

Apex Level Provisions for Employability skills development for Management Graduates in India

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Abstract : Employers frequently view a candidate's achievements in their field of expertise as necessary but insufficient for recruitment purposes. Knowledge and experience earned via academic study are considered as being on par with accomplishments that extend outside the bounds of the topic, such as work experience, volunteering, and involvement in organisations and communities. The current study aims to demonstrate the provisions envisaged by the National education Policy (NEP) and the All India Council for Technical Education (AICTE) for skill development for management graduates. This is in light of the fact that education provisions have been introduced by apex education bodies in India. The primary emphasis of this study is on the examination of secondary data. The list of talents was produced based on an analysis of prominent university websites, academic literature evaluations, academic curricula, and university entrepreneurial development cells and incubation centres. Both background reviews and stand-alone studies that are connected to NEP and AICTE Provisions were evaluated using a systematic process that involved a review of the relevant literature. The current study is based on a review of 12 previous studies and literature that is relevant to the problem. When it comes to developing vocational education and training programmes, NEP believes that the graduates of management programmes, together with their hopes and aspirations, should be the primary priority. The All India Council for Technical Education (AICTE) has placed a strong focus on the development of entrepreneurial thinking and has outlined a road map to assist in reducing the gap between industry and academia through frequent collaboration to ensure the success of management graduates.

Keywords: NEP, AICTE, Employability skills, Management graduates

INTRODUCTION

The global information landscape is undergoing rapid transformation. The global workforce may witness the displacement of numerous unskilled jobs due to

significant scientific and technological advancements, including the emergence of big data, machine learning, and artificial intelligence. Simultaneously, there will be an increased demand for a proficient workforce, particularly in fields such as mathematics, computer science, and data science. The acquisition of not only knowledge, but also the ability to effectively engage in the process of learning, is becoming progressively imperative for graduates due to the dynamic nature of the contemporary professional landscape and the interconnectedness of the global ecosystem. Consequently, there is a need to reorient the educational emphasis away from the mere transmission of specific knowledge towards the cultivation of adaptable proficiencies, including analytical reasoning, problem-solving, creativity, interdisciplinary thinking, innovation, and the capacity to swiftly and efficiently assimilate novel information within rapidly evolving domains. It is crucial that there be a transformation in pedagogy to enhance the immersive, holistic, integrated, inquiry-driven, discovery-oriented, learner-centered, discussion-based, adaptive, and enjoyable aspects of education for students.

There is a growing expectation for graduates to showcase proficiency in domains that are not directly aligned with their chosen academic disciplines. Certain firms now place less emphasis on a candidate's specific major and instead prioritize more versatile skill sets. Employers frequently perceive a candidate's accomplishments in a specific subject area as necessary but insufficient for the purpose of recruitment. The acquisition of knowledge and expertise through formal education is widely seen as being equivalent in value to achievements that extend outside the boundaries of the academic realm, such as professional work experience, voluntary activities, and involvement in various organizations and societies.

Against this backdrop, educational provisions have been implemented by prominent educational institutions in India. The present study aims to illustrate the provisions outlined by the National Education Policy (NEP) and the All India Council for Technical Education (AICTE) with regards to skill development for graduates in the field of Management.

About NEP

The Union cabinet unveiled a novel national education policy (NEP) on July 29, 2020, which presents a framework for substantial reforms in India's primary and secondary education as well as higher education systems. The Ministry of Human Resource Development (MHRD) has been renamed as the Ministry of Education. The most recent national education policy was established in 1986, making the current policy the first one of the 21st century. The recently implemented National Education Policy (NEP) is founded upon the fundamental concepts of accessibility, equity, quality, and accountability.

According to the chairman of the University Grants Commission (UGC), the execution of the National Education Policy (NEP) has experienced a deceleration due to the outbreak of the COVID-19 pandemic. However, the chairman expressed optimism that the prevailing circumstances will eventually revert to a state of normalcy. It is projected that by the year 2030, a minimum requirement for entry into the teaching profession will be a Bachelor of Education (B.Ed.) degree, which will entail a four-year integrated curriculum. Education Minister Ramesh Pokhriyal Nishank has stated that there are now no intentions to modify the reservation regulations of the National Education Policy (NEP).

The establishment of a task group to monitor the implementation of the New Education Policy (NEP) has been announced by the chief minister of Meghalaya, positioning his state as a frontrunner in this endeavor. The proponents of this novel educational initiative aim to augment their Gross Enrollment Ratio (GER) across the spectrum of pre-school to secondary school, with the ambitious goal of elevating it from a baseline of 0% to a comprehensive 100% by the year 2030. The primary objective of the National Education Policy 2020 (NEP 2020) is to facilitate the transformation of India into a prominent global hub of knowledge by fostering the growth of a flexible, inclusive, and interdisciplinary educational

framework that encompasses both primary and secondary education as well as higher learning institutions.

About AICTE

The establishment of the All India Council for Technical Education (AICTE) can be attributed to the Government of India in 1945. The primary objective of the Apex Advisory Body is to critically analyze the existing technical education infrastructure and actively promote and enhance the domain of technical education on a national scale. As per the National Policy on Education (1986), the All India Council for Technical Education (AICTE) assumes the role of a statutory body entrusted with the task of fostering, coordinating, and administering technical education within the nation. This includes the responsibility of devising and implementing strategies for the advancement of technical education, establishing and upholding benchmarks and guidelines, ensuring quality assurance through accreditation, allocating funds in areas of priority, as well as monitoring and evaluating the overall progress of the sector. In order to examine the involvement of the All India Council for Technical Education (AICTE) in the expansion of technical institutions, the maintenance of quality standards, and other pertinent issues, the Ministry of Human Resource Development of the Government of India constituted a research team.

The All India Council for Technical Education (AICTE) encompasses several disciplines such as engineering, technology, architecture, town planning, management, pharmacy, applied arts and crafts, hotel management, and catering technology. The Minister of Human Resource Development initially governed the AICTE Council, following its inception in 1988, for the Government of India for a period of five years, as mandated by the AICTE statute of 1987. However, it was not until July 1993 that a permanent chairman was appointed. The offices housing the Chairman, Vice-Chairman, and Member Secretary of the All India Council for Technical Education (AICTE) are situated within a structure spanning an area of 38,542 square feet. This building is located in the Indira Gandhi Sports Complex, situated in the Indraprastha Estate neighborhood of New Delhi.

This study aims to comprehend the provisions outlined by two prominent education policies, namely the National Education Policy (NEP), and the

regulatory body known as the All India Council for Technical Education (AICTE).

REVIEW OF LITERATURE

1. Kumar, K., Prakash, A., & Singh, K. (2021). The advancement of any field necessitates the establishment of a solid educational infrastructure. Over the past half-century, revolutionary changes in application architecture have been enabled by breakthroughs in science and technology. The rapid pace of technological development makes it challenging to predict how consumption will develop in the near future even now. Consequently, there is a pressing need for reforms in the educational system. Given that Indians account for more than one-sixth of the world's population, the country should make significant contributions to international progress. India took 34 years to respond to the education policy's outdated state and introduce a new one. Comprehensive in scope, India's new National Education Policy (NEP) 2020 covers all levels of schooling from kindergarten through graduate school, including vocational and technical training and a novel approach to education delivered over the web. To construct a new education system in India that is in perfect agreement with the objectives of the United Nations (UN) 2030 plan for sustainable development, this strategy has taken into mind the following five pillars: Access, equity, affordability, accountability, and quality. However, a major reorganisation of India's educational system is necessary for the idea to be fully implemented. This article sheds light on the UN's Sustainable Development Goals (SDGs) for 2030 and how they relate to NEP 2020. This study explores how India may play a leading role in this effort while exercising due prudence. The study highlights certain significant gaps and implementation issues that must be addressed to really develop "excellent education for all" with the aim of contributing to the betterment of the world.
2. Aithal, P. S., & Aithal, S. (2019). Because education is the key to a more progressive society, a well-thought-out policy is required before a country can begin to give secondary and tertiary education to its citizens. It's important to keep in mind that different countries' educational systems develop via varying degrees of schooling and higher education at different times. An expert team led by Dr. K. Kasturirangan, the former chairman of the Indian Space Research Organization, has just submitted a draught Education policy to the government of India for review (ISRO). The report details the committee's recommendations for improving India's education system, both on a small and large scale, with an eye toward the year 2030. Providing all people with a high-quality education is one of the SDGs, and the fourth SDG specifically calls for this to be accomplished through the Fourth Educational Industry Revolution (EIR 4.0). Through a content analysis, this study surveys recent studies on Indian higher education policies and their outcomes, salient aspects, and areas of concentration in the current draught of India's National Education Policy for 2019. The study compares the new policies suggested in the draught to the old ones and focuses on the portion dealing with higher education. The potential impacts of NEP 2019 plan on private and public HEIs in terms of infrastructure and regulation are also compared in this study. The policy's advantages and disadvantages are ranked in terms of their impact on different groups of people. Suggestions are made to bring the policy to fruition so that it is successful and flawless from the public's perspective and contributes to the national good.
3. Kumar, S., & Dash, M. K. (2011) Young men and women, inspired by the opportunities that come with a management degree, give rise to the perception that such a programme is exclusive. The number of institutions in India that offer management education—typically referred to as "Business Schools"—has increased exponentially in recent years. This study attempts to probe the state of management training in India following the recent financial turmoil in the United States and high-profile cases like that of Satyam. This article investigates the current state of management education in India, as well as its potential effects on businesses and people. Additionally, it seeks to investigate newly developing problems in the field of management

education and to adopt a viable direction and strategy for bettering management education in India. Since there hasn't been a lot of research done on this topic before, this report will help bridge the knowledge gap.

4. Kalyani, P. (2020) To put it another way, education is crucial to nation formation; it determines a country's future and the fate of its citizens. The effects on the nation's and people's prosperity and well-being will be long-lasting. Education plays an essential part in today's world and cannot be undervalued. By contrasting the times before and after independence, we can observe the progress and development that has taken place. This is the third revision of the Indian government's educational policy in the past 34 years. Every interested party should be aware of the significant changes planned in the new National Education Policy 2020. Through a series of questions posted across several social media platforms and an analysis of the results, the author of this article will investigate the National Education Policy 2020 and its impacts on various interested parties.
5. Waghodekar, P. H. (2000) The purpose of this article is to introduce readers to the Association for Indian Councils for Technical Education (AICTE), including the requirements of the AICTE Act of 1987, how the Council operates, and its significance to the expansion of technical and management education in India. Specifics of the NBA's accreditation procedure have been revealed. A few brief observations are given to help our nation meet the difficulties of the twenty-first century. The paper may be useful for anybody interested in India's technical education system.
6. Muralidhara, S. V., Nagarathnamma, K., & Harish, S.(2021) The socio-economic, cultural, and political dynamics of a society are reflected in a "Responsive Higher Education Institution (HEI)." Universities are increasingly dynamic institutions, and it is anticipated that they will adapt to the changing demands of both the knowledge society and the knowledge economy. In the last ten years, several proposals for changes have been made to Management Education in Private, Deemed, and Public Universities in India. The UGC, the AICTE, the MCI, and many others

are all involved in proposing, implementing, and regulating these changes. Improving Management Education's productivity and efficacy is a primary goal of the current changes. While it is generally agreed that both management education and universities need to improve their performance, the specific mechanisms by which this is done vary widely depending on the governing body or the institution in question (for example, NBA standards, Total Quality Management, Performance Management Systems, etc.). The purpose of this study is to present the Total Quality Management (TQM) model, analyse its features, and evaluate the difficulties and potential of TQM-like procedures and mechanisms for performance management in higher education institutions.

OBJECTIVES

- To understand the National education Policy (NEP) Provisions for skill development among management graduates
- To comprehend the All-India Council for Technical Education (AICTE) Provisions for skill development among management graduates

RESEARCH METHODS

Secondary data analysis is the focus of this research. From the examination of popular university websites, literature reviews, university curriculums, and entrepreneurial development cells, and incubation centres have been compiled the list of skills A systematic literature review approach was followed to assess both Background reviews and standalone studies related to NEP and AICTE Provisions. A total of 16 studies were identified and through the inclusion criteria of captivating only English studies in last 10 years, 14 studies were selected. 14 literature were taken up for quality assessment after obtaining the full text copy of the research work. 2 studies were eliminated due to iterations and quality issues and the current study is based on 12 literatures relevant to the topic.

DISCUSSION BASED ON OBJECTIVES

Discussion 1- To understand the National education Policy (NEP) Provisions for skill development among management graduates

According to UNESCO's recently issued "State of the Education Report for India 2020: Technical and Vocational Education and Training (TVET)", vocational education is first called "Vocational Education First" for a few very excellent reasons. It is possible that we are witnessing the groundswell of vocational education in the country as a result of the National Education Policy 2020 (NEP 2020) implementing provisions for all educational institutions to include vocational education into their curricula.

Due to the large percentage of the population being in the working age group of 15-59 years, India has an imperative need for a high-quality, high-throughput Management Education system, even during the best of times. This is to meet the requirement of a qualified workforce for the country's economy and to meet the aim of inclusive and equitable growth.

Training has improved in India in recent years due to substantial advances in management education. Training is more extensive than it was 10 years ago because to vast new infrastructure built up for giving short-term training courses. The foundation of the project has been the establishment of the National Skill Development Corporation in 2008, and the development of the training provider and sector skills council ecosystem. As the study is careful to point out, however, these courses primarily serve demand from industry for training and placement of adolescents in positions that are both specialised and precisely defined at the entry level. As a result, there is an unmet need for training longer term, with training supplied by the ITIs and polytechnics. These institutions have been around since before independence, but they have yet to offer enough training to match the current capacity for shorter-term training. So far, less than 10% of the school population has had access to vocational education at the high school level.

In order for the NEP to be successfully implemented, educational institutions would need to tackle the mentality that persists today among important stakeholders such as Management Graduates and parents.

The NEP is in total support of the Education 2030 Agenda and is also highly committed to the expansion of Management education for the benefit of social justice and to meet people's economic needs by offering excellent lifelong learning opportunities for all.

Additional difficulties associated with skill development are reported in the report, including the challenge of providing inclusive access to management education, especially for women; overcoming the large digital divide; and ensuring adequate opportunities for upskilling, reskilling, and lifelong learning, particularly in new and strategic areas such as Industry 4.0 and greening. Another part of the NEP report emphasises the need to focus on preserving and promoting India's vast reserves of tangible and intangible cultural heritage, which will be capable of creating livelihoods for many of the country's citizens while also inspiring pride and national belonging in the country's youth.

The study recommends that university management educators implement the following 10 essential strategies to assist realise the stated vision for management education:

1. Management graduates, and their dreams and goals, should be the central consideration when planning vocational education and training programmes.
2. The educational ecosystem must be designed with instructors, trainers, and assessors in mind.
3. It is vital to focus on re-skilling, continuing education, and lifetime learning.
4. Make sure that everyone has equal access to management education, including women, differently abled individuals, and anyone who are disadvantaged.
5. Amplify the use of digital teaching aids for occupational education and training.
6. Bring local communities into a partnership with us to support the creation of job opportunities for residents, as well as the preservation of their tangible and intangible cultural heritage.
7. Maintain the connection to the Sustainable Development Goals, by virtue of, for example, improved alignment
8. Provide novel forms of financing for education, especially Management education.
9. Make greater use of evidence-based research for improved planning and monitoring.
10. Establish a comprehensive coordinating framework that unites multi-ministry collaboration.

Ensuring inclusive and equitable access to quality education for all Management Graduates is crucial for the implementation of the 2030 Agenda for

Sustainable Development and for the successful implementation of all the Sustainable Development Goals. With respect to education policy, it is believed that the initiative set forth in Goal 4 on “Quality Education” and its seven targets — four of which are connected to Management education — has originated from a view of education as an effort to empower individuals, communities, and societies to realise personal potential, liberate one from destitution, and bring opportunity to every learner, while also adhering to the idea of lifelong learning.

The NEP accepts the Education 2030 Agenda and will pursue a significant expansion of management education to promote social justice and to help reduce poverty by increasing access to excellent lifetime learning opportunities for all.

Discussion 2 - To comprehend the All India Council for Technical Education (AICTE) Provisions for skill development among management graduates AICTE established an Executive Committee for implementing a brief and expedited modification of the curriculum for management programmes in order to keep up with the latest industry and global standards. The committee went over the present Management curriculum of various institutions of higher education and found that the survey had few questions since they had thought things through very well and identified some questions that they believed were either essential for use or pointless.

- Additionally, greater emphasis placed on softer skills, personality development, and communication
- The promotion of entrepreneurial thinking
- A roadmap to help minimise the industry-academia divide through regular cooperation
- Encouraging diversity in course offerings by providing additional electives
- The absence of managerial requirements for small and medium-sized enterprises
- Additional experience in the social sector is needed, in addition to government policy issues
- Little focus is placed on analytical skills
- Management graduates lack exposure to case studies, practical approaches, and opportunities to think creatively since their mindset and educational preparation aren't well suited to unconventional approaches.

- There is no appropriate location for serving the demands of the firm that has an Indian culture and value system.
 - A revision of the existing admittance procedure, which is discriminatory and deficient in diversity
- Dr. Shailender Swaminathan, an Associate Dean in the School of Liberal Arts and Basic Sciences at SRM AP, and a Professor of Economics at SRM AP, Amaravati stated, “being open to new ideas, constantly challenging one's understanding of education, and not prejudging anything are important qualities in a teacher. As to this point in school, we have learned the information in a way that ensures that we excel on a test — yet there may be university professors who are less likely to follow this methodology. While these professors may encourage you to investigate even the most miniscule aspects of subjects, they should ideally also inspire you to reconsider the overall meaning and purpose of education. The ultimate goal of a university is to have a knowledgeable population with the ability to recognise relevance and irrelevance. As an educator, I know you may immediately grow if you take advantage of this particular teaching approach; nonetheless, you may still complain that this pedagogical style is foreign to you”.

CONCLUSION

During the past seven decades, there has been a significant expansion in the field of management education available in India. The 1990s were a decade that saw significant economic growth and were considered to be the golden age of economic liberalisation. As a direct consequence of this, there was a significant demand for management education. This opened the door for a large number of public and private institutions to enter the area of management education, which resulted in an increased number of management programmes being made available to citizens in every region of the country. As management has grown to be recognised as a necessary requirement in most enterprises, it has gained popularity as a technique to deal with a wide variety of challenges that might arise inside an organisation. Management programmes are growing more popular, and as a consequence, they have left their own structural weaknesses behind, which has resulted in an excess of problems. Because of the interaction between the effects of technological

disruption and the pandemic, we are presently going through a particularly turbulent time period. This is due to the fact that both of these factors are having an impact. Due to these two factors, it has become clear that our managerial education is lacking, and we must work rapidly to make up for this shortcoming.

There are many distinct challenges, some of which stand alone while others are intricately linked to one another. Some of these challenges may be overcome independently, while others require collaborative efforts. These may be categorised under more general topics according to the skills and knowledge possessed as well as the degree to which these aspects have an effect on the behavioural traits. This is happening because of a rising PGFMS body that is of a mediocre level, and it is emerging because of a shortage of high-quality teacher staff. Schools that are not well equipped have lower accomplishment levels, even when they are adequately equipped. Because it is not adequately valued and appreciated in India, the teaching profession is unable to attract the best and brightest individuals. To find a long-term solution to this problem, you will need to make some significant changes. The gap that exists between academia and the business world is one of the most pressing problems. Many of the existing programme curricula are not maintained up to date and are not aligned with the constantly rising requirements of the business. We are unable to determine an accurate number of the number of business graduates who are "battle-ready" when they first begin their jobs when all of the schools are added together.

As a consequence of this, we are currently confronted with the challenge of the "number vs quality" dichotomy. The management programmes that are put into place at various schools conform to a variety of different requirements. This is a serious problem for schools that are lower on the hierarchy and do not have teachers who are highly trained nor the appropriate infrastructure. The employment of the most qualified candidates is typically the primary focus of larger recruitment firms. They give preference to the older IIMs because of the superior education that can be obtained from these schools. The current strategy of the system creates a "dual citizenship" for corporate managers, which results in these individuals experiencing feelings of unhappiness.

When taking into account the more broad-ranging structural and behavioural concerns that need to be

considered, the quality of the programme delivery can be regarded as a challenge to overcome. Other problems include the glacial speed at which new technologies are adopted, the antiquated teaching methods used by management institutions, and the restrictive rules imposed by the government, all of which impede advancement in this sector.

The only way for Indian business schools to be successful is if they are able to adapt quickly enough to fulfil the requirements that are always being revised by NEP and AICTE. The organisations who are able to both proactively recognise and analyse changes in the requirements of the industry while also collaborating with other institutions in order to build innovative programmes will emerge victorious. Management graduates, recruiters, educational institutions, and the nation as a whole are all going to benefit from an exciting and favourable new development brought on by a big change that is about to take place.

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