

Education to Employability Project

A Baseline Study for West Bengal

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May 2013

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Executive Summary

Youth employability is considered a global challenge. As estimated by ILO in Global Employment Trends 2012, 74.8 million youth aged 15-24 years were unemployed in 2011. The challenge does not lie solely in creating productive jobs but also making the educated youth employable. To achieve sustainable economic and social growth it is important to equip the youth with the skill needed today and give them opportunities to become well integrated with the labour market.

According to RBI document, between 2010 and 2020, India will add about 120 million people in the working age segment. Thus, with an increasing working age population, there is a pressing need to ensure that the country can reap the demographic dividend. In one hand, India observes a high unemployment rate among the educated youth. On other hand, a FICCI-Ernst & Young knowledge paper on skill development in India, 'Learner first' quotes 48% of employers in India have difficulties in filling jobs. Thus, the need for developing the knowledge of workplace skills among the educated youth is an imminent imperative.

Guiding the students with correct career choices with specific goals after completing their school education is a necessity. The dropout rate (Classes I-X) in India is 49.3% (Source: *Statistics of School Education 2010-11*) and a large chunk of youth enters the labour market as unskilled workers which further aggravate the need to create awareness on employability skill. West Bengal is the fourth most populous state and every year nearly 0.7-0.8 million young people join the labor force, most with low levels of education and with few employable skills.

Education to Employability (E2E) is an innovative model of 'Employability Skills Training' for secondary school students aiming to provide them with knowledge and information about career choices that are available in a rapidly changing economic scenario and also equip them with communicative English skills, soft skills, and IT skills to bridge their 'aspiration – capability' gaps.

Department of School Education, Govt. of West Bengal under the initiative of Paschim Banga Rashtriya Madhyamik Siksha Abhiyan (RMSA) has implemented the E2E Project from April 2012 on a pilot basis in 30 schools in and around Kolkata in collaboration with

Vikramshila Education Resource Society, Kolkata. As the next step, the state government is planning to implement the project in more schools in all the 20 districts to reach out to 20000 children.

The FICCI- Vikramshila baseline study on Education to Employability Project in West Bengal could be used as a starting point for gauging progress towards achieving the goals and objectives of the project. The study establishes a basis for comparing the situation before and after the intervention to evaluate the effectiveness of the project.

The study tries to identify

- The status of the current awareness and capabilities in terms of basic English communicative skills, IT skills, etc. of students who have completed Classes X/XII from different types of schools (Govt. / Govt. sponsored and Govt. aided) in the last 5 years
- Students' views on employability skills and making right career choices after finishing school
- Students' and parents' perception of basic skill set requirement that could help them to improve their employability skills
- Existing 'aspiration-capability' gap among the students and need for career counseling to chart out appropriate career plans

To develop the study comprehensive questionnaires for students and parents have been designed focusing on questions on career, IT skills, basic communicative English skill, vocational training, etc. In order to get a representative sample for the survey, a random sample of 504 students who have passed class X, XII in the last 5 years from 13 schools (5 were Govt. aided and 8 were Govt. / Govt. sponsored) in Kolkata, North 24 Parganas and Burdwan and 110 parents have been interviewed. The baseline survey findings cannot be generalized for the entire state based on this study alone. Also, in surveys where respondents are questioned on their capabilities, there is often a risk of biased self-assessment due to false self perception.

A summary of the survey findings are listed below :

- 38.12% of the student respondents and 49.09% parents feel that they are not informed about career options beyond secondary education.
- Among the student respondents who have quit studies, 66.67% studied till Class X and 17.78% till Class XII.
- 43.6% of the student respondents want to become teacher, doctor or engineer. 50.9% of the parents interviewed also want their children to become teacher, doctor or engineer.
- 22.38% student respondents have reported that there exists a difference between their earlier and current career plan. Among them almost 57.52% of the respondents have cited reasons like change of interest, unable to cope with the pressure of the curriculum, not aware of the options earlier, failed to qualify.
- 80.44% of student respondents have never attended any career counseling session and 81.24% student respondents are willing to attend career counseling.
- 91.02% of the student respondents and 87.27% of the parents feel that besides the regular course work offered in schools, other subjects like Communicative English, IT, General Knowledge help to improve employability skill.
- Communicative English has been ranked first and IT Skills has been ranked second by both the student respondents and parents in order of importance.

- While 51.01% of student respondents read English newspapers and listen to or watch English channels, only 28.38% feel comfortable in communicating in English.
- 93.99% of student respondents from Govt. / Govt. sponsored schools have used a computer while 70.24% of student respondents from Govt. aided schools have used a computer.
- 61.82% of the surveyed parents have invested in areas like Communicative English, IT, other than regular education, to facilitate their children's education.

The survey indicates that there is an 'aspiration-capability' gap. The students have knowledge of only a handful of traditional career options – doctors, engineers, teachers, government jobs, all of which are extremely limited in number, hence very competitive, and odds are heavily stacked against the average student. Thus, there is a need to introduce holistic counseling in schools to help the students make appropriate career choices. Also dedicated classes to improve the employability skills of the students can be useful. More focus should be given on basic communicative English and IT skills. The survey result also indicates that basic English communicative skills and IT skills of students from Govt./ Govt. sponsored schools are relatively better than the students from Govt. aided schools. Given the fact that 12,000 schools in West Bengal are Govt. aided, there is greater need to extend the benefits of the E2E project in those schools on a larger scale. Also the students should be encouraged to participate in different extracurricular activities so that they can apply the lessons learned in the classroom in a real-world context. Eventually integrating the 'Employability Skills Training' in the curriculum could enable the students to make a smooth transition from being educated to being employable.

Youth Employment & Employability

Youth Employment : A Global Challenge

With the transition towards the 21st century, globalization has intensified competition in terms of products and services, cost, innovation, design and technology worldwide. This has led to a rising demand for high and medium skilled manpower globally to adapt to the ever changing work environment.

An International Labour Organization (ILO) report on youth employment estimates that around 74.8 million young people, aged between 15 and 24 were unemployed in 2011. Globally, the young people are three times more likely to be unemployed than adults and if estimates of underemployed youth are considered, this number is likely to triple.

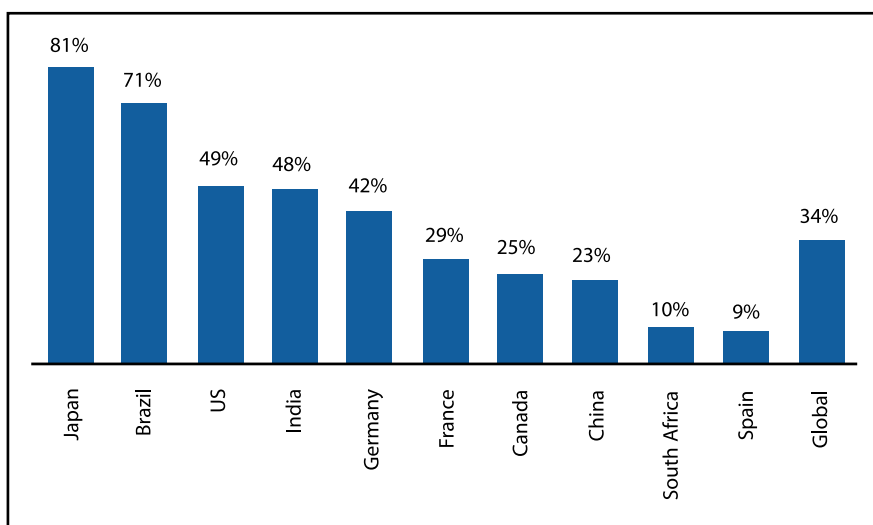
With changing age structure, there is a huge proportion of working age population in India today. A FICCI-Ernst & Young knowledge paper on skill development in India quotes India has the world's youngest workforce with a median age way below that of China and OECD countries. In 2010, half of the Indian population was below 25 years of age and with an expected average growth rate of 8% in the next decade, more than 700 million Indians are estimated to be of working age by 2022. Coined as the 'demographic dividend', this is seen as an advantage, compared to other large developing and developed economies around the world where a growing burden of an ageing population is being observed. However, the absorption of youth into the job market is not in sync with the growth in population over the years.

As per NSS 66th round, the total number of unemployed in the age group of 18 to 25 years in the country according to usual status is estimated at 5.19 million. Rural and urban area-wise figures of unemployed in the above age-group are 3.10 and 2.09 million respectively.

Unemployment rate among the educated youth (15-29 years and level of education, secondary and above) in both the rural and urban areas is a major concern. According to the usual status, the unemployment rates were estimated at 8% for rural males, 18% for rural females, 10% for urban males and 23% for urban females. The sheer magnitude of the youth unemployment poses a major challenge as there could be longer-term consequences of the youth job crisis resulting to social instability, increased vulnerability to future shocks, wage scars etc.

In one hand, India observes a high unemployment rate among the educated youth. On the other hand, FICCI-Ernst & Young report quotes that around 48% of employers in India have difficulties in filling jobs requiring skilled manpower in specific job categories in 2012. This is above the global standard of 34%. The top positions that employers globally had difficulty filling in 2012 were skilled trades occupations. The other positions cited were engineers, sales representatives, technicians and IT staff, accounting & finance staff, management/executives, laborers, drivers, office support staff.

Chart 1: Employers having difficulty in filling jobs (2012)



Source: FICCI-Ernst & Young knowledge paper on skill development in India: Learner first, September 2012

This is indeed a paradox – the simultaneous existence of large-scale joblessness and large-scale labour shortages.

Without appropriate employability skills, despite an increasing demand for skilled manpower, there would be a significant gap between the requirement and the supply side of the labour market constraining the economic growth of the country.

Employability Skills: Need of the Hour

Quality and transferable ‘employability’ skills have been found to be critical for adapting to the dynamic work-environment with new technologies adopted by countries across the world at different levels of development. Employability includes a wide range of attributes - basic educational attainment, numeracy skills, logical and analytical problem solving skills, communication skills, basic social skills, adaptability and flexibility, creativity and innovation, team spirit, etc.

According to ILO, employability is a key outcome of education and training of high quality, as well as a range of other policies. It encompasses the skills, knowledge and competences that enhance a worker’s ability to secure and retain a job, progress at work and cope with change, secure another job if she/he

so wishes or has been laid off, and enter more easily into the labour market at different periods of the life cycle ... Employability is, however, not a function only of training – it requires a range of other instruments which results in the existence of jobs, the enhancement of quality jobs, and sustainable employment.

The passage from education to employment has different needs and requirements with constantly changing dynamics of the economy. From enrolling for studies to get educated to adequately be equipped for the labour market, the journey is getting more and more complex in today’s world.

Countries across the world recognize the vital role played by skilled manpower to fuel growth and have been drawing up strategies to plug the talent shortages by focusing on building relevant, employable manpower. As India today aspires to emerge as a major player in the global knowledge economy, developing the human resources by providing the right kind of education and skills will be vital. **Thus, developing a flexible education system that would help the youth adapt to the emerging and dynamic economic needs and opportunities of the economy has become essential for harnessing the economic opportunities.**

Education – Building Blocks for the Future

Education is fundamental to a nation’s all-round development. It empowers people to build up their full capacities and to seize employment and social opportunities. In today’s world, with rapidly changing technologies, constant innovations, global competition and new skill demands, there is a need to equip the youth with relevant education and skills.

The education system in the country is presently structured to reach out to the largest possible pool of people with the objective of “universalisation of education”. The structure of education system is broadly divided into primary, secondary and tertiary education. Primary education creates the base of the society. Secondary education is believed to be a crucial step towards nurturing the youth for higher education as well as the job market.

Box 1 gives a snapshot of the global primary and secondary education system.

Box 1: Global scenario

Primary

- Almost 702 million children were enrolled in primary school worldwide. This is an increase from 685 million in 2006 and 651 million in 2000. 21% of total primary enrolments were in India and 15% were in China.
- Almost half of the world’s out of school children lived in Sub-Saharan Africa
- Primary Net Enrolment Rate was 87.8%.
- Globally, around 17% of GDP per capita is spent per primary student.

Secondary

- Over one-third of secondary school age children are not in school
- Over 531 million students are enrolled in secondary school worldwide. This total is up from 510 million in 2005 and 451 million in 2000. 38% of total secondary enrolments are in China (19%) and India (19%)

- Secondary Net Enrolment Rate was 59.8%
- Globally, around 22% of GDP per capita is spent per secondary student.

Source: *The State of Education Series, Primary and Secondary Education, A Global Report, September 2011, The World Bank, Reference Year 2009*

A brief outline of the primary and secondary education scenario in the country is presented in the following box 2.

Box 2: Indian Scenario

Primary

- There are 1362324 Government schools and 264607 private schools in the country
- The average pupil teacher ratio is 30
- Average dropout rate in primary level is 6.76%
- Net Enrolment Ratio at primary level is 99.89%
- Net Enrolment Ratio at upper primary level 61.82%

Secondary

- There are 123479 secondary schools and 76734 higher secondary schools
- The total enrolment in secondary and higher secondary schools were 20494322 and 32008718 respectively
- The average pupil teacher ratio are 25 and 27 for secondary and higher secondary schools respectively
- Transition rate from secondary to higher secondary has been estimated at 83.17%.

Source: *DISE 2010-11, State Report Cards 2010-11, National University of Educational Planning and Administration*

Education Scenario in West Bengal

West Bengal, the fourth most populous state, has nearly 43% of its population in the age-group 15-39 years. According to the Census 2011, the literacy rate in the state is 77.08%.

Table 1: Number of Schools and Enrolment*

| Year | Primary | | Upper Primary | | Secondary & Higher Secondary | |
|---------|---------|----------|---------------|----------|------------------------------|----------|
| | Schools | Students | Schools | Students | Schools | Students |
| 2006-07 | 65917 | 8503685 | 3429 | 5773265 | 8841 | 2500416 |
| 2007-08 | 65945 | 8300454 | 3214 | 6006414 | 8892 | 2464710 |
| 2008-09 | 65992 | 8030509 | 3227 | 6171865 | 8952 | 2694371 |
| 2009-10 | 66151 | 7625389 | 3097 | 6166141 | 8952 | 3048343 |
| 2010-11 | 66817 | 7474799 | 3940 | 6330203 | 9225 | 3433506 |

Source: Economic Review 2011-12, Dept. of Statistics & Programme Implementation, Govt. of West Bengal

Table 2: Gross Enrolment Ratio and Drop-out Rates

| Gross Enrolment Ratio | | | | Drop-out Rate | | |
|-----------------------------|----------------------------------|-----------------------------|-------------------------------|---------------|----------------|-----------------|
| Classes I-V (6-10 Years) | Classes VI-VIII (11-13 Years) | Classes IX-X (14-15 yrs) | Classes XI-XII (16-17 yrs) | Classes I-V | Classes I-VIII | (Classes I – X) |
| 92.7 | 86.3 | 59 | 33.3 | 28.4 | 49.1 | 64.2 |

Source: Statistics of School Education 2010-11, Govt. of India

The major types of schools in West Bengal are primary, upper primary, secondary and higher secondary schools. The schools are also categorized into Govt., Govt. sponsored and Govt. aided schools.

Due to low birth rate over the years, the enrolment of students at the primary level has declined in the state.

The number of students in the upper primary level, secondary and higher secondary levels have been significantly increasing over the years. The transition rate from secondary to higher secondary education has been estimated at 74.64% during 2010-11.

Falling Gross Enrolment Ratio and rising drop-out ratio show participation in educational institutions fall as one move up

the educational ladder.

With a total number of 1066148 and 95097 students enrolled in undergraduate and postgraduate courses

respectively during 2010-11, the tertiary education sector is growing over the years.

* **Note 1:** Number of schools in primary includes Govt. and Govt. aided only primary schools and Sishu Siksha Kendras (SSKs).

Note 2: Enrolment in primary shows the enrolment of classes I to IV only.

Note 3: Number of schools in upper primary includes Govt. and Govt. aided schools having V to VIII (upper primary only/ primary with upper primary) and Madhyamik Siksha Kendras (MSKs)

Note 4: Enrolment in upper primary shows the enrolment of classes V to VIII including enrolment of class V in junior basic schools

Note 5: Number of secondary and higher secondary schools include Govt. and Govt. aided schools with only secondary and higher secondary classes and also schools with classes I-XII/ V-XII

RMSA and the E2E Project

Government initiatives to boost education:

Various new schemes and initiatives have been taken up by the government to boost the education system in the country. After the enactment of the RTE Act, there has been an exponential growth in the elementary school enrolment which has generated a higher demand for secondary education. Now the aim is to make good quality secondary education available, accessible and affordable to everyone aged 14 – 18 years and transform secondary education through innovative programs. To achieve these goals, the following schemes, are being implemented to target the students at the secondary stage (classes IX to XII):

1. Rashtriya Madhyamik Shiksha Abhiyan (RMSA)
2. Model Schools Scheme
3. Girls Hostel Scheme
4. ICT @ Schools
5. Inclusive Education for Disabled at Secondary Stage
6. Scheme of Vocational Education
7. National Means-cum Merit Scholarship Scheme
8. National Incentive to Girls
9. Appointment of Language Teachers

Rashtriya Madhyamik Shiksha Abhiyan (RMSA) – Universalisation of secondary education

The Rashtriya Madhyamik Shiksha Abhiyan (RMSA) scheme was introduced in 2009 by the Department of School Education & Literacy, Ministry of Human Resource Development, Government of India to provide strategic support to school education sector including physical facilities, quality interventions as well as equity interventions. This centrally sponsored scheme promotes access to secondary and higher secondary schools within a reasonable distance of any habitation. It also promotes quality of education. The goal is to ensure 75% enrolment rate at the secondary level by 2015, by 2017 provide universal access to secondary level education and by 2020 achieve universal retention. The scheme also aims to provide access to secondary education with

special references to economically weaker sections of the society, the educationally backward, the girls and the disabled children residing in rural areas and other marginalized categories like SC, ST, OBC and Educationally Backward Minorities (EBM). There is a financial sharing of 75:25 between the central and the state government barring the north-eastern states where the ratio is 90:10. The state governments help to implement the scheme through various state government societies formed for this purpose.

According to RMSA stipulations, only Govt. / Govt. sponsored schools can access the funds. A Working Group Report on Secondary and Vocational Education, 12th Five Year Plan, Department of School Education and Literacy, MHRD, Govt of India proposes extension of the provision of RMSA scheme to Govt. Aided schools. 20.55% of secondary schools in the country are Govt. aided schools which provide secondary education to a large number of children of the age group 14-17 years. In many of the States such as- Maharashtra, West Bengal, U.P., Gujarat etc Govt. aided schools are major service providers of secondary education. It is proposed that aided schools be considered to be covered under the scheme for 12th Five Year Plan for support (both non-recurring and recurring). However, states/UTs must ensure that all the governments' schools have been covered prior to providing infrastructure support to these aided schools.

In West Bengal "State Level Mission for RMSA / Governing Council" was formed to implement scheme at the state level. According to the Annual Report 2010-11, Department of School Education, Govt. of West Bengal, in the year 2009-10, Govt. of India sanctioned ₹2 crore in favour of West Bengal to initiate pre-project activities. ₹66.67 lakh was released by the state government as matching grant. The Govt. of India further released ₹10.99 crore in 2009-10 to implement first year plan activities. The state government released matching grant of ₹3.67 crore. Construction of additional classrooms, laboratory, library, computer room and toilet and drinking water facilities has been taken up in 38

Government schools at a cost of ₹12.58 crore. ₹186.14 lakh has been released in favour of the districts for carrying out pre-project works. ₹123.45 lakh has been released as recurring grant in favour of 63 Govt. and Govt. sponsored schools. In 2010-11, the state government has prepared and submitted Annual Plan for 9013 schools for an amount of ₹3000 crore to Govt. of India for approval. It is expected that the Project Approval Board is likely to approve Annual Plan for 102 Govt. and Govt. sponsored schools only. With a large number of schools remaining outside the orbit of RMSA support, efforts are now being made to extend the benefits of the scheme to the Govt. aided schools.

About the Education to Employability Project

Under the initiative of Paschim Banga Rashtriya Madhyamik Siksha Abhiyan (RMSA), Department of School Education, Govt. of West Bengal has initiated an innovative project – the ‘Education to Employability’ Project in collaboration with Vikramshila Education Resource Society, Kolkata. The project has been conceptualized to build a sustainable model of ‘Employability Skills Training’ for Secondary School students to ensure that they are able to make appropriate career choices after completing their school education.

The Education to Employability project is a holistic engagement that aims to equip the students with knowledge and skills beyond standardized school education in the final years of schooling. The training offered under E2E project is different from that of vocational training courses. The objective is to develop and enhance the employability skills of the students through specifically focused programmes along with appropriate information sharing about career choices that would enable them chart their career paths in diverse areas of education and work.

In 2008, a study was undertaken covering ten Govt. aided schools in and around Kolkata. Michael and Susan Dell Foundation and Suas, Ireland supported the project at this stage. The study findings showed some functional and behavioral skill gaps between industry needs and education received. Lack of Communicative English, IT skills, lack of practical application of theoretical knowledge, etc were identified as the key skill gaps. It was also observed that there is ‘aspiration –capability’

gaps amongst the students. The students are not well informed about the diverse areas of education and careers available in today’s world. With knowledge about only a handful of traditional career options like doctors, engineers, government jobs, all of which are extremely limited in number, hence very competitive, the odds against an average student become heavily stacked. Also, a majority of students were found to be lacking in career awareness and career focus. Though a percentage of students enroll for academic courses in colleges, mostly they lack specific goal alignment for the future. A major concern is that a high percentage of students discontinue studies at the end of class X or class XII and enter the job market as semi-skilled or unskilled workers.

Subsequently, a pilot project was initiated with 30 schools in and around the city of Kolkata from April 2012 by the Government of West Bengal. Among these 30 schools, 24 were Govt. / Govt. sponsored and 6 were Govt. aided schools. Michael and Susan Dell Foundation also supported the project. The pilot project covered 3000 boys and girls from diverse socio economic, linguistic and religious backgrounds studying in Classes IX and X. The project was modeled as an ‘in school’ intervention and involved school authorities. Dedicated classes for Communicative English, Soft skills and IT education, specially designed to focus on enhancing academic and employability skills, were introduced in these schools. These were followed by remedial camps and career counseling. Baseline and end line studies were undertaken to gauge the success of the intervention. *The end line results, following a brief intervention, showed that there was an average increase of 27% in the students’ performance in the areas of Communicative English, Soft Skills and IT.*

This is just an indicative trend and it is believed that sustained inputs over a longer period of time would result in significantly better performance. In fact, after the successful implementation of the pilot project, the state government is planning to implement the project in more schools in all the 20 districts to reach out to 20000 children. The central government (MHRD) has also proposed RMSA to share the example of E2E project as one of the ‘best practices’ that can be replicated by other state governments.



Education to Employability Project

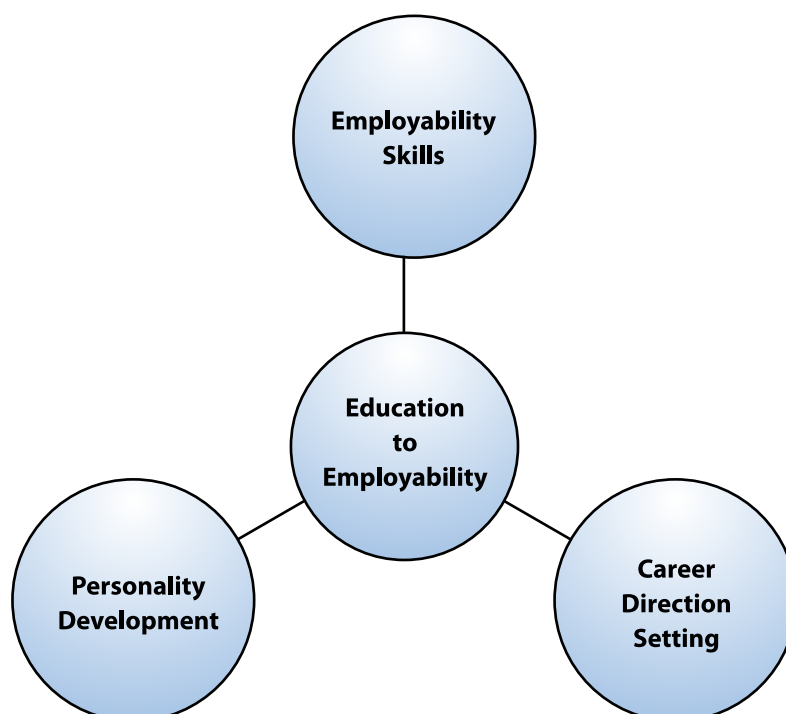
The E2E project, with the objective of making the students better equipped for a smooth transition from school to the next level of education as well as the job market, has adopted a two pronged strategy – Career Direction Setting and Developing Career Related Employability Skills.

The project implementation strategy focuses on three things: the student’s ability, personality, and career direction setting. Under the ‘Ability’ strand of the project, courses on communicative English, basic IT knowledge, and general aptitude are offered to the students. The ‘Personality’ strand focuses on job readiness and life skills. The project offers psychometric assessment of the student’s intrinsic

abilities, interests, and appropriate career choices to analyze the students individually and help them with proper ‘Career Direction Setting’ guidelines. The project also provides a complete career counseling cycle where professional career counselors help students through one-on-one or group counseling sessions in identifying individual career interests and help in creating career development action plan for the students given the available job market opportunities.

E2E Project Activities

- Counseling of children based on Psychometric Testing in project schools
- Organizing Special Learning Camps for children in 3 areas in project schools
 - Communicative English
 - Soft Skills
 - Job related IT skills
- Capacity Building of School Principals and Teachers
- Setting up Career Hubs in Project Schools



Objective and Methodology of the Survey

The FICCI-Vikramshila baseline study on Education to Employability Project in West Bengal tries to identify

- the status of the current level of awareness and abilities of students who have completed school in the last 5 years
- students' views on employability and making right career choices after finishing school
- basic skill set requirement of the students which would help them to improve their employability skill
- need for career counseling to chart out appropriate career plans

To develop the study, a survey has been conducted where relevant data has been collected and collated to assess the present situation of the students and analysis of the obtained data has been done. The results of the baseline study would help in proper planning for the next intervention of the E2E project as intended by the authority and also to prepare a ground to measure the impact of the intervention in future.

The baseline survey has been developed by the following approach:

- 2 separate questionnaires for students and parents were designed and used for data collection.
 - ✓ Comprehensive questionnaire for students focusing on the following has been developed.

- ✓ A comprehensive questionnaire for parents has been designed to understand their interest and involvement in child's education and their views on employability skill.
- In order to get a representative sample, a database of 504 students and 110 parents have been developed. A total of 13 schools in Kolkata, North 24 pgn and Burdwan have been visited for conducting interviews for students who have passed Class X, XII in the last 5 years from 2008 to 2012. The survey took into account the passed out students to understand whether they are continuing higher education or have entered the labour force with desired skill sets, reasons for deviation from their earlier career plan, if any, and gauge the 'aspiration-capability' gap. Among the 13 schools, 8 were Govt. / Govt. sponsored and 5 were Govt. aided (owing to RMSA stipulations there has been limitation of sample selection leading to underrepresentation of Govt. aided schools). Due to relatively small sample size and schools mostly taken from in and around Kolkata, the survey findings may not be representative of the entire state. Also, in surveys where respondents are questioned on their capabilities, there is often a risk of biased self-assessment due to false self perception.

| Questions on | To collect information on |
|-----------------------------------|---|
| Career & Employability | How informed the students are about post secondary education and career options, knowledge on career planning, importance of other subjects to develop employable skills apart from regular course papers etc |
| IT Skills | Whether the students have knowledge on basic computer functions & internet search engines |
| Basic English Communication Skill | Whether the students can communicate in basic English |
| Vocational & Technical Education | Students' knowledge on vocational & technical education as a career option |
| Other relevant skills | Students' views on importance of extracurricular activities and any other relevant skills |

Random sampling has been done to select students across the schools. Parents were also randomly selected from each category of schools. Questionnaires were filled up during several school and home visits.

- While collecting data, the survey team faced a few challenges which are listed below:
 - ✓ **Lack of computerized data base:** Most of the target schools did not have computerized database of names and addresses of students who have passed out between 2008 and 2012 from each school, thus the task of accessing the student database was quite difficult.
 - ✓ **Lack of cooperation from school authorities and respondents:** In some cases, school authorities and students and parents refused to cooperate and share information with the survey team.
 - ✓ **Challenge in locating address of students furnished by school authorities:** In some cases, locating the student's residence was difficult as

the student had relocated. In some cases, especially for high end Govt. schools, students travel from other localities to study in a particular school, therefore with no concept of neighbourhood data collection becomes more difficult.

Thus, the survey also dealt with sampling bias due to the difficulties faced in reaching and contacting students who have passed school or discontinued studies.

- Responses received were categorized and assigned codes to summarize, synthesize and sort the information. Individual responses for both students and parents were then tabulated, aggregated and analyzed using frequencies and cross tabulations.
- Based on the outcomes of analysis, key findings of the baseline study have been presented.

Analysis of Survey Results & Way Forward

Respondents' Profile

Profile of students/ pass outs

504 students from 14 schools in Kolkata, North 24 Parganas and Burdwan, who have passed Class X, XII in the last 5 years from 2008 to 2012, were interviewed for the baseline survey. Among the interviewees 38.49% were boys and 61.51% were girls. 33.33% of the respondents belong to Govt. aided schools and rest of the respondents belongs to Govt./Govt. sponsored schools.

Table 3 shows the distribution of students interviewed who have passed Class X, XII in the last 5 years.

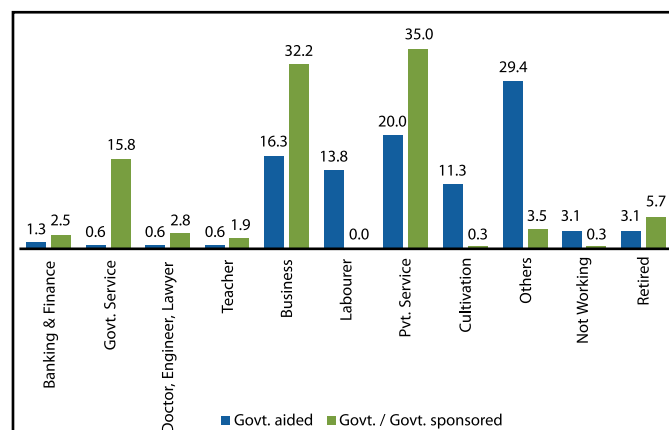
Table 3: Distribution of Students Interviewed

| Year | Passed X | Passed XII | Total |
|--------------|------------|------------|------------|
| 2008 | 57 | 23 | 80 |
| 2009 | 66 | 20 | 86 |
| 2010 | 76 | 36 | 112 |
| 2011 | 74 | 40 | 114 |
| 2012 | 112 | 0 | 112 |
| Total | 385 | 119 | 504 |

All student respondents were aged above 15. 15.08% of the student respondents were aged between 15 and 16 years, 27.78% were aged between 17 and 18 years, 47.02% were aged between 19-21 years, 10.12% were aged above 21 years. The respondents belong to various socio-economic backgrounds which can be seen from the fathers' occupation (Chart 2). Private services (35.0%), business (32.2%) and Govt. services (15.8%) are the top three occupations of fathers of students belonging to Govt. / Govt. sponsored schools. 20.0% fathers of students from Govt. aided schools are engaged in private services and 16.3% have businesses. It has been observed that 29.4% of the fathers of students from Govt. aided schools work as driver, cook, mason, mechanic, tailor, carpenter, security guard, hawker, etc. while only 3.5% fathers of students belonging to Govt. /

Govt. sponsored schools are engaged in miscellaneous jobs. It is interesting to note that none of the fathers of the students from Govt. / Govt. sponsored schools in the selected sample are labourers while 13.8% of the fathers of the students from Govt. aided schools work as labourers. Also, a significantly higher percentage of fathers of the students from Govt. aided schools are engaged in cultivation. On the contrary, a higher percentage of fathers of the students from Govt. / Govt. sponsored schools work as doctor, engineer, lawyer, teacher, banking and finance professionals.

Chart 2: Father's Occupation (%)



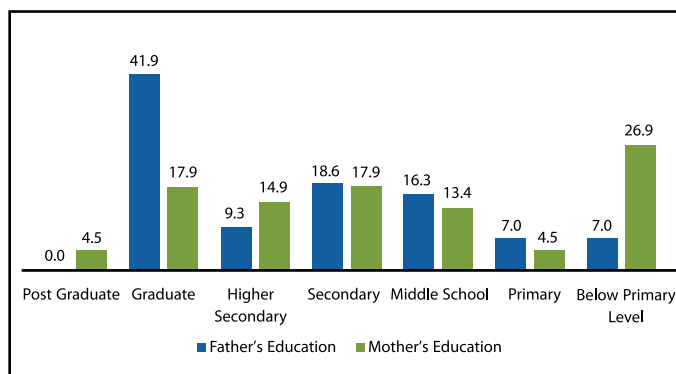
Parents' profile

A random sample of 110 parents has been interviewed to understand their interest and involvement in their child's education and their views on employability skill. Among the parents, 60.9% were mothers and 39.1% were fathers. It may be noted, since the interviews were conducted during home visits, the selected sample has a higher percentage of mothers.

While 41.9% of the fathers are graduates, 18.6% have passed secondary examination and 16.3% have studied till middle school (passed Class VIII). Amongst the mothers, 17.9% are graduates, 17.9% have studied till secondary level and 26.9% have minimum level of education.

Chart 3 shows the distribution of parents' educational attainment.

Chart 3: Parents' Educational Attainment (%)



86.57% of the respondent mothers are housewives. 6.98% of the respondent fathers are retired whereas the remaining 93.02% are working. Majority of the fathers are engaged in business or private services.

Data Analysis

The baseline study is an attempt to gauge the status of the current level of awareness and abilities of students who have completed school in the last 5 years along with their views on employability and making right career choices after finishing school. Among the 504 student respondents interviewed, 91.02 % of the respondents are still studying while 8.98% have quit studies (Chart 4).

Chart 4: Present Occupation of the Student Respondents

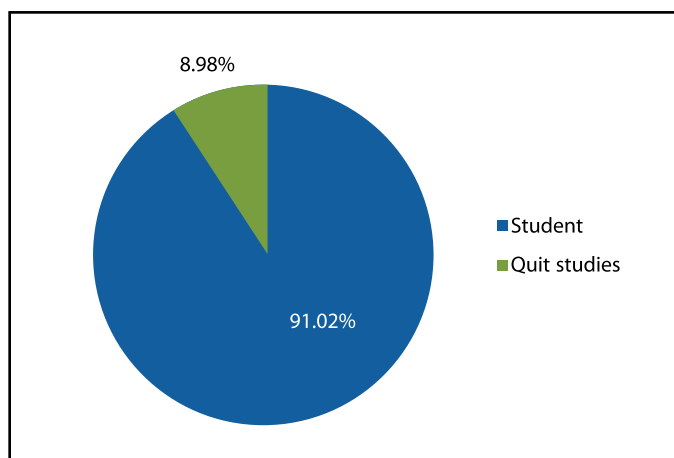
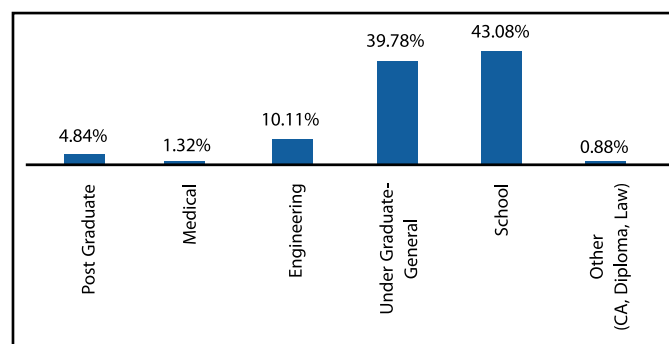


Chart 5 shows the present education level of the respondents who are still studying. 43.08% of the respondents are studying in school and 39.78% are pursuing general under graduate courses.

Chart 5: Present Education Level of the Respondents who are Studying



Among the respondents who have quit studies,

- 77.78% belonged to schools from Govt. aided category and the rest 22.22% were students from Govt. / Govt. sponsored schools.
- 66.67% studied till Class X, 17.78% till Class XII, while 15.56% have studied till Graduation. Only 15.56% respondents who have quit studies have received vocational education & training.

The survey has tried to identify reasons for discontinuing studies. The reason most frequently cited is financial difficulties. Almost 35.56% of the student respondents, who have discontinued studies, told that they could not afford further studies. 15.56% of the respondents said they are not interested in studying more as they believe further studies does not improve employment opportunities. The other reasons cited for discontinuing studies included - no program for interests, not accepted to program of choice and no offerings in the area, not being able to give sufficient time to study due to work, marriage, etc.

Chart 6: Present Occupation/ Status of the Respondents who have Quit Studies (%)

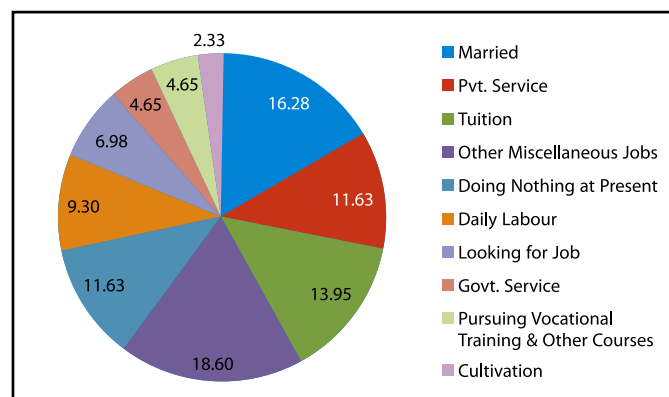
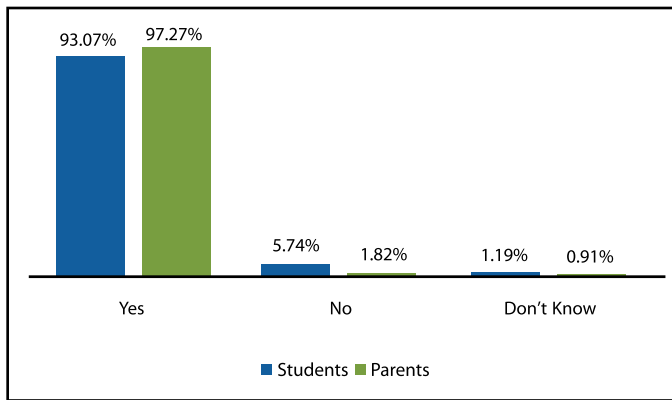


Chart 6 shows 16.28% of the respondents who have quit studies are married and all of them are female. 11.63% work in the private sector mostly in IT related services, 13.95% provide private tuition and 18.60% are engaged in miscellaneous jobs such as tailoring, working in tea stalls, grocery stores, medicine shops, etc. 11.63% of the respondents are doing nothing at present and 6.98% are looking for a job.

Views on Post-Secondary Education

The survey data shows that 93.07% of the student respondents and 97.27% of the parents believe that post-secondary studies improve employment opportunities. However, 5.74% student respondents feel that post-secondary education does not improve employment opportunities. 1.19% of student respondents and 0.91% of the parents are not aware of the possibilities that could open up studying beyond the secondary level as shown in Chart 7.

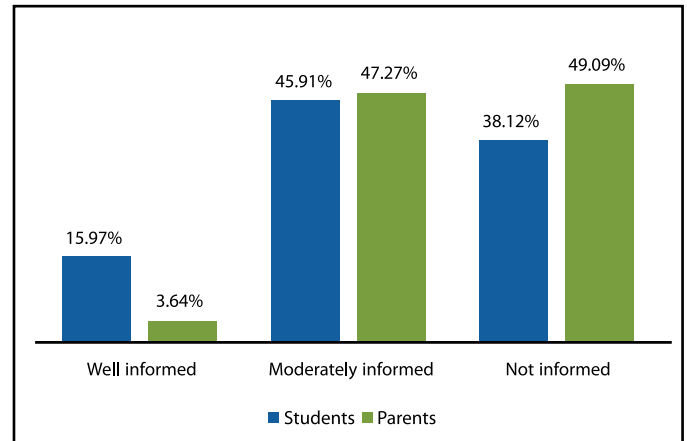
Chart 7: Post-secondary Studies Improve Employment Opportunities



The survey result indicates that there exists much awareness about the benefits of post secondary education and majority of the respondents also feel that post-secondary education improves employment opportunities. **But 38.12% of the student respondents and 49.09% parents said that they are not informed about career options beyond secondary education.** So often the knowledge on benefit of post secondary education is not translated into real life. This is a key area of concern as class X and XII are considered as major stepping stones for future career as at these points the youth decide on whether to pursue higher education or opt for technical training or join the workforce. So

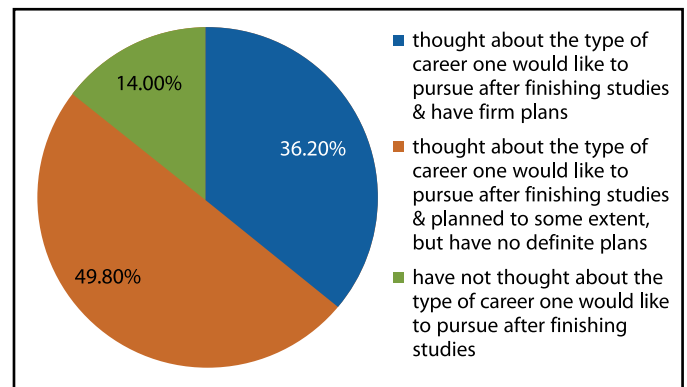
the students must be well informed about future career opportunities to plan their careers. **Chart 8 shows that only 15.97% student respondents and a mere 3.64% parents said that they are well informed about post-secondary career options.** 45.91% student respondents and 47.27% parents said they are moderately informed about career options beyond secondary education.

Chart 8: How Informed are the Respondents about Post-secondary Career Options?



Though 38.12% of students are not properly informed about the post secondary career options, 86% student respondents said that they have thought about the type of career they would like to pursue after finishing studies. Only 14% said they have not thought about the same. From the survey, it is also found that amongst these 86% respondents, 36.20% said they have firm plans about their career path while 49.80% said they have planned to some extent, but have no definite plans (Chart 9).

Chart 9: Career Plans



The students were asked about their career planning at the time of class X and XII. 20.87% of the student

respondents have planned to become a teacher, 14.26% have aspired to become an engineer whereas 8.47% have decided to become a doctor after passing school. 50.9% of the parents interviewed also want their children to become a teacher, a doctor or an engineer.

When the students were asked how they decide their future career plan, 75.46% have replied they have taken their own decision without much guidance from parents or teachers. 20.28% of students have received guidance from their parents and only 2.43% have received help from their teachers. 2.64% student respondents said that they discussed with their peer group while making career plans.

The survey result indicates that both the students and parents are aware of only a few traditional career options. It is often observed many school leavers end up choosing careers without properly understanding what they entail or what the coursework involve. Thus, there is a necessity to empower the students by acquainting with the relevant information on career as well as guide them to use self-administered tools, to help them learn about their interests, values, skills and personality type so that they may also explore the nontraditional career options.

Often it is observed that students choose a career or field of study without doing proper research and evaluation and their career plan changes as they move up the education ladder. 22.38% student respondents have reported that there exists a difference between their earlier and current career plan.

57.52% of the respondents have cited the following reasons for deviation from their actual plan

- Unable to cope with the pressure of the curriculum
- Failed to qualify
- Change of interest
- Not aware of the options earlier

These indicate an 'aspiration-capability' gap among the students.

The rest 42.48% mentioned financial difficulties as reasons for deviating from the earlier plan. However, when the students were asked about scholarship/ financial assistance opportunities, 51.7% of the student respondents said that they are aware of such aid.

Awareness on Vocational Education & Training

It is often observed that the students prefer general/traditional courses at the higher secondary level and later in tertiary level of education as they do not possess any knowledge on vocational education & training.

The survey has tried to identify the awareness level of the students on vocational education & training. The survey result indicated that almost 65 % of the students do not have any knowledge on vocational education & training. 74.40% of the students are not aware of any local institutions like ITI, Polytechnic colleges, VTCs which provide technical & vocational training. 65.45% of the parents are also unaware of provisions of vocational education and training.

Chart 10: Students' Awareness on Vocational Education & Training

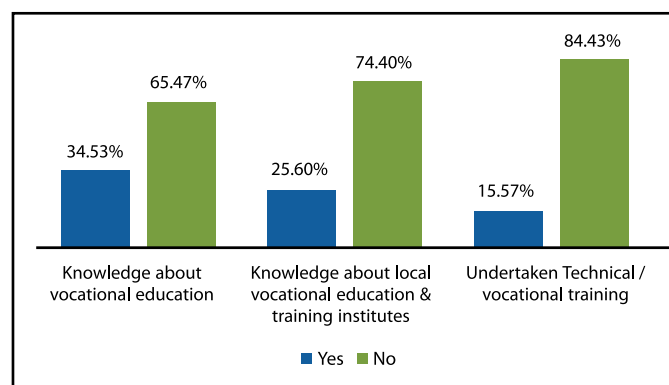


Chart 10 shows only 15.57% of the students have undertaken technical and vocational training.

Also, when asked whether academic paths are more valued by society than vocational ones 80.04 % of the student respondents and 68.18 % of the parents said that academic paths are more valued by society than vocational ones. Thus, the survey result indicates that either the students are not aware or they are not willing to choose vocational training as a career option.

Career Counseling

Lack of information about career choices poses a major challenge among both the parents and students. Career Guidance, which is now being increasingly considered as an integral part of education system, can help the

students to select their career according to their choice and interest. Specially, in case of students belonging to socio-economically backward families, where the opportunity costs of higher education may be greater, providing career counseling becomes essential.

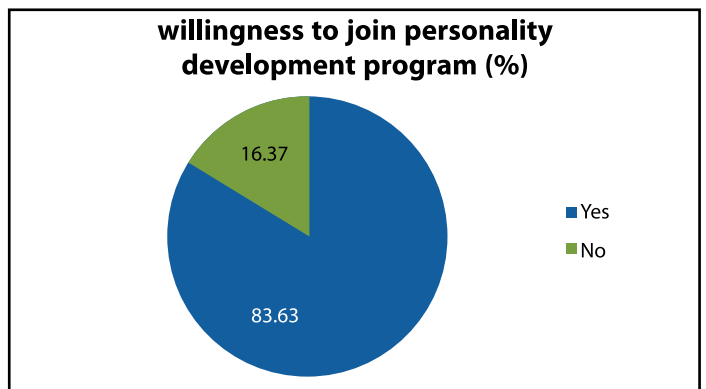
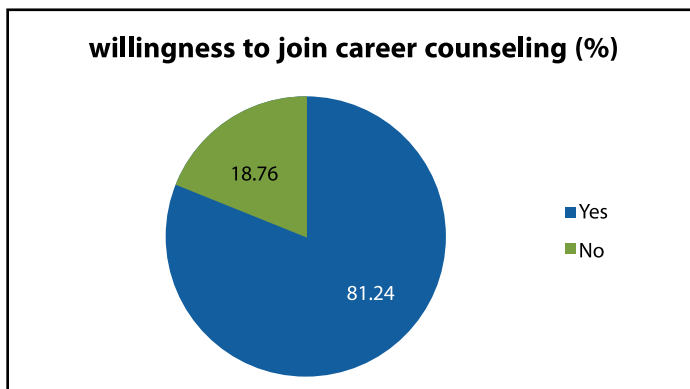
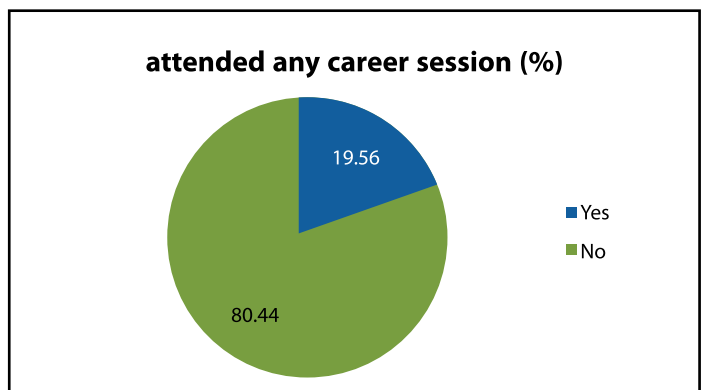
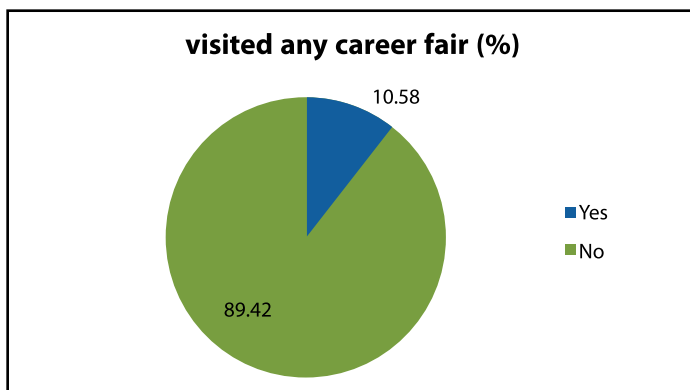
The study asked a few questions to understand the current awareness level of the students and parents on career counseling and also the willingness of the students to avail career counseling sessions.

Chart 11: Career Counseling

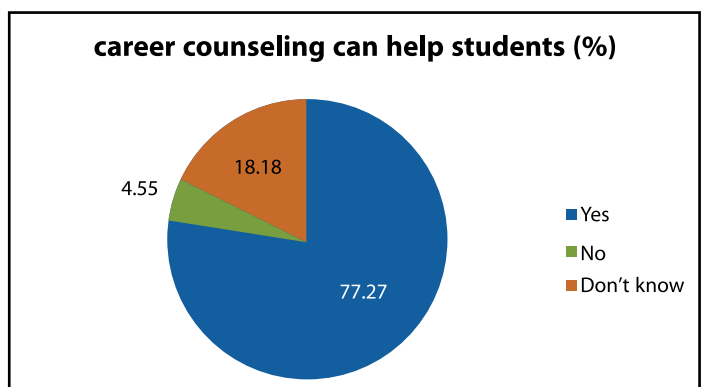
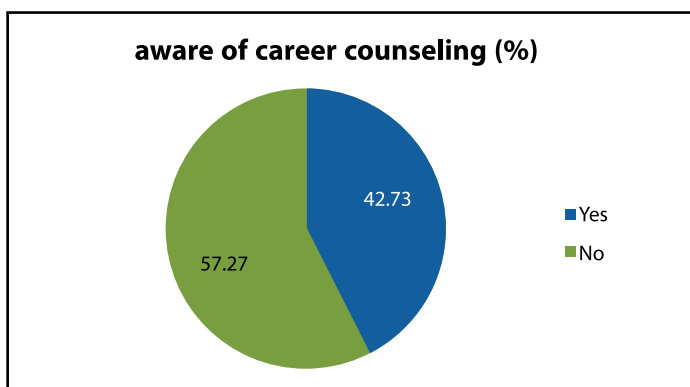
Chart 11 shows that 19.56% student respondents have attended any career session and only 10.58% of the student respondents have visited any career fair. However, 42.73% of parents are aware of career counseling.

81.24% of the student respondents have indicated that they are willing to attend career counseling sessions and 83.63% have shown interest to join personality development programs to further their career plans. Amongst the parents, 77.27% feel that career counseling

Students



Parents



could actually help students to chart out their career in the appropriate direction.

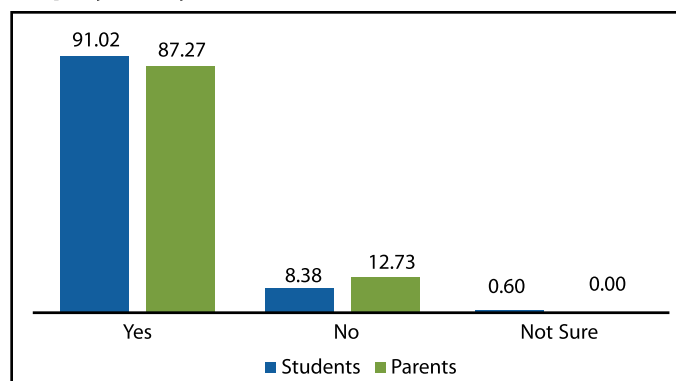
The survey result clearly indicates most of the students and parents are not aware of career options beyond regular educational courses. Today's world provides newer opportunities and there is a need for information dissemination so that the students know about various career options. Further, there is a need to help the students with appropriate career counseling sessions so that they can nurture and develop career related interests, individual preferences, strengths and values starting from the secondary stages of learning.

A country can effectively move its young people from education to employment by providing a flexible education system with proper career guidance and making them job ready by introducing subjects which can help them to hone their employability skill.

Importance of other subjects besides regular classroom education to develop employable skills

The survey has tried to find out the respondents' views on the importance of other subjects to develop employable skills apart from regular classroom education. Chart 12 shows 91.02% of the student respondents and 87.27% of the parents feel that besides the regular course work offered in schools other subjects could also help to improve employability skills of the students.

Chart 12: Any other subject that can help hone employability skills (%)



Communication skills, IT skills and general knowledge are some of the key factors that are believed to improve the employability of the youth. Communicating and

listening effectively, accurately and concisely is not only necessary professionally but also help in developing one's social competence and other soft skills. The role and importance of IT skills among the newly hired employees in entry-level jobs have grown with rapidly changing technologies in today's world. The baseline survey tries to gauge the respondents' views on these skills and have asked them to rank communicative English, IT skills, general knowledge and other skills in order of importance.

In Table 4, the rank columns show the percentage of respondents assigning a specific rank to each skill while the rows show the percentage of respondents assigning different ranks to a specific skill. The corresponding rank to the highest percentage assigned for each skill shows the overall rank that the respondents have assigned to a particular skill. The highlighted cells in the Table 4 show how the respondents have ranked the above mentioned skills.

Communicative English has been ranked one, IT Skills has been ranked second and General Knowledge has been ranked third by both the student respondents and parents. Other skills has been ranked fourth by both the student respondents and parents. Other skills specified by respondents include inter-personal skills, self-management skills, numerical aptitude, adaptability, team-work, etc.

Table 4: Respondents' Ranking of Skills

| STUDENTS | | | | |
|-----------------------|--------|--------|--------|--------|
| Skills | Rank 1 | Rank 2 | Rank 3 | Rank 4 |
| Communicative English | 49.07 | 34.16 | 15.73 | 1.04 |
| IT Skills | 26.39 | 37.94 | 35.26 | 0.41 |
| General Knowledge | 27.92 | 25.63 | 45.00 | 1.46 |
| Other | 10.61 | 12.12 | 7.58 | 69.70 |
| PARENTS | | | | |
| Skills | Rank 1 | Rank 2 | Rank 3 | Rank 4 |
| Communicative English | 57.00 | 36.00 | 7.00 | 0.00 |
| IT Skills | 31.68 | 50.50 | 17.82 | 0.00 |
| General Knowledge | 12.00 | 13.00 | 75.00 | 0.00 |
| Other | 14.29 | 14.29 | 0.00 | 71.43 |

Note: All the above mentioned skills are important. The rankings reflect priorities of the respondents when trade-offs are required for decision making.

The survey has tried to identify the present level of awareness and abilities of the student respondents and the parents' views on Basic English communication skills, IT skills and other activities that might help in developing employability skills.

Basic English communication skills

The surveyed schools were divided into categories – Govt./Govt. sponsored schools and Govt. aided schools. The student respondents were questioned whether they use English in their daily life.

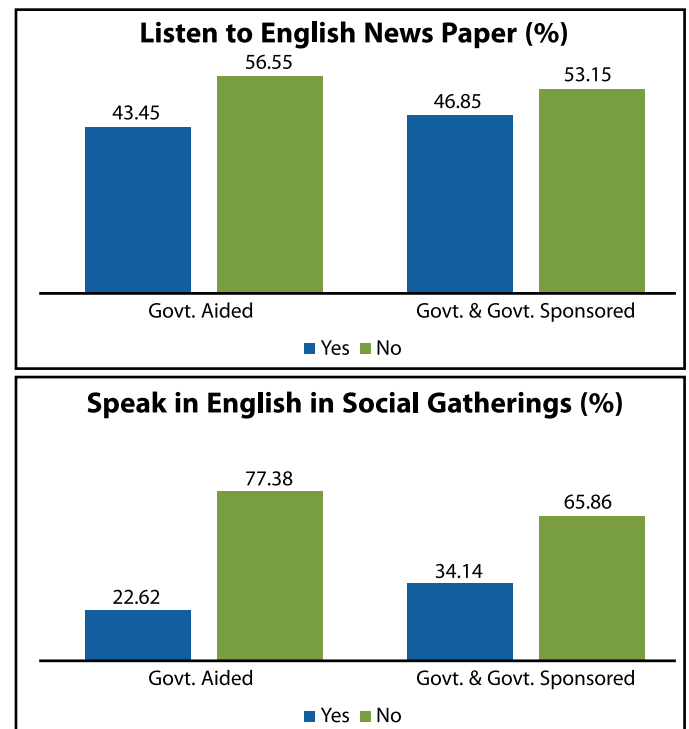
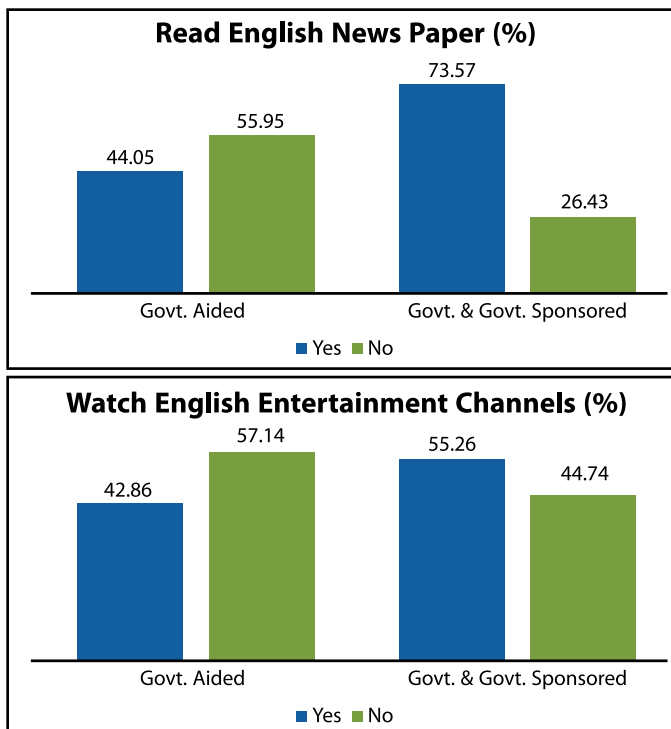
- 44.05% student respondents from Govt. aided schools and 73.57% from Govt./Govt. sponsored schools have said that they read English news paper
- 43.45% student respondents from Govt. aided schools and 46.85% from Govt./Govt. sponsored schools have said that they listen to English news on TV / radio
- 42.86% student respondents from Govt. aided schools and 55.26% from Govt./Govt. sponsored schools have said that they watch English entertainment channels
- 22.62% student respondents from Govt. aided schools and 34.14% from Govt./Govt. sponsored

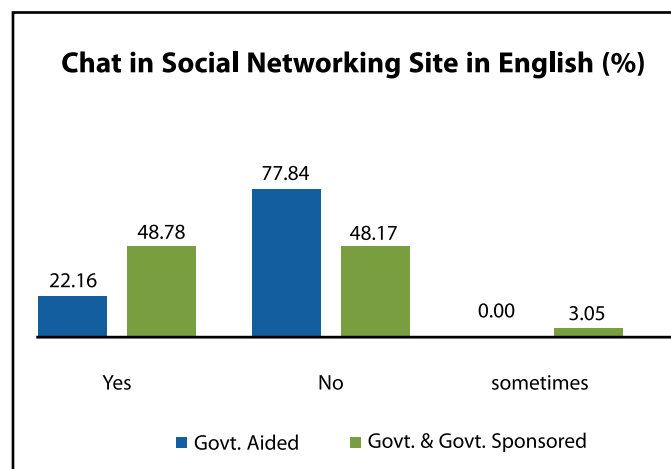
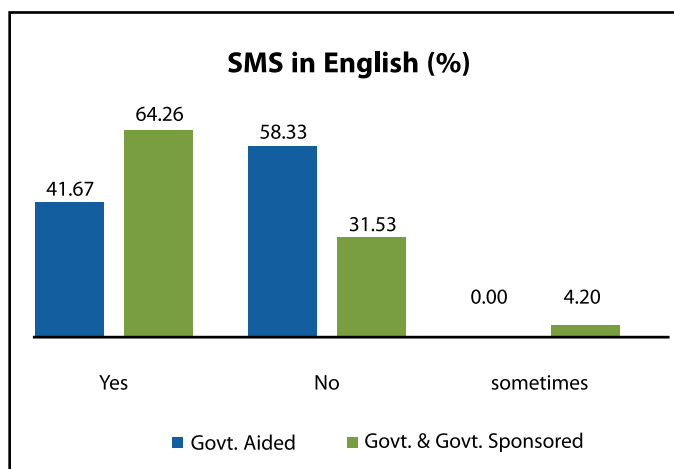
schools have said that they speak in English in social gatherings

- 41.67% student respondents from Govt. aided schools and 58.33% from Govt./Govt. sponsored schools SMS in English
- 22.16% student respondents from Govt. aided schools and 48.78% from Govt./Govt. sponsored schools have said that they chat in social networking sites in English

These statistics show that students belonging to Govt./Govt. sponsored schools generally performed better than students belonging to Govt. aided schools. Though comparatively higher percentage of student respondents belonging to both the school categories read, listen to or watch materials in English language, a lesser percentage actually uses English while communicating in person or via mobile phones or social networking sites. It is observed a lesser percentage of students from the Govt. aided schools compared to Govt./Govt. sponsored schools use English while communicating. The survey result indicates lack of fluency in English and hesitancy in communicating in the language. Thus, conducting communicative English classes for improving the language proficiency of students can be helpful.

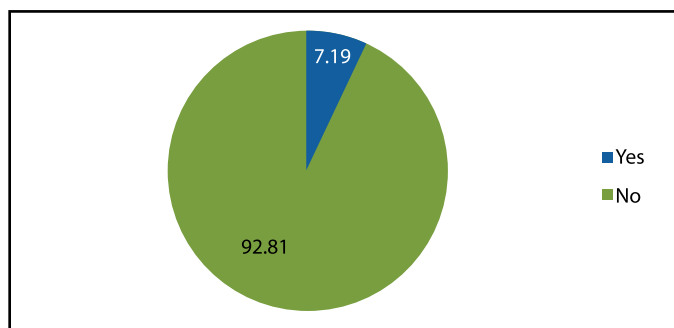
Chart 13: Basic English Communication Skills





With only 7.19% of the schools providing dedicated spoken English classes, there is a huge scope for improvement to make the students more competent in English communication.

Chart 14: School provides dedicated spoken English Class (%)



IT Skills

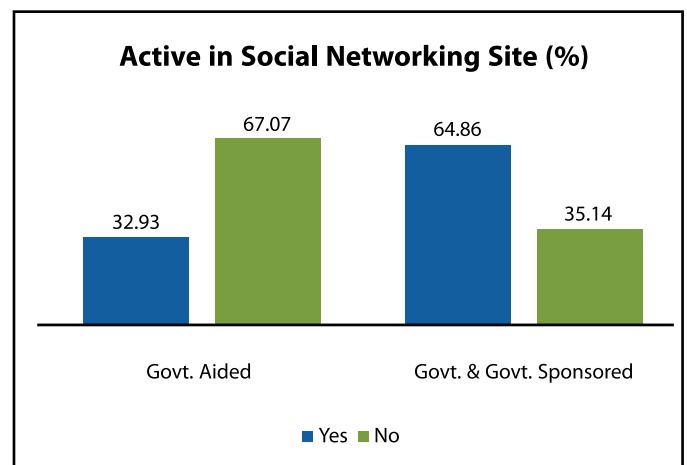
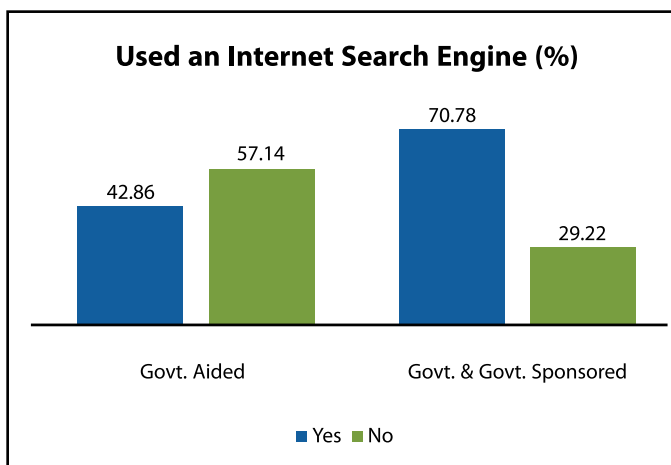
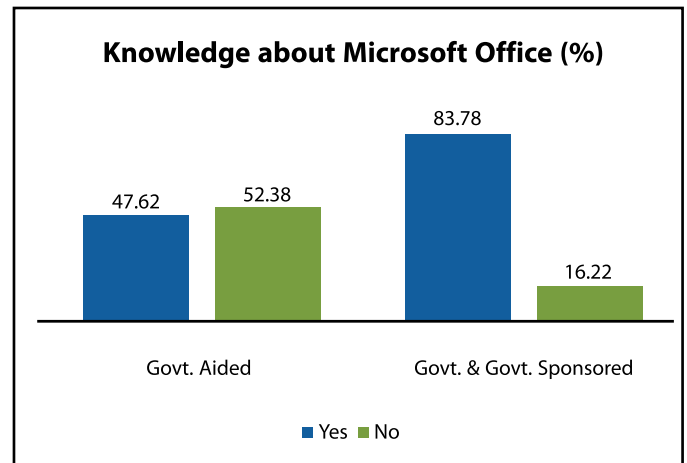
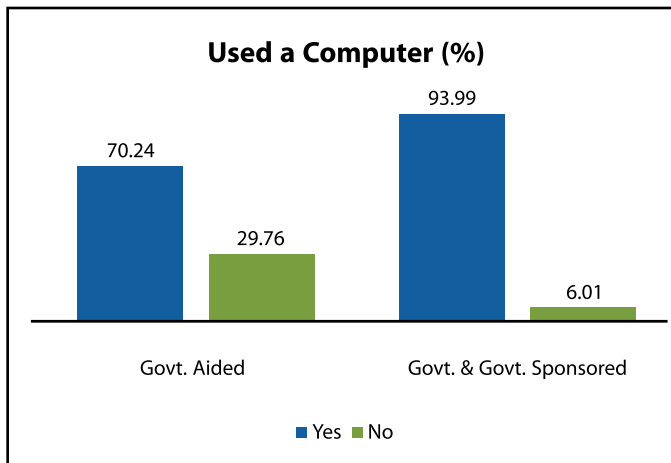
93.99% of the surveyed student respondents from Govt./Govt. sponsored schools have used a computer while a lower percentage, 70.24%, of student respondents from Govt. aided schools have used a computer. Not all of the students, who have used a computer, have knowledge about Microsoft Office. 83.78% respondents from Govt./Govt. sponsored schools have knowledge on Microsoft Office tools where as only 47.67% from Govt. aided schools have knowledge on the same. 70.78% student respondents from Govt./Govt. sponsored schools and 42.86% from Govt. aided schools have used an internet search engine. These statistics indicate that there is a scope for improvement in providing relevant IT skills in schools, more so in the Govt. aided schools.

In today's age, where social networking sites are in vogue, the survey has tried to find out the student respondents' know-how about the social networking sites. Though it is not exactly an IT skill, the knowledge about such information has been included in the study to understand the level of interest about using a computer amongst the students. It is observed that 52.98%, of student respondents from Govt. aided schools have heard of social networking sites while 92.19% student respondents from Govt. /Govt. sponsored schools are aware of the same. 32.93% from Govt. aided schools and 64.86% from Govt./Govt. sponsored schools are active in such sites (Chart 15).

However, in surveys where respondents are questioned on their capabilities, there is often a risk of biased self-assessment. So, it is to be noted that the survey results might be over-estimated.

Parent's interest and level of involvement in the child's career act as one of the key factors for overall development of the students. It has been observed that 61.82% of the surveyed parents have invested in one or more areas, other than regular education, to facilitate their children's learning. The survey shows that 21.05% parents have invested in communicative English courses, 44.74% parents in computer courses, 22.37% in both English and computer courses and remaining 11.84% in other courses. 38.57% of the interviewed parents said they would like to invest in future for ward's career and 20% said they would invest if required. However, investing in courses beyond regular school education are added direct costs to secondary education. So often for students belonging to socio-economically backward

Chart 15: IT Skills



families such courses are unaffordable. Thus, offering these subjects in the schools by making it a part of the curriculum would help all students access the same education and training.

Other Skills

The survey takes into account the views of the student respondents and parents on activities that could help the all-round development of the students. In this regard, the student respondents were questioned on various areas including part time jobs and voluntary work, extracurricular activities, etc. 14.91% of the student respondents who are presently studying said that they work part time presently, 17.32% said that they have worked part time earlier and 17.76% said that they do voluntary work.

Qualities like team skills, self-management skills, interpersonal skills, etc are some of the other skills which

add to the overall personality. The survey has tried to assess qualities like team skills and self-management skills by questioning the student respondents on extracurricular activities like organizing events, taking part in debates and quiz contests as these are believed to help in personality development beyond regular learning. 34.93% said they have organized event(s), 28.14% said they have taken part in debates and 40.72% said they have taken part in quiz contests.

60.48% of the student respondents and 71.82% of the parents felt that extracurricular activities would help equip one for working life.

Way forward

- **Introduce Career Counseling Sessions in Schools**
The survey result indicates that though a large percentage of students believe post-secondary education increases chances of getting a job but

they do not have much idea on how to choose the right career after passing school. Career counseling can help the students discover their true potential and interest in subjects. By attending a career counseling session a student can

- ✓ know more about one's strengths and areas for improvement
- ✓ gain educational and occupational information
- ✓ learn about decision-making and career planning
- ✓ cope with career challenges and transition issues

The survey result shows that often students take decision about their career on their own but at later stage due to several reasons like change of interests, unable to cope with the curriculum pressure, etc they are forced to change their stream/ subjects. Often they are influenced by their friends while taking their career decisions. Thus, holistic counseling in schools can ensure that students can make a better career choice. In some cases, parents decide and influence career choices of the children. Thus, parents counseling can be considered as well.

● **Develop Career Related Employability Skills**

Many students after completing board examinations either quit studies and enter the labour market as unskilled workers or get enrolled in college studies in academic courses without any specific goal alignment. Apart from regular classes and career counseling sessions, there is a need to focus on knowledge areas and skills linked to employability. Dedicated classes for improving the employability skills of the students should be introduced and eventually these classes should be integrated in the curriculum.

- **Introduce Classes on Basic Communicative English Skills** - Communication skill is considered as a key employability skill as ensuring 'good' and 'effective' communication is one of the fundamental components of providing high quality services. The survey findings indicate that though a high percentage of students can read English newspapers and listen to or watch English channels but they are not comfortable in communicating in English language. Thus, classes on basic communicative English could be introduced from junior classes. Also

beyond the specified English classes there is a need to encourage the students to communicate in English in day-to-day life.

- **Focused IT classes**- The need of IT skills to find work in today's age has been increasing. Acquiring basic IT skills and being familiar with using a computer may open up a wide range of employment opportunities and increase marketability of the youth in the job market. Though the survey findings indicate that majority of the students are familiar with computers, a lower percentage can use Microsoft Office and internet search engines especially in Govt. aided schools. Thus, IT classes should be introduced in schools with more focus on practical application knowledge rather than theory. Also the existing IT classes could be strengthened.
- **Encourage students to participate in extracurricular activities** – Extracurricular activities are considered as a part of a well-rounded education. Participation in different extracurricular activities not only helps to increase the confidence level of the students but also plays an important part to hone the interpersonal skills. These activities offer opportunities for students to learn the values of teamwork, individual and group responsibility and provide a channel to apply the lessons learned in the classroom in a real-world context. Thus, encouraging students to participate in extracurricular activities can promote positive youth development.
- **Promote a more positive image for vocational education** – The survey finding indicates majority of the students and parents believe that vocational education programs are inferior to academic education. There is a need to boost the image of vocational education and to inspire the youth by a vision of vocational career paths. Thus, more efforts could be given to spread awareness on vocational education and portray it as a career option.
- The survey result indicates that basic English communicative skills and IT skills of students in Govt./ Govt. sponsored schools are relatively better than the students of Govt. aided schools. Given the fact that 12,000 schools in West Bengal are Govt. aided, there is need to extend the benefits of the E2E project in those schools on a larger scale.

Annexure

A. List of Schools

The following table shows the schools selected for the survey and also the status of the schools, i.e. whether they are government/government sponsored or government aided schools.

| Sl. No. | Name of the School | Status of the School |
|---------|---|----------------------|
| 1 | Baranagar Sri Sri Ramkrishna Vidyapith | Govt. Aided |
| 2 | Jawahar Nehru Balika Vidyapith | Govt. Aided |
| 3 | Jawahar Nehru Vidyapith For Boys | Govt. Aided |
| 4 | Ore Gram Chatus Pally High Madrasah (Co-Ed) | Govt. Aided |
| 5 | Sir Nripendanath Girls' High School | Govt. Aided |
| 6 | Ballygunge Govt. High School | Government |
| 7 | Bethune Collegiate School | Government |
| 8 | Hare School | Government |
| 9 | Sakhawat Memorial Govt. Girls School | Government |
| 10 | Adi Mahakali Pathsala | Govt. Sponsored |
| 11 | Giribala Sircar Balika Vidyalaya | Govt. Sponsored |
| 12 | Sailendra Sircar Vidyalaya | Govt. Sponsored |
| 13 | Surah Kanya Vidyalaya | Govt. Sponsored |

B. Questionnaire for Students

B.1. Basic information

- Name
- Age
- Year of Passing:

| Class | Year | School | City/ Town/ District |
|-------|------|--------|----------------------|
| X | | | |
| XII | | | |

- Father's Occupation
Mother's Occupation

- Contact Details

B.2. Career related questions

- Present occupation:
Student (Specify)
Other (Specify)
- If other, what is the highest level of education attained?

- If discontinued studies, then please mention the reason

- Could not afford
- No time to study due to work
- Not interested in more education
- Did not think it would add value
- No program for interests
- Insufficient capacity
- No offerings in area
- Not accepted to program of choice
- Salary won't change
- Family did not allow
- Can get employment otherwise
- Any other

- How informed are you about post-secondary career options?

| | |
|---------------------|--|
| Well informed | |
| Moderately informed | |
| Not informed | |

10. Have you thought about the type of career you would like to pursue after finishing the studies? Yes/ No
11. If yes, to what extent
 - to some extent, but have no definite plans
 - have firm plans
 - haven't thought about future careers yet
12. What did you plan about your career at the time of class X &/ XII?
 - Doctor
 - Engineer
 - Teacher
 - Scientist
 - Graduate
 - Post-graduate
 - Lawyer
 - Other(Specify)
13. What is your current career plan?
14. Please mention if there is any difference between your earlier and current career plan? Yes/ No
15. If yes, please mention the reasons for deviation from the earlier plan.
16. How have you decided your future career plan?
Based on your interest/ parents/ peer group/ teachers helped you
17. Do your family / parents support your career choice? Yes/ No
18. Do you believe that post-secondary studies improve employment opportunities? Yes/ No
19. To what extent are you confident about the chances of getting the type of work that you want?
Confident/ Fairly confident / Not sure
20. Do you have any part time job? Yes/ No
21. Have you ever had a part time job? Yes/ No
22. If yes, what kind of job?
23. Have you undertaken any kind of voluntary work? Yes/ No
24. If yes, what kind of voluntary work did you do?
25. Do you keep a record of your personal development and achievements? Yes/ No
26. Have you visited any career fair? Yes/ No
27. Have you attended any career session? Yes/ No
28. Are you willing to join career counseling? Yes/ No
29. Are you willing to join any personality development program? Yes/ No
30. Apart from regular course papers do you think there are any other subjects that can help you to hone your employability skills? Yes/ No
31. If yes, do you think the following subjects can be helpful? Yes/ No
Assign a rank.
 - Communicative English
 - IT Skills
 - General Knowledge
 - Others (specify)
32. Are you aware of student scholarship/ financial assistance opportunities? Yes/ No

B.3. IT Skills

33. Have you used a computer? Yes/ No
34. If yes, did school provide any IT classes or was it from outside?
35. Do you know how to use Microsoft Office? Yes/ No
36. Have you used an internet search engine? Yes/ No
37. Have you heard of any social networking sites (Facebook, Orkut, Gmail, Yahoo)? Yes/ No
38. If yes, are you active in any social networking site? Yes/ No

B.4. Basic English Communication Skills

39. Do you read any English news paper? Yes/ No
40. Do you listen to English news on TV / radio? Yes/ No
41. Do you speak in English in social gatherings? Yes/ No
42. Do you watch English entertainment channels? Yes/ No

43. If you use a mobile phone, do you message in English? Yes/ No
44. If you chat in any social networking site, do you communicate in English? Yes/ No
45. Does your school provide any dedicated spoken English classes? Yes/ No

B.5. Vocational Education & Training

46. Do you know that besides regular colleges, there are Industrial Training Institutes (ITI) Polytechnic Colleges and Vocational Education & Training Institutes? Yes/ No
47. Do you know what vocational education is? Yes/ No
48. Do you know any local vocation education & training institute? Yes/ No
49. Have you undertaken any technical / vocational training? Yes/ No
50. If yes, please mention the course.
51. Please tell which type of vocational course you want to pursue (if any).
52. Are academic paths more valued by society than vocational ones? Yes/ No

B.6. Other Skills

53. As a part of school/college/other (specify) have you organized any event? Yes/ No
54. Have you taken part in debates in school/college/ other? Yes/ No
55. Have you taken part in quiz contests in school/ college/other (specify)? Yes/ No
56. Please mention your extracurricular activities.
57. Do you feel extracurricular activities undertaken will help equip you for working life? Yes/ No/ Don't know

C. Questionnaire for Parents

1. Name of Student
2. Name of School
3. Name of Respondent
4. Relation with Student: Father/ Mother

5. Occupation
6. Education:
Post Graduate/Graduate/Higher Secondary/ Secondary/ Passed Class VIII/ Primary/ Below Primary Level
7. Do you believe that post-secondary studies improve employment opportunities? Yes/ No
8. How informed are you about post-secondary career options for your child?

| | |
|---------------------|--|
| Well informed | |
| Moderately informed | |
| Not informed | |

9. Did you help to plan your child's career? Yes/ No
10. If yes, what are/were your plans for your child's career?
 - Doctor
 - Engineer
 - Teacher
 - Scientist
 - Graduate
 - Post-graduate
 - Lawyer
 - Other (Specify)
11. If no (question 9), then how did your child plan about his/her future career?
Based on peer group/ teachers helped/ took career counseling sessions
12. Did you support the career choice of your child? Yes/ No
13. Do you know that besides regular schools, colleges, there are Industrial Training Institutes (ITI), Polytechnic Colleges Vocational Education & Training Institutes? Yes/ No
14. If yes, is your child enrolled in any vocational training & education course? Yes/ No
15. If no, would you like your child to pursue any vocational course? Yes/ No
16. Are academic paths more valued by society than vocational ones? Yes/ No

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17. Apart from regular course papers do you think any other subject can help students hone their employability skills? Yes/ No
18. If yes, do you think the following subjects can be helpful? Yes/ No
- Assign a rank.
- Communicative English
 - IT Skills
 - General Knowledge
 - Others (specify)
19. Any investment to facilitate children's education besides regular education (Yes/No):
- Communicative English: Yes/ No
 - Computer Courses: Yes/ No
 - Other (specify): Yes/ No
20. If no (question 19), would you like to invest in future? Yes/ No
21. Do you feel extracurricular activities will help your child's overall personality development? Yes/ No/ Don't know
22. Are you aware of career counseling? Yes/ No
23. Do you believe career counseling can help students? Yes/ No/ Don't know

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- To enhance efficiency and global competitiveness of Indian industry and to expand business opportunities both in domestic and foreign markets through a range of specialized services and global linkages.

Study Team:

Ms. Mousumi Ghose, Sr. Director, Ms. Amrita Niyogi, Research Associate, Ms. Madhumanti Kayal, Research Assistant
FICCI West Bengal State Council

Contact :

Shubham Building, 7th Floor, Unit No 701,
1 Rawdon Street, Kolkata - 700017
E: wbsc@ficci.com
T: 91 - 33 3294 0580 / 91 - 33 4003 5347
F: 91 - 33 4003 5348

Head Office:

Federation of Indian Chambers of Commerce and Industry (FICCI)
Federation House, 1, Tansen Marg
New Delhi – 110001, India
W: www.ficci.com

About Vikramshila Education Resource Society:

Vikramshila Education Resource Society, a non-profit organization, started its journey in 1989 in a bid to make quality education a reality for all children. Based in Kolkata (West Bengal), Vikramshila works with teachers and teacher educators, children and community, government systems and educational institutions to bring about a transformation in education so as to make possible a world that is just, equitable and harmonious. Over the last 20 years, Vikramshila has created an impact on more than 200 grass roots level organizations, 25,000 teachers and 14,00,000 children. In addition the organization has been actively advocating for children's right to education, equity and for strengthening the public education system. The organization through its various action research initiatives is attempting citizenship education in its centres, quality improvement in Madrasahs as well as linking education to employability within the formal school system.

Study Team:

Mrs. Shubhra Chatterji, Director and Mrs. Maumita Chatterjee, Manager, Education to Employability Project, Vikramshila Education Resource Society

Contact:

256B Prince Anwar Shah Road
Kolkata 700045
West Bengal, India
T: 91 - 33 2422 9124
F: 91 - 33 2422 9176
E: info@vikramshila.org
W: www.vikramshila.org

FICCI-West Bengal State Council

Shubham Building, 7th Floor, Unit No. 701, 1 Rawdon Street, Kolkata 700 017
T: 91 33 3294 0580/4003 5347, F: 91 33 4003 5348, E: wbsc@ficci.com, W: www.ficci.com

Vikramshila Education Resource Society

256 B Prince Anwar Shah Road, Kolkata, West Bengal, India
T: 91 33 2422 9124, F: 91 33 2422 9176, E: info@vikramshila.org, W: www.vikramshila.org