

A STUDY ON HIGHER EDUCATION AND EMPLOYABILITY IN INDIA

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ABSTRACT: Over the years several authorities are worried about expenditure in higher education (HE) should enhance the value of civilised capital, which further leads to overall national economic well-being. Higher education associations are now pressurised for advancing the student’s employability. The main aspects defining the relationship amidst HE and employability to promote them that means boasting of natural ‘employability’ skills and that of associating HE with experienced arrangement which is investigated. This paper give stress on the liaison between employability and HE within graduates through correlation Thus it can be stated that employability policies are not well communicated by partial practices and actions. Despite teaching that increases, employment is connected with appropriate learning environment and curriculum.

Keywords: Employability, Higher Education, Civilised Capital, Graduates, Post Graduates

I. INTRODUCTION

The concept of employability acquires the economic civic times in which we live. Hillage and Pollar (1998) narrates, “Employability is about having the potential to earn basic employment, sustain employment and access advanced employment if necessary”. The fundamental fact that the employability is resolved by the slave market in lieu of the capability of individuals. In fact, this variable is totally being ignored. Sachan Nikhil K (2017) stated that higher education quality leads to skills development and imperishable living. “Skills and knowledge are the driving forces of economic growth and development” of the nation. Today India faces imbalance between demand and supply as the economy needs more proficient individuals. India is blessed with perquisites of dividend of demographics. In the world of advanced education skills and knowledge are required for diversity of employment needs in the services, education, health, manufacturing etc. Probably the marked association for the development of skills composed of individuals in labour force irrespective of stepping into labour merchandise first time, those engaged in unorganised sector and recruited in labour merchandise. As the proportion of working age group will be increasing steadily. West, John (2000), Graduates are hired by authorities. Through higher education, human beings can explore and boost their careers, establishment of basic industries or destruction of existing ones and authorities can be done through research at university level – making assets on behalf of the public in advanced education generally expect some general economic repayment. However, admitting the fact that labour market and higher studies have strong linkage effect, they are not forthright, therefore the following duties and rights of advanced education institutions, organisations defining the interest of labour market and authorities has been the subject of constant debate. Khare, Mona (2014) recommended constituents around the globe are facing long-term crises and challenges. Greater amount scrutiny to nourish the education is required for working world to get rid of it.

II. LITERATURE REVIEW

Harvey, Lee (2010) found that whichever gauge of employability is adopted its jolt should be measured within higher education system. Instead of preparing various “types of students for subjects that have problematic employment rates”, institutes should increase potentiality agreeing the schedule by incorporating subject mix, focus on attainment of skills for job instead of developing attributes for employability without disturbing their ingrained universal employable characteristics etc. Bottom-line, it is concerned about assessment inequality and improvement in quality improvement.

Yorke & Knight (2003) briefly studies various current responses, asserting that they are not appropriate. Concept of employability comprises of various aspects; this gives away how to revamp the chances of such learning occurring.

Engagement in learning is important for overall development of employability, therefore teachers are needed to attempt improvements in higher education that relay on: improvise the work of teacher, make changes in modules etc. it can be displeased that the primary aim of advance education is to inculcate advanced knowledge of subject matter. Study is all about promoting composite learning as full undergraduate programme if students promise employability. HE institutes are pressurised to enhance the aspect of education and training.

Cranmer, Sue (2006) relates to UK, where graduates perform very well in labour market with only secondary education. While data shows a mismatch between skills at university and skills for employability, line managers found deficiency of initial skills or knowledge related to subject matter. Well defined “work experience and involvement” of employer in degree course curriculum framing have conclusive effects on graduate outcomes. Graduates accomplish much career opportunities as well as prowess through work experience and training programmes. More than one transition in labour market rather than long duration mis-match between demand and supply can be problematic.

Yorke et.al. (2003) a survey of small enterprise in Merseyside. Briefly outlined the, business attitudes of graduates with a sample of higher education, centre of higher education and development conducted survey on 104 small enterprises and found that they recruit fair measure from graduates. Transferable skills are given higher importance rather than full capability development moreover higher education demands from students to change according to changing skills to be more successful.

Brown, Hesketh & Williams (2003). Employability deals with the economic welfare of individual. It depends on knowledge, skills and zeal of entrepreneurial work force, which in turn leads to the expansion of education sector. Due to market, congestion people are not able to find job matching to their profile. Positional conflict theory is used as it binds together education, employment and labour market in single knot. Thus, it is possible to be employable but not to be in employment.

The perception of getting more and more employment can be transform from being “the propensity of the individual student to get employment to a corporate achievement” (Harvey, et.al. 2010). These research programmes bear more “conclusive” modes of learning and teaching than, for example, social science. Employability is a segment of higher education in addition to the profits and significance of course curriculum should be transform in performance responsibility including careers. Quality index affect less on chance of accomplishing job but compelling effect on pursuing job.

Ali, Muhammad Shabbir & Jalal, Hina (2018) analysed student’s common perception about their education and practical lives, and examine the relation between higher education and employment and extend to which higher education predicts employment. Statistical techniques revelled that there is appositive relation between higher education and initiatives such as employment. Educational ministry must take strength for expansion and proper reforms in the employment direction. Postgraduate students must be given more employment opportunities of employment. Gender discrimination was ignored. Benefits of the higher education for the graduates were not up to the mark.

III. OBJECTIVE

The major focal point of the current review was to explore the existing literature in the field of Employability prevailing in India. The focus of the literature survey is to review employability and the importance of HE. It also makes acknowledgement the behaviour of the pupils about their academics for their practical lives and inter- relation with HE and getting more jobs. It also tries to explore correlation among various courses as well as their absorbability.

IV. METHODOLOGY& DATA SOURCES

In this study, secondary data has been extracted from various sources, all India survey on higher education report (AISHE 2019), India skills report (2018, 2019), Wheebox, people strong, live mint.(as mentioned in India skills report 2019)

As already stated that present research is based on the key objective of analysing the relationship between the employability and HE taking into account their enrolment in various courses. Analysing that to what extent higher education anticipates employment for graduate students. For achieving the objectives different research questions were formulated: total, enrolment of students in undergraduate and postgraduate courses and different streams, relationship

between higher education and employability, extend to which higher education predicts employment. Majority of the people believe that higher education promises employment. Higher education contributes to be a source of high paid job and is positively related to employment (Ali, et.al, 2018). Another finding based on secondary data revealed that there was considerable increase in enrolment of students in various Undergraduate and postgraduate courses (AISHE, 2019). Another finding revealed that there was positive and significant correlation between HE and employment of UG. HE predicts sufficient chances of employment for students (Khare, et.al. 2014; Sarwar & Fatima, 2017).

Further, it was observed that HE affects the employment. In 2018, higher education domains have shown improvement in job readiness of graduates. While MBA showed a negative trend, as it is a new B. Tech. showing quality deterioration in management courses further it reveals that employability is highest among engineers. Employability among postgraduates showed a positive trend. Evidences show that HE has encouraged students by preparing consider the working world in relation to be employable for better economic condition of the country.

This study has classified the education system in India in two parts:

Under graduate courses (UG): UG courses organised after the completion of secondary education but prior to PG education. It typically consists of all scholarly programs up to the bachelor’s degree level Such as B.com, B. A., and B. Tech. etc.

Post- Graduate courses (PG): PG degree or Master's degree endeavours the student a higher level of education in their preferred area of study. Such as M.A, MBA, M.com etc.

V. FINDINGS

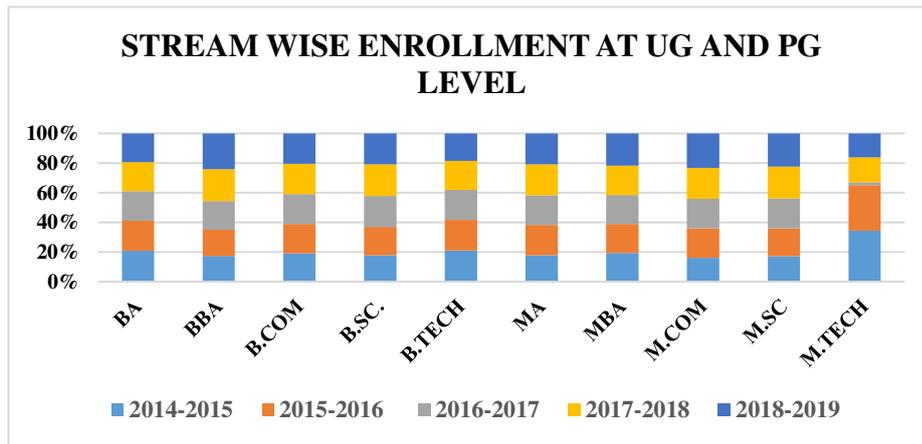
Table 1 shows the stream wise enrolment at UG and PG level in universities of India. It has seen that the UG and PG courses in the country have been classified in 10 parameters. In UG, it has considered BA, BBA, B.COM, B.SC and B.TECH. On the other hand, the PG course is classified into MA, MBA, M.COM, M.SC and M.TECH. It is seen from the table that the highest enrollment is in BA for all the whole research period followed by B.SC, B.Tech, B.COM and BBA. As far as PG is concerned, the things are quite changed. The enrolment is highest in MA. However, unlike UG the second highest enrolment has seen in MBA followed by MSC, M.COM and M.TECH. The enrolment in M.TECH has drastically fall down after 2014-2015. It is also seen that, there is a huge difference between the enrolment in BBA and MBA during the study period. These facts are clearly seen in the Fig 1.

Table 1: Stream wise enrolment at UG and PG level in universities of India

Courses	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019
BA	9,860,520	9,651,891	9,527,060	9,299,437	9,198,205
BBA	343,237	349,667	383,827	424,785	476,169
B.COM	3,338,111	3,422,312	3,484,301	3,548,572	3,571,436
B.SC	4,299,538	4,618,172	4,978,564	5,138,250	5,043,732
B.TECH	4,254,919	4,203,933	4,085,321	3,940,080	3,770,949
MA	767,027	878,677	865,410	901,448	899,653
MBA	409,432	416,352	416,490	421,409	462,853
M.COM	222,709	271,266	275,695	288,206	321,458
M.SC	481,330	519,159	562,896	605,628	623,114
M.TECH	289,311	257,361	16,088	142,081	135,500

Source: “All India Survey on Higher Education (AISHE)” 2018, 2019, MHRD, GOI

Fig 1: Stream wise enrolment at UG and PG level in universities of India



Source: Authors own effort based on Table 1

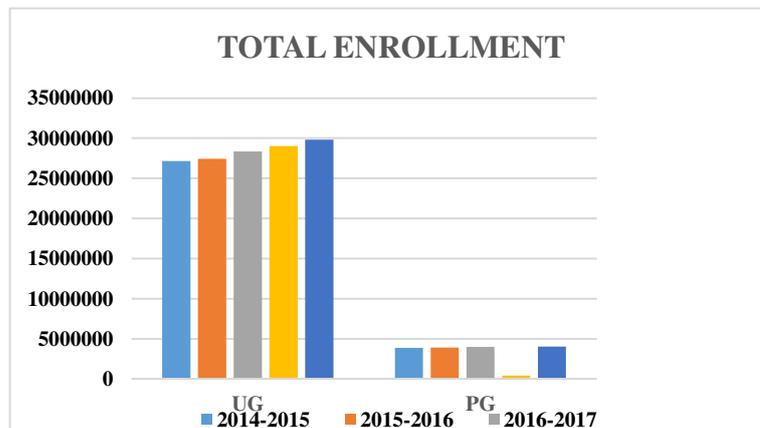
Table 2 shows the Total enrolment of students at UG and PG level in universities of India. It is seen from the table that enrollment is increasing at a considerable rate; the highest enrollment at UG level is found in the year 2018-19. As far as PG is, concerned huge downfall is observed in enrollment as compared to UG level. Severe downfall is observed in the year 2017-2018 and highest enrollment in the year 2018-2019 during the study period. These facts are clearly seen from Fig 2.

Table 2: Total enrolment of students at UG and PG level in universities of India

Courses	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019
UG	27,172,346	27,420,450	28,348,197	29,016,350	29,829,075
PG	3,853,438	3,917,156	4,007,570	411,430	4,042,522

Source: “All India Survey on Higher Education (AISHE)”, 2018, 2019, MHRD, GOI

Fig 2: Total enrolment of students at UG and PG level in universities of India



Source: Authors own effort based on Table 2

DOMAIN	2014	2015	2016	2017	2018	2019
ENGG.	54.01	52.50	52.58	50.69	51.52	57.00
MBA	44.56	43.99	44.56	42.28	39.40	36.00
B.COM	26.45	20.58	20.58	37.98	33.93	30.00
BA	29.82	27.11	27.11	35.66	37.39	29.00

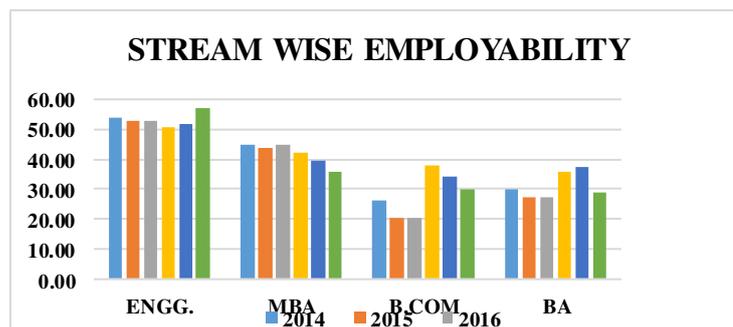
Table 3 shows the steam wise employability at UG and PG level in different universities of India from 2014 - 2018. It is seen from the table that their highest level of employability is in engineering amongst all other steams. Second highest level of employability is found at MBA level. It is clearly seen that employability is more in the year 2017 in B.COM and BA but it is still less as compared to engineering stream. These facts are clearly seen in Fig 3.

Table 4 shows the steam wise total employability at UG and PG level in different universities of india.it is seen from the table that their highest level of employability is in engineering amongst all other steams accept in the year 2018. Second highest level of employability is found in graduates. As far as PG is concerned things are quite changed there is drastic fall in total employability level. Total employability is more in the year 2014-2015 as compared to other years in the study period in MBA.

Table 3: Stream Wise Employability (In different domain)

Source: India skills Report, 2018, 2019

Fig 3: Stream Wise Employability (In different domain)



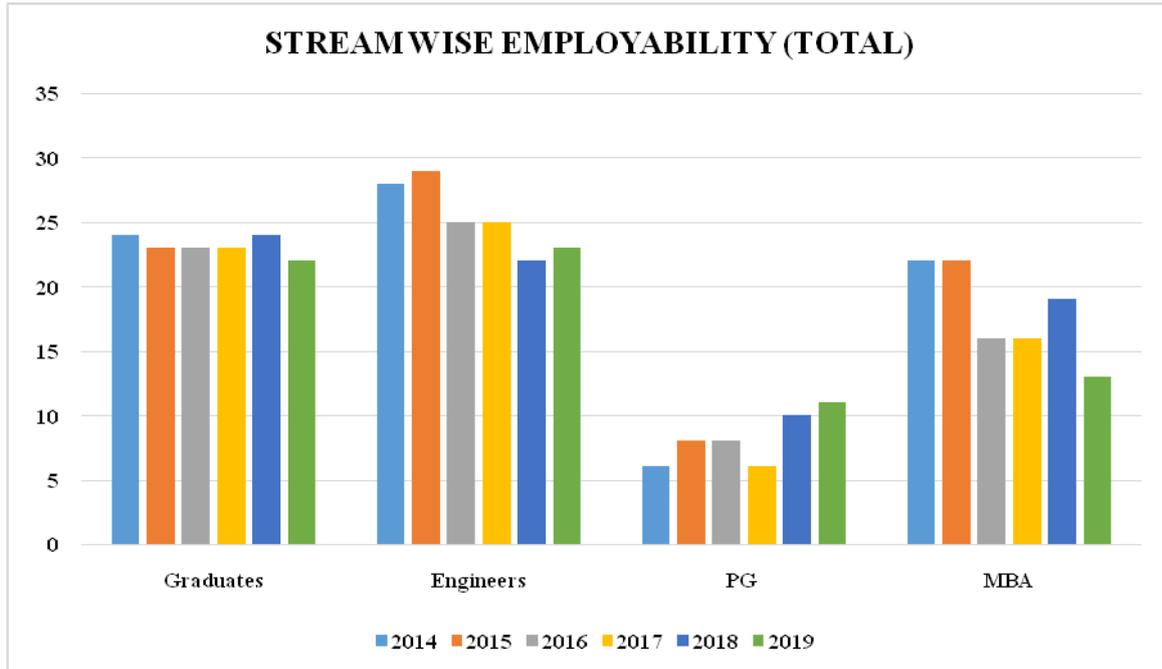
Source: Authors own effort based on Table 3

Table 4: Stream Wise Employability (Total)

STREAMS	2014	2015	2016	2017	2018	2019
Graduates	24	23	23	23	24	22
Engineers	28	29	25	25	22	23
PG	6	8	8	6	10	11
MBA	22	22	16	16	19	13

Source: India skills Report, 2018, 2019

Fig 4: Stream Wise Employability (Total)



Source: Authors own effort based on Table 4

VI. CONCLUSION

From the above analysis, it can be concluded that higher education leads to more employment opportunities, as working world requires more persons that are qualified. HE is the predictor of employment. Overall enrolment has increased considerably during past five years. In 2014, overall employability was 33.95 percent, which has now increased to 46.21percent in 2019. Candidates from Maharashtra, Tamil Nadu and UP were more employable

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