Chapter - I
Introduction

Role of Education for Human Resource Development

Education is the process of Human Resource Development. Human workforce is developed in many ways. Human workforces are also further developed on – the - job through systematic or informal training programmes. Many workers increase their productivity by acquiring new employability skills (technical and non-technical) and perfecting old one. Non technical skills involve basic employability skills. Basic employability skills refer to specific skills essential for employability which can be taught in the schools. If those basic skills of employability are taught in secondary schools effectively and efficiently, it may save costs which are incurred on training and development of entry level employees. Also it will be added value to secondary education. While Primary Education is a basic enabling factor for participation and freedom, for trading a life with dignity and overcoming basic deprivation, secondary education is the gateway for prosperity, for transforming the economy and establishing social justice in any country. It opens the world of work to the youth of the country and contributes to socio economic development of the Community. Secondary Education is a crucial stage in the educational hierarchy as it prepares the students for higher education and also the world of work. With the liberalization and globalization of the Indian economy, the rapid changes witnessed in scientific and technological world and the general need to improve the quality of life and to reduce poverty, it is essential that schools leavers acquire a higher level of knowledge and employability skills than what they are provided in the eight years of elementary education, particularly when the average earning of a secondary school certificate holder is significantly higher than that of a person who has studied only up to class VIII. The present research is focused to find the level of attainment of Basic Employability Skills (BES) among secondary schools students and to study the impact of demographic socio-economic factors like Gender of students, Type of Schools, Area of Schools and Medium of instruction of schools on basic employability skills among secondary school students.
Background of Problem

It is an established fact that, the skill level and educational attainment of the workforce determines the productivity as well as the ability to adapt to the changing industrial environment. A majority of Indian workforce does not possess employability skills which is an impediment in getting decent employment and improving their economic condition.

India, the world second most populous country is a rapidly growing economy with its own set of issues. While its population can become a competitive advantage, the country has to combat a large scale gap amongst its workforce. The Ministry of Human Resource Development (MHRD), in order to improve employability skills, is looking at mainstream vocational education as part of the formal, education system in the country. According to the MHRD report 2011, by 2025, India aims to skill 500 million workforce. While 12.8 million people enter the workforce every year, the current employability skills gap is that of around eight million.¹

India is confronted with the challenge of a growing workforce, with millions of youth entering the labour market every year. There are currently about 122 million young people in the 15-19 age group. Education enrolment and capacity have increased at all levels in recent years, with around 20 million secondary school places added between 2003 and 2008. However, evidence suggests that learning outcomes among many secondary school children are low and vocational and higher education graduates are often poorly prepared for the workforce. Large numbers of Indian youth still end up in low employability skilled, low-paid employment in the unorganized sector, where more than 90 per cent of all workers in India work.

On the supply side, prior to the new policy, the skills development capacity was fairly static at about 3.1 million a year, and thus not sufficient to respond to the growing demand.² In order to achieve high growth rates with a growing population, skill development has emerged as important aspects that needs strategic and planned policy cum intervention. While Primary Education is a basic enabling factor for participation and freedom, for trading a life with dignity and overcoming basic deprivation, secondary education is the gateway for prosperity, for transforming the economy and establishing social justice in any country. It opens the world of work to the youth of the country and contributes to socio economic development of the Community. Secondary Education is a crucial stage in the educational hierarchy as it prepares the students for higher education and also the world of work. With the liberalization and globalization of the Indian economy, the rapid changes witnessed in scientific and
technological world and the general need to improve the quality of life and to reduce poverty, it is essential that schools leavers acquire a higher level of knowledge and employability skills than what they are provided in the eight years of elementary education, particularly when the average earning of a secondary school certificate holder is significantly higher than that of a person who has studied only up to class VIII. The policy at present is to make secondary education of good quality available, accessible and affordable to all young persons in the age group of 14-18 years.³

**Need for Research**

Secondary Education School education plays a central role in the development of human resource and in turn socio-economic development. India is emerging as the fastest growing economy in the world. The success depends largely upon human resource development. We need to tune our secondary education to emerge as the single largest provider of workforce in all spheres of national productivity. Hence teaching and learning of basic employability skills at secondary schools is the need of time. By acquiring basic employability skills at secondary school level, the student can definitely become more empowered and enhanced in human resource qualities. Hence it is need for secondary schools to provide basic employability skills education to students to bridge the gap between skilled and unskilled workforce. There is also need to enhance the quality of secondary education by implementing basic employability skills at schools.

It is need to examine the attainment levels of basic employability skills at secondary schools. Also it is need to study the effect of demographic factors (Socio-economic) on attainment level of basic employability skills among secondary students.

Also the role of school teachers for teaching employability skills is needed to be studied.

This leads to following key questions such as;

- What is the level of attainment of basic employability skills among the secondary school students.
- What are the socio-economical factors (demographic), responsible for development of basic employability skills at secondary schools.
- What is the contribution of school teachers to teach and to develop basic employability skills among secondary school students.
Employability Skills

Employability skills are ability of individuals as per the requirement of the employers and the ability to perform the tasks thereby achieving organizational goals and objectives. Employability skills refer to specific skills essential for employment. They are composite skills (technical and non-technical). These are the critical tools and traits required to perform tasks at workplace. These skills are much sought after these days by employers. The needs of employability skills are different in different industries. As IT industry needs different skill and hotel industry needs different skill. However, certain skills qualities such as communication skills, interpersonal skills, truthfulness, right attitude, analytical skill, decision-making and team building skills are a few which are common and basic skills for every sector. Employability Skills help individual to identify, articulate and develop the skills they need to gain employment, remain employed and be successful in employment at any stage in their working life. The Basic Employability Skills in this research have been identified through U.S. department of Labour’s secretary’s commission on Achieving Necessary Skills (SCANS) in partnership with educators, business, industry representatives.

The employer consensus about employability skills

Diverse workplace requires different employability skills hence it is very difficult to define employability skills. Surprisingly applicant’s academic capability may get less value that of non-academic skills like enthusiasm, discipline. Cotton reported that many of employers would prefer that secondary and higher secondary schools takes a step beyond basic academics and incorporate the teaching of higher level affective skills their curricula. Schug and Western stated that schools are always focusing only on academic goals. Thus, it is extremely difficult to establish a consensus as to which specific employability skills are universally considered the most essential by today's employers. However, in reviewing surveys conducted by others as well as business and government-based studies, a general list is constructed. For example, Poole Identified 76 "critical employability skills" listed within nine categories and those skills focused solely upon one attribute - human relations. Schwartz categorizes list of "job readiness skills" under three headings:

1) Academic Skills;
2) Vocational Skills;
3) Work-Related Habits and Attitudes.
**SCANS Report**

Employability Skills is a group of important skills instilled in each individual in order to produce productive workforce. This is parallel with individuals who have strong characteristics such as a high sense of smell, innovative, productive, skillful, competitive, a strong sense of determination and creative in facing the challenges of nation as Employability skill is crucial in all professions and in education.

Employment skills is in fact a skill required in employment. The preparation to acquire this skills begin when a person is still in the learning process. Thus a board by the name of (SCANS) reports prepared reports on ways of assisting educational institutes and school in producing younger generations who are willing to work. SCANS (1991) stated that the most graduates were yet to have good knowledge of basic skills of occupation. In the beginning SCANS’s report indentified seven skills related to a certain task. However after renewal of SCANS’s (2000) report two groups of skills were formed. They were general and efficiencies.

SCANS’s approach is suitable for secondary school in their preparation of producing students to have employability skills to work in industry SCANS (2001) emphasized that skills and efficiencies are also a part of the measures taken to ensure students to master the criteria required by employers in order to produce high profile workers in various fields and careers. This is because SCANS mainly highlighted on students future and to ensure students in getting the right skills during school days.

The Secretary's Commission on Achieving Necessary Skills (SCANS) was "asked to define the know-how needed in the workplace" (SCANS, 1992; p. ix) and to "determine the skills that our young people need to succeed in the world of work" (p. xiii). Following a 1991 SCANS initial report entitled What Work Requires of Schools, the 1992 report established a list of foundation skills and workplace competencies using input from a broad-based consortium of employers. These skills and competencies, referred to as "workplace know-how", define the five competencies in the "workplace competencies" category as 1) resources, 2) interpersonal skills, 3) information; 4) systems, and 5) technology and the three skills defined in the "foundation skills" category as 1) basic skills, 2) thinking skills, and 3) personal qualities.
**Some Employability skills studied in present research:**

**Effective Communication** is the ability to express both verbally and non-verbally, in ways that are culturally acceptable. It also includes effective listening, speaking reading, writing, acting and gestures etc. Facial expressions and body language convey more than what is expressed through words.

**Critical Thinking** is the ability to analyse information and experiences in an objective manner and perceive the total situation with logic and reasons. Without being swayed by mis-information or false information, if one tries to seek reasons and tries to determine the accuracy and authenticity of each issue many a problems can be done away with.

**Creative thinking** enables us to explore available alternatives and various consequences of our actions and non-actions. The intuitive urge influences one to do things in a novel way with adequate originality, elaboration, fluency as well as flexibility.

**Decision making** is the ability to evaluate information and take informed decision by assessing the advantages and disadvantages of different options. It helps us to deal constructively with decisions about our lives. It involves goal setting, future planning, exploring new options and changing (if need be) decision to adopt to new situations.

**Problem solving** is the ability to identify the problems, their causes and assessing the impact of different solutions as well. This skill enables us to deal constructively with problems that arise in our lives, because significant problems, that are left unattained can caused mental stress and physical strain.

**Workplace Competencies:**

1) Resources: Knowing how to allocate time, money, materials and space.

2) Interpersonal Skills: Knowing how to work on teams, teach others, serve customers and work well with others of culturally diverse backgrounds.

3) Information: Knowing how to acquire data, maintain files, communicate, and use computers to process information.

4) Systems: Knowing social, organizational and technological systems and monitor and correct their own performance.

5) Technology: Knowing how to select equipment and tools, apply technology to specific tasks, and troubleshoot equipment.

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**Basic Employability Skills (BES)**

**Definition**: Group of some important basic or foundation skills / qualities which instilled in each individual to produce productive workforce in all profession

**Advantages of Basic Employability Skills (BES)**

- Enhance employability
- Basic occupational skills for all sectors of employment

**Employee Focus for this research (sectors)**

- Since Basic Employability Skills are work readiness skills, they are very important for employee having basic education (secondary or higher secondary) only

Also Basic Employability Skills are beneficial for entry level employee from sectors like **Marketing, Tourism, Agriculture** and **Construction**

**Basic Employability Skills for this Research**

This study was conducted to examine the attainment level of selected Basic Employability Skills as they apply to secondary schools students to prepare students for entry level positions in workforce. Basic Employability Skills are identified as Basic or foundation or thinking skills or personal qualities.

In 1988, the American society for training and development and the united states department of labor identified basic skills for the work.

In 1991 the secretary’s commission on achieving necessary skills (SCANS, 1991) identified foundation skills and competencies common to all occupations which along with academic skills, were designated as potential indicators of successful entry to the work place.
The foundation skills included following skills.

i) **Basic skills** Reading, Writing, Mathematics, Listening, Speaking etc.

ii) **Thinking skills** Creative Thinking, Decision Making, Problem solving etc.

iii) **Personal qualities** Self-confidence, motivation, sociability etc.

For this research, the researcher decided to focus on ten skills which were selected from employability skills. These skills were grouped as basic employability skills.

I) **Academic Skills**
   - **Listening Skills**: It enables to understand meaning of words and sentences, oral communication, to interpret spontaneous response to etc.
   - **Writing Skills**: It enables to communicate thoughts, ideas, information and messages in writing and creates documents such as letters, directions, manuals, reports, graphs and flow charts etc.
   - **Reading Skills**: It enables to locate, understand and interpret written information in prose and in documents such as manuals, graphs and schedules etc.

II) **High Order Thinking Skills**: [Analysis, Creativity, Evaluation]

   - **Analysis Skills**: To examine carefully
   - **Creativity**: Potential capacity by means of which an individual may produce something original to solve problem.
   - **Evaluation**: To study the facts and then form the opinion.

III) **Personal Skills and Qualities**: Ethics and Values, Motivation, Entrepreneurial Skills, Self Confidence

**Basic Employability Skills for this Research in detail**

**I) Academic Skills**

1) **Listening Skills**: It enables to understand meaning of words and sentences, oral communication, to interpret spontaneous response to etc.

2) **Writing Skills**: It enables to communicate thoughts, ideas, information and messages in writing and creates documents such as letters, directions, manuals, reports, graphs and flow charts etc.

3) **Reading Skills**: It enables to locate, understand and interpret written information in prose and in documents such as manuals, graphs and schedules etc.

**II) High Order Thinking Skills**

1) **Analytical skills**: It is the capacity to examine carefully. It is the ability to analyses information and experiences in an objective manner to perceive the total situation with logic and reasons.

2) **Creativity Skills**: It is the potential capacity to solve problems. It enables us to explore alternatives and various consequences of our actions and non actions.
3) **Evaluation Skills**: It is the capacity to study the facts and form the opinion. It is the ability to evaluate information and take informed decision by assessing the advantages and disadvantages of different option.

III) **Personal Skills / Qualities**

1) **Self confidence**: It enable to believes in own self worth and maintains a positive view of self.

2) **Ethics and Values**: It enables to develop integrity and honesty. It develops trust on values. It helps to understand the impact of violating social beliefs and codes of an organization, self and others and chooses an ethical course of action. It helps to develop beliefs and values that every employee need to be a good citizen in community or in working place.

3) **Motivation**: It is the drive which enable to get things done. It enables to start the activities, direct the activities and continued so that physical or psychological needs or wants are met.

IV) **Entrepreneurial Skills**

It is the ability of the individual possessing wide range of essential skills and attributes to create, cope with and enjoy change and make creative contribution in the word of work whether employment or self employment. It includes the proficiencies like creativity, self belief, energy, initiative and a disciplined and positive attitude towards work.

It starts early in the education journey of the learners and maintain over the entire education period.

**Table I(a) Employability Skills and Job**

<table>
<thead>
<tr>
<th>Employability Skills</th>
<th>Nature of Job / Sector Suitable</th>
</tr>
</thead>
<tbody>
<tr>
<td>1) Writing Skills</td>
<td>Media (Copy writer), Translators, Banking, Journalist</td>
</tr>
<tr>
<td>2) Listening Skills</td>
<td>Interpreter, Teacher</td>
</tr>
<tr>
<td>3) Reading Skills</td>
<td>Advt. Media, TV / Radio</td>
</tr>
<tr>
<td>4) Thinking Skills</td>
<td>Research Assistant, Scientist, Advertising</td>
</tr>
<tr>
<td>5) Motivation, Self Confidence, Ethics and Values</td>
<td>All occupations / Sectors</td>
</tr>
<tr>
<td>6) Entrepreneurial Skills</td>
<td>All occupations / Sectors</td>
</tr>
</tbody>
</table>
Basic Employability Skills is a group of important skills instilled in each individual in order to produce productive workforce. This is parallel with individuals who have strong characteristics such as innovative, productive, skillful, competitive, a strong sense of determination and creative in facing the challenges of nation as Employability skill is crucial in all professions and in education.

**Literature Survey**

By taking into account of a huge availability of literature, it was thought to refer exact material. It was resulted in proper information base.

The basic employability skills in this research have been identified through U.S. development of labour’s secretary’s commission on achieving necessary skills (SCANS) in partnership with educator, business, industry representation.

Also some references are considered from studies in India, which are as follows:

- National policy on education, 1986
- National Curriculum Framework (NCERT) 2005; recommendations of focus group paper on work and education.
- Central Board of Secondary Education (CBSE) reports on entrepreneurship in secondary schools

**Structure of Education System**

The education in system in India generally follow the $8 + 2 + 2 + 3$ pattern which provides 8 year for primary education, 2 years each for secondary and higher secondary schooling and 3 years of university education.

Elementary education aims to develop literacy and numeracy, acquaintance with the social and physical environment, creative expansion and healthy living. Secondary Education aims to develop the intellectual, social and moral qualities essential for democratic citizenship and to prepare young people for entry into the world. While Primary Education is a basic enabling factor for participation and freedom for trading a life with dignity and overcoming basic deprivation, Secondary Education is the gateway for prosperity, for transforming the economy and establishing social justice in any country. It opens the world of work to the youth economic development of the community.

Parents are now prepared to invest more and more on the early education of their children with an eye on their children's possible entry into the emerging job market. While publicly funded state sector of school education has not been able to adequately respond to the new
learning needs of the younger generation, the non-governmental sector has been making visible impact in the scene by responding to their new knowledge, skill and language needs. The rapid increase in English medium schools and computer education centres, not only in the urban areas but also in the semi-urban and rural areas, is symptomatic of this trend.

Today’s labour market has changed dramatically over the past decades. In the past, employees did not require advanced academic or social competencies. Advanced academic proficiency was not necessarily essential for production line employees. Basic reading and writing skills were sufficient. Simple mathematical skills were required.

There in the past generation, secondary schools and high schools not only met but typically surpassed the employability skills needed by the employees. Most of the advanced countries are shifting from a “production driven” economy to a ‘service driven economy’. This shift now required more advanced employability skills. In the past, most of workers were often isolated from the customer, more and more jobs today require considerable social interaction with the customer.

After graduation many students find themselves on the road of life with little direction, their career path developments limited by lack of exposure to a solid career education program. In today’s world students need specific skills that may business leaders and community members feel are lacking in today’s graduated students. The assessment of these skills – the BES is the subject of this study which focus on Marathi Medium Secondary Students in Pimpri-Chinchwad area.

**The Need of Employability skills**

Our country’s economic strength, vitality, productivity and international competitiveness depend upon our capacity to build and maintain a quality workforce. The foundation of quality workforce rests with ability of our countries schools system to provide basic reading, writing and mathematical skills as well as appreciation for work ethics.

The objectives of present work were framed based on above background to study the attainment level of basic employability skills among secondary students. Also, the present work intended to study the effect of socio-economical factors such as Gender, Area of Schools, Type of Schools and Medium of Schools on attainment level of basic employability skills.

**Schools in Maharashtra**

The education system in Maharashtra has undergone a massive change over the last decade. The courses and curriculum are made student-friendly and economical for students hailing from all backgrounds. In the year 2010, the criterion for selecting candidates for admission
into colleges was decided to be ‘Best of 5’ by the Maharashtra State Board of Secondary Education. This means, a student appearing in 6 subjects can choose marks of any 5 subjects in which he has scored the highest and apply for admission into colleges. However, the students cannot leave out the marks obtained for compulsory subjects like Marathi or English. Maharashtra is well known for its educational facilities available in the primary and secondary school level. Pune in Maharashtra is a major academic hub of the region. It is often regarded as the “Oxford of the east”. Apart from Pune, other cities like Nagpur, Kolhapur, Mumbai, Aurangabad, Ahmednagar are also best known for their quality educational system. As per 2001 census report, Maharashtra had a literacy rate of 76.88% which includes male and female literacy rate of 85.97% and 67.03% respectively. In the state of Maharashtra, schooling starts from the age of five years. All the schools in the state are either managed by the municipal corporation or by private organizations.

Several government as well as private schools operates here in Maharashtra. The schools offering primary and secondary education are affiliated to either Maharashtra State Secondary School Certificate (SSC) board or Central Board of Secondary Education (CBSE) boards. Some of the schools are also affiliated to the Indian School Certificate Examination (ICSE) board.

Some of the schools in Maharashtra use Marathi as their medium of instruction. However, most of the ICSE and CBSE schools in the state use English for imparting education to their students. Hindi and Marathi are also treated as second languages in most of the schools in Maharashtra.

School is the only resource for teaching and learning basic employability skills effectively and efficiently to secondary students. But due to some reason like non-interactive lecture, lack of stimulating materials and organization skills, it is difficult for schools to teach and develop basic employability skills. It is observed that private Marathi medium schools from developed (e.g. Chinchwadgaon) are lagging behind than that of underdeveloped area (e.g. Bhosari) in skill development of students. It may be due to

- Effective and efficient school teachers
- Attention of school authority
- Role of parents

**Management of Secondary Education**

India’s secondary school sub-sector comprises approximately 150,000 schools, of which about 100,000 are secondary schools (Grades 9-10) and 50,000 are higher secondary schools
Secondary education is largely a state-level issue, with relatively limited involvement by central, Panthayat Raj Institutions, or community level authorities, compared to elementary education. Management is defined here to cover the administrative aspects of secondary schooling, including the ownership and financing of schools, recruitment and deployment of teachers, regulation of schools, and information-gathering and processing. Central government manages slightly less than 1,000 Kendriya Vidyalaya (KV) schools (serving about 1 million children of central government employees who are frequently transferred), and 550 Navodaya Vidyalaya (NV) schools (serving 2,00,000 academically gifted children from rural areas). In addition, it runs the National Institute of Open Schooling (NIOS), operating in 11 regional centers and 1,943 accredited institutions, serving 1.4 million students who did not complete formal secondary education. Given this relatively small number of centrally-managed schools (accounting for less than ten percent of total enrollment), this study focuses on state recognized schools which enroll more than 90 percent of all secondary students.

India has a long history of multiple management models at the secondary level, which provides opportunities for further experimentation and reform, particularly with respect to public-private partnership models. There is great diversity at the state level in the mix of government, private aided, and private unaided schools for secondary education. Some states (e.g. Bihar, Jharkhand, Punjab and Himachal Pradesh) have large government school systems, while others (e.g. West Bengal, Maharashtra, Gujarat) have predominantly private aided systems, and others (e.g. Uttar Pradesh, Tamil Nadu, Rajasthan) rely mainly on private unaided schools. Analysis of relative cost-effectiveness and equity of different school management types leads to mixed conclusions, with no model unambiguously better, although private schools tend to do better on Board examinations, even after correcting for student selectivity bias, and have lower cost structures because teacher salaries are generally lower. More research is needed which compares learning outcomes to the locus of decision making authority. In summary, no single, “one size fits all” model will suffice for all states.

Students

Most of students under survey are belonging from socially, economically and educationally lower and backward communities. But present research shows that student from both communities i.e. forward and backward communities possess same level i.e. moderate level of basic employability skills.
It may be due to

- Common text book, curriculum, exams
- Govt. policies
- Positive role of teachers and school management (rural and urban schools)
- Role of parents from rural and urban area

Still some problems are seen in the under survey

- Only few students were found to be interested and responsible for studies.
- Most of students looked bored and many would talk or play with class mates. They are less interested to ask the questions and interact with teachers.
- Some qualities or abilities were not seen like cognitive abilities, higher level skills such as organizing or sequencing information gathered.

Many research studies state that students from backward communities are having less caliber and intelligence than students from forward communities. But during this survey it was seen that rural and semi-urban students were found to be more confident, creative and resourceful than that of from urban area. They look more responsible, commutative and interactive. They are better in thinking and personal skills.

It may be due to

i) Teachers in Rural and semi-urban school may be forced to work harder to make the students learn better.
ii) Parents from this background are paying more attention towards their pupils for overall development of than that of parents from urban background.
iii) Though parents from backward communities are not well educated. But they may take keen interest on educating their wards.

This shows that parental education and parental annual income are not influencing the presence of basic employability skills among secondary students.

Education plays an important role in achieving both rapid and sustainable economic development, as also in sustainable human development. Sustainable development requires sustainable educational development. Only a strong and vibrant education system can contribute to sustainable development. Recognizing this, India has made during the post-independence period constant efforts to develop education. As a result India has one of the largest education networks in the world. It has helped in achieving self-sufficiency in manpower. All this has contributed to social, economic and technological development.
Education is an essential tool for achieving a sustainable future. This has been well recognised by independent India. As a result, during the post independence period, there has been an educational explosion in terms of number of schools, colleges, universities, number of "students, teachers and public expenditures on education. The overall literacy rate has jumped fourfold during the post-independence period from 16.7 per cent in 1951 to 65.4 percent in 2001. The number of students is above 200 million in 2000-01, compared to about 25 million in 1951. India has one of the largest networks of education institutions in the world, with more than 250 universities, 12,000 colleges and nearly a million schools (126 thousand secondary schools, 206 thousand upper primary schools and 640 thousand primary schools). More than three-fourths of the children of the eligible age-group are enrolled in primary and upper primary schools. Higher education has also expanded, and in the recent years and it has been able to produce the third largest reservoir of scientific and technical manpower in the world. However, much remains to be achieved. One third of the population is still illiterate; elementary education is still far from being universal, vocationalisation of secondary education has not progressed at the pace the country wanted and needed; and hardly ten percent of the youth (of the eligible age group for higher education) are in higher education institutions. Dropout rates are high in school education. Quality of secondary and higher education needs substantial improvement. Efforts are needed to reach the unreached. As cited by DeRidder, the school reform most needed to encourage student learning and retention is curricular reform which emphasizes the integration of academic concepts with real world problems and job related tasks, using flexible teaching methods. All instruction should emphasize those learning processes and values which sustain life and work skills: cooperation, team problem solving, communication, decision making, commitment, and confidence in abilities sufficient to express one's own ideas and approaches. Educational reform is taking place. Efforts have been made to reduce truancy and dropout rates, introduce computer literacy and foreign languages in the early years, establish after-school programs, require more basic academic courses for a high school diploma, extend the school year, and enhance job-readiness programs with collaborative partnerships between business and industry. Today's schools must determine new standards, curricula, teaching methods, and materials. Teachers and schools must begin early to help students see the relationships between what they study and its applications in real-world contexts. It is not true that everything we need to know in life we learned in kindergarten; it is true, however, that we can begin very early to learn what life requires. If they are taught employability skills,
students in the schools of tomorrow will find the content more relevant and challenging. Teachers will find their classes to be more attentive and interested. Employers and college officials will be delighted with the results because the curriculum will be tied to real things in the real world. By teaching employability skills, our schools will soon become schools of tomorrow.

The objectives of present work

i) To study the attainment level of basic employability skills among secondary students.

ii) To study the effect of socio-economical factors such as Gender, Area of Schools, Type of Schools and Medium of Schools on attainment level of basic employability skills.

iii) To study the role of school teachers to teach basic employability skills.

Hypothesis

On the basis of above objects and interactions with large number of concerned people following hypotheses are put forward

H-1) Secondary School Students (Std. IX and X) from Marathi and Semi-English Medium Schools possess moderate level of basic employability skills (BES)

H-2) There is no difference between secondary school students (Std. IX and X) from Marathi and Semi-English Medium Schools (boys and girls) on basic employability skills (BES). (Gender of students)

H-3) There is no difference between secondary school students (Std. IX and X) from Marathi and Semi-English Medium Schools from Urban, Semi-urban and Rural areas on basic employability skills (BES) (Area of School)

H-4) Marathi Medium Secondary School Students (Std. IX and X) from Private Marathi Medium Schools and from Pimpri-Chinchwad Corporation Schools have same attainment level of basic employability skills. (Type of Schools)

H-5) There is no difference between students from Semi-English Medium Schools and Marathi Medium Schools on basic employability skills (BES) (Medium of instruction)

Research Methodology

Type of Research: It was an empirical research as it was based on teaching experiences (22 years) of researcher from his own coaching institute for secondary students.
Variables such as Gender of student’s, Types and Areas of school were affecting other variables. i.e. Basic Employability Skills (Reading, Motivation, etc.) These variables were identified and verified, which were measureable of interest to find the relation between them.

**Nature of Research** : It was applied research. The problem is skill gap was identified and defined. Efforts were undertaken by researcher to find probable solution or actions to solve the problem.

Some of the variables were qualitative (for teacher) and quantitative (for student) in nature and strictly demanded in-depth analysis of events which were based on experiences of researcher.

Hence nature of this research was mixed mode of descriptive, qualitative and quantitative in nature.

**Type of analysis** : It was qualitative and quantitative research analysis.

The variables like basic employability skills (Reading, Listening, Motivation etc.) are quantitatively analyzed and the school teacher opinions were qualitatively analyzed.

1(a) Collection of primary data and questionnaire

By using three types questionnaire (structured, closed and descriptive), the primary data was collected from 15 selected schools

- The special class room sessions were conducted under supervision of respective school teachers
- Questionnaire was made by taking into account of level of perception and understanding of secondary students (IX and X Std.) by framing questions in three levels (Low, Moderate, Higher)

1(b) Procedure for Data Collection

The authority of a few Marathi Medium Schools from Pimpri-Chinchwad area was contacted. The concerned people were briefed about the survey and its purpose. Confidentiality of scores was assured. Assurance was also given that the students were to be contacted only to know about the abilities/skills they possess and the investigator would not interfere in any of school administrative part. The permission for data collection was thus taken from the schools authority. The Class IX and X students were randomly selected from these schools. The purpose of the study was explained to them. The participants found the research interesting and they volunteered for this project. The tests were administered in accuracy and with proper care. Instructions were given ensuring the participants have understood what they were supposed to do. Doubts were cleared. The investigator personally collected the data and saw
that the respondents have answered the questionnaire completely. The data was then given for statistical analysis.

**Total Time Duration for questionnaires**

For Academic and HOT Skills - 1 hr 40 min. = 100 min.

For Personal Skills and Qualities - 1 hr. 15 min. = 75 min.

**1(c) Construction of Tools (Questionnaire)**

The employability skills in the research have been identified through U.S. development of labour’s secretary’s commission on achieving necessary skills (SCANS).

For this research, the selection of exact attributes and skills was a complex and difficult task. But the SCANS 1992 report entitled “What Work Requires of Schools”, established a base for basic employability skills.

By reviewing literature, discussing with experts from education and management field, the investigator decided to focus on following skills as basic employability skills for his research.

1) Academic and Higher Order Thinking Skills (Reading / Writing / Listening)

2) Personal Skills and Qualities
   - (Ethics and Values, Motivation, Entrepreneurial Skills, Self confidence)

For each of skill i.e. Reading, Writing and Listening, investigator has constructed own tools. The investigator wanted to have precise tool for measurement which would not be too lengthy but appropriately measure Reading, Writing and Listening skills. Taking into account the purpose of the study nature of sample and student’s time no standardized tool was available. Hence the investigator decided to construct tools measuring Reading, Writing and Listening skills.

In this study, personal qualities namely Ethics and Values, Motivation, Entrepreneurial Skills and Self confidence have been explored among secondary school students. Standardized tools measuring Ethic and Values, Motivation, Entrepreneurial skills and Self confidence were available.

However, there were too lengthy and some of items were not applicable to school children. So, it necessitated for the investigator to construct tools appropriate for the sample.

**Questionnaire for Survey**

A) To measure Academic Skills : For framing questionnaire, the teachers manual for English subject (Marathi Medium Std. X) published by State Board of Maharashtra was considered as valid and reliable source.
B) To measure Higher Thinking Skills (HOTS) : To assess the analytical ability, evaluation capacity and creativity, a questionnaire was formed and conducted. It was based on Std. IX and X Science, Algebra and Geometry Syllabus of State Board of Maharashtra. It was also a valid and reliable source.

C) To measure Personal Skills and Qualities : The standardized tests on Motivation (Mukherjee, 2000) and on Self Confidence (Basavanna, 1975) were adopted. The researcher reviewed the existing literature on Ethics and Values as well as on Entrepreneurial Skills. The items were constricted in simple English and translated to Marathi. Items were given for content validation to the experts and basic quantitative analysis (such as reliability, mean, variability etc.) on pilot sample gave favourable results regarding the usage of tools.

2) To Measure Attainment Level of Basic Employability Skills

Researcher intended to assess the presence of basic employability skills level among secondary students. To examine the basic employability skills, three types of questionnaire based on difficulty level were constructed.
Table I (a)

Levels of Attainment of Basic Employability Skills

<table>
<thead>
<tr>
<th>Attainment Levels of Difficulty</th>
<th>Type of Questionnaire</th>
</tr>
</thead>
<tbody>
<tr>
<td>1) Lower Level</td>
<td>Simple</td>
</tr>
<tr>
<td>2) Moderate Level</td>
<td>Difficult</td>
</tr>
<tr>
<td>3) Higher Level</td>
<td>More Difficult</td>
</tr>
</tbody>
</table>

Table I (b)

Table showing scores with levels of attainment

<table>
<thead>
<tr>
<th>Basic Employability Skills</th>
<th>Total Score</th>
<th>Attainment Level &amp; Score</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Low Level</td>
</tr>
<tr>
<td>Reading Skills</td>
<td>10</td>
<td>0 – 4</td>
</tr>
<tr>
<td>Writing Skills</td>
<td>10</td>
<td>0 – 4</td>
</tr>
<tr>
<td>Listening Skills</td>
<td>6</td>
<td>0 – 2</td>
</tr>
<tr>
<td>HOT Skills</td>
<td>20</td>
<td>0 – 6</td>
</tr>
<tr>
<td>Ethics and Values</td>
<td>40</td>
<td>10 – 20</td>
</tr>
<tr>
<td>Self-Motivation</td>
<td>30</td>
<td>10 – 16</td>
</tr>
<tr>
<td>Entrepreneurial Skills</td>
<td>148</td>
<td>37 – 74</td>
</tr>
<tr>
<td>Self Confidence</td>
<td>20</td>
<td>10 – 13</td>
</tr>
</tbody>
</table>

The Environmental Factors i.e. Social, Economical, Political and Cultural and Demographical Factors such that gender, religion and geographical area are plying crucial role for human development process. Hence for this research gender base, area of school, type of school and medium of school were considered as demographic factors which are affecting level of attainment of basic employability skills among secondary students.

3) Scope

1) This research includes 15 Corporation and Private Marathi and Semi-English Medium Secondary Schools from Pimpri-Chinchwad Area.

2) This research includes 20-30 students from Std. IX and X each, from selected 15 schools for survey.

3) The study intends to assess the presence of basic employability skills among Marathi Medium Secondary Students (867 Nos.) from selected 15 schools from Pimpri-Chinchwad Area during 2012-13.
4) Population and sampling (For schools and students)

Sample size determination: In consultation with the guide, experts in educational and management field and earlier studies. The sample size for secondary schools, teachers and students was decided. It was based on principles of stratification and proportion.

The sample size for schools was based on stratified sampling since school was not a homogenous group.

The population i.e. total schools was stratified based on strata like area of schools, types of school.

The sample size of students was based on simple random sampling on selection by school authority.

Sampling procedure: The proportional and incidental sampling techniques have been implemented to decide the sample.

The students i.e. samples were selected as instructed by the respective school authority.

4 (i) For schools

Population

All 99 secondary Marathi Medium Schools from Pimpri-Chinchwad Corporation Area

The population of the present study consists of all secondary schools of Standard IX and X from 16 Pimpri Chinchwad Corporation Schools and 83 Private granted and non-granted Marathi Medium Secondary Schools in Pimpri Chinchwad Area.

Table I (c)

<table>
<thead>
<tr>
<th>Pimpri Chinchwad Area Marathi Medium Secondary Schools (2011-12)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Total Schools</strong></td>
</tr>
<tr>
<td>Pimpri Chinchwad Municipal Corporation Schools (PCMC Schools)</td>
</tr>
<tr>
<td>Private Marathi Medium Secondary Schools (Granted / Non-granted)</td>
</tr>
<tr>
<td><strong>Total</strong></td>
</tr>
</tbody>
</table>

Sampling and basis of selection of 15 schools.

Justification of selection of 15 schools

Pimpri-chinchwad municipal corporation area is politically divided into wards. e.g. Bhosari, Nigdi, Pimpri, Akurdi, Chinchwad. Researcher intended to cover sample representation from
each ward consisting some specific backgrounds. Hence the 15 schools out of 99 schools were stratified on the basis of backgrounds like Gender of students (Boys and Girls), Area of School (Urban, Semi-Urban and Rural), Type of school (Corporation and Private) and Medium of instructions (Semi-English and Marathi Medium). (Map is enclosed)

4 (ii) For student

**Population of students (IX and X Std.) from 15 schools**

All secondary students (4176 No.) from 15 schools

<table>
<thead>
<tr>
<th>Total Population (IX and X Std.)</th>
<th>Sample selection</th>
<th>Sampling %</th>
</tr>
</thead>
<tbody>
<tr>
<td>10th Std.</td>
<td>1929</td>
<td>442</td>
</tr>
<tr>
<td>9th Std.</td>
<td>2247</td>
<td>425</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>4176</strong></td>
<td><strong>867</strong></td>
</tr>
</tbody>
</table>

**Sampling and basis of selection of students**

Total samples of students are 867 No.

After fixing 15 schools, average 25 - 30 secondary students, from Std. IX and X from each school were randomly chosen by school authority to form the sample of the study.

**Sampling % for students : 20.76 %**

5) Pilot Study

A pilot survey for 96 students was conducted. It was use for testing validity and reliability of questionnaire prepared. The results were satisfactory.

6) Variables

**Dependent Variable** : Basic Employability Skills

**Independent Variable** : Gender of students, Types and Areas of Schools, Medium of Instructions.

7) Rational of the Tool

By reviewing the literature, considering the SCANS report, discussing with experts from education and management field and guide, the researcher had decided to focus on basic employability skills for his research.

For academic and thinking skills

- Due to non availability of standardized tools researcher had prepared his own research tools with the help of experts.
It was based on curriculum of Std. IX and X std of SSC board of Maharashtra (English, Geometry, Algebra, Science subjects)

For personal skills and qualities.

For ethics and values, motivation, Entrepreneurial skills and self confidence, Standardized tools were used.

One Example

Ethics and Values

Minimum score = 10, Maximum score = 40

a) Lower Level Score

35 % cut off \( \rightarrow \) low level

\( \therefore \) For 100 \( \rightarrow \) 35

\( \therefore \) \( x = \frac{40 \times 35}{100} = 14 \)

40 \( \rightarrow \) \( y \)

\( \therefore \) Range of lower level = 10 \(-\) 14

Lower level score :- 10 to 14

b) Higher Level Score

75 % cut off \( \rightarrow \) high level

\( \therefore \) For 100 \( \rightarrow \) 75

\( \therefore \) \( y = \frac{40 \times 75}{100} = 30 \)

40 \( \rightarrow \) \( y \)

\( \therefore \) Range of higher level = 30 \(-\) 40

Higher level score :- 30 to 40

c) Moderate Level Score :- 15 \(-\) 29

Levels of Attainment of Basic Employability Skills

Based on Total Scores, Levels are assigned

<table>
<thead>
<tr>
<th>Levels</th>
<th>Ethics and Values</th>
<th>Motivation</th>
<th>Entrepreneurial Skills</th>
<th>Self-confidence</th>
</tr>
</thead>
<tbody>
<tr>
<td>Low</td>
<td>10 (-) 14</td>
<td>10 (-) 11</td>
<td>37 (-) 52</td>
<td>0 (-) 7</td>
</tr>
<tr>
<td>Moderate</td>
<td>15 (-) 29</td>
<td>12 (-) 22</td>
<td>53 (-) 110</td>
<td>8 (-) 14</td>
</tr>
<tr>
<td>High</td>
<td>30 (-) 40</td>
<td>23 (-) 30</td>
<td>111 (-) 148</td>
<td>15 (-) 20</td>
</tr>
</tbody>
</table>

8 (a) Research Tools and Analysis

The researcher constructed research tools with the help of his research guide and experts. The details of the research tools are given below.
Detailed Analysis (Question wise)

I) Academic Skills
The following assessment functions for Reading, Writing and Listening skills were framed and applied.

a) For reading skills
Two descriptive questions were framed. The power of skimming, scanning and understanding the concept and grammar, comprehension ability etc. were tested.

b) For writing skills
Two descriptive questions were framed. The power of expression, how to extract information and present in a diagrammatic form, understanding of content etc. were tested.

c) For listening skills
The power of understanding of words, sentences and phrases and to write them correctly etc.

Illustration (For reading skills)
The measured value of mean for reading skills was 5.9370 which were lying between 5 – 7, hence the attainment level of reading skill was moderate.

II) High order thinking skills (HOT skills)
To assess the analytical ability, evaluation capacity and creativity, a questionnaire was framed and applied.

For Higher Order Thinking Skills

<table>
<thead>
<tr>
<th>Total Questions were asked</th>
<th>20 Questions</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total Marks</td>
<td>20 marks (20 Q x 1)</td>
</tr>
</tbody>
</table>

Level of Attainment (Score)

<table>
<thead>
<tr>
<th>Low Level</th>
<th>Moderate Level</th>
<th>High Level</th>
</tr>
</thead>
<tbody>
<tr>
<td>0 – 6</td>
<td>7 – 13</td>
<td>14 – 20</td>
</tr>
</tbody>
</table>
Since the mean values of HOT Skills was 8.544 which was lying between 7 – 13. The result was moderate level.

III) Entrepreneurial skills

The concept of entrepreneurial skills includes proficiencies like creativity, planning, decision making, leadership, negotiation skills, imitativeness, team work, confidence, marketing, social attitude etc.

By framing 37 questions, researcher tried to assess most of the proficiencies of entrepreneurial skills present in secondary students.

Some examples
Questionnaire for Entrepreneurial skills I(h)

<table>
<thead>
<tr>
<th>Sr. No.</th>
<th>Q. No.</th>
<th>To Test Proficiency for Entrepreneurial</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Q. 4</td>
<td>Confidence</td>
</tr>
<tr>
<td>2</td>
<td>Q. 6</td>
<td>Initiativeness</td>
</tr>
<tr>
<td>3</td>
<td>Q. 19</td>
<td>Social Attitude</td>
</tr>
<tr>
<td>4</td>
<td>Q. 36</td>
<td>Negotiation Skills</td>
</tr>
</tbody>
</table>

For Entrepreneurial Skills

Total Questions = 37 Questions
Total Marks = 148 marks (37 Q x 4)

a) Minimum Score = 37
Maximum Score = 148

b) Lower Level of Attainment
For 100 → 35
\[
\frac{100}{148} = \frac{35}{x} \implies x = 51.80
\]
148 → x
\[
\therefore x = 52
\]
\[
\therefore \text{Lower Level is 37 – 52}
\]

c) Higher Level of Attainment
For 100 → 75
\[
\frac{100}{148} = \frac{75}{y} \implies y = 111.00
\]
148 → y
\[
\therefore y = 111
\]
\[
\therefore \text{Higher Level is 111 – 148}
\]
d) Moderate Level of attainment 53 - 110
Since the mean values of entrepreneurial skills was 106.4233 which was lying between 53 – 110, the level of attainment for entrepreneurial skills was moderate.

Similarly for all other remaining skills, the result was moderate level.

IV) For other skills
To assess the level of attainment of Ethics and Values, Self motivation and Self confidence, similar procedure was adopted. The results was moderate level of attainment.
9) Reliability

The items for testing academic and higher order thinking skills have been adapted from curriculum and text books published by SSC Board of Maharashtra. After confirmation from experts, the items were finalised.

The tests on personal skills and qualities were administered to pilot sample of 97 students. Cronbach Alpha reliability coefficient was computed. The result was satisfactory.

10) Statistical Analysis

In the present study following statistical analysis are implemented.

1) Descriptive Statistics

Summarizing and presenting the data is called descriptive statistics. Descriptive statistics are used to describe the basic features of the data in a study. Mean and standard deviations or standard error are good indicators of descriptive statistics. In the present study first hypothesis is tested on Mean Scores.

2) Test of Normality : As the scores are not normally distributed in this study, the non-parametric tests have been used.

Mann Whitney U test is very useful for non-parametric alternative to the t test. It is used for assessing the difference between two independent samples especially in the circumstances when the assumption of normality which is required for applying the t test is not met. Kruskal Wallis test in non parametric alternative to one way ANOVA for assessing the difference between more than two independent samples.

3) Mann Whitney U Test

Mann Whitney U Test is used when two different groups of participants are compared on the given measures. In the present study, Mann Whitney U Test has been used to examine differences between the groups as follows :

- Gender difference on measured variables [H-2] (Hypothesis - 2)
- Difference between Marathi Medium Students and students from Semi English Medium on the measured variables. [H-5] (Hypothesis - 5)
- Differences between students from private schools and students from corporation schools on measured variables. [H-4] (Hypothesis - 4)

4) Kruskal Walls H Test

Kruskal Walls H Test is used when more than two groups of participants are to be compared on the given measures. Kruskal Walls H Test is used when the data is not normally distributed. In Kruskal Walls H Test the groups are compared with the ranks
given to them. The chi-square value for the Kruskal Walls H Test indicates whether the difference between the groups is statistically significant or not. In the present study, Kruskal Walls H Test has been used to compare responses of students from urban areas, suburban areas and rural areas on the measured variables. Since the data of present research is not normally distributed the researcher selected Kruskal Walls H Test for comparison between study groups made on basis of the area of their schools.

5) Cronbach Alpha Reliability Analysis

Cronbach Alpha Reliability Analysis is based on the consistency of responses to all items in the tests. In the present research, Cronbach Alpha coefficient has been computed to examine the reliability of following tools.

• Internal consistency of statements measuring ethics and values.
• Internal consistency of statements measuring motivation.
• Entrepreneurship skills
• Self confidence

Cronbach Alpha Reliability Analysis was done even for the pilot sample of the measuring tools, namely, ethics and values, motivation, entrepreneurship skills as well as self confidence.

11) Limitation of Study

The Pimpri Chinchwad city is the industrial city. The Pimpri Chinchwad Corporation is one of the Richest Municipal Corporation in India. The parents are economically better and socially advanced. The presence of Basic Employability Skills may be influenced by demographic socio-economical factors.

Therefore, the results derived from the study may not be applicable to the subjects (students) of other states and districts who are likely to differ in background.

Thus the study cannot present all the factors influencing the presence of Basic Employability Skills.

12) Statistical Tools and Testing of Hypothesis with results

H-1- Hypothesis

Secondary School Students (Std. IX and X) from Marathi and Semi-English Medium Schools possess moderate level of basic employability skills (BES)

For testing this hypothesis, using descriptive statistics method (SPSS software) the values of means score for all 867 students were found.
To find the level of attainment of basic employability skills (BES), the range of levels and mean value score for each skill were compared.

**Illustrations**

**A – For Higher Order Thinking Skills**

Total Questions were asked = 20 Questions

Total Marks = 20 marks (20 Q x 1)

**Level of Attainment (Score)**

<table>
<thead>
<tr>
<th>Low Level</th>
<th>Moderate Level</th>
<th>High Level</th>
</tr>
</thead>
<tbody>
<tr>
<td>0 – 6</td>
<td>7 – 13</td>
<td>14 – 20</td>
</tr>
</tbody>
</table>

Since the mean values of HOT Skills was 8.544 which was lying between 7 – 13. The result was moderate level.

**B – For Entrepreneurial Skills**

Total Questions = 37 Questions

Total Marks = 148 marks (37 Q x 4)

e) Minimum Score = 37

Maximum Score = 148

f) Lower Level of Attainment

For 100 → 35 \[ \frac{100}{148} = \frac{35}{x} \] \[ x = 51.80 \]

148 → x \[ x = 52 \]

\[ \therefore \text{ Lower Level is 37 – 52 } \]

g) Higher Level of Attainment

For 100 → 75 \[ \frac{100}{148} = \frac{75}{y} \] \[ y = 111.00 \]

148 → y \[ y = 111 \]

\[ \therefore \text{ Higher Level is 111 – 148 } \]

h) Moderate Level of attainment 53 - 110

Since the mean values of entrepreneurial skills was 106.4233 which was lying between 53 – 110, the level of attainment for entrepreneurial skills was moderate.

Similarly for all other remaining skills, the result was moderate level.

**Result :** H – 1 hypothesis is accepted.

**Hence secondary school students (Std. IX and X) possess moderate level of basic employability skills. (BES)**
H-2 – Hypothesis

There is no difference between secondary school students (Std. IX and X) from Marathi and Semi-English Medium Schools (boys and girls) on basic employability skills (BES). (Gender of students)

For testing this hypothesis Mann Whitney U Test was used. To compare two groups of variances, this test is applied.

According to Mann Whitney U Tests for gender difference, No significant difference exists in the basic employability skills between boys and girls.

<table>
<thead>
<tr>
<th>Illustrations</th>
</tr>
</thead>
<tbody>
<tr>
<td>Skills</td>
</tr>
<tr>
<td>1) Reading</td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td>2) Self Confidence</td>
</tr>
<tr>
<td></td>
</tr>
</tbody>
</table>

The mean ranks are found using Mann Whitney U Test.

Result : H-2 hypothesis is accepted.

Hence there is no difference between Boy’s and Girl’s students (Std. IX and X) from Pimpri-Chinchwad in their basic employability skills (BES)

H-3 – Hypothesis

There is no difference between secondary school students (Std. IX and X) from Marathi and Semi-English Medium Schools from Urban, Semi-urban and Rural areas on basic employability skills (BES) (Area of School)

For testing this hypothesis, Kruskal Walls H tests has been used to compare responses of students from urban, sub-urban and urban areas on the measured variable.

For the reading and listening skills, the urban students were found better and for the remaining skills the rural students were found better.

Result : H-3 hypothesis is rejected.

Hence there is difference between secondary students from Urban, Semi-urban and Rural areas on basic employability skills (BES) (Area of School)

For H-4 and H-5 Hypothesis

H-4 – Hypothesis
Marathi Medium Secondary School Students (Std. IX and X) from Private Marathi Medium Schools and from Pimpri-Chinchwad Corporation Schools have same attainment level of basic employability skills. (Type of Schools)

H-5 – Hypothesis
There is no difference between students from Semi-English Medium Schools and Marathi Medium Schools on basic employability skills (BES) (Medium of instruction)

Mann Whitney U Tests were used to find mean ranks.
Private schools students were found better in Basic Employability Skills than corporation school students.
The semi-English medium students have better Basic Employability Skills than that of Marathi Medium Students.

Result : Both hypothesis H-4 and H-5 are rejected.
Hence marathi medium secondary schools students (Std. IX and X) from Private Marathi Medium Schools and from Pimpri-Chinchwad Corporation Schools have different attainment level of basic employability skills.
Also there is difference between Secondary Schools Students (Std. IX and X) from Semi English and Marathi Mediums Schools from Pimpri-Chinchwad Area on their basic employability skills (BES)

14) Findings
Findings related to Hypothesis-1 (H-1)
The level of attainment of Understudy Secondary School Students (Std. IX and X) from Pimpri Chinchwad Area in Basic Employability Skills was moderate.
i.e. 50 % to 70 % of the samples falls under this category.

Findings related to Hypothesis-2 (H-2)
1) The Boys and girls of Understudy Secondary School Students (Std. IX and X) from Pimpri Chinchwad Area were moderate in Basic Employability Skills.
i.e. is 50 % to 70 % of the sample falls under the category.
2) Basic Employability Skills of students (standard IX and X) are not found to be influenced by gender. Both Boys and Girls have scored similar results.

Findings related to Hypothesis-3 (H-3)
1) Standard IX and X student’s skills of Basic Employability was found to be influenced by Area of Schools.
2) 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) in reading and listening skills.

3) 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) in writing and thinking skills and in personal qualities.

**Findings related to Hypothesis-4 (H-4)**

1) Standard IX and X student’s skills of Basic Employability is found to be influenced by type of schools.

2) Students from Private Marathi Medium Secondary Schools Scores better than students from Pimpri Chinchwad Corporation Schools.

**Findings related to Hypothesis-5 (H-5)**

1) Standard IX and X student’s skills of Basic Employability is found to be influenced by medium of schools.

2) Students from Semi-English Medium Secondary Schools Scores better than those from Marathi Medium Secondary Schools from Pimpri Chinchwad.
**Teachers Survey**

Researcher intended to assess the perception of secondary school teachers about teaching of basic employability skills among secondary school students.

**No. of Teachers Selected for Survey (Samples) I(i)**

<table>
<thead>
<tr>
<th></th>
<th>Pimpri-Chinchwad Corporation School (PCMC School)</th>
<th>Private Marathi Medium Schools</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>No. of Schools Selected for Research</td>
<td>7</td>
<td>8</td>
<td>15</td>
</tr>
<tr>
<td>No. of Secondary School Teachers Selected for Survey</td>
<td>31</td>
<td>36</td>
<td>67</td>
</tr>
</tbody>
</table>

In the first section multiple type questionnaire contains 10 questions pertaining to the various aspects of overall development of school students (like thinking skills, knowledge about management science etc.) Percentage analysis was conducted for it.

In second section of survey personal views of teachers regarding overall development of school students were collected and assessed.

**Objectives for Teachers Survey**

1) To study the perception of secondary school teachers towards basic employability skills development among secondary students.

2) To compare the perception of secondary school teachers from corporation and private Marathi medium secondary schools towards employability skill development.

**Findings (Teachers Survey)**

1) Only 18 % teachers are aware about higher order thinking skills, which is part of curriculum (IX and X Std.)

2) Only 25 % teacher are able to explain 4 p’s of marketing, which is part of curriculum (IX and X Std.)

3) About 66 % teachers reported that they are teaching the subject personality development subjects to 9th and 10th Std.

4) Only 7.5 % teachers reported that acquiring employability skills is the most important for students for his / her future successful career.

5) 94 % teachers agreed that there is co-relation between study skills and personality development skills.
6) 60% teachers are having teaching experience more than 15 years.

7) It was observed that, there was less percentage of secondary school teachers under survey who participated in various innovative projects.

**Recommendations from Teacher’s Survey**

School teachers need orientation as well as training to teach and develop basic employability skills among secondary school students. There should be collaboration between school management and teachers training college to initiate the process of teaching of Basic Employability Skills. The wide gap of understanding between teachers and students must be reduce
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.

Teacher’s Enhancement

Focused on Local Area to fulfill the needs

Industry & NGO’s Participation

Basic Employability Skills Projects for Secondary Schools

For Basic Employability Skills

School Management

Skill Based Curriculum

Parent’s Role

Continuous Assessment Evaluation and Certification

Parent’s Role

Skill Based Curriculum

For Basic Employability Skills

Teacher’s Enhancement

Focused on Local Area to fulfill the needs

Industry & NGO’s Participation

Basic Employability Skills Projects for Secondary Schools
Future scope for research
The following studies may be undertaken to answer many of problems raised on the basis of the findings of present study.

1. A critical study on teaching and learning of academic skills in secondary classes.
2. To study basic employability skills developed by students of primary and higher secondary students in Maharashtra.
3. An investigation of basic employability skills developed by students of secondary English Medium and Higher secondary students on the basis of different communities like Open, OBC, SC/ST, NT etc. categories.
4. A study of personal and environmental factors influencing basic employability skills at primary, secondary and higher secondary educational level.
5. Preparation and validation of materials for developing basic employability skills for students of different classes.
6. Evolving strategies for developing interest and fostering positive attitude towards basic employability skills in students of different classes.
7. Developing strategic model for effective teaching, learning and developing of basic employability skills among the students of Marathi and English Mediums schools of all levels.
References

(1) Government of India (Ministry of Human Resource Development) Published on Demo-mhrd.nic.in http://mhrd.gov.in/secondaryedu, 2011
(4) Carnevale, Gainer, Meltzer and Holland, 1988 work place basics, the skills employers want, training and development journal 42 (10) P-22 to 30.
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<th>Sr. No.</th>
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**No. of Schools** 15