Research Paper

India: Employability and Higher Education

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ABSTRACT
*Indian higher education system is the third largest in the world, after USA and China. University Grant
Commission is the main governing body of higher education in India. This enforces its standards, advises the
government, helps and coordinates between the Centre and the state. Distance learning and open education is
another important feature of Indian education system. Indira Gandhi National Open University is the largest
university in the world, having approximately 3.5 million students across the globe. Some of institution of India
like Indian institute of technology IIT's, Indian institutes of Management IIM's National Institute of Technology
NIT's and Jawahar Lal Nehru University have been globally acclaimed for their standard of education. The
IITs enroll about 11000 students annually and the alumni have contributed to both the growth of the private
sector and public sector in India.*

*However, India has failed to produce world class universities like Harvard or Oxford. It has often been
observed that while India produces a large number of graduates in professional courses like engineering &
management, a very small percentage of them are actually employable. According to the MHRD "Industry does
not create (human) wealth, it translates ideas into wealth. Higher education will create this human wealth. We
speak of adding 30 million more to the higher education, it means 1,000 more universities. We need the private
sector, foreign education providers, Expansion of distance learning and enlarging the online format of
learning," Indian higher education system has contrast reflections with employability.*

Key words*: Employability,Traditional Practices, Skill, vocational education, sustainability, Employable,
decent jobs, lok Vidhya.*

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We estimate that 734 million jobs will be required globally between 2010 and 2030 to accommodate
recent and ongoing demographic shifts, account for plausible changes in labour force participation rates, and
achieve target unemployment rates of at or below 4 percent for adults and at or below 8 percent for youth. The
challenge of job creation, which is quite sizeable in historical perspective, is further compounded by the fact that
the majority of new jobs will be required in countries in which 'decent' jobs are less prevalent.

Broadly, the potentially employable workforce can be classified in three categories:

As: -

- Employable,
- not so employable
- Not Employable.

To resolve these variable problems, early identification and intervention is urgently required by adoption of
following ways.

- Students in their first and second year of professional courses should be exposed to various career
options available to them.
- Entrepreneurshipmust be aggressivelyprojected as a career option forthose having aptitude for thesame
(as detected through thefirst step).
- It is important to explorenon-traditional avenues likesports / media / personal wealthmanagement, etc.
- Traditional Practices, Arts and trade in India are still largely unorganized and, in most cases are hidden.
- The world has adopted outsourcing as a viable option. Multiple jobs could be created in outsourcing as
the field could encompass even daily chores.

The "Educated India" mission:

- There is *a need forthousands of educators andteachers* to carry out literacy programsin India and provide basiceducation.
- *Spirituality management as an option:*
With thefocus shifting to India and spiritualityquotient, it is not a badidea to have professionals managingthese aspects.
- *Skill identification and development is a major factor*:
Identification of skills at metric level, through comprehensive or objective skill identification test (state level or district level).
- *We can mark the following categories through skill identification test*:
Pure basic skill (market need and individual interest plumber, driver, mason, farming and horticulture etc.). Academic such as science (natural, physical, environmental and biology etc.), social sciences and languages
- **The various Professional skills as** (Military, defense, security, management and planning etc.) must be inculcated amongst the professional students for better employability.
- *New Agneepathsheme 2022* may help to provide organized human resource to regular expanding private sector. It also provides opportunity for agniveers to train best institution and enhance their skills and qualifications. Availability youths of well-disciplined with military ethos in civil society. The adequate re-employment opportunity for those returning to society and who could emerge as role models for youths.

Initiatives

I. **Provision in National Education Policy 2020.** This has the feature of skill extraction and skill development. Stressful emphases have been given to organized vocational education and skill training.

1. Reimagining Vocational Education

I. The 12th Five-Year Plan (2012–2017) estimated that only a very small percentage of the Indian workforce in the age group of 19–24 (less than 5%) received formal vocational education Whereas in

Percentage of Workforce in age Group 19-24 2012-2017
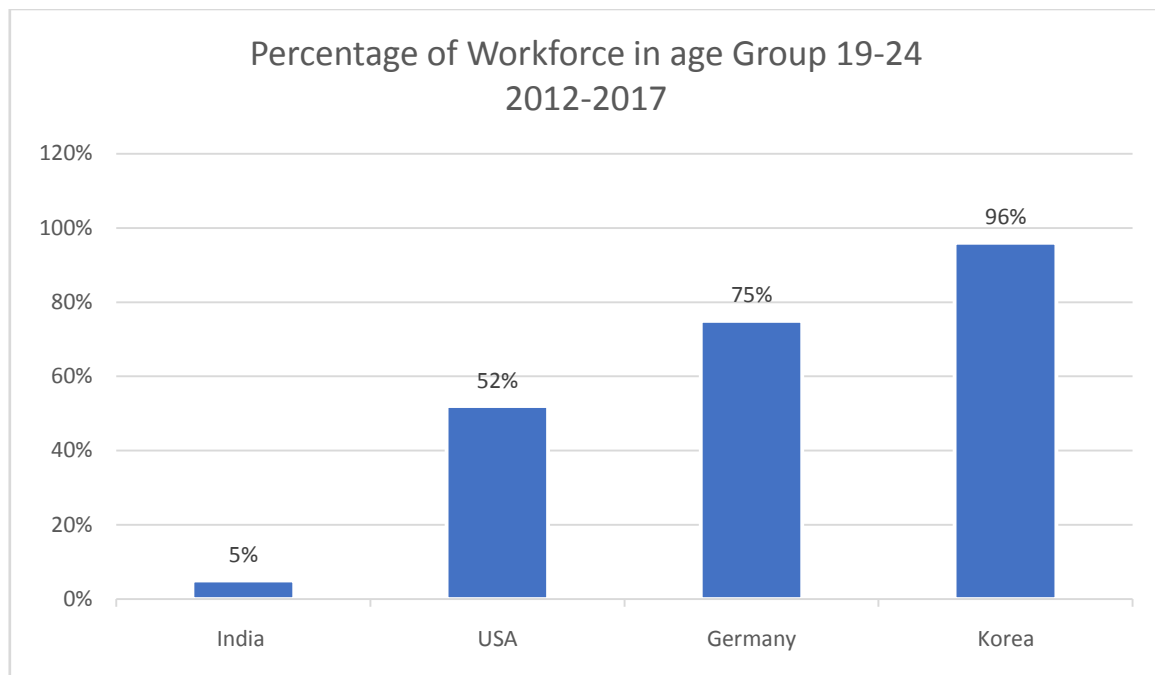
countries such as the USA the number is 52%, in Germany 75%, and South Korea it is as high as 96%. These numbers only underline the urgency of the need to hasten the spread of vocational education in India.

One of the primary reasons for the small numbers of students receiving vocational education is the fact that vocational education has in the past focused largely on Grades 11–12 and on dropouts in Grade 8 and upwards. Moreover, students passing out from Grades 11–12 with vocational subjects often did not have well-defined pathways to continue with their chosen vocations in higher education. The admission criteria for general higher education were also not designed to provide openings to students who had vocational education qualifications, leaving them at a disadvantage relative to their compatriots from 'mainstream' or 'academic' education. This led to a complete lack of vertical mobility for students from the vocational education stream, an

issue that has only been addressed recently through the announcement of the ***National Skills Qualifications Framework (NSQF) in 2013.***

II. Vocational education is perceived to be inferior to mainstream education and meant largely for students who are unable to cope with the latter. This is a perception that affects the choices students make. It is a serious concern that can only be dealt with by a complete re-imagination of how vocational education is offered to students in the future.

III. This policy aims to overcome the social status hierarchy associated with vocational education and requires integration of vocational education programmes into mainstream education in all education institutions in a phased manner. Beginning with vocational exposure at early ages in ***middle and secondary school***, quality vocational education will be integrated smoothly into higher education. It will ensure that every child learns at least one vocation and is exposed to several more. This would lead to emphasizing the dignity of labour and importance of various vocations involving /Indian arts and artisanship.

IV. By 2025, at least 50% of learners through the school and higher education system shall have exposure to vocational education, for which a clear action plan with targets and timelines will be developed. This is in alignment with ***Sustainable Development Goal 4.4*** and will help to realize the full potential of India 's demographic dividend. The number of students in vocational education will be considered while arriving at the GER targets. The development of vocational capacities will go hand-in-hand with the development of 'academic' or other capacities. Vocational education will be integrated in the educational offerings of all secondary schools in a phased manner over the next decade.
Towards this, secondary schools will also collaborate with
- ITIs,
- polytechnics,
- local industry, etc.

Skill labs will also be set up and created in the schools in a hub and spoke model which will allow other schools to use the facility. Higher education institutions will offer vocational education either on their own or in partnership with industry and NGOs. The B.Voc. degrees introduced in 2013 will continue to exist, but vocational courses will also be available to students enrolled in all other Bachelor's degree programmes, including the 4-year multidisciplinary Bachelor 's programmes. HEIs will also be allowed to conduct short-term certificate courses in various skills including soft skills.

'Lok Vidya', i.e., important vocational knowledge developed in India, will be made accessible to students through integration into vocational education courses. The possibility of offering vocational courses through ODL mode will also be explored. This programme will enhance and promote the traditional skills available in different tribes and other remote villages of the country.

V. Vocational education will be integrated into all school and higher education institutions in a phased manner over the next decade. Focus areas for vocational education will be chosen based on skills gap analysis and mapping of local opportunities. MHRD will constitute a National Committee for the ***Integration of Vocational Education (NCIVE)***, consisting of experts in vocational education and representatives from across Ministries, in collaboration with industry, to oversee this effort.

VI. Individual institutions that are early adopters must innovate to find models and practices that work and then share these with other institutions through mechanisms set up by NCIVE, so as to help extend the reach of vocational education. Different models of vocational education, and apprenticeships, will also be experimented by higher education institutions. Incubation centers will be set up in higher education institutions in partnership with industries.

VII. The National Skills Qualifications Framework will be detailed further for each discipline vocation and profession. Further, Indian standards will be aligned with the International Standard Classification of Occupations maintained by the International Labour Organization. This Framework will provide the basis for Recognition of Prior Learning. Through this, dropouts from the formal National Education Policy 2020 system will be reintegrated by aligning their practical experience with the relevant level of the Framework. The credit-based Framework will also facilitate mobility across 'general' and vocational education.

2. Professional Education

I. Preparation of professionals must involve an education in the ethic and importance of public purpose, an education in the discipline, and an education for practice. It must centrally involve critical and interdisciplinary

thinking, discussion, debate, research, and innovation. For this to be achieved, professional education should not take place in the isolation of one's specialty.

II. Professional education thus becomes an integral part of the overall higher education system. Stand-alone agricultural universities, legal universities, health science universities, technical universities, and stand-alone institutions in other fields, shall aim to become multidisciplinary institutions offering holistic and multidisciplinary education. All institutions offering either professional or general education will aim to organically evolve into institutions/clusters offering both seamlessly, and in an integrated manner by 2030.

III. Agricultural education with allied disciplines will be revived. Although Agricultural Universities comprise approximately 9% of all universities in the country, enrolment in agriculture and allied sciences is less than 1% of all enrolment in higher education. Both capacity and quality of agriculture and allied disciplines must be improved in order to increase agricultural productivity through better skilled graduates and technicians, innovative research, and market-based extension linked to technologies and practices. The preparation of professionals in agriculture and veterinary sciences through programmes integrated with general education will be increased sharply. The design of agricultural education will shift towards developing professionals with the ability to understand and use local knowledge, traditional knowledge, and emerging technologies while being cognizant of critical issues such as declining land productivity, climate change, food sufficiency for our growing population, etc. Institutions offering agricultural education must benefit the local community directly; one approach could be to set up Agricultural Technology Parks to promote technology incubation and dissemination and promote sustainable methodologies.

IV. Legal education needs to be competitive globally, adopting best practices and embracing new technologies for wider access to and timely delivery of justice. At the same time, it must be informed and illuminated with Constitutional values of Justice - Social, Economic, and Political - and directed towards national reconstruction through instrumentation of democracy, rule of law, and human rights. The curricula for legal studies must reflect socio-cultural contexts along with, in an evidence-based manner, the history of legal thinking, principles of justice, the practice of jurisprudence, and other related content appropriately and adequately. State institutions offering law education must consider offering bilingual education for future lawyers and judges - in English and in the language of the State in which the institution is situated.

V. Healthcare education needs to be re-envisioned so that the duration, structure, and design of the educational programmes need to match the role requirements that graduates will play. Students will be assessed at regular intervals on well-defined parameters primarily required for working in primary care and in secondary hospitals. Given that people exercise pluralistic choices in healthcare, our healthcare education system must be integrative meaning thereby that all students of allopathic medical education must have a basic understanding of Ayurveda, Yoga and Naturopathy, Unani, Siddha, and Homeopathy (AYUSH), and vice versa. There shall also be a much greater emphasis on preventive healthcare and community medicine in all forms of healthcare education.

VI. Technical education includes degree and diploma programmes in, engineering, technology, management, architecture, town planning, pharmacy, hotel management, catering technology etc., which are critical to India 's overall development. There will not only be a greater demand for wellqualified manpower in these sectors, it will also require closer collaborations between industry and higher education institutions to drive innovation and research in these fields. Furthermore, influence of technology on human endeavors is expected to erode the silos between technical education and other disciplines too. Technical education will, thus, also aim to be offered within multidisciplinary education institutions and programmes and have a renewed focus on opportunities to engage deeply with other disciplines.

India must also take the lead in preparing professionals in cutting-edge areas that are fast gaining prominence,Such as: -

- Artificial Intelligence (AI)
- 3-D machining, big data analysis, and machine learning
- In addition to genomic studies
- Biotechnology, nanotechnology
- Neuroscience
- With important applications to health
- Environmentand sustainable living

that will be woven into undergraduate education for enhancing the employability of the youth.

Overall, in *National Policy of Education 2020 have* the provisions to promote the traditional skills in youths in formal way, to cater with increasing unemployment and unrest among the youths of our country. Above

mentioned points are incorporated in NPE 2020 and Ministry of Education with various agencies has successfully designed a vision document by considering multiple challenges of future. A very much appreciable initiative is as*'Lok Vidya'*, i.e., important vocational knowledge developed in India, will be made accessible to students through integration into vocational education courses. The possibility of offering vocational courses through ODL mode will also be explored. This programme will enhance and promote the traditional skills available in different tribes and other remote villages of the country. Another important point is flexibility in learning by addition of multidimensional learning provisions with multiple exits. New and emerging areas of modern and future perspective has taken into consideration. In coming time our education system will have the capability to resolve the literate unemployability in our country.

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1. Technical Education
- All India Council of Technical Education (AICTE)
- Council of Architecture (COA)
- 23 Indian Institutes of Technology (IITs)
- 31 National Institutes of Technology (NITs)
- 25 Indian Institutes of Information Technology (IIITs)
- Indian Institute of Engineering Science and Technology, Shibpur (IIEST)
- 20 Indian Institutes of Management (IIMs)
- Indian Institute of Science (IISc)
- 7 Indian Institutes of Science Education and Research (IISERs)
- North Eastern Regional Institute of Science and Technology (NERIST)
- National Institute of Industrial Engineering (NITIE)
- National Institute of Foundry and Forge Technology (NIFFT)
- 4 National Institutes of Technical Teachers' Training & Research (NITTTRs)(Bhopal, Chandigarh, Chennai and Kolkata)
- 4 Regional Boards of Apprenticeship / Practical Training
- 3 School of Planning and Architecture (SPAs).