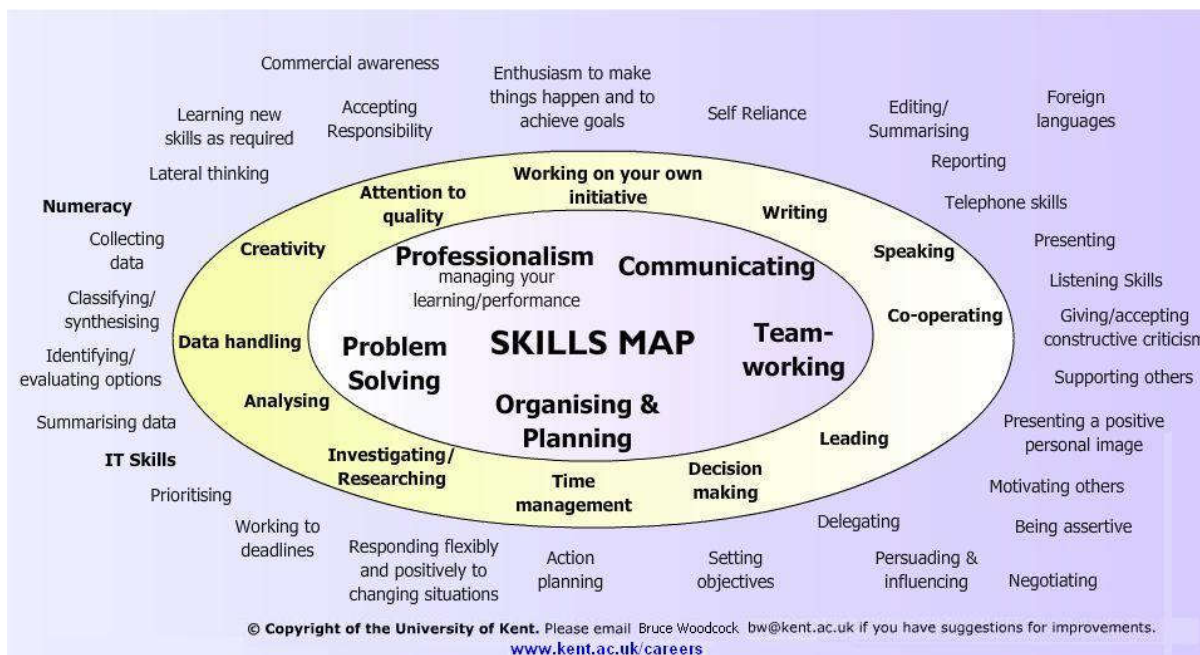


## ALIGNING EMPLOYABILITY SKILLS WITH NEP 2020

“.....inculcating life skills, where learning never end....”



### Employability (life and soft skills) Skills are Essential for Success after School

Imparting the above skills are aligned with NEP 2020, and the Personal Attribute Skills, Core Skills, Behavioural Skills and Process Skills will be developed according to 21<sup>st</sup> century global indicators. In present day working world all above skills influence how well one can work or interact with others. These skills make it easier to form relationships with people, create trust and dependability, and lead teams.

Hence, **Education for Employment Foundation** ensures the integrate all these skills in curriculum, ensuring implementation of NEP 2020.

Education for Employment Foundation is a section 25 not-for-profit company, established in 2013, exempted under income tax registration u/s 12A of the Income Tax Act 1961 and u/s 80G (5)(vi) of the Income Tax Act 1961., is pioneering a unique approach to assist young people achieve their full potential and easing the problems of Indian unemployment; enhancing the financial literacy for budding entrepreneurs.

Education for Employment Foundation in assistance with **UK Skills Ltd., UK** are committed to the enhancement of learning with meaningful assessment so that education becomes an exciting voyage of discovery. We raise quality by enriching stakeholders and believe that every child is a unique learner. We foster intrinsic motivation, ethical leadership qualities and lifelong learning; we develop employability skills, namely foundation (life) and fundamental (soft) skills. EEF has over ten thousand hours of training experience with reputed institutes and we partner with prestigious international curriculum development and accreditation authorities

It is generally said that education is for life and not livelihood. Our world has changed. 75% of information did not exist 20 years ago.

- Information doubles every 19 months.
- 90% of kindergarten will work at jobs that do not exist today.

If the future is so unpredictable, the education system must prepare them for life and provide life skills. Life skills are the abilities for adaptive and positive behaviour that enables individual to deal effectively with the demands and challenges of everyday life. It is a person's ability to maintain a state of well – being and to demonstrate this while interacting with others.

Adolescence, a vital stage of growth and development, marks the period of transition from childhood to adulthood. It is characterized by rapid physiological changes and psycho-social maturation. Adolescence is also the stage when young people extend their relationships beyond parents and family and are intensely influenced by their peers and the outside world in general. As adolescents mature cognitively, their mental process becomes more analytical.

They are now capable of abstract thinking, better articulation and of developing an independent ideology. These are truly the years of creativity, idealism, buoyancy and a spirit of adventure. But these are also the years of experimentation and risk-taking, of giving in to negative peer pressure, of taking uninformed decisions on crucial issues, especially relating to their bodies and their sexuality. Adolescence is thus a turning point in one's life, a period of increased potential but also one of greater vulnerability. The key issues and concerns of adolescents are:

#### **Developing an Identity**

- Self – awareness helps adolescents understand themselves and establish their personal identity. Lack of information and skills prevent them from effectively exploring their potential and establishing a positive image and sound career perspective.

#### **Managing Emotions**

- Adolescents have frequent mood changes reflecting feelings of anger, sadness, happiness, fear, shame, guilt, and love. Very often, they are unable to understand the emotional turmoil.
- They do not have a supportive environment in order to share their concerns with others. Counselling facilities are not available.

#### **Building Relationships**

- As a part of growing up, adolescents redefine their relationships with parents, peers and members of the opposite sex. Adults have high expectations from them and do not understand their feelings.
- Adolescents need social skills for building positive and healthy relationships with others including peer of opposite sex. They need to understand the importance of mutual respect and socially defined boundaries of every relationship.

#### **Resisting Peer Pressure**

- Adolescents find it difficult to resist peer pressure. Some of them may yield to these pressures and engage in experimentation.
- Aggressive self-conduct; irresponsible behaviour and substance abuse involve greater risks with regard to physical and mental health.
- The experiment with smoking and milder drugs can lead to switching over to hard drugs and addictions at later stage.

EEF will create innovative training courses that are directly linked to jobs. The acquisition of **Life Skills** are an important part of **every child's education** in a fast-changing, complex and often bewildering world. They enable one to pursue happiness and fulfillment. Equally important are **Soft Skills** - those attributes necessary to function successfully as an individual and a significant contributor to society. The goals of the programme are:

- To involve staff, parents, peer groups and community in ensuring healthy development of school children.
- To help school children develop positive qualities that will enable them to shape their life and community.
- To ensure that the young are committed positively to their families, learning centres, peers and their community.
- To teach the learners by providing opportunities for them to solve problems cooperatively, and to be of service to others.
- To teach the learners to understand the sociocultural diversity in the community, and to develop respect for others.
- To allow learners to practice resisting negative pressures from peers or the corrupting elements in society so as to grow up healthy and un-abused.
- To support teachers, parents and other NGOs in the community through production of materials, training and follow-up services as needed.

The employability skills programme will encompass the following amongst the learner:

### 1. Aim of Enhancing Skills

To provide with strategies to make healthy choices that contribute to a meaningful life.

### 2. Three "P" of Skills

Precision - accuracy

Precaution - action taken before hand to ensure good results

Proportion - correct relation from one thing to another

### 3. Assessments

Formative Assessment will take place during the course of delivery

Summative Assessment will consist of written assignment, test and individual viva.

Education for Employment Foundation and UK Skills Ltd. certification will be awarded on successful completion of assessments.

## **BENEFITS FOR STAKEHOLDERS**

### **What's in it for the learner?**

- Rewarding learning
- International certification
- Alternative career path
- Employability
- Linked to employment
- Family /mentor synergy strengthened
- Business development skills
- Academic excellence strengthened with transferable skills

### **What's in it for the school?**

- Fewer disaffected Students
- Strong external support
- Teacher Training
- Parent alignment with career vision
- Conforming to the economic and societal needs

### **What's in it for the society?**

- Broad-based, functional employee pool
- Business creators, hence wealth generators
- Societal problems directly addressed
- Learned but unemployable to Skilled and employed bridges created.

### **Proposal Structure of the Programme**

Foundation (life) and Fundamental (soft) Skills training and certification to prepare the students for the workplace. This programme of work identified to be undertaken by Education for Employment Foundation with the assistance of UK Skills Ltd.

**Project: Foundation (life) and Fundamental (soft) Skills training and certification to prepare the students for the lifelong learner.**

**What is Foundation (life) and Fundamental (soft) Skills** - The abilities for adaptive (adjust) and positive behaviour that enable individuals to deal effectively with the demands and challenges of everyday life.

**Aim of Enhancing Foundation (life) and Fundamental (soft) Skills** - To provide with strategies to make healthy choices that contribute to a meaningful life.

The acquisition of **Foundation (life) and Fundamental (soft) Skills** are an important part of **every child's education** in a fast-changing, complex and often bewildering world. They enable one to pursue happiness and fulfilment. Equally important are **Foundation (life) and Fundamental (soft) Skills** - those attributes necessary to function successfully as an individual and a significant contributor to society.

Preparing students for the world of work is one of the biggest challenges to educators and educationalists in modern India. Those gaining lifelong learning attitude have a low retention rate once career. This leads to many finding it difficult to gain appropriate work and then not remaining long in employment when they do.

It is now increasingly the role of educational institutions to teach students their subjects and ALSO prepare them for the world of work. This project will address that requirement by establishing a curriculum (and assessment regime) of being a lifelong learner.

Furthermore, students may be better in learning, hence ensuring to be successful in life. This initial learning may assist a student at running their own businesses and display an ability to be an entrepreneur.

**Final certification assessments leading to Qualification:** Individual qualification is issued and the student is given a course completion certification that can be used towards their graduation or not as the University requires. Certification will be provided by UK Skills Ltd.

### Outcomes of the Learning

Imitative	Perseverance	Organisation
Effort	Resourcefulness	Common Sense
Responsibility	Patience	Friendship
Curiosity	Cooperation	Caring
Courage	Pride	Sense of Humour

**Foundation (life) and Fundamental (soft) Skills for Success** - They are divided in four categories, are **qualities** that each individual would like to possess:

- **Personal Attribute Skills** - characteristics of an individual. They are what make up one's personality. They help a person get along in a new situation.
- **Behavioural Skills** - refer to the reflective ability of the individual in relation to the characteristics of the situations he or she may come up against.
- **Process Skills** - provide a foundation for learning the integrated (more complex) skills.
- **Core Skills** - defined as precise, focused on consolidation of individual technologies and production skills.

### Personal Attribute Skills

1. Goal Setting and Goal Getting
2. Initiative
3. Motivation
4. Flexibility & Adaptability
5. Self Esteem
6. Attitude
7. Passion
8. Persuasion
9. Leadership
10. Willingness to Learn
11. Managing & Coping with Emotions

### Core Skills

1. Verbal Communication
2. Written Communication
3. Financial Literacy
4. Creative Thinking
5. Critical Thinking
6. Planning & Organising
7. Presentation Skills
8. Awareness - Global & Commercial
9. Managing Ambitions
10. Effectiveness & Influencing
11. Ability to Work Cross Culturally

### Behavioural Skills

1. Time management
2. Conflict Resolution
3. Anger Management
4. Stress management
5. Etiquette and Manners
6. Patience
7. Intra-personal
8. Communication/Collaboration
9. Personality Development & Personal Knowledge
10. Interpersonal
11. Work and Life Balance
12. Existential Intelligence

### Process Skills

1. Team work
2. Negotiation Skills
3. Integrity
4. Ethics
5. Human Values
6. Global Citizenship
7. Digital Literacy
8. Getting outside your Comfort Zone
9. Body Language
10. Decision Making
11. Problem Solving
12. Empathy

**Learning material:** We will provide learning materials and required course assessment. Typically, a course would contain a 'course outline' with learning outcomes, entry requirements etc., lesson plans where needed, learner material, case studies, activities, and video for the course. This will include Assessments of progress during the course of learning by the learner. Incorporated in the learning material will be multiple choice tests to measure progress against learning objectives.

**Implementation:** The programme will be undertaken online for the learner during the weekdays and weekends, as follows:

**Three-year Program** - Total Guided Learning Hours are 240 hours inclusive of assessment.

All 46 modules

- Guided Learning Hours per year will be as follows:
  - a) Year 1 80 Guided Learning Hours
  - b) Year 2 80 Guided Learning Hours
  - c) Year 3 80 Guided Learning Hours

**Two-year Program** - Total Guided Learning Hours are 160 hours inclusive of assessment.

Select 30 modules from 46 modules from the above personal attribute skills, core skills, behavioural skills and process skills.

➤ Guided Learning Hours per year will be as follows:

d) Year 1 80 Guided Learning Hours

e) Year 2 80 Guided Learning Hours

**Criteria**

- ✓ Online Classes to be conducted
- ✓ A minimum of two classes of 90 minutes each per week
- ✓ Minimum of 100 children per year from each school
- ✓ Programme can be undertaken after school hours, holiday; Saturday and Sunday.