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Vocational Education / Employment

1.Research Abstract

1. **Theme/Subject:**	Vocational Education/Employment
2. Stage of Education:	Secondary Stage
3. Topic of Research:	Study of Awareness and Interest of Students, Teachers and Parents towards Vocational Education especially Vocational Courses related to Home Science at School Level in Scheduled Tribe Populated Districts of Madhya Pradesh
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5. Name of the Institution where the Research was conducted	PSS Central Institute Of Vocational Education, Bhopal
6. Category: (Research study /Action research /Other)	Research study
7. Language of Research Report:	English
8. Year of Completion:	2022
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10. Introduction:

No one can deny that vocational education is the demand of time and the country needs more skilled citizens, technicians and middle level professionals. For the socio-economic development of the Country, VET plays a major role with benefits for individual families and local communities. VET in India is organized through the formal, informal and non-formal sector. VET delivery occurs in different forms, according to different target groups and the skill needs of the learners. Amongst the various Ministries, the Ministry of Education (MoE), the Ministry of Skill Development and Entrepreneurship (MoSDE) and the Government of India are responsible for the majority of the skill development schemes and programmes. VET provisions made through the schools, colleges and universities come under

the purview of the Department of School Education and Literacy and Department of Higher Education of the MoE.

The National Education Policy-2020 addresses the challenges on both the demand and supply sides of vocational education and tries to mitigate it. In order to make vocational education more structured, the policy recommends conducting a proper skills gap analysis and mapping of local opportunities to assign vocational courses relevant to a particular area.

Vocational education in schools under NSQF is implemented considering mainly priority sectors of the economy. These sectors are mainly related to the diversified areas of different disciplines.

Home Science is one of the very important disciplines for vocational education and training at school level. Under NSQF different vocational courses related to Home Science discipline are implemented at school level at the time of the study.

11. Objectives:

The study was conducted with the following objectives:

- To study the awareness of teachers, students and their parents towards vocational education at school level.
- To study awareness of teachers, students and their parents towards vocational courses related to Home Science.
- To identify the interest of students towards vocational education specially the vocational courses related to Home Science.
- To recommend the strategies for effective implementation of vocational education courses related to Home Science.

12. Methodology:

Methodology includes the details of population and sample, about the tools used, procedures followed for data collection, data analysis, statistical measures applied for analysis and interpretation of data to draw findings and conclusion of the research work.

The study has been conducted in Khandwa and Betul Districts of Madhya Pradesh. Data was collected from the schools of the tribal populated blocks of these districts. Data was collected from 720 students, 150 teachers and 250 parents. To collect data from teachers, students, and their parents, separate questionnaires were developed. After collecting filled questionnaires from teachers, students and their parents, the questionnaires were systematically arranged for data analysis. Quantitative data obtained through questionnaires was analysed using statistical

tools and techniques. While some of the data gathered was analysed qualitatively according to the need of the objectives.

13. Findings:

Awareness and interest of students towards vocational education and home science vocational education: The study found that Most students (90%) were unaware of vocational education, with very few knowing that it exists at the +2 school level. Only 3.6% were familiar with Home Science related vocational courses, which were seen as traditional and female-oriented. Awareness focused on common areas like cooking and garment making, while newer fields were largely unknown. About $1/4^{th}$ of students saw these courses as helping with earning and self-reliance. Interest was highest in areas of apparel, beauty, and preschool management.

- **Awareness of teachers towards vocational education and home science vocational education:** Most teachers knew vocational education mainly through polytechnics and ITIs, with limited awareness of school-level or NSQF courses. They recognized common home science subjects but were not aware of new areas related to Home Secience. More than half of them viewed home science as a girls' subject linked to becoming good housewives, influenced by cultural and family pressures.

- **Awareness of parents towards vocational education and home science vocational education:** Only 12% of parents were aware of vocational education, with almost no one knowing it is offered at the +2 school level. Most parents preferred academic streams, aiming for careers like government jobs or doctors. Awareness of home science vocational education was almost non-existent; about one-third knew related areas but didn't link them to home science. Two-thirds viewed it as a girls' subject suited for becoming good housewives, often learned at home rather than school.

These findings highlighted the need for better awareness and promotion of vocational education, especially in tribal areas.

14. Implications:

The study highlights critical implications for the promotion and implementation of Vocational Education and Training (VET), especially in tribal and marginalized communities. Given the predominant representation of students from Scheduled Tribe and other disadvantaged categories, there is an urgent need to enhance

awareness and acceptance of vocational courses, including home science disciplines, which are often undervalued and stereotyped. The low awareness among parents and limited familiarity with vocational education among teachers indicate systemic gaps in communication and outreach.

The recommendations emphasized the importance of proactive efforts by implementing authorities to popularize vocational education through diverse media channels and vocational guidance services. Establishing strong counseling cells and engaging Parents-Teachers Associations can create a supportive environment that motivates students and parents to embrace vocational pathways. Addressing gender stereotypes by promoting gender-neutral vocational courses can foster inclusivity and break traditional barriers, particularly in rural and tribal areas.

Furthermore, integrating short-term courses aligned with the informal economy alongside formal vocational programs can expand employment and self-employment opportunities, thereby catering to the diverse needs of learners. These implications underscore the need for a multi-pronged approach focusing on awareness, gender inclusion, localized course offerings, and flexible learning options to ensure vocational education fulfills its role as a catalyst for socio-economic development and inclusive growth in India's diverse communities.

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2.Research Abstract

1. Theme/Subject:	Vocational Education / Employment
2. Stage of Education:	Secondary Stage
3. Topic of Research:	Mapping Skill Needs and Competencies Required in the Food Processing Sector to Develop Tailored Teaching–Learning Materials for Integration into School Curricula
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7. Language of Research Report:	English
8. Year of Completion:	2025
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10. Introduction:

The food processing sector is one of the fastest-growing segments of the Indian economy and plays a vital role in employment generation, value addition to agricultural produce, and rural development. With increasing emphasis on skill-based education under the National Education Policy (NEP) 2020, there is a pressing need to align school-level vocational education with the actual skill requirements of industry. However, existing vocational curricula in food processing at the secondary and senior secondary levels remain largely theoretical and insufficiently linked to industry practices, technologies, and regulatory frameworks.

The present research study was undertaken to systematically map the skills and competencies required in the food processing sector and examine their integration into school curricula. The study focused on five northern states—Haryana, Delhi, Punjab, Rajasthan, and Uttarakhand—representing diverse agro-climatic conditions and food processing patterns. By engaging students, vocational

teachers, school leaders, and industry representatives, the research aimed to identify skill gaps, assess institutional readiness, and generate evidence-based inputs for curriculum development. The ultimate objective was to support the development of region-specific, industry-aligned teaching–learning materials mapped to National Qualification Register (NQR) job roles, thereby enhancing employability, entrepreneurship, and career awareness among school students.

11. Objectives:

- To map major agricultural commodities and food processing patterns in selected states.
- To identify essential skills and competencies required by the food processing industry.
- To examine the alignment of school-level vocational education with NQR job roles.
- To assess infrastructure, stakeholder awareness, and readiness for adopting food processing curricula.
- To develop region-specific recommendations for curricula and textbooks.
- To provide policy-level suggestions for effective integration of food processing education in schools.

12. Methodology:

The study adopted a descriptive survey research design using both quantitative and qualitative approaches. The sample covered five states—Haryana, Delhi, Punjab, Rajasthan, and Uttarakhand—and included 10 districts (two per state) and 20 government schools offering vocational education. A total of 600 students, 40 vocational teachers, 20 school principals, and 20 food processing industry representatives participated in the study.

Data were collected using structured questionnaires for students and teachers, interview schedules for principals and industry experts, and observation schedules for assessing school infrastructure and laboratory facilities. The tools were developed based on existing vocational frameworks and validated by subject experts. Data analysis involved descriptive statistics for quantitative responses and thematic analysis for qualitative data. Key variables included student aspirations, industry-required skills, teacher preparedness, infrastructure adequacy, and curriculum relevance. This mixed-method approach enabled triangulation of findings and ensured a comprehensive understanding of gaps and opportunities in food processing vocational education at the school level.

13. Findings:

The study revealed a significant mismatch between existing school curricula and industry requirements in the food processing sector. Current teaching–learning materials were found to be overly theoretical, with limited emphasis on hands-on skills such as machine operation, quality testing, process flow documentation, food safety audits, packaging technology, and regulatory compliance (HACCP, GMP, traceability).

Student interest in food processing was strongly influenced by exposure to vocational activities and awareness programs. High levels of interest were observed in dairy, bakery, and fruit and vegetable processing, while cultural factors limited engagement with meat and fish processing. Teachers and industry representatives highlighted substantial skill gaps related to the use of industrial tools, quality control instruments, and standard operating procedures.

While most schools possessed basic infrastructure, laboratories and equipment were outdated and insufficient for industry-relevant training. Formal industry linkages were minimal, and opportunities for internships or workplace exposure were limited. Overall, the findings indicated readiness and willingness among schools and students, but emphasized the need for curriculum modernization, teacher upskilling, and strengthened school–industry partnerships.

14. Implications:

The study has important implications for policy, practice, and curriculum development in vocational education. For policymakers, the findings underscore the need to revise school curricula to reflect regional food processing patterns and align them with NQR job roles. Investment in modern laboratories, industry-grade equipment, and structured internship programs is essential.

For schools, the study highlights the importance of embedding practical training, project-based learning, and industry exposure within vocational programmes. Teachers require continuous professional development in emerging food processing technologies, quality standards, and safety regulations. Industry stakeholders can play a critical role by co-developing curricula, offering guest lectures, facilitating internships, and supporting certification and micro-credentialing initiatives.

For students, the proposed curriculum reforms can enhance employability, entrepreneurial capabilities, and informed career choices in the food processing

sector. Overall, the study provides actionable recommendations for strengthening school–industry linkages and advancing skill-based education in line with national priorities.

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16. Keywords: Vocational Education, Food Processing, Skill Gaps, Industry Linkages, Curriculum Development

3. Research Abstract

1. **Theme/Subject:**	Vocational Education / Employment
2. Stage of Education:	Secondary Stage
3. Topic of Research:	Apprenticeship Training in Vocational Education at School Level in India
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8. Year of Completion:	2022
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10. Introduction:

India is witnessing rapid economic growth accompanied by an increasing demand for a skilled workforce, particularly in the organized sector. However, a persistent gap exists between industry requirements and the skills possessed by school graduates. Vocational education and apprenticeship training have been introduced as key interventions to address this challenge by equipping students with employable skills at an early stage. Vocational education focuses on skill-based learning, enabling students to acquire practical competencies and pursue dignified livelihoods, while apprenticeship training provides structured, paid, work-based learning experiences within industries.

At the school level, vocational education integrated with apprenticeship training helps students understand real-world work environments, strengthens conceptual clarity of job roles, and enhances employability. Recognizing its importance, the Government of India has introduced several initiatives under the Centrally Sponsored Scheme of Vocationalisation of Secondary and Higher Secondary Education. Despite these efforts, the implementation of apprenticeship training in vocational schools faces several operational, institutional, and social challenges.

The present study was undertaken to examine the current status of apprenticeship training in vocational education schools across ten Indian states. It aims to assess the effectiveness of work-based learning, identify key challenges faced by stakeholders, and propose strategies for strengthening apprenticeship training at the school level. The study gains significance in the context of India's aspiration to develop a skilled workforce capable of supporting long-term economic growth.

11. Objectives:

- To study the present status of work-based learning provided through vocational education in schools from Grades IX to XII.
- To identify the challenges and issues faced by vocational schools in imparting apprenticeship training in two-year job roles.
- To suggest strategies and recommendations for strengthening apprenticeship training in vocational education at the school level in India.

12. Methodology:

The study adopted a descriptive research design using both qualitative and quantitative approaches. The population comprised government schools offering vocational subjects under the Centrally Sponsored Scheme of Vocationalisation of Secondary and Higher Secondary Education in ten states—Assam, Chhattisgarh, Delhi, Goa, Himachal Pradesh, Karnataka, Madhya Pradesh, Maharashtra, Rajasthan, and Sikkim. From each state, 20 schools were randomly selected, provided they had been offering vocational education for at least four years and had at least one passed-out batch.

Snowball sampling technique was used for data collection. Structured questionnaires were administered through Google Forms to 100 vocational teachers (54 males and 46 females), 420 vocational students (184 males and 236 female), and 10 Sector Skill Councils. Additionally, 12 State Project Directors participated in a focused group discussion conducted at PSSCIVE, NCERT, Bhopal, to gain deeper insights into policy-level and implementation challenges.

The collected data were analysed using qualitative interpretation and quantitative tools such as pie charts and bar graphs prepared using MS Excel 2010. This mixed-methods approach enabled a comprehensive understanding of the status, challenges, and prospects of apprenticeship training in vocational schools.

13. Findings:

The study revealed that apprenticeship training at the school level in India is still in its developmental stage. A majority of vocational teachers reported that students faced challenges such as limited institutional support from industries, mismatch between assigned apprenticeship tasks and prescribed job roles, and inadequate availability of apprenticeship opportunities in corresponding trades. Gender-related

issues were also prominent, particularly parental reluctance to allow girls to participate in apprenticeship training away from home.

Sector-wise analysis showed that Information Technology emerged as the most preferred vocational sector among both male and female students. However, male students showed a stronger preference for the automobile sector as their second choice, while female students preferred the healthcare sector. The findings also highlighted challenges faced by Sector Skill Councils, including delayed allocation of funds from NSDC, lack of standardized operating procedures, and absence of a centralized monitoring mechanism.

The study emphasized the critical role of vocational teachers in providing career guidance and motivation to students. It also noted that inadequate coordination among schools, SSCs, state authorities, and industries often led students to opt for higher education instead of apprenticeship pathways, perceiving them as offering better career prospects.

14. Implications:

The findings of the study have significant implications for policy and practice in vocational education and apprenticeship training. Strengthening coordination among vocational schools, Sector Skill Councils, industries, and state agencies is essential for improving the effectiveness of apprenticeship training. Real-time district-wise mapping of job roles can help align vocational trades with local labor market demands. Increased awareness programs targeting students and parents can address misconceptions and social barriers, especially related to female participation.

The study also highlights the need for enhanced financial and operational support to SSCs, including timely fund allocation, development of standard operating procedures, and a centralized apprenticeship monitoring system. Greater involvement of industries, MSMEs, and private firms through guest lectures, workshops, hands-on training, and digital platforms can enrich students' work-based learning experiences. Improving career guidance services and strengthening the role of vocational teachers can motivate students to pursue apprenticeship pathways. Overall, the study suggests that systematic reforms and collaborative efforts are required to transform apprenticeship training into a robust mechanism for skill development, contributing to India's long-term economic and workforce goals.

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16.Keywords: Vocational Education, Apprenticeship Training, School Education, Skill Development, Work-Based Learning.

4. Research Abstract

1. **Theme/Subject:**	Vocational Education / Employment
2. Stage of Education:	Secondary Stage
3. Topic of Research:	Study of Perception of Vocational Teachers on the Effectiveness of Teaching Methods in Agriculture Vocational Subject at Higher Secondary Schools of Haryana and Himachal Pradesh
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6. Category: **(**Research study/Action research/ Other)	Research study
7. Language of Research Report:	English
8. Year of Completion:	2023
9. Published/Unpublished:	Published

10. Introduction:

Agricultural education plays a vital role in equipping students with the knowledge, skills, and attitudes required for sustainable agricultural practices and rural development. In India, vocational education in agriculture at the school level aims to prepare students for employment, self-reliance, and higher education by integrating theoretical understanding with practical exposure. Effective teaching methods are crucial in vocational agriculture education, as the subject inherently demands experiential learning, hands-on training, and field-based exposure. Teachers, therefore, play a key role in selecting and implementing appropriate instructional strategies that align with learning objectives and student needs.

Despite the availability of various student-centred and participatory teaching methods such as demonstrations, field visits, practical training, and e-learning,

traditional lecture-based instruction continues to dominate classroom practices. Understanding the perceptions of vocational teachers regarding the use and effectiveness of different teaching methods is essential to improving instructional quality and learner engagement. Moreover, students' preferences for learning methods provide valuable insights into how teaching strategies influence motivation and learning outcomes.

The present study was undertaken to examine the perceptions of vocational teachers in government schools of Haryana and Himachal Pradesh regarding the use and effectiveness of teaching methods in agriculture. The study also explored students' preferences for learning methods and examined the relationship between teachers' demographic characteristics and their perceptions of instructional practices. The findings aim to contribute to the enhancement of vocational agricultural education through informed pedagogical decisions.

11. Objectives:

- To study the perceptions of vocational teachers regarding the use of various teaching methods in agriculture.
- To assess the perceived effectiveness of different teaching methods used in teaching selected agricultural topics.
- To identify students' preferences for teaching methods in learning agriculture.
- To compare the perceptions of vocational teachers and students in Haryana and Himachal Pradesh.

12. Methodology:

A descriptive survey research design was employed to assess the perceptions of vocational teachers regarding the use and effectiveness of teaching methods in agriculture. The study population comprised vocational teachers and students from government senior secondary schools offering agriculture under the Vocationalisation of School Education scheme in Haryana and Himachal Pradesh (Grades 9–12). In Haryana, the sample included 50 schools, 50 teachers, and 250 students, while in Himachal Pradesh, the sample comprised 50 schools, 50 teachers, and 250 students.

Two structured questionnaires were administered: one to students to record their preferences for teaching methods, and another to vocational teachers to gather data on the extent of use and perceived effectiveness of teaching methods in agriculture.

The collected data were analysed using descriptive and inferential statistical techniques. Frequencies and percentages were used to summarize the demographic characteristics of vocational teachers. Means, sums, and standard deviations were computed to examine students' preferences and teachers' perceptions regarding teaching methods. Independent t-tests and one-way ANOVA were employed to determine the relationship between demographic variables and teachers' perceptions of teaching method effectiveness and usage.

Data were presented in tabulated form and illustrated using charts and pie diagrams for clarity. All analyses were conducted using SPSS 20.0, ensuring rigorous statistical treatment of the responses obtained from teachers and students.

13. Findings:

The findings of the study revealed significant insights into teaching and learning practices in vocational agriculture education. In Haryana, students mostly preferred practical training, followed by field visits, presentations, and lecture method for learning selected agricultural topics. In contrast, students in Himachal Pradesh showed a higher preference for field visits, practical training, demonstration, and lecture method.

Regarding teachers' perceptions, vocational teachers in Haryana considered practical training and lecture method as the most effective teaching methods for agriculture. However, despite recognizing the effectiveness of experiential methods, the majority of teachers predominantly used the lecture method while teaching most agricultural topics. A similar trend was observed in Himachal Pradesh, where teachers perceived practical training, lecture method, field visits, and demonstrations as highly effective, yet mainly relied on lecture-based instruction in actual classroom practice.

The study also found that teachers' perceptions regarding the use and effectiveness of teaching methods significantly differed based on school location, years of teaching experience, and exposure to practical training in both states. Additionally, vocational teachers from both Haryana and Himachal Pradesh strongly agreed that participatory learning strategies play an important role in developing self-confidence among students.

14. Implications:

The National Education Policy (NEP) 2020 emphasizes reviving agricultural education and allied disciplines, noting that despite Agricultural Universities constituting 9% of total universities, enrolment in agriculture-related courses is less than 1% of higher education. Improving both the capacity and quality of

agricultural education is crucial to enhance productivity through skilled graduates, innovative research, and technology-driven extension services. Integrating agricultural and veterinary programmes with general education will prepare professionals who can balance traditional knowledge with emerging technologies while addressing challenges like soil degradation, climate change, and food security.

Vocational teachers play a pivotal role in this transformation. They are responsible for implementing curricula, developing students' competencies, and fostering interest in agriculture, which can reduce social stigma around vocational education. Effective teaching methods tailored to students' diverse learning styles, motivations, and resources are essential for achieving these goals. The report provides guidance for selecting appropriate pedagogical strategies, promoting classroom engagement, community interaction, problem-solving, and innovation in agriculture.

Overall, the recommendations aim to strengthen agricultural education, increase student interest, and ensure vocational teachers can equip students with future-ready skills in agriculture. By incorporating technology-driven practices in agriculture education, like precision farming, Geographic Information System (GIS), Global Positioning System (GPS), use of drones, and robotics, vocational teachers can prepare students for self-employment, entrepreneurship, or higher education.

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16. **Keywords:** Agricultural education, Teaching-learning methods, Vocational education, Practical training, Teacher perception, Experiential learning.

5. Research Abstract

1. **Theme/Subject:**	Vocational Education/Employment
2. Stage of Education:	Secondary Stage
3. Topic of Research:	Twenty-First Century Employability Skills of Students at Secondary Level in Odisha: An Analysis
4. Name and Address of the Investigator(s) with email:	Prof. Ritanjali Dash ritadash63@gmail.com
5. Name of the Institution where the Research was conducted	Regional Institute of Education, Bhubaneswar
6. Category: **(**Research study/Action research/Other)	Research Study
7. Language of Research Report:	English
8. Year of Completion:	2022
9. Published/Unpublished:	Unpublished

10. Introduction:

Employability skills are essential for students in the 21st century as they ensure success in education, career, and life. Employers today value transferable skills such as communication, teamwork, problem-solving, self-management, and decision-making, which enhance workplace efficiency and adaptability. These skills are not just additional qualities but core mindsets that shape how individuals interact and grow in their careers. According to Hillage and Pollard, employability refers to the ability to move independently in the labor market through sustained work, while Yorke defines it as a combination of skills, knowledge, and personal traits that increase the chances of employment and career success. At the secondary stage, nurturing these skills is crucial, as it prepares students to connect their academic learning with future career opportunities.

11. Objectives:

- To examine the level of employability skills (communication, self-management, ICT, and entrepreneurial) among secondary school students in Odisha.
- To study the role of curricular and co-curricular activities in promoting employability skills.
- To analyse differences in employability skills with respect to gender and location (rural–urban).
- To explore how schools and teachers support the development of employability skills.
- To identify challenges and gaps in skill development at the secondary stage.

- To suggest measures for enhancing 21st-century employability skills among students.

12. Methodology:

The present research adopted the survey method to study the employability skills of secondary school students in Odisha. A multi-stage sampling technique was used for selecting the sample, which comprised 300 students from 60 secondary schools across four districts—Cuttack, Ganjam, Puri, and Khorda. To gain a comprehensive understanding, data were also collected from headmasters and teachers regarding the practices adopted by schools to promote employability skills. The study employed a combination of tools such as student questionnaires, interview schedules for teachers and headmasters, and school observation schedules. These instruments helped in gathering both quantitative and qualitative data. The responses of students provided insights into their levels of self-management, ICT, entrepreneurial, and communication skills, while inputs from teachers and headmasters reflected the institutional support provided for skill development. The collected data were analyzed using percentages, descriptive statistics, inferential statistics, and qualitative interpretation, which together offered a clear picture of the status of employability skills at the secondary stage in Odisha.

13. Findings:

Employability Skills of Students The study assessed four key employability skills—self-management, ICT, entrepreneurial, and communication skills—among secondary school students in four districts of Odisha: Cuttack, Ganjam, Puri, and Khorda.

Gender Differences There was only a slight difference between boys and girls. Girls slightly outperformed boys in self-management and communication skills, while boys scored marginally higher in ICT skills. Entrepreneurial skills were similar, with girls having a slight advantage.

Rural–Urban Differences Students from urban areas demonstrated higher employability skills than those from rural areas. Urban students scored higher in self-management and ICT, while rural students had slightly higher entrepreneurial skills.

District-wise Variations

- **Communication skills** Khorda ranked first, followed by Cuttack and Ganjam.
- **Self-management skills** Cuttack ranked first, followed by Khorda and Ganjam.
- **ICT skills** Cuttack ranked first, followed by Puri and Ganjam.

Role of Curricular and Co-curricular Activities

- Social science and science classes, along with language subjects, supported verbal and non-verbal communication through writing, visual communication, and sign language.
- Schools organized literary and creative activities (drawing, singing, observation weeks) to enhance students' skills.
- Meetings, workshops, and awareness programs were conducted both offline and online, adapting to pandemic restrictions.
- Support from Schools and Teachers
- Headmasters and teachers provided incentives, gifts, and awards to motivate students.
- Special efforts were made to counsel differently-abled and low-achieving students, although no dedicated special teacher was appointed.
- Teachers sometimes arranged and organized additional skill-building sessions.

Overall Observation: While students displayed moderate proficiency in employability skills, there were gaps in structured programs for entrepreneurial and ICT skills, and more attention is needed for inclusive support and practical skill development.

14. Implications:

The findings of this study have significant implications for students, teachers, schools, curriculum designers, policymakers, and society at large. For students, the development of employability skills at the secondary level enhances their readiness for higher education, career opportunities, and real-life challenges, fostering adaptability, confidence, and problem-solving abilities. Teachers play a crucial role in integrating skill-building exercises into daily teaching, focusing on communication, self-management, ICT, entrepreneurship, and green skills, while encouraging practical application. Schools should design structured programs, workshops, and co-curricular initiatives to systematically nurture these skills, along with recognition, incentives, and counselling to motivate students further. Curriculum designers can use these insights to revise learning frameworks, incorporating practical, skill-based activities, digital literacy, vocational training, and exposure to real-world problem-solving experiences. Policymakers need to address rural–urban disparities by ensuring equal access to ICT resources, teacher training, and structured vocational programs. Strengthening employability skills among students ultimately contributes to a competent workforce, promoting social development, economic growth, and sustainable practices, thereby preparing young learners to meet the demands of the 21st-century global environment.

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16. Keywords: Employability Skills, Self-management, ICT, Entrepreneurship