
- Managerial & Administrative Skills
- Business English for Entrepreneurship
- Connecting learning with living
- Leadership Skills
- Creative & Thinking Skills
- Individual Social Responsibility
- Entrepreneurship Skills
- Employability Skills

## ATTITUDES REQUIRED OF GRADUATE STUDENTS

Parameter	Suggested testing methods
Domain Subject knowledge	As in university examination but to assess critical competencies Paraphrasing ,short answer, multiple choice, matching ,true false etc.
Subject and Computer Skills	Skills are to be assessed while in action. But, knowledge of situational, procedural, process-related, action –related etc. Skills can be assessed, to start with, through a written test. Methods testing computer skills are widely available.
Data interpretation	Well-established models are available in tests like in CAT. Data tables, graphs and pictures can also be added to testing paragraphs
Problem solving and application	Methods are available in physical sciences and commerce. Situational and short answer questions with or without numbers in other subjects. Finding of application of knowledge and relating evidence to theory can be tested through a variety of question.
Creativity	New solutions for existing problems, new design over the existing ones, questions that demand imaginative solutions and creations
General communication and soft skills	Methods for testing writing skills are available in plenty in the university exam system. Testing speaking and soft skills in written form by asking situational questions will assess speaking skills to some extent to start with.
Logic and reasoning	The methods are well established and being used by several recruiting agencies.
Quantitative ability	Here also the methods are well established as above
General ability	Methods followed in standardized testing like civil services can be adopted but with a wide range of types of short answer questions. Abilities like finding relevance and interrelations, analysis and judging can be tested
Attitudes	Standardized psychological testing methods are available

## ATTRIBUTES REQUIRED OF GRADUATE STUDENTS

**Aggressive**  
**Ambitious**  
**Assertive**  
**Astute**  
**Attention to detail**  
**Commercial awareness**  
**Creativity**  
**Commitment**  
**Competitive**  
**Conceptual**  
**Dedicated**  
**Determination**  
**Diplomatic**  
**Disciplined**  
**Discretion**  
**Drive**  
**Dynamic**  
**Empathetic**  
**Energetic**  
**Ethical**  
**Enthusiasm**  
**Extroverted**

**Firm**  
**Flair**  
**Flexibility**  
**Hands on approach**  
**Hard-working**  
**Imagination**  
**Initiative**  
**Innovative**  
**Integrity**  
**Intellectual capability**  
**Mature**  
**Motivation**  
**Personality**  
**Positive**  
**Pragmatic**  
**Professional.**  
**Progressive**  
**Responsible**  
**Results-orientation**  
**Safety orientation**  
**Self-confident/assured**  
**Self-starter**

## SKILLS REQUIRED OF GRADUATE STUDENTS

**Ability to recognize complex issues**  
**Add value**  
**Administrative ability**  
**Business development**  
**Computer skills**  
**Coping with pressure**  
**Decision policy**  
**Entrepreneurial**  
**Foreign language competence**  
**Attract funds**  
**Graphic skills**  
**Handle things simultaneously**  
**Implementation**  
**Interpersonal**  
**Judgment**  
**Leadership**  
**Liaison**  
**Manage change**  
**Managing**  
**Motivating staff**  
**Negotiation**  
**Analytical**

**Develop policy**  
**Networking**  
**Oral communication**  
**Organizing**  
**Persuasion**  
**Planning**  
**Presentation**  
**Problem solving**  
**Profit**  
**Programming**  
**Relate to clients management**  
**Research**  
**Selling set priorities**  
**Strategy**  
**Supervision**  
**Teamwork**  
**Therapeutic skills**  
**Training**  
**Understand broader picture**  
**Vision**  
**Work independently**  
**Written communication**

