

Employment and Generation of Jobs for Millennia's



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The world is in catch 22 Position now. We are not able to generate jobs at a pace we are producing young educated millennia. With major developed countries of the world deciding to discontinue manufacturing on the pretext that manufacturing is becoming costly there, the problem of job creation has increased multi fold. The catch word of Mr. Donald Trump at the time of election "Let Make America Great One Again" can be backtracked to bringing manufacturing back to United States. Being Entrepreneur himself Mr. Trump fully understands the importance of manufacturing in creation of jobs. No one can visualize better than him that silicon bubble cannot withstand itself in case the country is outsourcing entire products from abroad. Manufacturing has to attain predominance for any country. We all fully can understand and extrapolate the Chinese vision of producing in China. They have an unwritten mission of producing or rather manufacturing for the entire world. It no surprise that jobs are being created in plenty. It time for every government of the world to realize that pace at which we are growing has to match with the pace at which we create jobs. Every country particularly India needs to understand that subsidies, rebates, concession in the coming years needs to be given to the entrepreneurs not merely on the basis of investment they are doing but also on the basis of jobs which they are creating.

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1. Introduction

Objective: Generate Jobs

- The World is facing a major glitch In Job market.
- First we are not generating jobs at pace required and secondly we are falling short in preparing students as per available Jobs.
- It's a peculiar scenario in Industry Today.
- We do not have Jobs, and when we have Jobs we do not have people.
- How can we tackle these issues and get a win win situation.
- The correlation between growth and job creation is deteriorating in India, for example, the fastest-growing economy in the world.
- A growth rate of 7% is now leading to an employment improvement of less than 1% as per Azim Premji University research.
- The main reason for the worsening growth-job relationship is a discrepancy between skills and good jobs. Just 17 percent of the country's 467 million workers accounted for the share of so-called goods employment which generally involves structured service with regular pay.
- Higher growth has raised aspirations but failed to create jobs that will enable people to fulfill those aspirations.
- Does this mean that India's World Beating Growth clearly isn't enough to put an end to deep Job loss?
- Does this mean that we are drastically wrong somewhere?
- Does this mean that government after government is not able to identify the root course?
- Or does it mean that we have overlooked simple aspects and concentrated on more complex issues?
- Does it implies that best brains of the world are faltering?
- It appears that minor issues are being left unattended and just a mere attention will reap great benefits.
- Primary source of Livelihood in India and the world are two Industries viz:
- Agriculture And Textiles (which is also major contributor to jobs in manufacturing sector)

These two industries put together account for over 60 % of the jobs

- Now both these sectors are not doing well for about a decade so the impact has to come on Jobs market.
 - We shall address these two sectors in Chapter two of this study.
 - The first chapter I would like to devote to make people ready for employment.
 - We seem to have forgotten the simplest rule of success of any manufacturing Organization.
 - The complexity have taken over the simplicities and we on the pretext of roping in new technologies Like
1. Industry 4

2. Robotics
3. Artificial Intelligence
4. Big Data.....
5. The Cloud
6. Cyber security And many More

2. Methodology

Have we overlooked or rather forgotten certain simple basic rules

- The Simplest and basic rule which cannot be ignored to make any industry including agriculture to survive is
- Sell
- Sell
- Sell
- And Sell
- Be it be agriculture Be it be any Manufacturing Industry In India or the world
- We are struggling to Sell , Sell ,Sell and Sell
- This is The First Problem to be addressed.
- The Objective of millennial is to make themselves compatible to address this issue and problems will vanish and obliterate into oblivion.
- So let Begin and initiate the Journey to emulate China in generation of Jobs per day which is as high as 40000 jobs per day.
- High tuition fees and high unemployment have combined to make students, potential students, employers and society question the need of further education and particularly higher education in general.
- Employability is not the acquisition of a career. It's about training, and it's less about 'employing' and more about 'ability.' Essentially, the emphasis is on emerging critical, reflective capacity less on 'employ' and more on 'ability'. In essence, the emphasis is on emergent critical, reflective abilities, with a view to empowering and enhancing the novice.
- Regardless of how closely associated universities and employers are, there will always be tensions as regards skills, skills and attitudes towards work practices. Employers appear to want things done their way, while schools are expecting students to develop and take critical decisions. In terms of technical or theoretical originality, either employers or universities can be ahead.
- Generally, when employers address employability outside field skills, they point to "soft skills" that they expect students to learn as part of further or higher education growth. There is a broad understanding of what strengths, individuality, skills and knowledge contribute to both employability in general and for graduates in particular. Employers not only yearn that graduates have technical and discipline competences from their degrees but require graduates to exhibit a range of broader skills and attributes that include team-working, communication, leadership, critical thinking, problem solving and decision-making abilities.
- Academics must bear in mind these skills when writing lesson plans, designing learning experiences, and considering what to review. A traditional lecture-based syllabus that requires students to participate mostly through answering questions in lectures and assessing these qualities only through examinations and essays will not automatically be endorsed. Many aspects can be built into, either real-world or simulated, only through practice. Another often highlighted critical area is the development of self-esteem, trust, and aspirations of students. Such factors cause some students to increase, while others of equal or greater skill can restrict their achievements themselves.
- Serious scholars also noted that employability discourses promote the construction and identification of prospective workers with identities indomitable from the values of corporate managers. Since these changes from organization to organization and over time are not based on the basic values of the individuals themselves, the process and know-how can be alienating. So what is marketed as a sort of "empowerment" to students and job seekers can be quite the opposite.
- In order to prepare students for entrance into the labor market, it is important that these topics be addressed in full and frank terms. Being familiar with the rights of workers, expressing personal values, and critical analysis should also have a place in this process. Otherwise, they face the risk of encouraging students to assume that recruiting and staying employed needs "things" that are compliant with ever-changing market requirements, which is certainly not a belief that should remain unchallenged.
- Students obtain a range of academic and general skills which make them very eye-catching to employers. These skills include: researching, evaluating, organizing and presenting material; lucidity and exactness of expression; unfairness and conclusion; self-discipline and capacity for comprehensive independent work; positive response of the validity of the views of others, and clever insight Helping students to eloquent their degree-specific skills in an 'outward-facing' way is at the very centre of our tactical planning as we adapt our program of study. This is required to be woven into our scheduling and approach. Such skills are incorporated into much of our degree curriculum's work. It is no bolt from the blue, therefore, to find that our graduates have gone on to triumphant careers in a wide variety of fields, from the civil service, legal, banking sector and business, to teaching, media, journalism, the military and further study.

- The North West Graduate Employability Program, a project co-funded by the European Social Fund and the Department of Work and Pensions, worked with 1800 participants to see what appeared to be helpful through a wide range of activities. Participants' highest-rated tasks were:
 - CV aid
 - Being able to conduct mock interviews with employers.
 - Assist with the identification of skill gaps.
 - Activities to build trust.
 - Spending time in a company or organization on placement.
 - Being able to silhouette a professional person in his or her job.
 - Helping to investigate bazaar jobs
 - Practice presentation skills.
- Bringing employability into the educational system. Most colleges now use resources used in student Personal Development Planning sessions to discuss employability-focused issues or topics. These are certainly helpful in identifying areas of need; for example, a student might realize that making presentations is an area they consider challenging, and this may set in motion seeking tools to enhance that ability. Areas that could easily be included are key skills checks, ensuring that the student has an updated presentable curriculum vitae that is suitable for the purpose, and directing students to conferences and work fair attendance and membership in relevant organizations. But, when it's an unassisted extra event, most students don't want to interact much with the PDP system, so it may not be the best forum for them.
- Practical employability is undoubtedly a good idea to explore ways to create workplace exposure and actual work experience in your course or program.
 - This could include:
 - Placements for work.
 - Practices.
 - Courses for sandwiches.
 - Visits to the site.
 - Expert mentoring.
- Universities, educational institutions and the business sector need to do more to meet the built-up demand among students for post-graduate work placements and internships, and to develop the skills they know will be necessary to get a good job after graduation. For experience gained directly on the job, there is no surrogate and offering placements can be a cost-effective recruitment route.
- An inquiry or problem-based education may also address key areas of employability, either individually or in groups. This can be chalked out to include teamwork veteran, communication, leadership, critical thinking, problem-solving, and project management—specifically the skills employers say they want to see in graduates. The performance from these learning experiences can in some cases be the reward shown in a student portfolio: proof of what students can do as well as what they know.
- Additional steps may also be taken by lecturers to increase the amount of coverage students have in their field to professionals.
 - Enduring the frequent use of speakers and industry visiting lecturers.
 - Contact professional by attending conferences or on-campus talks.
 - Membership in and attendance of relevant professional organizations.
 - Ensure that courses and programs are accredited by external professional bodies, such as the National Union of Journalists, the Institution of Engineers, and so on, where appropriate.
- Ultimately, it is obvious that students really enjoy one-to-one conversations about potential career paths and what they need to do to prepare themselves. They may also need a specialized CV operation to ensure that they highlight their fitness for posts they are planning to apply for and practice navigating the types of interview processes they can expect. These are different from one field to another. Of example, some major employers often use psychometric testing, and some colleges offer day-to-day courses to help students understand how it works and plan for it. Interviews are standard in some areas of the work panel. Interviews with the job panel are common in some regions. In some others, the pre-employment preliminary process is entirely digital, which may pose some students with difficulties.

Second Point of view of Employability: Direct Employment with Employers

- Researchers on employability also noted that part of the problem is also with employers. Some have cut back on their internal training and expect new hires in organization-specific work processes to be magically trained at university. If you meet with major employers directly, you need to point out softly that university programs can only provide some of what a new employee needs to know: businesses still need to think about how certain parts of the job will be taught to workers, perhaps in a trainee post or through continuing workplace training.
- Some employers have misunderstandings about what university students are doing and would benefit from more information about what your course covers. For example, they may presume that graduates from privileged institutions

are always better candidates and are unaware that some less well-known universities are in fact more closely associated with the job market and change courses faster to meet demand.

- Many employers also need assistance in hiring a more dissimilar workforce and will appreciate the advice and support offered by universities with experience in this field. By chance, they can delay applicants by illustrating advertising with photos of staff who are, for example, exclusively male, young or unqualified, or by having hiring events in locations that cannot be reached by disabled applicants. In employers' associations and trade unions you will often find associates, both of whom are normally active on issues of diversity and equivalence.

3. Graduate Job Information

Do you have a composition to keep in touch with alumni frequently?

- Do you have any tangible information about where your graduates have been employed for the past 5 years?
- Is the information available to students?
- Do students have up-to-date job profiles?
- Should staff take note of shifts in business every year when preparing job and career planning data and activities?

4. Practical Experience and Coverage

- Do students use real-world cases or virtual situations to undertake problem or inquiry-based learning?
- Are placement drives, internships or work experience incorporated into your course?
- If so, are students officially feeding their experiences back to their peers?
- Do students visit the site physically and work in the field?
- Do you have a program that matches knowledgeable mentors with students?
- Do you regularly invite industry speakers to talk to and for careers with students?
- Are the skills of career development and management in any way incorporated in your course?
- Are self-employment, entrepreneurship and freelancing programs available to students, if appropriate?
- Students are encouraged to seek putting options abroad.
- Are there staff members, members of non-academic professional organizations?
- Are there any partnerships and formal ties, other than direct accreditation, between professional associations and your course?
- Do staff attend non-academic professional conferences?
- Do students attend non-academic professional conferences?
- Is a professional body accrediting your course?
- If so, are students willing and supported before graduation to become members of that body?

5. Key Skills and Skills

- Are we aware of the key skills standards set by employers and/or the QAA for the typical work areas in which your students enter?
- Was the content of our course clearly linked to these?
- Do staff interact with employers on a regular basis to ensure that the content of the course meets their expectations regarding key skills and specific skills?
- Have you installed systems to identify and cure key skill gaps identified through tutorials, coursework, etc.?
- Is it appropriate to assess key skills such as teamwork and leadership?

Overcoming Employability Obstacles

- Student screening, recognizing and solving skill gaps is an easy way to help students, regardless of other factors. Employability audit should help you identify areas for students that you can focus on and improve. Also pay due attention to feedback received from current and former students through other methods, such as the National Student Survey. You can collect tips related to employability that can be used as a basis for further action. Some students need direct assistance in building confidence, communication skills, and sometimes etiquette issues, and appropriate attitudes, dress code, speech and behavior.
- If you are aware of talented students who are being held back because of factors like these, take the time to talk about it, perhaps within a private tutorial or PDP session, or pair the student with a professional mentor who can chalk out an improvement model to present themselves. If you are aware of talented students being held back because of such reasons, take the time to speak about it, maybe in a private lecture or PDP session, or pair the student with a skilled mentor who can map out a plan of progress to present themselves.
- Reputation, place and course content are the most visible obstacles to employability within educational institutions. If in the past your university has had problems with reputation, either in general or in relation to the program within which you work, only proactive steps can have an impact. Contact and work directly with key employers or organizations to address underlying issues. This process may take time, particularly if the issues are long-standing or in the past have been

poorly addressed. It can be a problem for institutions outside India to compete with those with a capital advantage when so many employers focus their attention there. Think about ways and means to attract major employers to your campus or city— maybe through special events or conferences— and use these opportunities to help students make contacts. But don't neglect, miscalculate the local focus value. Many modest but very positive employability programs came from universities taking the time to find prospects for local jobs that they were unaware of. Initiatives of local and regional entrepreneurship can both improve the employability of students and build a stronger local economy.

- Some employers need help in understanding, appreciating graduates' skills, skills and abilities. They may make unjustified assumptions based on past experience or caricatures of the media. Only exposure can eradicate these, so get the best students in the sector to invite employers in. Create and disseminate positive messages about the capabilities of today's students. Some tried and trusted corporate HR systems also create unnecessary barriers for applicants, especially when it comes to students from outside the capital and disabled students. If we, students or alumni identify these, directly approaching companies with constructive suggestions can be very productive.

Up keeping the Employability Connection

- Alumni programs
- Employability is mostly about what graduates do after completing their course, and there is a need for good alumni associations. These will ensure that you have accurate and clear cutting information about student destinations, as well as feedback on how well your former students feel they've been prepared. You can use it to improve further. They are also obvious candidates for great industry contacts as alumni move forward in their careers. Do not leave this to the alumni program of the university, which may have different and additional goals. There are plenty of low-cost ways you can stay in touch with former students and encourage them to engage with your courses and get in touch with any budding employability issues they may encounter.
- Continuous professional development and modified workplace training are clear ways of keeping in touch as students enter the workplace. Once you leave your doors, you are a known educational contributor, so keep them updated on what you can do in the organizations for which they are now working. Direct interaction and work with employees is one of the best places to stay on top of developments in the industry and build relationships between university and employer.
- It may be useful to keep in touch with Alumni Facebook pages and other social media-based contacts. Even something as simple as giving a university "email address for life" to graduates can make a difference. Which better looks at the top of a resume: arvind.sharma@uni.co.in., or arvind.sharma@yahoo.com? There are other simple ways in which universities can maintain strong connections with alumni. For example, Cranfield University has set up an online library system for students, making it a frequent destination as its graduates step through their careers, all with postgraduate degrees in mostly technical fields. In conclusion, in additional and higher education, not everything we do is about employability, nor should it be. We are also concerned with knowledge development and the development of ethical people. However, as they move forward in their lives, it is an important and crucial issue for our students that requires regular attention from academics as we design, validate, upgrade, and run courses.

Chapter 2

To Address: Two major Job Creating Sectors

Agriculture and Textiles

Textiles

- Why is this sector not able to sustain jobs?
- Why is it that many textiles conglomerates on the outskirts of Mumbai facing closure.
- Before we begin this research let us have some best industry practices and performance s on which all these big brand retails calculate prices.
- Or rather lets us see the basis of bench marks which all textiles mills yearn to emulate so that they can sell or I would call at prices these big players fleece these suppliers. On the pretext of best business practices all these multinational corporations have forced Indian Mills to adopt a concept call open costing.
- Now these parameters be achieved but is it fair to pass on all these benefits to the middleman/ Distributer/ Brand
- Who will never pass this to ultimate customers. Do all initiatives of cost control and productivity improvement should reflect in final costing.
- Let us debate this thread bare and we will arrive at an inference that application of them in product posting had a major impact on performance of many textiles conglomerates that are on the verge of closures.

Agriculture

- The food bowls of the world are facing threat of extinction.
- Reason: Agriculture is no longer a profitable preposition in most of the countries.
- What is the strategy adopted by governments of the world to make agriculture a profitable.
- We are applying our resources in providing subsidies and compensations to farmers instead of framing policies of how to make agriculture a profitable industry.
- Let us channelize our young generation.

- Towards the concept of running agriculture as an Industry and not as a necessity.
- Let agriculture be considered like a manufacturing industry.
- Jobs and real economic transformation in next decade is going to happen only in the area of manufacturing.
- No silicon valley can sustain itself if manufacturing and Agriculture does not perform.
- Let us continue our focus on manufacturing and agriculture as we move along.
- Shall appreciate you feedback and suggestions.

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