Chapter VI
Findings, Conclusions and Recommendation

Findings
By and large the present study may create an awareness among the teachers, parents and school stakeholders to make use of the clues available in the form of findings / conclusions / recommendations for designing strategic programme towards developing employability skills techniques suitable for the target population to initiate, implement and develop basic employability skills effective and efficient way at all levels of schooling.

Background of basic employability skills
The concept of basic employability skills is often interpreted in different ways. It can non technical vocational skills that teach a trade or prepare participants for pursuing a job or vocation and it can also mean teaching participants various external skills. A third interpretation, and one researcher framed, has more to do with internal capacities and behaviors that allow individuals to “build the needed competencies for human development and to adopt positive behavior that enable them to deal effectively with the challenges of everyday life. Basic employability skills are widely interpreted and this type of programme has to potential to be molded to fit the exact needs of the community. Researcher goals for this research is to create an educational model that would empower the secondary school students. With employability skills that would make them more productive and useful members of society as well as give them the confidence and the skills to choose a path in a life. Researcher vision is to equip children with employability skills and values that would prepare them for general challenges of life and adulthood such as life planning, money management and social interactions, encourage long term thinking and entrepreneurship. By teaching children skills that play a role in various occupations, researcher hoped to encourage them to seek out opportunities of their own choice rather than what society dictates for them.

i) Findings related to Basic Employability Skills
(1) The level of attainment of Understudy Secondary School Students (Std. IX and X) from Pimpri Chinchwad Area in Basic Employability Skills is moderate.
That 50 % to 70 % of the samples falls under this category.
(2) The level of attainment of understudy Secondary School Students (Std. IX and X) from Pimpri Chinchwad Area in the sub skills of Basic Employability Skills with regards to
a) Reading Skills.
b) Writing Skills.
c) Listening Skills
d) Entrepreneurial Skills
are only moderate (59 %, 30 %, 53 % and 71 % respectively) (Refer calculation)

(3) The level of attainment of understudy Secondary School Students (Std. IX & X) from Pimpri Chinchwad Area in the personal qualities with regards to
a) Ethics and Values
b) Motivation
c) Self Confidence
d) HOT Skills
are only moderate (74 %, 66 %, 76 % and 42 % respectively) (Refer calculation)

Calculation for (1), (2), (3)

(1) Range 50 % to 70 %
(2) a) 59 %
b) 30 %
c) 3.2/6 = x/10 \therefore x = 53 %
d) 106.4/148 = x/10 \therefore x = 71 %
(3) a) 29.7/40 = x/10 \therefore x = 74 %
b) 19.8/30 = x/10 \therefore x = 66 %
c) 15.18/20 = x/10 \therefore x = 76.0 %
d) 8.54 / 2.0 = x/10 \therefore x = 42 %

(Refer Table VI (a), Page 122 of thesis)
The secondary school education is a major source for acquiring basic employability skills (BES) It offers the students of different categories the same exposure for a short duration. Private coaching is given in majority schools to weaker students. The state or well as central governments on their part offer free coaching campaigns at different levels for deserving students in the underprivileged classes. Moreover, reservation of seats in higher and professional studies, relaxation in marks and ages at the every points, concession in payment of fees, monetary assistance to buy books and meet travel expenses, reservation of vacancies in the job market and so on and so forth for students of socially privileged communities have gave a long way in reducing the gap between them and the privileged ones in the field of education. Therefore this may also be considered as a reason for the moderate level of achievement shown by students of different schools in Basic Employability Skills. Social status does not have any significant impact on acquiring Basic Employability Skills.
Hence the level of attainment of basic employability skills in Marathi Medium Secondary Students is moderate.

ii) Findings related to Basic Employability Skills and Gender

1) The Boys of Understudy Secondary School Students (Std. IX and X) from Pimpri Chinchwad Area are moderate in Basic Employability Skills. That is 50 % to 70 % of the sample falls under the category.

2) The level of attainment of Boys in the sub skills of Basic Employability Skills with regard to
   a) Reading Skills.
   b) Writing Skills.
   c) Listening Skills
   d) Entrepreneurial Skills
   are only moderate (58 %, 20 %, 53 % and 72 %) respectively (Refer calculation)

3) The level of attainment of Boys in personal qualities with regard to
   a) Ethics and Values
   b) Self Motivation
   c) Self Confidence
   d) HOT Skills
   are only moderate (73.5%, 65%, 79% and 42 %) respectively (Refer calculation)

4) The Girls of Understudy Secondary School Students (Std. IX and X) from Pimpri Chinchwad Area are moderate in Basic Employability Skills. That is 50 % to 70 % of the sample falls under the category.

5) The level of attainment of Girls in the sub skills of Basic Employability Skills with regard to
   a) Reading Skills.           b) Writing Skills.
   c) Listening Skills          d) Entrepreneurial Skills
   are only moderate (60 %, 23 %, 55 % and 71 %) respectively (Refer calculation)

6) The level of attainment of Girls in personal qualities with regard
   a) Ethics and Values         b) Self Motivation
   c) Self Confidence           d) HOT Skills
   are only moderate (75 %, 67 %, 79 % and 42 %) respectively (Refer calculation)

7) In Standard IX and X students skills of Basic Employability is not found to be influenced by gender. Both Boys and Girls have scored similar results.
The present study was made with an assumption that gender would influence the skills of basic employability. But it is proved wrong. Generally girls are soon withdrawn from schools and this reflects society’s attitude towards girls. Boys are independent inside and outside home and they are not much restricted like girls. They are more dominating at home and school compared to girls. Boys have some more time to study and they can maximum utilize the study time available. But at the same time due to physical conditions and duties at home, girls are not able to utilize their free time available for their studies. Boys are encouraged to participate in co-curricular and extracurricular activities which are denied to girls though they are interested in them. Girls are unable to make use of their latent talents and they are in a shell. Due to all the above reasons a difference was expected in basic employability skills. But the result of present study shows that both boys and girls are of the same category that is “moderate”.

It shows employability (a cognitive characteristic) is not affected by the cultural elements found in the life style of both the genders. It also upholds the fact that cognitive development is of the same level for both girls and boys. It may be attributed to the similarity of the educational environment available for both of them, like same school setting, same classrooms, same learning materials and methods of teaching, same type of examination etc.

Due to these, the cultural variations in the bringing up of boys and girls are found to be nullified so as to wield any influence over the skills of basic employability.

Hence Boys and Girls at Std. IX and X are very much identical in their skills of basic employability Investigator investigated and found that gender differences are not significant with regard to basic employability skills (BES).
iii) Findings related to Basic Employability Skills and Area

1) The level of attainment of Understudy Secondary School Students (Std. IX and X) from Urban Area of Pimpri Chinchwad in Basic Employability Skills is only moderate. (50% to 70%)

2) The level of attainment of Understudy Secondary School Students (Std. IX and X) from Semi Urban Area of Pimpri Chinchwad in Basic Employability Skills is only moderate. (50% to 70%)

3) The level of attainment of Understudy Secondary School Students (Std. IX and X) from Rural Area of Pimpri Chinchwad in Basic Employability Skills is only moderate. (50% to 70%)

4) Standard IX and X student’s skills of Basic Employability is found to be influenced by Area of Schools.

5) Skills of Reading and Listening of Standard IX and X students are influenced by the Area of schools. Students from Urban Area scores better than others. (Semi Urban and Rural)

6) Skills of writing, High Order Thinking, Entrepreneurial Skills and Personal Qualities like Ethics and Values, Motivation and Self Confidence are influenced by the Area of schools. Students from Rural Area score better than others (Urban and Semi Urban Area)

Secondary students from Urban Area scores high level of attainment in Reading and Listening skills than that of semi-urban and rural schools. Reading and Listening skills required congenial atmosphere to master it.

Both skills are difficult to learn at school. The social background is also important factor which develop these both skills. Home environment, quality family life and parents education are some important major social factors which contribute a major role to acquire these skills. For urban background, all these factors are present substantially than that rural and semi-urban background. Secondary students from rural and semi-urban area scores high level of attainment of skills of writing, high order thinking skills, personal qualities etc. Most of students of above categories are belonging to lower middle or lower class of society. Most of the parents of these students are working on daily wages. But situations are changing-Parents in socially backward communities are keen on the educating their wards to the level possible to provide a better future for them. Measures taken by Government to bring than into mainstream of life are also equally important. Parents become more confident alert for their pupils future.

The present study shows that the attainment levels of basic employability skills among secondary students from Urban, Semi-urban and Rural area are moderate.
Rural and Semi-urban locality may have large percentage of middle class and lower middle class population trying to come up in life through education. Therefore they may consider education much important. As a result teachers in Rural and Semi-urban schools may be forced to work harder to make the students learn better. But, academic skill activities may be predominant in the urban class families due to the availability of newspapers, magazines and periodicals. Thus urban students may be better equipped than Rural and Semi-Urban students in the basic skills of reading and listening.

The present study states that Urban students are superior in Reading and listening skills. In Urban locality, majority of the population are from middle class. A large percentage of them may be in white collar or blue collar jobs with higher academic or technical qualifications. Therefore for their children there may be a better exposure to reading and listening related activities. It is confirmed by the higher level achievement of Urban students in the skills of Reading skills and listening skills. Moreover it also reveals the fact that the higher economic and higher Social status of the Urban placed pupils and the lower economic and lower Social status of the Semi-urban and Rural oriented pupils are of no use for the respective pupils with regard to their development of reading and listening skills.

Likewise area of school seems to influence the thinking and personal skills of standard IX and X students. The general criticism is that students from Semi-urban and Rural schools are poor in personal skills. Dhanger (1985) states that pupils from Urban areas are better in personal skills compared to Rural students. Patil (1985) states the Urban groups are superior to the Rural groups on English language achievement. Srinivasa Rao (1986) states that students in Rural are significantly backward when compared to the students in Urban areas in personal skills. All this shows the higher level achievement of Urban students over Rural students in the skills of reading and listening. Naturally, therefore one may presuppose the presence of positive attitude towards academic skills in these students. But, the present study shows that students in Semi-urban and Rural areas are better in thinking skills. In the case of Rural students their attitude towards other skills is positive unlike the students of other categories. But in spite of this they are of the moderate level as others in Reading comprehension. It may be because of the pull of certain other intellectual, social, emotional and linguistic factors found in them. However, the presence of positive attitude in them shows there tendency to go up higher and higher in the ladder of education.

Hence the level of attainment of basic employability skills of secondary school students is influenced by area of school.
iv) Findings related to Basic Employability Skills and Type of Schools
1) The level of attainment of Understudy Secondary School Students (Std. IX and X) from Pimpri Chinchwad Corporation Schools is only moderate in the BES. (50 % to 70 %)
2) The level of attainment of Private Marathi Medium Secondary School Students (Std. IX and X) from Pimpri Chinchwad Area is only moderate in the BES. (50 % to 70 %)
3) Standard IX and X student’s skills of Basic Employability is found to be influenced by type of schools.
4) Students from Private Marathi Medium Secondary Schools Scores better than students from Pimpri Chinchwad Corporation Schools in the BES.
Secondary students from Private Marathi Schools scores high level of attainment of Basic Employability Skills than that of Pimpri Chinchwad Corporation Schools.
Majority of students from Private Marathi Medium School are belonging to middle and lower middle class. Lack of proper home environment, quality of family life & parents education etc. are some economical and social factors which may lead to difficulty to acquire the basic employability skills for corporation schools students.
Also the negative attitude of stakeholders for educational development of corporation schools is major cause for it. Most of students of corporation schools are belonging to lower strata of society like slum area.
Hence the level of attainment of basic employability skills in Marathi Medium Secondary Students is influenced by type of schools.

v) Findings related to Basic Employability Skills and Medium of Schools
1) The level of attainment of Secondary School Students (Std. IX and X) from Semi-English Medium Schools from Pimpri Chinchwad Area is only moderate. (50% to 70%)
2) The level of attainment of Secondary School Students (Std. IX and X) from Marathi Medium Schools from Pimpri Chinchwad Area is only moderate. (50 % to 70 %)
3) Standard IX and X student’s skills of Basic Employability is found to be influenced by medium of schools.
4) Students from Semi-English Medium Secondary Schools Scores better than those from Marathi Medium Secondary Schools from Pimpri Chinchwad.
Secondary students from Semi-English Medium scores high level of attainment of basic employability skills than that of from Marathi Medium Schools.
The criteria of selection of Semi-English students are academic result. Hence the Semi-English student are more serious and studious, hardworking students than of Marathi Medium Students School are also paying more attention towards Semi-English students.
Naturally the levels of interest in studies, intelligence and cognitive ability etc. are present more in Semi-English Students. Hence Semi-English students are more competitive than Marathi Medium Students.
Hence the level of attainment of basic employability skills in Marathi Medium Secondary Students is influenced by medium of schools.

Observations for Basic Employability Skills

Academic Skills
It suggests that students are moderate in the skill
It may be due to classroom teaching. Most of teacher read and explain the text book. Loud reading is the only form of activity found in the every class rooms Speaking of English is totally absent. Writing from memory occur now and then. Because of these students may have a passive understanding of reading and writing aspects.

1) The common practice in the schools undersurvey is to make memorize answer by teachers.
2) But it was rare to come across students engaged in creative writing and oral communication in English.
3) Thus researcher is concluding that outside the classroom also reading was the only skill that is used often and more than of other three language skills i.e. listening, speaking and writing.
4) Only for the purpose of exams students were reading the text. In exams there were more factual questions and hence they were doing only surface level reading.
5) Higher level skills such as organizing or sequencing information gathered for further analysis was moderate.
6) Schools also fail to provide systematic teaching of academic skills to students. Success in developing academic skills in students depends on the teacher.
7) Personal and social adjustments, home condition peer relations, teacher pupil relations all influence attainment level of basic employability skills. But the skill is the moderate. It makes one think that there are certain factors personal or environmental influential enough to nullify the negative effect of it.
8) Cognitive ability i.e. understanding ability may be essential for the acquisition of specific skills such as reading, writing and listening which is often considered as a powerful mean of knowledge acquisition, structuring and application of the acquired knowledge.
9) The higher level cognition tasks call for a higher level analyzing, synthesizing and evaluating skills. But the subjects being dependent may not be highly analytical or evaluative to cope with the demands of higher level tasks of cognition. This may be reasons why they were only moderate in their skills of basic employability.
a) Reading Skills : The attainment level overall result of was moderate (60%). In the reading component of tests, students were expected to read two unseen extracts and demonstrate their understanding of directly stated information and ideas. They were also asked to write their response for factual and personal response type questions. They were also asked to make inferences and to interpret by connecting the meaning of the texts to their personal knowledge and experience.

b) Writing Skills : The attainment level for these skills was found to be moderate. In the writing component of tests, students were given two descriptive questions one was to prepare a report based on events and second was to write a paragraph on information presented in diagram. The assessment factors to test power of expression and extracting information, to present in a diagrammatic form etc.

c) Listening Skills : The results were moderate level of attainment of basic employability skills. In the listening component, students were given two types of tasks listening and writing words and sentences. In this test, the ability to listen with understanding of words phrases, short sentences and to write it correctly was tested.

d) High Order Thinking Skills : The overall result was moderate level of attainment. In the thinking skill component students were given a text consisting 20 multiple choice questions. The main criteria for assessing were to test the ability of synthesis, analysis, evaluation and creativity etc.

e) Personal Qualities and Skills : The results for attainment level for Ethics and Values, Motivation, Entrepreneur Skills and Self Confidence were moderate. To assess all these skills, open-ended multiple choice questionnaire was framed and conducted.

**General Observation for Secondary Students under Survey**

i) Confidence : Belief in one's abilities allows a person to aspire and achieve. They would have to be confident enough to stand up to pressure and believe in their own decisions. The under survey students were found less confident.

ii) Coping with Stress (Time Management) : School-going children in Marathi Medium School have various stresses and time commitments. Besides going to school, they attend tuition, maybe go to work, and have various responsibilities in the house, particularly girls.
iii) Creativity and Resourcefulness: Creativity allows children to utilize and express their individuality. It provides an outlet for energy that may not be applicable elsewhere. Since schools do not encourage originality, children seemed to rarely tap into their creative sides. Even while doing arts and crafts, children tended to follow the model rather than creating something of their own. This lack of creativity transcended artistic creativity and also showed itself in children's problem solving and critical thinking capabilities. They were so used to memorizing single answers to questions that they never considered how to find answers and solutions to questions and problems. Resourcefulness is a related topic that the researcher felt would be useful to children. By learning how to be resourceful or think creatively about obstacles, children would become better problem solvers and more efficient workers. The undersurvey students were found less creative and resourceful.

iv) Critical Thinking: Critical thinking skills allow one to fully analyze and assess problems or situations. They are tools to put pieces of a puzzle together and understand the different parts. Based on the common occurrence of children being unable to answer the same question posed in different ways, critical thinking skills would be beneficial to them. Undersurvey student have not been taught how to analyze and understand different parts of issues and situations. The education system taught them to accept whatever was dictated to them. Given the method of examination in schools, which often pulled exactly from textbooks and in which teachers sometimes even give questions ahead of time, children do not have to understand the inner workings of any given topic in order to receive good marks. Critical thinking skills can equip children with the ability to think through situations carefully and will aid in their decision making and problem solving skills. Very few students who were underserved were found to think critically.

v) Futures and Long-term Thinking: Researcher found that students under survey were rarely asked what their dreams were or what they hope to be when they grow up and often felt that they did not have the option to have these dreams; they would go into whatever was decided for them by family or society. This kind of thinking leads children to put off developing their potential and just accept whatever fate dictates so this module was aimed at preventing this. Thinking about the future and developing aspirations would give children something to work toward.

vi) Effective Communication: Communication is a skill every person needs in life to build relationships and interact with other people. Researcher found a lot of the students undersurvey were uncomfortable talking in front of others and when they did many of
them spoke in a similar manner that they must have been taught in schools: arms folded, looking distantly, and talking quickly as if reading off a list. Researcher wanted them to learn how to speak effectively and to recognize that their body language also conveys messages to other people. If they wanted to enter a professional job, they would have to learn these skills.

vii) Interpersonal Skills: It is necessary to know how to interact with different types of people at home, school, and work. Children sometimes behave the same way with adults as they do with their peers and may therefore create an unfavorable impression of themselves. Once children learn how to behave with different types of people, they will build better relationships and will be able to get what they want.

viii) Problem Solving: Children face various issues at home, school, work, and in society. Often problems seem overwhelming and it is difficult to see or find a solution to them. With problem-solving skills, children will learn to break down problems into manageable parts so that they can work to find a solution. Problem solving is a key component of this research, which aims to address children’s problems. For this research, it was moderate.

Comparison of Private Marathi Medium Schools from Chinchwadgaon and Bhosari

1) Private Marathi Medium Schools in Chinchwadgaon

Chinchwadgaon is one of the highly socio-economically developed areas of Pimpri-Chinchwad Corporation. Mostly Marathi Medium students are from a lower socio-economically and socially privileged class. Many of upper class students are learning in CBSE and English medium schools. One of the more prominent things, researcher noticed in these groups was that students from Marathi medium schools were found in active and reluctant to participate, lacking confidence.

2) Private Marathi Medium School in Bhosari

Bhosari is the area when mostly people are working in small-scale industry. It is a one of the least developed area in Pimpri-Chinchwad Corporation consisting major slum area. Surprisingly it is found that the secondary school students from Private Marathi Medium School were eager to learn & participate. There was no gender discrimination against girls. Hence by comparing both schools one from developed area (Chinchwadgaon) and one from undeveloped area (Bhosari) following conclusions can be made

1) Private Marathi Medium Schools from developed area are lagging behind in overall development of students.

2) Private Marathi Medium Schools from undeveloped area are better in overall development of students.
Effect of community level on Basic Employability Skills

Majority of the students randomly selected from schools were belonging to privileged section who fall under ‘moderate’ category in the basic employability skills. Many studies (Aikara, J., 1990; Mistry, D.S., 1988; Wadhawan, B.G., 1988) have shown that the students’ level of achievement in school subjects is bound to differ according to their communities. Generally students belonging to forward communities hail from families which are socially, economically and educationally well off. As these families have good reputation in society, their children may get good recognition in the schools. Obviously they won’t be first generation learners as their elders are highly educated. They may get timely help and proper academic guidance from their elders. Besides a decent living, they are blessed with the sources needed for a good academic pursuit. Since all these essential resources are just open to them, they are expected to be better than students of other communities.

Privileged community students, mostly belong to middle and lower class families which predominantly rely on educational endeavors. Education being their only asset they embark on salaried jobs. Higher the education, the higher will be their occupational status. Therefore parents in privileged communities are keen on educating their wards to the level possible to provide a better future for them.

For long, socially backward families were economically and educationally deprived. Fundamental rights were denied to them and they were kept as a separate entity in all social activities. Now by the measures taken by the government, they are being brought into the main stream of life. Therefore majority of the learners of these communities are first generation learners and as such they are unable to get educational guidance from their elders. They seldom get opportunities to study in schools with good infrastructure. Still they are not exposed to good educational environment inside and outside their home. The surrounding in which they are reared does not enable them to listen to instructions of competent teachers. By the governmental assistance in the form of free education, scholarship, mid-day meal, free books, uniform etc. they get some education instead of nothing. Due to this lower Social status and economic and educational backwardness, socially privileged students may not stand on par with students of other communities. Many research studies (Singh, 1975; Singh, 1979; Das, 1969) state that students of socially privileged are of less calibre and intelligence than students of other communities. Contrary to this some studies (Prince, 1981; Sharma, 1982 and Singh, 1982) found that the educational aspirations of the backward community students were high and these students did not take the occupations of their father. Their
educational aspirations are as high as that of the students of the privileged classes. Financial assistance and reservations may have facilitated their educational advancement.

Because of all the above reasons difference in scholastic achievement between the two different communities are anticipated. But, the present study shows that both come under the ‘moderate’ category in the skill of basic employability skills. The following may be the reasons why all are of the same level in basic employability skills.

The school, which is the only source for learning English, offers the students of different categories the same exposure to the second language. The researcher has undertaken this study only in regional Marathi medium schools and hence all the students are exposed to English language only for a short duration. They are expected to learn English during the English period lasting for only 45 minutes a day. Students as such, irrespective of their community make only a poor use of English inside and outside the school, i.e., students of different communities are on the same plane as far as English is concerned.

This may also be attributed to their long years of education, i.e., from standard I to standard VIII, IX. Marked difference expected or found in the students of these categories at the entry point may have been erased off by these nine long years of exposure to education of same kind and same status. It explains, therefore, the phenomenon of students of different communities pooling at the moderate level in their of basic employability skills.

Private coaching is given in majority of the schools to weaker students. It also helps in language improvement. Moreover there are certain social organizations which offer free board and lodge to certain categories of students who can’t afford to pay for these facilities. The state as well as the central governments on their part offer free coaching campaigns at different levels for deserving students in the underprivileged classes. Moreover, reservation of seats in higher and professional studies, relaxation in marks and age at the entry points, concession in payment of fees, monetary assistance to buy books and meet travel expenses, reservation of vacancies in the job market and so on and so forth for students of privileged communities have gone a long way in reducing the gap between them and the privileged ones in the field of education. Therefore this may also be considered as a reason for the ‘moderate’ level of achievement shown by students of different communities in basic employability skills.

However the differential analysis of the individual attainments of two three groups reveal significant differences between the students of privileged and forward communities. Many studies (Patel, 1984; Singh 1979 etc.) show that caste plays a major role in predicting school achievements. Forward community students are superior in school performance to privileged
community students. Students of forward communities are often exposed to good interpersonal interaction at home. Since all the members of the families are educated, there is a possibility of sharing their experiences in a variety of ways, i.e., the language, be it Marathi or English, may be used in different forms to suit different situation. Standard form of the language may be used even in ordinary communications. All these lead to a favourable home condition for forward community students to make use of the language for different communicative purposes. They get plenty of chances to visit libraries and to have libraries at home where they can collect and read books of their own choice. As they have televisions at home and avail many English satellite channels like BBC, Discovery etc. they are exposed to variety in the use of the language. Hence it may be interpreted that these factors may have caused positive effect over the attainment of the forward community students in basic employability skills.

Effect of Parent’s Education on attainment level of basic employability skills
Presence of basic employability skills is not influenced by Parental education. It shows that Parental education may foster academic skills readiness, but not necessarily positive academic skill attitude. Moreover, it gives rise to the fact that possession of a particular type of skill need not necessarily give rise to a positive attitude towards the performance of that task. In the same way Parental education is not found to influence the Cognitive style of standard IX and X students.

Effect of Parent’s Annual Income on attainment level of basic employability skills
From this it may be presumed that Parental education and Parental annual income are interrelated. Higher Parental education, may lead to higher Parental annual income. Higher Parental annual income leads to greater availability of academic skill sources. Srinivasa Rao (1982) and Dass (1984) stated that the academic skills of children depended mostly on socio-economic status. When the annual income is high the socio-economic status will also be high. When there is high socio-economic status, there may be a chance of getting more educational oriented appliances such as computer, videocassettes etc. In such families one can expect very good encouragement and motivation for higher studies. Thus it may be concluded that because of these reasons, students from high Parental annual income families are found to do better in basic employability skills.

The present study shows that the Parental annual income does not influence basic employability skills and all its components. It seems to contradict the previous finding related to Parental income (Patel, 1983) which states children of higher income group parents were superior in skills. It may be inferred therefore that income of the parents is not in
correspondence with their education and there may not be characteristics common to
education and income, for the sample taken for the study.
As basic employability skills also is not influenced by Parental annual income. The
population of this study comprises pupils of standard IX and X studying in government and
government-aided institutions. All such institutions have similar structure, similar mode of
teaching, similar mode of examinations etc. Therefore the expected linguistic differences in
the students of different Parental annual income may get nullified because of the climate of
the school from where they get education. In the same way Cognitive style is also not
influenced by Parental annual income. Thus it may be concluded, that in the case of students
of different Parental annual income, the psychological characteristics like attitude Cognitive
style is of no use in developing their skills of academic. Moreover, it suggests the fact that the
psychological characteristics are almost the same for high, moderate and low Parental
education and Parental annual income groups.

Observations about Pimpri-Chinchwad Corporation Schools

i) Physical Environment
The most salient characteristics that stuck researcher in each school was the school
environment. Children were seated in spacious class rooms that often had proper teaching
and learning instruments. They had big desks or benches on which they could sit seat
comfortably or arrange their books so as to be able concentrate on learning. There was of
the upto 40-50 students for one teacher. There was no noise distraction from inside and
outside schools.
Most of all amenities which are given to Private English medium students were available
for these corporation school children’s.

ii) Parents and Students
Most of the parents are working on daily wages. Very few parents are doing jobs in big
companies like Tata, SKF, Bajaj etc.
More than 90 % students were belonging to privileged class Girls students, were found to
be more serious, sincere, interactive than boys students. While interacting with students,
few students were found to be interested and responsible. Many students looked bored and
many would talk or play with class mates. They did not interact, ask questions or indicate
whether they understood what was being questioned.
iii) **Teaching:** The teaching methods generally amounted to one-way didactic process, where the teachers and students did not really interact. Teachers read from textbooks and went at one pace regardless of whether or not the whole class was following. The teachers tried to be strict with the children, but did not always have a great amount of control over the students. Researcher noticed no teaching aids other than the textbook were given to teachers.

iv) **Overall Observations:** The way the students were being taught was not effective. They did not have a nurturing environment where they could focus on learning. They were being taught to simply memorize facts rather than fully process and understand concepts. The student was not learning how to think for themselves or how to apply concepts to different situations. Creativity was being stifled by the non-interactive lecture format and lack of stimulating teaching materials. The forms of discipline prevented teachers from gaining the trust of the children or promoting a sense of respect for children or adults. Student learned to communicate both verbally and physically in an aggressive manner. Besides not properly learning the academic subjects, the thinking and learning techniques that are imbibed through schooling and that are important in non-academic life, were not being learned. Children were reluctant to think for themselves and did not seem to value originality. There was usually a set of talkative children who were quick to volunteer answer and the rest of the children were content to let them handle class participation alone. There was a lack of desire to achieve. Children did not seem to their exams seriously and when results arrived, children seemed to accept their marks as matter of fact. They did not seem to fully grasp their role in achieving high marks. Judging by some of the children's notebooks that researcher saw, it seemed that study habits were not taught to the children. Organization skills were lacking and note taking was haphazard such that if researcher asked children to refer back to their notes to find an answer to a question, they were either unable to find the information or their notes were be incomplete.
Conclusions

1. Some skills are difficult to learn at school. The social background is also important factors which develop these skills. Home environment, quality family life and parents education are some important major social factors which contribute a major role to acquire these skills. For urban background, all these factors are present substantially than that rural and semi-urban background. Hence secondary students from urban schools are more prominent in the reading and listening skills.

2. Secondary students from rural area scores high level of attainment of writing, high order thinking skills and personal qualities and skills.

3. Major students from rural area are belonging to lower middle and socially and economically backward area. Most of Parents are working in small scale industries.

4. Situation are changing. Parents from rural area are keen on the educating their wards to the level possible to provide a better future for them. Due to measures taken by government they are being brought into the main stream of life. Also teachers from rural schools are working hard to make the students learn better. The general criticism is that students from rural schools are poor in academic skills. When compared to the students in urban and semi-urban areas naturally, one may presuppose the presence of positive attitude towards basic employability skills in urban and semi-urban students.

5. The present study shows that students in Rural areas are better in writing skills, higher order thinking skills and personal skills. It may be because of the pull of certain other intellectual, social, emotional and linguistic factors found in them.

6. Though the most of parents of rural students are either uneducated or lower educated, the attainment level of basic employability skills is not influenced by parental education.
Recommendation

Following framework of strategic recommendation may be initiated to implement the identification, teaching, development, assessment, certification and evaluation of basic employability skills at secondary schools.
1) Teacher’s Enhancement
It is the teacher who interprets and implements the educational policy in the actual classrooms. He or She is the most crucial person in the system.

Some Recommendation for Teachers

1) He or she can communicate to students that they have the ability to perform tasks successfully and that they are expected to do so; provide monitoring and encouragement to help them achieve success.

2) He or she can express work values through classroom instruction. Model attention to quality thoroughness, and a positive attitude.

3) He or she can utilize democratic instructional strategies such as role playing / simulation, problem-solving exercises, and group discussion with students; keep the use of lectures and reward structures to a minimum.

4) He or she can adapt instructional strategies to the tasks being taught and to the students performing them; do not hold rigidly to texts or syllabi.

5) He or she can individualize instruction as much as possible, making use of a range of materials in different media in response to students’ differing learning styles.

6) He or she can participate in professional development activities and / or enroll in classes that emphasize methods to teach employability skills.

Proposed Strategic Action for Teachers
School can conduct induction training programme during pre-service or in-service training to enable to better orient and equip teachers for the teaching basic employability skills. Teachers morale can be boosted and need to be motivated to committing to the pursuit of excellence both in teachers and students. He can become active collaborator in the knowledge exploration to students.

Skill Teacher: A separate paper on skill education would be included in B.Ed. and M.Ed. courses.

School Internship for Teachers
Pre-service and in-service component of teacher education.
Do research of innovation on current educational practice and frame a course for professional Development.
Initiate this model involving a brief theoretical orientation and multicultural and teaching for diversity.
Need to organizing learner centered, activity based participatory learning.
2) School Management
The school is remains instrument to implement educational activities and programme determined by State and Central Government.

Strategic Role for School Management
School Management can make its own strategy through reflection and vision building exercises to implement basic employability skills at schools involving all stake holders. It can take collective responsibility of whole school in a corporate framework. It should make provisions for continuous professional development of school teachers through opportunities for participating in the field of based research and development activities. It can conduct periodic assessment and evaluation of schools against planned quality improvement measures.

3) Skill Based Curriculum

Proposed Strategic Action
The school should focus on problem solving and reasoning skills and decrease the emphasis on rote memorization. Curriculum should focus on inherent creative capabilities of the students. There is need for curriculum that focus on work place skills and restructuring of secondary schools that would deliver those skills.

4) Parent’s Role

Strategic Action for Parents
The school arrange the seminar for parents to make aware what is happening in the society and what is required to develop skills. Parents can play strategic partner with school authority to teach and initiate the basic employability skills in students.

5) Continuous Assessment, Evaluation and Certification
It is need to know the successful implementation of basic employability skills among secondary students. There should be continuous, regular and time bound programme. There should be assessment and evaluation must be done by professional authority. Continuous research and changes should be done according to requirement. Feedback mechanism to identify deficiencies must be conducted.
6) Basic Employability Skills Projects

Following are some illustration of projects which can be implemented at secondary schools for developing basic employability skills.

**List of Projects**

1) School to work transition
2) Employability skills port folio
3) In schools jobs
4) Project based on integrated career curriculum
5) Involving parents in career development
6) Career awareness fair and career pathshala

**Projects in Details**

1) School to Work Transition
   It involves “Learning by doing” links education with real world learning.

2) Basic Employability Skills Portfolio
   It may develop school based competencies with extracurricular accomplishment and identify personal strength and weaknesses.

3) In School Jobs
   It can create formal programme to experience condition of work in the outside world and give students opportunities to apply abstract knowledge to practical problems.

4) Project Based on integrated Career Curriculum
   Curriculum consists human relations, time management concepts, creativity, problem solving skills, critical thinking, oral communication and written communication skills.
   All are integrated in business employment. Students can understand how Maths, Science, the social Science and English relate to business and industry environment.

5) Joining Parents in Their Jobs
   Students can be allowed to have experience what their parents do in their workplace.

6) Career Awareness Fair and Career Pathshala

7) Industry and NGO’s Participation

Secondary school students can and should-acquire 21st century skills not only in the classroom, but also in the community. Students spend only a limited portion of their time in school, but the world beyond the classroom can offer significant teaching and learning opportunities as well.

Educators and states should partner with the business community (Industry) and community-based organizations (NGO) to develop a broad consensus on the basic employability skills
they value. They should jointly implement a strategy to help secondary school students acquire basic employability skills, both in traditional educational settings and outside of school, including workplace experiences and after-school activities.

8) **Focus on Local Area to fulfill the needs**

It has most crucial aspects for decentralisation of jobs. It can initiate for social and economical development of local area. It may satisfy the needs of local employers and enterprise. It can initiate entrepreneurial activities with small and medium enterprises in local areas. It may be useful for skills enhancement of local workforce. It may focus on local industries like Agro-based, dairy service, food industry etc. It can fulfill the needs of local area.

**Employability Skills Training Schools**

Authority can conduct school based Apprenticeships or Traineeship or Vacation Course to offer a Certificate of Skills Holder and to enable secondary students the opportunity to work with employers and complete a nationally recognized qualification. It may link secondary school with vocational educational institutes like ITI, Diploma Course etc. It can offer service for mentoring, motivation career counseling, career guidance etc.