

SpellBee International

in association with

INTEGRATED NATIONAL DEVELOPMENT IN ACTION (I.N.D.I.A.) TRUST

PROUDLY PRESENTS



IDEAL

International Diploma in Educational Administration and Leadership

*“Where the mind is without fear and the head is held high;
Where knowledge is free;
Where world has not been broken up into fragments by narrow domestic walls;
Where words come out from the depth of truth;
Where tireless striving stretches its arms towards perfection;
Where the clear stream of reason has not lost its way into the dreary desert sand of dead habit;
Where the mind is lead forward by thee into ever-widening thought and action--
Into that heaven of freedom, my Father, let my country awake. ”*

- Rabindranath Tagore



WHY THIS PROGRAMME

The concept of education include guiding, trimming, disciplining and grooming for the harmonious development of total personality.

The meaning encompasses the mental, moral and physical dimensions and endows education with the responsibility for gearing optimum growth in all these facets.

As Educational planners and administrators, we are aware of that education and life are coterminous.

“Education must be conceived as an interdisciplinary concept as a factor of multidimensional development of which man is both the end of the instrument”.

Present Education is often criticised for creating a gulf between the individual and society. The elders think that the educated youngsters are unrealistic and even antagonistic to their philosophy of life.

It is therefore imperative that education provide opportunities to the young to progress as facilitators, i.e. Parents, Teachers, Mentors and Role models.

Participatory and interactive models of learning and teaching will be introduced to turn the students from, being passive recipients of knowledge, to active contributors to the learning process.

It should be our endeavour to move towards the goal because, our training endeavors have been professing the development of the total personality for more achievement oriented, more self-reliant, more adaptive and we do need such manpower for national reconstruction that we are aiming at.

Can You take the
right decision
your students
need and preserve
it for the days
to come.

We are calling
all those
Principals &
Teachers, who
would stand to
care their
student's
development
today, tomorrow
and forever.

**Character
Makes a Man,
Men of Character
Make a Nation**

MESSAGE FROM THE CHAIRMAN

We are in the era of creating powerful people who will live not only for their families, but also for their society and nation. We know India has managers and politicians but not leaders. We should have the courage to announce to this world, that India will be the supreme of all nations in the future.

It is not an easy task. First it requires you to become World Class thinkers - First Class Leaders. You should have your cup full of ideas. You should have the breadth of Vision, Wisdom and character to further enrich the process of the growth and progress.

It is we the people who can make such a huge difference. We have an abundance of good quality people who can take this nation from strength to strength.

Whatever we do, whatever we say, whatever we think, keep one principle in mind - PUT NATION FIRST.

Think about our Nation. The abundance of rich Human Resource, the resilience of our people, enable our country to overcome so many hurdles in the way of progress.

A country of 1 billion people faces fires every day. It is not easy but yet we are progressing. The complexity is more because of global integration and interdependence.

If one takes a cross national perspective one discovers that certain societies are adapting more successfully to the requirement to information age than the others.

Moreover, the societies that appear to be adapting most successfully, are those that have historically placed a very high value on learning, and regarded it as the life long process.

What I.N.D.I.A. TRUST is doing in the present project is to develop a profile of what learning society must be like, if it is to thrive in modern era.

Teachers are privileged and also burdened with responsibility of helping all students to become inner and outer learners who will connect to wider circles of the society.

Teachers cannot do it alone.

At this stage they have to do it despite the system.

This is how break throughs occur and teachers will find the opportunities to achieve.

If Teachers do not force the issue nobody will be able to do.

The dynamically complex patterns between the micro world of making a difference in the lives of particular students, and the macro world evolution in learning society is a real area of teachersdom.

I.N.D.I.A. TRUST is requesting you to include your thought process in this consideration as an explicit recognition that such adaptations may require rethinking the nature of collective commitment between you and us and the educational society we comprise.



PREAMBLE OF INDIA TRUST

**OUR NATION HAS BEEN REARED FOR IMMORTALITY-
IF THE WORK OF MAN MAY JUSTLY ASPIRE TO SUCH A TITLE.
IT MAY, NEVERTHELESS, PERISH IN AN HOUR BY THE FOLLY, OR CORRUPTION, OR
NEGLIGENCE, OR INSTABILITY, OR BREAKDOWN, OR INCOMPETANCE,
OR CHAOS OF ITS ONLY KEEPERS : THE PEOPLE**

Nation is today under criticism.

Many citizens believe that the society should return to the basic and fundamentals.

I.N.D.I.A. TRUST believes that many practices are anachronistic and dehumanising and we are attempting to show how these conditions by new ways of leadership that can be initialised.

We have addressed these issues to thousands of people and have offered startling recommendations for reconceptualising, restructuring and revitalising the concept of leadership.

We do not believe that there is an easy solution to any of our national problems, or do we believe, that the problems are in the incurable consequence of life in the modern era.

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Our programme will examine the way in which the developments are fostered when the transition to modern era is being negotiated most successfully.

I.N.D.I.A. TRUST will examine barriers of development that exist in our own society with special emphasis on factors leading to emotional, behavioural or academic problems to our youth but with additional emphasis on barriers to continuous development.

I.N.D.I.A. TRUST will consider the problem or revitalising and/or modifying our own society in a fashion that will more successfully meet the needs of the society across the life span in human and humane fashion.

I.N.D.I.A. TRUST is requesting you to include your thought process in this consideration as an explicit recognition that such adaptations may require rethinking the nature of collective commitment between you and us and the society we comprise.

To this let us join hands together to identify those children and youth who shall be the torchbearers of the nation.

We are living in a time of the most far reaching and rapid change in nation's history.

Most of us will log five to fifty times, the experience of our forefathers of two hundred years ago.

Many of them received at birth, the pattern for their lives, growing up to be a

**farmer,
weaver,
soldier,
worker.**

Rich or poor, peasants or aristocrats, your life followed the same formula your parents had for ages past.

There were advantages, of course. They knew who they were, what to feed their children. The comfort of sameness and a lack of option.

Our everyday lives reflected the quantum leap in the complexity and pace of contemporary experience. We are caught uncertain, unprepared and unprotected in the phase of too much happening too soon.

Many of us succumb to lives of social monotony resulting in progressive dimming of our passion in life.

It is as if a nationwide nervous system is in the working. Each of us is a brain cell in that system, with powers that once belonged to kings.

How do we train ourselves to live in an interconnected society and ever changing nation, a nation in which unexpected is expected and breakdown and reconstruction of everything we ever knew is daily fare? We are attending a vast wake for a way of being that has been ours for thousands of years.

But we are also the ones who will carry on. We have an unparalleled opportunity to cultivate the human capacities that we need to deal with the opening times that follow upon closing times. The good news is that our bodies and minds are coded with an extraordinary array of possibilities and potentials. The bad news is that we learn to use very few of them.

It is as if we are a musical instrument with a million keys, but we exploit only some twenty of them. The stupendous music of our minds goes largely unplayed and unknown.

It is as if we are living in the middle of a vast garden filled with wonderful fruits and vegetables, starving because we eat only the bugs we find on the ground.

Existing on so narrow a band has brought frustration and misery, the shadow of hate and the threat of apocalypse. Our current ecological catastrophe has been engendered by the gross overuse of the outward world and the terrible under use of the inner world.

Human beings are not constituted to be content with living as thwarted, inhibited versions of themselves. Throughout history and all over the world, people have felt a yearning to be more, a longing to push the membrane of the possible. They have entered monasteries and mystery schools, pursuing secular as well as esoteric studies. They have practiced yoga, martial arts, sports, dance and art. They have left home and family to adventure beyond the ordinary, embarking on visionary and spiritual quests.

These pursuits come with the territory of being human. It is as if there are catalytic agents cooking in our genes that regularly sputter and pop with evolutionary juices. **“It is time to wake up now,”** they seem to say.

Today you can start and make the most of the rest of your life. Each day brings new thoughts and feelings or interesting

variations on old ones. No longer is 90 percent of what you think and feel, the same as what you thought and felt yesterday or will think and feel tomorrow.

Many of the so-called larger- than-life people differ from the rest of us chiefly in this respect: It is not that they are actually larger in mind and soul or more brilliant. Rather, they are profoundly present to the stuff of their lives, to what is happening within themselves as well as around them.

They use and enjoy their senses more, they inhabit with keen awareness of their bodies as well as their minds, they explore the world of imagery and imagination, they rehearse memories, engage in projects that reinvent the nation, serious about life but laugh at themselves and seek to empower others as they would be empowered. Quite simply, they are cooking on more burners. And when at last they lie dying, they can say, **“Life has been an eminently satisfactory experience.”**

Our programme is to show people how to wake up, how to inhabit parts of themselves that have been left vacant and unexplored.

**THE PRESENT PROGRAMME CALLS TO HAVE AN EDUCATION OF LIFE BUILDING,
MAN MAKING, CHARACTER BUILDING, ASSIMILATION OF IDEAS.
WE ARE NOT GOING TO PENETRATE INTO THE MYSTERIES
AND EXPLORE THE SECRETS OF UNIVERSE.
WE ARE NOT GOING DOWN TO THE BOTTOM OF THE OCEAN
AND BRING BACK TO YOU THE TREASURE.
WE ARE JUST GOING TO MANIFEST THE PERFECTION,
WHICH IS ALREADY IN THE PEOPLE.**

The Objectives for which I.N.D.I.A Trust is formed are,

- ❁ To promote a better and more effective utilization of human resource through education, training and development in all spheres of the society., Viz., agriculture, industry, commerce, education, infrastructures and Service & such other sectors as the Trust may deem to be a relevant from time to time.
- ❁ To provide leadership and to promote study and application of professional principles and practices in the field of Training, Development and Career management in order to assist management and administration to develop and maintain an effective Organization.
- ❁ To promote an understanding of Human Resource Management training and development as a basic responsibility of management and administration and to assist the Organization in planning and implementing their programmes for manpower development with a view to maintaining their effectiveness and improving their adaptability to changing problems and challenges.
- ❁ To stimulate thought and efforts for dissemination exchange and furtherance and information, knowledge, research, techniques, materials, aids, skills and attitudes in the field of Human Resource Management.
- ❁ To sponsor appropriate research and/or publish necessary literature, books, journals, newsletters, pamphlets, reports, conducting conferences, meeting, lectures/seminars, workshops in the furtherance of the objectives of the foundation and other professional degrees, diplomas and certificates.
- ❁ To institute and establish scholarship, grants, awards, and prizes to encourage study and research in the field of Career Management and other areas of HRD.
- ❁ To introduce the concept of Career Management Education system in the Schools, Colleges/Universities and institutions for higher education and provide the relevant training inputs for the target beneficiaries to achieve career success in their respective disciplines.

OUR OBJECTIVE

I.N.D.I.A. TRUST is promoted for Human Resource Development and for pragmatic social change. It has developed a system, that actually releases the hidden talents and abilities, long buried beneath the surface of conscious recognition. We believe, you would find this new process fascinating.

I.N.D.I.A. TRUST is promoted on a social base to provide information, training and development for thousands of Educational Institutions, Schools, Colleges and Teaching Professionals. The training will invigorate their enthusiasm to acquire the Educational Technology of this Open Learning System and to acquire advanced teaching skills, which will provide career potential.

In an era of Educational Revolution, it is the aim of our Trust, to not only bring together the schools, institutions, members of various educational bodies, parents, professional career-oriented persons, educational technology planners, educationalists and management experts in an endeavour to make each other understand better educational development progress, but also to develop consciousness and thinking in the minds of the people.

The prime reason for the existence and continued growth of this Trust is the persistence to expand a concept, which will house the focus of change in education.

At the heart of the problem of modern education is the fact that today's schools, colleges and universities are ponderous, slow to change, inflexible and dominated mostly by conservative educational technology and methodologies. They reflect the values and attitudes of the societies in which they find themselves. The forces of completion, selfishness, materialism and practical education have dominated the school curriculum and domineered the effort. There is a lack of all-round basic education other than the present outmoded system of memorising to make passing grades.

The pattern of instruction needs change. We must now educate for excellence, equal to the demands being made upon for the coming age, where both parents and teachers co-operate to bring forth a higher human potential in their children.

I.N.D.I.A. TRUST is sponsoring an Educational System that integrates the four parts of the Human Personality the Physical Self, the Emotional Self, the Spiritual Psyche and the Mental Self to become a fully absorbed Integrated Personality. The Open Learning System is in the form of an interactive session. This enjoyable learning process is considered to develop the whole man, in terms of offering harmony and balance to the total personality.

The pioneering effort of our institute has attracted progressive educators to this new concept. Many educators are seeing the tremendous potential of such diverse educational plans, which encourage a power of intelligence to make them a physical reality.

To this, we seek to rally support from men and women who are in the vanguard of education. This is a magnificent experiment to make education a truly highly experience and increase the status of educational community everywhere. It is upto each one of us to help to achieve this Educational Vision.



MISSION OF INDIA TRUST

There are more than 500 Universities, 20,000 colleges, Hundreds of institutes of higher learning and research bodies. Several lakhs of students awarded with degrees are coming out from the colleges with a lot of hope and faith to achieve successful career in their life.

India Vision 2020 committee has predicted that, there will be ten crore unemployed people in India in the next few years!

Do we have a solution to this national problem?

I.N.D.I.A. Trust, by virtue of its expertise in this field has been providing answers to this issue in various forms.

We have to recognize the basic Indian truth, that strong youth are necessary foundation for the strength and the stability of the country.

One unforgettable lesson has been learnt-if things go well with youth, the nation prospers, when youth falter, the nation fails.

Despite this, the fact remains that India has a large unfinished, ever continuing agenda when it comes to educated youth and their career management.

As a nation, we can make no more important investment. Today young men and women will have to carry a staggering burden. Transforming this will require the best educated and the best trained work force in the Indian history that will give every youth, full opportunity to develop the necessary skills and contribute to the community.

One of the most important contribution of our organization is to build capability towards acquiring employability skills and Entrepreneurship skills.

This is a special programme organized for the youth to participate even more fully in a movement that will radically change their lives and ultimately the nation.

WHO WE ARE...

I.N.D.I.A.TRUST is a National Public Non Governmental Organisation with nation wide operations dedicated to Human Resource Development, advanced training and policy advocacy in the areas of EDUCATION TRAINING AND DEVELOPMENT IN THE SECTORS OF CAREER MANAGEMENT, EMPLOYABILITY SKILLS AND ENTREPRENEURSHIP DEVELOPMENT.

Our target beneficiaries are:

- School students
- College and university students
- School and college faculty members
- Parents of school going children
- Parents of college going youth
- Executives of private enterprises
- Public service entrepreneurs
- Private business entrepreneurs
- NGOs and civil society organisations
- Educational institutions of repute

As an organisation engaged in PUBLIC-NGO-CORPORATE interface, we are conducting various HR intervention programmes in schools, colleges, government, Non governmental and profit making organisations.

I.N.D.I.A.TRUST is integrated into a national network of customers, clients and partners. Its major Indian partners in cooperation besides the Corporate sectors consist of more than 500 EDUCATIONAL INSTITUTIONS among the Schools, Colleges and Universities.

CAPACITY BUILDING

I.N.D.I.A.TRUST programmes apply a variety of capacity building instruments.

We offer practice-oriented advanced education and training, dialogue sessions, and HR Consultancy services. Our programmes are tailored to the specific needs of our partners. They profit from our expertise and our many years of experience.

Our Human capital and potential management is designed to increase the participants' scope for action. We offer instruction on inter disciplinary management techniques and impart international and inter cultural know-how.

In addition, we provide the opportunity to discuss potential solution to operational problems in an informal setting.

I.N.D.I.A.TRUST creates networks that support nationwide learning. After the training programmes, our participants can continue to participate in the exchange of knowledge through interdisciplinary and trans-regional alumni networks. Our learning platform assists participants with the practical application as well as expansion of their skills.

ENTERPRISE GOVERNANCE

Enterprise governance is our core business. With our capacity building programmes we facilitate human resource development. We empower and network people. We make world-class knowledge available to developing and transition organisation. The programme participants pass on their knowledge; they apply it whenever there is impetus for change. Thus, we help our partners to use this knowledge as a development resource.

NATIONWIDE LEARNING

I.N.D.I.A.TRUST offers exchange and scholarship programmes that provide young organisations with the opportunity to gain professional experience. Such practical experience will open up unique career opportunities for organisations and lay the foundation for their long-term success in the local and regional markets.

EDUCATION TRAINING AND DEVELOPMENT FOR N.G.O SUCCESS

Through its development related education programmes, I.N.D.I.A.TRUST provides support for tomorrow's leaders today helping them to work in partnership with developing and transition organisations.

We are also participating in efforts to overcome prejudice and to realize the goals of development policy cooperation. Towards this end, we are cooperating closely with policymakers, corporate heads, mentors and advisors as specialists and project partners.

I.N.D.I.A.TRUST works together with people in key positions. We assist them in shaping the corporate organisational and political change process in their organisations. Our capacity building programmes focus on human resource development and target experts and executives from the areas of politics, public administration, business and industry and civil society as well as educators and trainers.

THE BIGGER PICTURE

I.N.D.I.A.TRUST builds capacity for the future. I.N.D.I.A.TRUST is people oriented because people drive change. As one of Indian capacity building organisations, we are doing our part in providing programme participants with professional know-how that they can pass on to others and thereby effect long-term, structural change.

Each year 5,000 experts and executives from developing and transition organisations including NGO sector participate in our advanced training programmes. I.N.D.I.A.TRUST provides them with the tools to continue building organisations in the areas of politics, business and civil society, and boost their

efficacy. I.N.D.I.A.TRUST also contributes to activities designed to improve the general conditions enabling structural change. To this end, we work to enhance the capacities of decision-makers at the Managerial level.

As an organisation engaged in PUBLIC-NGO-CORPORATE interface, I.N.D.I.A.TRUST seeks to contribute towards a secure and sustainable future. Capacity building through Human Resource Development represents our commitment to this endeavour.



(NATIONAL MISSION FOR Employability and Entrepreneurship Development) is a response to the unemployability problems prevailing in our country.

Thousands of students have already benefited through this programme. It involves interfacing with all the stakeholders, viz. students, faculty members, parents, colleges, universities, NGOs and corporate sectors.

In recent years, we are faced with the realisation that the availability of requisite Employability and Entrepreneurship skills - in terms of nature, quality and numbers - is beginning to emerge as a major constraint in productively using our available human resource.

Our base of skilled and knowledge workers is particularly narrow.

It has been noted at the highest levels that, in order to sustain a high level of economic growth, it is essential to have a reservoir of skilled and trained workforce.

Employability and Entrepreneurship skills and knowledge are the driving forces of economic growth and social development of any country.

Countries with higher and better levels of Employability and Entrepreneurship skills adjust more effectively to the challenges and opportunities of globalization.

Shortages have already emerged in a number of sectors.

Large-scale Employability and Entrepreneurship skills development is an imminent imperative.

There is a growing sense that past strategies of Employability and Entrepreneurship skills development are inadequate to deal with contemporary requirements and expectations.

The challenge is not merely of producing more Employability and Entrepreneurship skilled persons needed by the economy.

It is also of ensuring, simultaneously, that Employability and Entrepreneurship skills development initiatives also address the needs of the huge population, by providing them with Employability and Entrepreneurship skills that will make them Employable and Enterprising.

The challenge of translating benefits of high rate of economic growth into a faster pace of poverty reduction, in other word, inclusive growth, through the generation of productive employment and Enterprising remains formidable, and skill development of persons working in the unorganized sector is a key strategy in that direction.

Planned development of Employability and Entrepreneurship skills must be underpinned by an 'Action', which is both comprehensive as well as national in character. Piece meal policies, or policies that do not accommodate or reconcile the perceptions of different stakeholders across

the country, cannot serve the goals of national development effectively.

A policy response is needed to guide formulation of Employability and Entrepreneurship skills development strategies and coordinated action by all concerned.

Furthermore, in view of linkages between employment, economic growth and skills, it is important that the policies in the area of skills development be linked to policies in economic, employment and social development arenas.

The country is poised at that moment in history when a much brighter future for its entire people is in its reach. Employability and Entrepreneurship skills development will help actualize this potential.

Development and articulation of Action plans on Employability and Entrepreneurship skills development is thus a matter of priority.

The issues and challenges in Employability and Entrepreneurship skills development are many.

These are of:

- The size of the task in building a system of adequate capacity
- Ensuring equitable access to all, in particular, the youth, the disadvantaged communities, the minorities, the poor, the women, the disabled, the dropouts, and those working in informal economy, Reducing skill mismatch between supply and demand of skills
- Diversifying Employability and Entrepreneurship skills development programmes to meet the changing requirements, particularly of emerging knowledge economy
- Ensuring quality and relevance of training Employability and Entrepreneurship skills
- Building true market place competencies rather than mere qualifications
- Providing mobility between education and training, different learning pathways to higher levels, and establishing a qualifications framework
- Promoting greater and active involvement of social partners and forging a strong, symbiotic, public-private partnership in skills development
- Establishing institutional arrangements for planning, quality assurance, and involvement of stakeholders, coordination of skills development across the country
- Governance of skills development system that promotes initiative, excellence, innovation, autonomy, and participation, while ensuring that the legitimate interests of all beneficiaries are protected
- Strengthening the physical and intellectual resources available to **National level Employability and Entrepreneurship Development (N.E.E.D.)** project and providing a direction for the future.

INVOLVEMENT OF NGOs AND OTHER SOCIAL PARTNERS

NGOs and Other social partners have an important role to play in N.E.E.D (NATIONAL mission for EMPLOYABILITY and ENTREPRENEURSHIP skills DEVELOPMENT).

They can provide support by way of physical, financial and human resources, sharing of expertise and experience, and, above all, building a conducive environment for, and continued commitment to, skill development.

They can contribute through participation in:

- identification of competencies
- setting competency standards
- skill-gap studies
- curriculum development
- assessment, delivery of training
- monitoring and evaluation
- providing work place experience
- equipment and trainers

and various incentives to promote Employability and Entrepreneurship skills development.

Most of all, they provide a touchstone to base skills development initiatives in contextual reality and relevance. Involvement of social partners is thus an important strategy.

Accordingly, the Partnership envisages that:

Effective, regular, consultation with social partners on all issues pertaining to Employability and Entrepreneurship skills development, will be adopted as a key strategy.

Standing platforms will be created for such consultation.

Social dialogue will be the cornerstone for designing policy options, planning, and guiding implementation for effectiveness.

Where necessary, capacities of social partners will be built up to facilitate their effective participation and contribution to Employability and Entrepreneurship skills development.

Provide greater space for voluntary sector participation, and encourage and enable the voluntary sector by dismantling undue procedural and policy barriers.

Focus much more on establishing 'institutional mechanisms' and 'framework' aimed at the development of the system, than on direct delivery, but it would not abdicate its responsibility to set up lead institutions of excellence which serve as beacons and role models.

Play a more 'strategic' and 'comprehensive' role.

Extend to the voluntary sector institutions, on par with service sector institutions, access to schemes and programmes that are aimed at quality improvement - such as curriculum development, trainers' development, learning resource material development, and networking with lead institutions.

CALLING ALL THOSE PARENTS, EMPLOYERS, EDUCATORS AND NGOs – THE FUTURE OF OUR COUNTRY WHO WILL SHARE THE NEW TOMORROW THROUGH THEIR QUEST FOR KNOWLEDGE, NOBILITY AND PROFOUND CHARACTER

We, from I.N.D.I.A. TRUST working on **NATIONAL LEVEL EMPLOYABILITY AND ENTREPRENEURSHIP SKILLS DEVELOPMENT (NEED) Mission**, write as concerned representatives of the Nation's schools, colleges, businesses and NGOs.

We have completed our two decades of experience in the world of connecting learning with living and the implications of those changes of learning.

We understand that schools and colleges do more than simply prepare people to make a living.

They prepare people to live full lives - to participate in their communities, to raise families, and to enjoy the leisure that is the fruit of their labour.

A solid education is its own reward.

This appeal concerns only one part of that education, the part that involves how schools and colleges prepare young people for work.

It does not deal with other, equally important, concerns that are also the proper responsibility of our educators.

We do not want to be misinterpreted. We are not calling for a narrow work-focused education. Our future demands more. For most of this last decade, as this nation took its services and know-how to the world, India did not have to worry about competition from abroad.

At home, the methodology of mass education emphasized discipline.

Today, the demands on business and employable youth are different.

Organisation must meet world class standards and so must youth.

Employers seek adaptability and the ability to learn and work in teams.

I.N.D.I.A. TRUST has spent 20 years talking to business owners, to public employers, to the people who manage employees daily, to educators, and to managers on the line and their desks.

We have talked to them in their stores, shops, government offices, schools, colleges, universities and manufacturing facilities.

Their message to us was the same across the country and in every kind of job: good jobs depend on people who can put knowledge to work.

New workers must be creative and responsible problem solvers and have the skills and attitudes on which employers can build.

Traditional jobs are changing and new jobs are created every day.

High paying but unskilled jobs are disappearing.

Employers and Employees share the belief that all work places must **“Work smart.”**

From these conversations, we have drawn three major conclusions:

All students must develop a new set of competencies and foundation skills if they are to enjoy a productive, full and satisfying life. Whether they go next to work apprenticeship, the armed services, or universities, all youth should leave colleges with the know – how they need to make their way in the world.

Less than one – half of our young people possess it.

This know – how will be developing the world class standards for educational performance.

The qualities of high performance that today characterize our most competitive companies must become the standard for the vast majority of our companies, large and small, local and global.

By **“high performance”** we mean work settings relentlessly committed to excellence, product quality, and customer satisfaction.

These goals are pursued by combining technology and people in new ways. Decisions must be made closer to the front line and draw upon the abilities of youth to think creatively and solve problems.

Above all, these goals depend on people - on managers committed to high performance and to the competence of their workforce and on responsible employees comfortable with technology and complex systems, skilled as members of teams, and with a passion for continuous learning.

The nation’s schools and colleges must be transformed into high-performance organizations in their own right.

Despite a decade of reform efforts, we can demonstrate little improvement in student achievement.

We are failing to develop the full academic abilities of most students and utterly failing the majority of poor, disadvantaged, and minority youngsters.

By transforming the nation’s schools and colleges into high performance organizations, we mean institutions relentlessly committed to producing skilled graduates as the norm, not the exception.

That, in fact, is the goal of I.N.D.I.A. TRUST’s education strategy.

But, these convictions remain abstract issues unless you can understand them in the world of our children's education, our business needs, and the standards of our schools.

This appeal lays out what these convictions mean in practice, on the job and in the school.

Most important, it defines what you must do to protect the future of our children, our businesses, and the health of Indian education.

WHAT ARE THE KEY CONCERN AREAS OF THE PRESENT STUDENT COMMUNITY?

- ⚙ LACK OF PERSONALITY
- ⚙ LACK OF TECHNICAL SKILLS
- ⚙ LACK OF COMMUNICATION SKILLS
- ⚙ LACK OF LEADERSHIP SKILLS
- ⚙ LACK OF CONFIDENCE
- ⚙ INFERIORITY COMPLEX
- ⚙ RURAL BACKGROUND
- ⚙ NEGATIVEMENTAL ATTITUDE
- ⚙ LACK OF SELF MANAGEMENT SKIL
- ⚙ LACK OF SELF MOTIVATION
- ⚙ LACK OF JOB KNOWLEDGE
- ⚙ NO PROPER GUIDANCE
- ⚙ NO ENCOURAGEMENT
- ⚙ NO EXPOSURE



I.N.D.I.A. TRUST, in this appeal, carries serious implications for parents, employers, and educators.

Parents must insist that their sons and daughters master this know-how and that their local schools and colleges teach it.

Unless you do, your children are unlikely to get a suitable career.

If your children cannot learn these skills by the time they leave college, they face bleak prospects - dead-end work, interrupted only by periods of unemployment, with little chance to climb a career ladder.

Opinions indicate that most Indians believe that schools, in general, need improvement.

But they also believe the school their child attends is fine.

Both conditions cannot be true at the same time.

The larger national problem begins in each of our neighborhood schools.

We can do several things to improve our education.

First, display the skills prominently in your home and discuss them, often, with your children.

Make sure they understand what you expect.

Second, take the list with you to your child's school and find out where and how the school is equipping your child with these skills.

Organise a parents' meeting to discuss I.N.D.I.A. TRUST's findings and what your school is doing about them.

Finally, make sure your school principal and your school management knows of your interest in these competencies and this foundation.

Employers must orient their business practices to hiring and developing this knowhow in employees.

If you do not develop a world-class workforce, your business will be at risk inevitably. If, for example, only 60 percent of your employees have these skills you are wasting much more on rework, poor quality, and late deliveries than your competitors.

Here is what an employer can do.

First, reorganise your workplace into the high performance environment of the future.

Nine out of ten employers are operating on yesterday's workplace assumptions.

Do not be one of them.

Second, invest in employees so that they can obtain the skills needed to succeed in this new environment.

Third, tell educators clearly what is needed and work with them to accomplish it.

You know that students have to believe that you care about what they learn.

Employers who value performance in high school when they make their hiring decisions provide students with the right signal: learning and earning are related activities.

Finally, use the materials we provide to confirm that the EMPLOYABILITY AND ENTREPRENEURSHIP DEVELOPMENT skills accurately reflect local workforce requirements.

Having confirmed these skills, make sure your local schools and colleges never loses sight of them in its instructional planning.

By doing so, you will support our efforts to put World Class Standards - incorporating the EMPLOYABILITY AND ENTREPRENEURSHIP DEVELOPMENT vision into Indian schools, colleges and workplaces.

Educators have to instill in students the perspective on results that the EMPLOYABILITY AND ENTREPRENEURSHIP DEVELOPMENT skills demand.

If you do not, you will be failing your students and your community as they try to adjust to the next decade.

You, more than anyone, are responsible for helping our children develop the skills they need.

Here is how educators can help.

First, tell your students what the standards are - what is expected of them.

Second, give them the benefit of a fair and firm assessment of where they stand and what they need to do.

If they pass from one standard to another and receive progress reports and degrees without mastering these skills, they cannot make their way in the world of work.

Third, inject the competencies and the skills we have defined into every nook and corner of the school and college curriculum.

Your most gifted students need this know-how, and so do those experiencing the greatest difficulties in the classroom.

We are convinced that if students are taught the know-how in the context of relevant problems.

You will find them more attentive, more interested - indeed, more teachable - because they will find the coursework challenging and relevant.

Finally, ask for the materials we can make available to you.

Use them in your local communities to have your students confirm that the EMPLOYABILITY AND ENTREPRENEURSHIP DEVELOPMENT skills represent real works in your home town.

We know that some schools are already transforming themselves.

They serve as the inspiration to build "a New Generation of Indian Schools."

We know, too, that many Indian teachers are accomplishing wonders against formidable odds, and that most would do the same if given the opportunity.

We hope to encourage these developments so that all schools, for every student, can be transformed.

Above all, we know that many students work very hard. But many more do not because they do not believe the lessons they are learning are connected to the real world or that the degrees they are earning will bring them a brighter future.

This appeal addresses one obstacle that stands in the way of that future.

Employers have never clearly told educators what students need to know and be able to do in order to succeed.

This document is our opening statement about the future of your children, your business, and your school. It provides a general description of what is required.

We have created this first statement with the advice of experts, educators, employees, supervisors, and business and social leaders from around the nation.

Do not take our word for it.

Our conclusions must be tested in your homes, schools, and places of business. Join us in this conversation and share your thoughts with us.

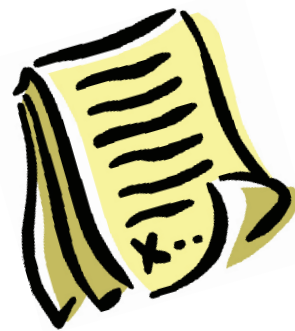
Write, call, and visit our website for more information about the NATIONAL LEVEL EMPLOYABILITY AND ENTREPRENEURSHIP SKILLS DEVELOPMENT project and for the tools and materials that can help you test these ideas and propositions for yourself.

Our Other Projects & Initiatives

- ▣ Under the Entrepreneurship Development Project, to train and develop 2000 students from 10 Universities and help them achieve Entrepreneurial status and Self-Employment opportunities.
- ▣ To select and train 1000 young lecturers from professional colleges in the areas of Teaching and Educational Management Technologies
- ▣ For the first time in the country, introducing Human Resource Development and Management system in Educational Institutions, by identifying 100 schools in each district in South India as the role model schools.
- ▣ Constituting a National level Human Resource Educational Training and Development Centre to benefit Teachers, Parents and Students in the areas of Non-academic Excellence such as Leadership, Moral and Value Education and Educational Management Services for Teachers.
- ▣ Student Leadership Chapters in School and Colleges
- ▣ Corporate Leadership Centres in Organisations
- ▣ Non-Governmental Organisation Network activities
- ▣ Summer workshops for Leadership Awareness campaign
- ▣ Organising Seminars, Exhibitions and Contests
- ▣ To organise, regional and national level competition for various leaders
- ▣ To encourage Research initiatives on leadership



TRAINING MODULES



PAPER 1

Effective communication.
Effective human relations.
Effective leadership and supervision.
Advanced teaching methodology.
Time management.
Stress management.
Managing the difficult students.
Practical public relation with parents.
Problem solving.
Role analysis.
Goal setting.
Integrated Personality Management.
Feedback monitoring.
Motivation in school learning.
Development of attitudes, interests and values.
Quality of work life.

PAPER 2

Creating counselling strategies.
Talent identification.
Creative or productive thinking.
Competency Education.
Managing academic load on school children.
Strengthening primary stages of learning.
Management education for school children.
Learning through discovery.
Modernising the school system.
Quality control management.
Enriching mental health.
Principles and leadership roles.
Ethics and principle centered leadership.
Worldwide imperatives in education.
Community education and sustainable development.
Technology in classroom.

PAPER 3

Right brain oriented curriculum.
Intelligent Quotient / Potential Quotient / Emotional Quotient.
Educational Intelligence.
General Management.
Character Education.
Reaching the unreachable through academic excellence.
Parents as teachers, teachers as parents.
Schools to run like the factory and research lab.
Home instruction.
Education for pride and achievement.
Role of the teacher in the class room.
Experimental Educational Learning.
Motivating kids to be the head of the class.
Establishing effective home-school partnership.
Strengthening school for non-traditional families.
Overcoming academic problems.

PAPER 4

Guidance: A new dimension of creative teaching.
Personality and children's adjustment problems.
Emotional development.
Social development.
Transfer and functional learning.
Discovering the children's potentialities, intelligence and aptitudes.
Evaluation of learning.
Individual differences in mental abilities, their educational implications.
Education and training.
Personal, social and moral education.
The multiple functions of education.

PAPER 5

Education and National Development in India.
Education beyond school.
Organisation and management.
Effectiveness and evaluation in educational institutions.
Education and training for managing educational institutions.
Agencies and strategies for curriculum change.
Teachers' expectations and pupils' achievements.
Communicative competence in language teaching.
Learning through discussion.
Syndicate methods.
Computer assisted learning.
Creating Open learning system.
Co-operative teaching.

PAPER 6

Criterion referenced assessment.
Assessment of practical skills.
School-based assessment.
Individual differences and development.
The theory of multiple intelligence.
Educating gifted children.
Development in home and school environment.
The development of moral and religious ideas and behaviour.
Personality and cognitive style.
Integrated education.
Children with emotional and behavioural difficulties.
Non directive learning.

PROGRAMME FEATURE

- Ensure an individual's ability to understand and apply the principles in the practice of education.
- It provides a greater understanding of academic environments, giving the tools needed to operate at higher levels.
- Develop Knowledge for a wide range of key academic areas in a practical manner and illustrate in which these can be applied to workplace scenarios.
- Integrate across key functional areas of educational management and implement a coherent strategy.
- Emphasise the importance of balance between knowledge and the skills necessary to create effective teachers through continuous interaction.
- Interact and learn from Educational experts and leading educationist.
- Quality learning material and delivery.
- Flexible, integrated programme structure.
- The enables the candidates to demonstrate Knowledge and understanding of key principles in learning and development.
- Competence in a range of skills associated with learning and development.
- An ability continuously to evaluate and improve learning activities, professional practice and own competence as a teacher.

KEY RESULT AREA OF OUR EDUCATIONAL MANAGEMENT PROGRAMME

- Teachers who participate in our educational management programme will be able to act with confidence as skilled professionals in functional roles with a ranging view of academic factors affecting operational and strategic issues.
- Possess a broad understanding of the key institutions and players in our country of various fields and a knowledge and understanding of the environment in which they operate.
- Develop expertise in their respective field in the context of applied academic skills.
- Be able to drive and implement strategies leading to the resolution of complex personal and academic issues .
- Overall the objective of our programmes is designed to produce enlightened and competent, Professionals and dedicated teachers in their respective academic area of specialisation.
- Make the participant - reflective and resourceful person who can be in a position to capitalise on and relish the challenges in the changing world of teaching and learning.
- The systematic design of the programme provides a clear and detailed framework for professional development, it is not overly prescriptive although centred on the principle of a global standard in teaching.

OUR OTHER EDUCATIONAL PROGRAMMES

- C.L.A.S.S Fellowship Centres
- Career Counselling for X Std. and XII Std. Students
- Examination performance counselling for X Std. and XII Std. students
- Slow learners and passive achievers motivation programme
- Language Lab / Communication Work-Shop for Teachers and Students
- Integrated personality and leadership programme for students between VI Std. and XII Std.
- Managerial supervision and administration effective programme for Non-academic staff
- Workshops and seminar programmes for teachers on various Educational Technologies.
- Parents Educational Advocacy Programme (Parenting Management)
- Medical and Social Counselling for students and teachers
- Workshops for teachers for their self career management
- Youth Talent Development programme on inter-school basis
- United Inter-School Scouts and Guides Training Programme (UISGTP)
- Summer camp programmes at inter-school level
- Educational leadership programmes for Principals and Senior teachers at inter-school level
- Corporate-Principal get-together
- Naturally Gifted Student programmes at inter-school level
- Inter-school level subject wise conference for
 - a) History Teachers
 - b) Science Teachers
 - c) Math Teachers
 - d) Regional Language Teachers
 - e) Commerce Teachers
- Programmes for the Physically Challenged
- Programmes for Emotionally Gifted
- National Programmes in Educational Management
- Audio Cassettes on Education
- Integrated Computer Education
- Managing Adolescence
- Home School Partnership

Never was the time in the history of India there was so much need to understand, evaluate and harness the human resource as today. What this great nation will be henceforth depends not on the material resource or political stability but on our ability to create a climate where, Individuals can draw their infinite capacity and contribute to the prosperity of the self and the nation.

We can never forget the ideals that have moved our race, the dreams of the Indian people through the ages, the wisdom of the ancients, the buoyant energy of the love of life and nature of our forefathers, their spirit of curiosity and mental adventure, the daring of their thought, their splendid achievements in literature, art and culture, their love of truth and beauty and freedom, the basic values that they set up, their understanding of life's mysterious ways, their tolerance of other ways than theirs, their capacity to absorb other people and their cultural accomplishments, to synthesise them and develop a varied and mixed culture; nor can we forget the myriad experiences which have built up our ancient race and life embedded in our sub conscious mind.

- JAWAHARLAL NEHRU

INTEGRATED NATIONAL DEVELOPMENT IN ACTION (I.N.D.I.A.) TRUST

Regd. Office:

GOD MOTHER CAMPUS: #2, Santham Colony, Anna Nagar West Extn., Thirumangalam, Anna Nagar, Chennai - 600 101. Tamil Nadu, INDIA.

Phone: 044 43538508

email: contact@spellbeeinternational.com | trustindia@indiatrust.org

URL: www.spellbeeinternational.com | www.indiatrust.org