

Suggestions of Government of Punjab on Skill Development Initiative of Government of India

A. Identifying deficiencies in the existing system: viz.

- a. Creation of suitable training providers,**
- b. Credible certification and**
- c. Accreditation systems.**
- d. Why present education system fails in earning employment:**

1. The existing syllabus pattern:

Problem: The syllabus made and taught in the institutions are out of sync with the requirements of changed job scenario as well as technological developments. Due to this the students are not aware of the latest job skill set demands of the industry and fail to get jobs.

Solution: the syllabus must be prepared jointly by the industry and the educators simultaneously. It should be regularly updated, at least 20% to be changed every year. It should include more of practical learning than theoretical.

2. Educational and Vocational skills:

Problem: the corporate have vacancies, India has a huge population still there is rampant unemployment due to the mismatch in the education and skill requirement set.

Vocational skills like communication, soft skills, IT , customer handling skills are missing in the education system.

Solution: Equal importance should be given to the vocational skills comparably with academics as they are equally required in the modern job scenarios some of these are:-

- a. Basic Communication Skills- Soft Skills
- b. Basic IT/ Computer Skills
- c. Customer Care Services
- d. Guest Handling
- e. Corporate Etiquettes and Manners
- f. Art of Public Speaking
- g. Front Office Management
- h. Telephone skills
- i. Interview Skills
- j. Skills to work overseas
- k. Inter-personnel skills development
- l. Team Building Exercises
- m. Job / Employment Scenario

- n. Domain Knowledge
- o. Hands on experience
- p. Practical labs

3. Infrastructure :

Problem: lack of modern infrastructure in the institutions. Because of Government/Private Institutions the lack the funds and initiatives to upgrade to the available technology level infrastructure which is available within the State/Country because they are not forced either by Industry or by prospective employers. The Industry has developed a methodology to retrain all new entrants as per their own requirements. This amply shows the lack of linkage between the training syllabi and the Industry/Employment requirement.

Solution : wide and easy availability of computers,softwares, tools , gadgets,machines, equipments ,etc . in technical institutes what ever is taught according to the syllabus ,there must be practical exposure for the same. Training for high-quality skills requires appropriate training equipment and tools, adequate supply of training materials, and practice. Other requirements include relevant textbooks and training manuals and qualified instructors with experience in enterprises. learning by doing and by coaching.

4. Mindset :

Problem: the mind set of the Indian family by and large is getting high marks which leads only to bookish knowledge.the parents and society fails to recognize the importance of vocational education. The public and even parents consider the vocational education track as fit for only the academically less endowed. In many countries, students entering the vocational education stream find it difficult, if not impossible, to proceed to higher education. Some vocational training programmes like dressmaking, hairdressing, and cookery are associated with girls - very often girls who are less gifted academically.

Solution: awareness has to be generated in the minds of the people regarding importance of vocational as well as mainstream education. Education should help develop indigenous skills associated with the manufacture of traditional artifacts and crafts, business management and entrepreneurial skills for self-employment

5. Private organizations:

Problem: not all are able to get admissions in the govt. institutes.

Solution: private organizations should be given full liberty to impart education and skills by working hand-in-hand with the industry. They have funds, are flexible and innovative. Introduce policies and incentives that will support increased private sector participation in Training delivery..

6. Trainers

Problem: trainers are chosen on the basis of academic qualification. They are never sent to upgrade their skill and knowledge on the latest machines/technology; so there is stagnation at the intellect level. Hence no latest knowledge is imparted to the workforce under training.

Solution: the competence of the teacher should be measured in terms of theoretical knowledge, technical and pedagogical skills as well as being abreast with new technologies in the workplace. industry leaders should be asked to teach.

7. Secondary Schools

Problem: Differentiation of occupation in the developing economies requires secondary school graduates with varied vocational as well as academic skills.

Solution: Because of changes in production processes resulting from technological advances, the nature of the demand for skills, both in terms of quantity and quality, changes. Modern technology requires fewer highly qualified middle and lower level skilled personnel. A training system is required which can produce exactly this kind of manpower. Training should contribute to such progress, both by reducing unemployment, through creating employment in the fields of pre-vocational specialization and self-employment, and by engendering a higher propensity for labour force participation at the end of secondary schooling, improving productivity, and correspondingly resulting in higher graduate earnings. Low skill level professions need to be earmarked for students who are neither further educable nor further trained able or are no able to afford being economically weaker or just become plain disinterested. The challenge examination system will take care of these in later time frame when they become more trained with substantial work experience. Vocational and technical secondary education can establish a closer relationship between school and work.

8. Manual Work

Problem: wide gap between taught and manually worked upon. Every individual by and large given a chance wants to shirk hard manual labour. Every individuals dream is light work more comfortable work place and more then adequate compensation.

Solution: Vocational education is considered helpful in developing what can be termed as ‘skill-culture’ and attitude towards manual work, in contrast to pure academic culture and preference for white collar jobs; and to serve simultaneously the “hand” and the “mind”, the practical and the abstract, the vocational and the academic.” This will create respect for blue collar as well as manual labour and Industry needs to pay the workers at par with the white collar if not better.

Performance of the Asian Countries in Vocational Education (1970 to 1990s) (Based on enrolment in Vocational Education as % of Total Enrolments in Secondary Education)	
<i>Ignored vocational education throughout (Less than 3%)</i>	<i>Maintained reasonably high levels of enrolment throughout (Above 10%)</i>
Bangladesh	Indonesia
India	Israel
Myanmar	Japan
Pakistan	South Korea
Saudi Arabia	Papua New Guinea
Malaysia	Thailand
Kuwait	Turkey
<i>Progressed significantly*</i>	<i>Fared badly**</i>

China	Hong Kong
Iraq	Lao
Jordan	United Arab Emirates
Syria	Qatar
	Oman
	Saudi Arabia
* increase by at least five percent points.	
** Base/current levels are less than 3 per cent and experienced decline over the years; countries with high enrolments, but experienced decline over the years are not included here.	
Source: Based on Table 1.	

9. Market Linkage

Problem: Education system is not linked with the market therefore it ends in unemployment and underemployment

Solution: The ultimate aim of vocational training is employment. Therefore education system has to be linked to the job market. In this way, the socio-economic relevance of education can be enhanced.

10. Training Programmes

Problem: Training programmes don't consider the requirements of the industry

Solution; Assuring the employability of trainees begins with effective guidance and counseling of potential trainees in the choice of training programmes in relation to their aptitude and academic background. Employability presupposes the acquisition of employable skills that are related to the demands of the labour market. Tracer studies which track the destination of graduates in the job market can provide useful feedback for the revision of training programmes so as to enhance the employability of trainees. Another could be Industry's representation in selecting students for various vocations. This process of skill set tests can be based on physical well being, robust body, tool handling skills, attitude sustained hard work over a period of time and ability to persevere till a workable solution is found

11. Accreditation Body

Problem: no national body which is in link with education system and industry.

Solution: In order to ensure coherence and management of training provision, it will be necessary to establish a national agency or body to coordinate and drive the entire Training system. Depending on the country, this agency could be under the umbrella of the ministry of education and vocational training or a separate and autonomous body. In either case, the coordinating agency should include representation from all relevant stakeholders, including government policy makers, employers, public and private training providers, civil society, alumni associations, and development partners.

12. Training and Development

Problem: Training and development programme is taken just as class room exercise and no practical usage is made of it. There is no process of re- training at a later stage in age and life

Solution: Life long learning has a beneficial effect on the development of a high quality Training system. This is because the skills of the workforce can be continually upgraded through a life-long learning approach. This also means that learners who have had limited access to training in the past can have a second chance to build on their skills and competencies. They are better learners and later better trainers as they are very experienced and mature.

13. Distance Education

Problem: Lack of awareness of these programmes due to bad publicity

Solution: Regardless of the size or economic state of a nation, there is a resurgence of demand for technical and vocational education training (TVET) services at the community and district levels, as well as at the provincial and Central Government levels. When these demands are found to be factual and a positive response is required, the decision-makers are normally faced with three major issues:

1. **Resources:** The availability of resources to meet the ever-increasing TVET need always appears inadequate.
 2. **Instructional, ancillary and administrative staff:** The individuals responsible for producing and delivering the TVET services need to be initially trained or, at the very least, continually re-trained to meet changing global standards.
 3. **Delivery methods:** A decision must be made on how to implement TVET services delivery method that is more effective (i.e., meets the needs of the clientele) and efficient (i.e., attains TVET objectives at the least possible cost).
- **Know your stakeholders and what is required to satisfy their needs** . The personal support provided by key individuals who will approve programmes, provide budgets or accept graduates. As early as possible it is critical to develop a basis of trust and understanding about what will be done by whom and with whom. Make key stakeholders as part of the process; develop their interest for a successful outcome.
 - **Stages:**
 - **Identify the Training Needs.** There are many ways in which this can be accomplished. it must be remembered that your basic knowledge of your society's training needs must be appreciated. "Go with what you know."
 - **Know your learners and their abilities** . Once needs are identified, develop a profile of the learners. What is the level of literacy? Are they likely to be self-starters and motivated to complete an independent learning programme? Will they need some assistance in understanding what is expected of them? Can they afford the costs? How will they learn about the programme?

- ***Define the Curriculum.*** The initial programme will be a pilot to assess how an institution might deliver programmes using ODL. A generic topic for which there is likely ample choice of existing distance learning materials would be a sensible initial effort. This initial programme should be one or two courses that address a well-defined need, has support from internal and external stakeholders, and does not require elaborate additional resources for aspects such as hands-on training or an industry placement. Simplicity must be the underlying factor.
- ***Ensure student and administrative support systems.*** This is an easy area to overlook. Basic systems such as registration and fee collection, examination and student records need to be determined, and the way in which these items will be handled must be carefully considered. The priority must be on utilising the existing institution's systems. Don't waste resources creating parallel special systems.
- ***Design a delivery system.*** The delivery system must reflect the resources of both the institution and the learner. (There is little point in implementing a state-of-the-art Web-based system if the client group has little or no access to the Internet!) Generally speaking, an initial foray into ODL is best served through a simple delivery system that minimises the possibility of technical failures. This tends to local centres for contact with tutors, pick up and delivery of assignments and instructional materials, mail and telephone communication. More sophistication will be easier to add as initial successes become a base upon which to build additional ODL programmes.
- ***Use appropriate instructional design.*** Use models that will not intimidate the learner and are suitable to the content. Language levels and cultural context are important if, as is recommended, you use existing content from another jurisdiction. Any adaptation should ensure that the level and style of language is suitable and that the examples and the context of any illustrative content fits with the local environment.
- ***Articulate for credentials.*** Of critical importance is the equivalency of the ODL course to existing face-to-face courses that teach the same content. Through the provision of identical credentials, an institution is stating that the ODL programme is not inferior or second rate in comparison with more traditional instruction. It is important that your first ODL programme includes this aspect of comparison.
- ***Secure and train qualified staff.*** Staff with an interest in ODL and who have the necessary academic qualifications should be retained to provide the instructional support. The nature of ODL requires the faculty member to act as a tutor, supporting and assisting the student and grading assignments and projects. The tutor in ODL programmes is not the instructor in the sense that knowledge is imparted. The ODL materials do that. This is an important difference that many instructors new to ODL have difficulty understanding. A carefully designed training programme is required to assist experienced faculty to understand the role of tutor.

14. Conclusion

The diverse nature of Training with its longitudinal and transversal dimensions suggests that the implementation of any strategy to revitalize the sector is more likely

to be successful within a national policy framework with clear implementation guidelines and policy roles for the various actors as well as action plans for resource mobilisation and allocation. Above all, political commitment to the revitalization effort can make the difference between success and failure.

- **The first requirement for implementation of the proposed strategy is the development of a National Training Policy that sets out the government's vision for skills development. The National policy should make provision for the establishment of an apex body to oversee the implementation of the policy.**
- Another important step in the Training policy implementation process is the development of a National Training Qualifications Framework (NTQF). An NTQF is indispensable for bringing coherence into the Training system. An NTQF will prescribe proficiency requirements, qualification levels, and certification standards and increase the portability of Training qualifications across national frontiers, when linked to other national qualification frameworks. It will then become a factor of regional integration.

Large numbers of graduates coming out of the formal school system are unemployed, although opportunities for skilled workers do exist in the economy. This situation has brought into sharp focus the mismatch between training and labour market skill demands. Critics argue that the lack of inputs from prospective employers into curriculum design and training delivery are partly responsible for the mismatch. Another reason that is often cited for the incidence of high unemployment among graduates is the absence of entrepreneurial training in the school curriculum.

Challenge Examination System

Another feature could be to bring in the skilled stream and large number of non formally trained individual who have got their technical skills by apprenticeship by self employment or with private non recognized bodies and work experience with private bodies or as self-employed. Hence the need is to develop a "Challenge Examination System" for different professions as this practice is followed in many developed countries like Canada, Australia and UK.

Uncoordinated, unregulated and fragmented delivery systems:

- **Low quality:**

In general, the quality of training is low, with undue emphasis on theory and certification rather than on skills acquisition and proficiency testing. Inadequate instructor training, obsolete training equipment, and lack of instructional materials are some of the factors that combine to reduce the effectiveness of training in meeting the required knowledge and skills objectives. High quality skills training requires appropriate workshop equipment, adequate supply of training materials, and practice by learners.

- **Poor public perception:**

In almost all countries, non-government provision of TVET is on the increase both in terms of number of institutions and student numbers. This trend is linked to the fact that private providers train for the informal sector (which is an expanding job market all over India) while public institutions train mostly for the more or less stagnant industrial sector. Private providers also target "soft" business and service sector skills like secretarial practice, cookery, and dressmaking that do not require huge capital outlays to deliver. On the other hand, the first choice of students is the public schools because of the lower fees charged and the perception of better quality.

B. Ensuring proactive course corrections so that institutions are able to meet the changing requirements.

- a. Comprehensive Course revision after every 3 years.
- b. NCVT can specify the 70% curricula leaving 30% dynamic window in the curricula which can be decided on course to course basis even for the three years the curricula is in operation.
- c. Direct involvement of industry
 - Let the Industry/ employer association specify the detailed job profile.
 - Job profile will give the competency set required for the job.
 - Competency set will indicate the skill set which in turn will determine the course curricula.

C. Role of various stakeholders:

a. Role of Public sector-

- **Basic facilitation, affiliation, recognition, accreditation, examination, certifications.**
- **Basic HRD & Job surveys** and assessing skill gaps
- **Enabling institutional framework** e.g. create societies in identified institutions for vocational/ soft skills training programmes.
- **Basic infrastructure** needs like classrooms, electric connection, water supply, PCs, course curricula etc.
- **Assured student strength**, collection of their fee, admission of students, administrative support services.
- **Examination and certification.**
- **Positive business environment**

b. Role of Private sector-

- **Rest every thing including design and delivery of courses by the private partner.**
- **Advance Infrastructure** like
 - site preparation including internal electric wiring with UPS and generating set.
 - Furniture for labs, internet connection,
- **Machinery and equipment** including PCs and Internet Connection of adequate capacity (512MB Broad band for every group of 10 PCs) with Repair & maintenance of the same required for practical labs/ delivery of the courses/ training programmes.,
- **Courses Curricula including lesson plans**, course content, Class Notes, Hand-outs, presentations (PPTs & Others), Assignments, test papers, answer sheets & other teaching material.
- **Advertisement, orientation**, awareness creation, printing of admission forms, brochures, pamphlets, posters, answer sheets, other publicity material, and consumables for training course
- **Well qualified teachers/ instructors/ trainers/ lab assistants.**

- **Train teachers** of the institute
- **Organize job festivals/** job melas/ campus interviews for job placement of minimum 50% pass outs.

D. Factors inhibiting the private sector from getting into skill development in a major way and the required enabling conditions.

Punjab's economy being agriculture based economy, people living in rural areas and small towns are not in pace with the kind of jobs emerging in general and changing job skill set requirement in particular. They still prefer traditional education in absence of proper guidance. Unless there is demand for courses being run by private sector, private players will not venture into interior of Punjab for want of viable business opportunities.

To overcome these obstacles, Government will have to work on two fronts. First, to create awareness among rural youth about job requirements of the new world. Second, Government should create a model on Public Private Partnership (PPP), to part finance the projects of skill development trainings in rural areas and small towns.

E. Skill deficits, particularly in high growth sectors e.g. ITES, retail, construction, hospitality, financial services, tourism, transportation, logistics, leather, apparel, nursing, paramedic, gems and jewellery, personal care.

Here are major skill deficits in high growth sectors:

- a. Basic Communication Skills- Soft Skills
- b. Basic IT/ Computer Skills
- c. Customer Care Services
- d. Guest Handling
- e. Corporate Etiquettes and Manners
- f. Art of Public Speaking
- g. Front Office Management
- h. Telephone skills
- i. Interview Skills
- j. Skills to work overseas
- k. Inter-personnel skills development
- l. Team Building Exercises
- m. Job / Employment Scenario
- n. Domain Knowledge
- o. Hands on experience
- p. Practical labs
- q. Self Management
- r. Time management and meeting deadlines
- s. Handling pressure situations
- t. Selling skills
- u. Presentation skills
- v. Self conviction
- w. General Knowledge
- x. In above stated sectors, workers work on basis of experience. They generally lack their own field related technical education. This limits their growth avenues.

F. Requirements of the unorganized & Agri (farm & non-farm) sectors, quantum, policy and institutional framework, programmes etc.

There is hardly any organized course/training designed for farm/non-farm- most of it is traditional passing down the line knowledge, training and technique by word of mouth technique. This needs to be organized at appropriate levels under the aegis of the specialized Institutions up to the block level. Separate detailed programmes are required for new enterants and there is requirement to conduct re-training and refresher courses to imbibe the latest technology.

Non-formal Training Programme has the advantage of shorter duration, is occupation-specific and may or may not follow the standard curriculum prescribed by national educational authorities. The emphasis is on acquisition of practical skills for direct employment.

For this reason, skilled craftsmen with some pedagogical training may be engaged as instructors. However, the strategies and structures for formal and non-formal Training delivery are similar in many respects. In particular, it is important that the two Training systems are piloted by a single national coordinating body in order to facilitate articulation between the two systems and enhance coherence and better management of the entire system.

G. Harnessing IT and distance education for skill development.

Yes. In fact we would need to adopt distance education for many reasons like shortage of master trainers, trainers, infrastructure for training and the volume of the candidates for training. Therefore we need to effectively use TV, Edusat, Video CDs, PCs, Internet and even hand held devices like phones for imparting training.

With the help of this EDUSAT the use of multimedia and all advanced vocational training facilities in schools, educational institutions and training institutions can be provided. As the EDUSAT is primarily Ku band based, it is proposed that the field network shall have V-SATs terminals for two way video conferencing at the Regional and State Level institutions and one way video two ways audio beyond that. With this satellite, National Uplink Facility can be provided for interconnecting all the education concerned people and institutions.

For utilizing the EDUSAT facilities in the State of Punjab the following action plan is in progress.

1. The State hub has been established at Chandigarh in the Department of Technical Education & Industrial Training. It will enable interaction through two way video conferencing and training of all types at or nearest to the place of posting with all modern facilities.
2. The sub hubs are being established at the following places:
 - Sarva Shiksha Abhiyan Authority (SSA)- This Sub hub will be directly connected to all the 17 District Offices of DEO(EI) and DEO(SE). This facility will also be provided to the Block Resource Centers and, if possible, at the Cluster Level also. Some selected schools are also proposed to be up-linked.
 - State Council of Educational Research and Training (SCERT)- This sub hub will be directly connected to 17 District Institute of Education and Training (DIETS) and 12 In-service Training Centers.

- Punjab School Education Board (PSEB)- With this sub hub the unlinking with all the district offices of PSEB can be made. Some selected schools may also be uplinked.
 - Mahatma Gandhi State Institute of Public Administration Punjab (MGSIPAP)- This sub hub will be used for the Govt. Training Institutes.
3. For utilizing the EDUSAT facilities at all these target points with sub hubs, the technical expertise will be provided by the Department of IT
 4. For the State hub, sub hubs and there further connectivity to the target institutes the space has been provided by the institute itself. The maintenance of the equipment required for EDUSAT utilization may be responsibility of the concerned institute.
 5. The content development in the Punjabi language to be distributed through EDUSAT is the most critical input in distance education. This may be done by Department of Technical Education & Industrial Training, Department of Employment Generation and Training and SSA Punjab in coordination with SCERT, NCERT, IGNOU and NIEPA etc.

The EDUSAT will provide a fillip to distance education in the entire country which has specially been configured for the audio-visual medium, employing digital interactive classroom and multi-media, multi-centric system. EDUSAT is primarily meant for providing connectivity to school, college and higher levels of education and also to support non-formal education, including developmental communication. It will enable quick and simultaneous delivery of lecture sessions to a large number of geographically dispersed people. It provides access to subject experts, permits repeatability of delivery of lectures from the archives and saves major money in travel, logistics and replication of teaching infrastructure. With EDUSAT the institutions especially in the rural remote areas shall be highly benefited.

H. Any other relevant issues and facts.

Proposed Modalities of the Implementation of the Schemes

- a. All Vocational Training Course/ Programmes / Skill Development Initiatives directly resulting in Job Employment/ Self-employment
- b. Job Placement is the logical result of training. Minimum % of job placement commitment may be specified. E.g. Either 20% ensured job placements/ self-employment mandatory if the course has proper recognition and certification by competent authority. For unrecognized courses the condition of at least 40% ensured jobs for successful candidates.
- c. Use existing infrastructure in the existing institutions as much as possible. Two shift operation in the existing institution preferred rather than creating new infrastructure.
- d. Identification of trainees and Institutes, where the training is to be imparted, by the District-level Employment Generation and Training Committees/ Departments.
- e. Explore Public Private Partnership wherever possible.
- f. Registration of trainees is must with Employment Exchange. Also the Institute/ candidates to inform Employment Bureau after placement.

- g.** Administrative and Financial Autonomy of the institution chosen to implement the project an essential condition. Institute level Vocational Training Management Committee as essential institutional infrastructure.
- h.** Soft Skills development and training is also to be covered.
- i.** Master list of training courses would be prepared by the Department of Employment Generation and Training after due market research. However, more courses can be added/ suggested by the institutions if these lead to assured jobs.
- j.** Outsourcing of Training/ training components is allowed to the institutions implementing the schemes and programmes.
- k.** Maximum duration- One year or 1000 Hours. In exceptional cases 1500 hours. Minimum duration – One month or 150 hours.

Major Sector	Vocations/ Occupations/ Self-Employment Ventures/ Professional Careers within the major Sector
<p>Basic Soft Skills (Common to Most of the Courses)</p> <p>Three levels: Basic Standard Professional</p>	<p>Communication English Basic Knowledge of IT Customer Handling Skills/ Customer care Service Corporate Etiquette and Manners Personality Development Inter-personal skills development Front office Management Telephone Skills Interview Skills Art of Public Speaking Team Building Exercise Guest Relations Executive/ Public Relations</p>
<p>General Management – Advance Soft Skills</p> <p>(Common to Most of the Courses)</p> <p>Three levels: Basic Standard Professional</p>	<p>Back Office Management HR Manager Customer Service Representative Advertising & Promotion Agency/ Agent/ Executive Store Keeper, Inventory Executive Cashier, Accountant & Auditor Printing, Publishing & Allied Activity Communication Equipment Operator Data Entry and Information Processing Multi-purpose Executive Assistant (Modern Office Practice) Event and Conference Management Legal Services Document Centre / Business centre Management Steno Typist Chartered Accountant Company Secretary Library and Information Management</p>
<p>Sales & marketing</p>	<p>Marketing Executive/ Retail Marketing Sales Executive/ Management Tele- sales & marketing Internet marketing Brand Management Distribution Channel Management International Marketing</p>
<p>Hospitality and Hotel</p>	<p>Managers, Front Office Staff, Housekeeping,</p>

Major Sector	Vocations/ Occupations/ Self-Employment Ventures/ Professional Careers within the major Sector
	Food and beverages Manager Chef, cook, Kitchen Staff Waiter, butler, steward Bartender Helpers & Support Staff – Kitchen, house keeping IT, telecom and TV Services Laundry and Dry-cleaning Services Catering Service Management Food and Restaurants Fast-Food Shops/ Chain Ethnic Food Shops/ Chain Management of Motels & Resorts General Repair & Engineering Maintenance Event and Banquet Management Bell captain, bell Boys Cabin- Room Attendant
Aviation Industry	Airplane Pilot, Airplane Cabin Crew, Airport Ground Staff, Customer Facilitation –Airport/ City Centre Staff Airport Management Services General Airport management Staff Cargo & freight Services Airplane Technical Staff- Engineer, Technician, Craftsmen Security
Travel and Tourism	Travel Agency/ Agent Tour Operation/ Operator Tour Guides and Escorts Cultural Events & Entertainment Services Language Interpreters Taxi, cab and Bus Service Adventure Tourism
Private Security, Army, PMF	Security Guard/ Industrial Security Airport Security/ Electronic Security & Surveillance Services Private Detective Services Event/ Conference Security Management/ entry control
General Home Management / House Jobs	Maid Servant Cook, Kitchen Helper Baby Sitter, Aaya, Child care Cleaning and Washing Help

Major Sector	Vocations/ Occupations/ Self-Employment Ventures/ Professional Careers within the major Sector
	<p>General House repair – Civil Work, carpenter, Electrical, Plumber, Heating Ventilation and Air Conditioning (HVAC), Refrigeration & AC Electrical Goods & Appliances repair Shop Electronic Goods & Appliances repair Shop, Mobiles, MP3 Consumer Goods Repair Shop Microwave, Cooking range Gardening, gardening equipment, White washing, Glass Cleaning Sweeper Driver cum Peons Packers and Movers Car-Washing Watchman, Liftman Service Washer man and Ironing Domestic House keeping Old Age care Crèche Management, Day Care Centre PC, Internet, Networking Repair & maintenance Cyber Café, STD/ ISD, PCO Cable TV Maintenance Service</p>
Automobiles / Heavy Machinery	<p>Auto Mechanics Auto Electrician Drivers Drivers cum Mechanics Operators Heavy Vehicles Auto Service Centre Petrol Pump Operator Taxi-Service, Private Taxi Service Bus Service Truck, Trailer Service</p>
Construction Industry	<p>Civil Engineer Architect, Town Planners Interior Designer, Decorator Structural Engineer Junior Engineers in each specialized areas Mason, Brick layer Batch Mixer, bar bender/ Operator- Machines Operator Movers & Shakers Public health/ Plumber Carpenter HVAC Expert</p>

Major Sector	Vocations/ Occupations/ Self-Employment Ventures/ Professional Careers within the major Sector
	Fire-fighting Expert Communication & Electronic Security Expert Electrician, Wireman and fitter Painter, White washing, Polishing POP Worker Tiles and Flooring Expert Sheet metal worker Draftsman, Estimator Supervisors, Store keepers Building maintenance Environmental Expert/ consultant Cost and Works Accountant
IT, IT services, SW Dev, Telecom	Software Developer Embedded Software System Integrator/ Project Manager Hardware & IT Infrastructure Services Telecom Services/ Executive Web Design/ Applications/ Master Games & Animation- Production/ Design/ story Board Assistant Interactive media/ Photo Imaging/ GPS/ GPRS
Call Centre, BPO, ITES	Remote Customer Interaction Call Centre Executive Tele-marketing Insurance Claim processing IT Enabled Billing & Accounting Remote Tuition Services Engineering and Design Services
Banking, Insurance & financial Services	Commercial Banking / Bank Assistant Securities, Commodities, and Financial Services Sales Agents Investment Banking/ Investment Advisor/ Mutual Fund Agent Loan officers & Counselors Money Management Corporate Finance Financial Analysts & Personal Financial Advisors Insurance Agent Insurance Surveyor, valuer, Claim Processor Banking and Finance Services Foreign Exchange & TC Management Mergers and Acquisition manager

Major Sector	Vocations/ Occupations/ Self-Employment Ventures/ Professional Careers within the major Sector
Real Estate & reality	Real Estate Agent House Maintenance & Repair
Healthcare, Fitness & Beautician	Hospital Housekeeping Health sanitary Inspectors Dental Laboratory Technician General Laboratory Technician Health and Fitness Services/ Expert Medical Representative Clinical laboratory Nutrition and Dietitian Beauty salon/ make-up/ Beauty Therapist Hair Dressing and Saloon Hair and skin care Message Service Medical Assistant/ attendant Nursing Associate professional Midwife Associate Professionals Child Counsellor Care Manager Life-Style Consultant
Retail, shopping malls	Assistant Buyers- Specialized product lines Counter Sales Executive Merchandiser Retail Assistant, sales Executive/ Agent Product Demonstrator/ Sales promoter Souvenirs and Handicrafts Retail Operation Supervisor Office/ mail Clerk/ Order Processor Retail Dispatch/ Store/ Stock Controller, Delivery Personnel Retail Clerk/ cashier
Media & Entertainment	TV production/ Director Film Production/ Direction Mass media management Cameraman Still Photography Film & TV Technicians Light man and Crew, lighting Editing, sound and post production Art department Executive Music Direction Set Design and Erection

Major Sector	Vocations/ Occupations/ Self-Employment Ventures/ Professional Careers within the major Sector
Agriculture & Agro Processing	Dairy Development Fisheries Poultry Floriculture & Landscaping Horticulture Forestry Nursery
Food Processing	Baker and Confectioners Craftsman Food Production (General) Craftsman Food Production (vegetarian) Fruit and Juice Processing Tomato Processing Potato Processing Jam, Fruit Preserves & Pickles Cereals Processing Bread, Cake, Bakery Vegetable processing Food items Packaging Meat Processing Beverages Mineral water/ Soda water
Manufacturing industry /Light Engineering/ Auto/ Cycle/ sewing machine Parts	Tool & Die making (Jigs & Fixture) Tool & Die making (Dies & Modules) Machinist, Grinder CAD-CAM design CAD-CAM Machine Operator, Operator Advance Machine Tools Mechanic Industrial Electronics Mechanic Mechatronics Lathe Machine Operator Shaper, Planner, Operator Fitter Turner Sheet metal Work Foundry CNC Machine Operators Maintenance Mechanic Instrument mechanic Attendant Plant Operator Welder Mechanic Customer Electronics Plastic Processing

Major Sector	Vocations/ Occupations/ Self-Employment Ventures/ Professional Careers within the major Sector
	Rubber Goods Manufacturing
Garments Manufacturing	<ul style="list-style-type: none"> Tailoring, Dress making Fashion Design Garment Cutting Garment Embroidery & needle work Garment Knitting Garment dyeing Pattern maker Supervisor, Trainer Apparel Merchandising Packaging Garment Machinery & Equipment Technicians Labour Supervisor, Labour Welfare Officer Garment Export Executive Cane willow and bamboo Work
Textile & Hosiery	<ul style="list-style-type: none"> Textile & Hosiery Spinning Weaving, Weaving of silk & woolen fabrics Textile & Hosiery Knitting Textile & Hosiery Dyeing Textile & Hosiery Design
Shipping and merchant navy	<ul style="list-style-type: none"> Navigating Officers, Radio Officers Marine Engineers Chief Steward