

# Professional Education for Employability: A Critical Review

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## ABSTRACT

*Employability is just not about getting a job. It also encompasses sustainability and continuity in employment. 'Getting, Keeping and Doing-Well' on a job, appears to be a very apt definition for employability. It also includes those skills which are very basic and fundamental in nature and needs attention at early stage of life of a student; right from childhood, to teenage stage and university education period. Thus proper parenting is called for, to take care of those early years skills development, so that B-school grooming becomes more productive riding on those strong foundation blocks.*

*Education policy at primary, secondary and higher education stage needs to be looked upon in a holistic manner. It should carry consistency, maintain congruence and coordination within the sequential stages. Professional involvement of the industry is a very critical input for effective contribution in this roadmap of professional education to employability transition. For India to consolidate its position as a service sector global hub, a lot needs to be done to get maximum yield from the demographic advantage we have. Otherwise the huge educated youth manpower can spell disaster for the country, if proper employment skills and abilities are not groomed.*

*The present paper reviews the present status, close home and tries to draw inspirations from global best practices and makes some doable recommendations.*

**Keywords:** *Employability, Sustainability, Parenting, Policy Framing, Professional Education, Industry Internship.*

## Introduction

We have a saying in Odia, that “Cat keeps its eyes closed while having milk”. This was coined in the context, confidence invites trouble. It can also be used to highlight the fact that when we analyse a

problem as experts, we tend to focus & narrow down so much that, we often ignore the broader picture for sake of simplifying the effort and end up getting a wrong or a very limited result.

Whenever we discuss about performance of professional education in general and B-schools in particular, we invariably talk of campus to industry gap. Connecting the dots (linkage between B-schools and companies of placement), has been a common theme for so many workshops. However, it may sound a bit cynical and pessimistic to say that instead of connecting the dots, we rather create more dots and dashes. Yet we think we are moving in the right direction and reaching at a solution to the problem.

Going through research papers related to higher education and industry gaps, you will find a lot of common observations like, lack of analytical skill, communication skill, entrepreneurial abilities etc. Let us not look at it in isolation.

For some governance reason, we have created partitions; Primary, Secondary, Higher Education and Research. Policies made for different levels are done keeping different objectives in mind. Nevertheless, there is no denying to the fact that these stages are actually in sequence.

How can you neglect a parameter at an early stage terming that to be not so important or of least importance and then suddenly wake up at the higher education stage and pick up the same parameter as a matter of high priority. After the die is cast, we are trying to make the material more mouldable. Once the cement is settled, hardened and concrete is formed,

can you pour more water or some chemical to change its shape and orientation?

What has this example got to do with higher education? In our over enthusiasm to ramp up literacy rate and enrolment ratio in higher education, we dole out grace marks very liberally at the primary and secondary level (especially in very basic Arithmetic, English etc.). The same bunch of students go-on and get into various professional/technical courses at a later stage. Then we expect that the Institutes will create some magic in their system, where those very students will exhibit presentation, analytical and operational skills that make them future Indra Nooyis, Vikram Pandits or Subrato Bagchis.

### ***Where is the Gap ?***

After more than six decades of independence, we still are creating populist policy by doling out unreasonable levels of grace marks. It is one thing to stretch 20-25 to 30, and it is another entirely meaningless thing to stretch 5-10 to 30 through grace marking and call it a social objective of promoting education.

Subudhi and Paltasingh (2013), in their paper titled “Quest for Quality, World-Class Educational Organization: Strategic Management Issues”, have cited very pertinent studies, wherein regulatory body (like AICTE) and advisory body report, based on admission and place (like ASSOCHAM) also have criticized profile

of colleges during 2010-12, the teaching and placement quality of most brought out a summary report, as given in of the

colleges/ schools. ASSOCHAM the following table.

Course	Percentage of employable	Duration of the course (Year)	Amount spent on the course	Current - Monthly salary
MBA	10% to12%	2 years	0.3 -0.5 million	10,000 to 15,000
MCA	8% to 12%	3.5 years	0.3-0.6 million	15,000 to 25,000

*(Amount and salary figures are in Indian Rupees)*

‘The Associated Chambers of Commerce and Industry of India (ASSOCHAM) paper on “B-schools and Engineering colleges shut down- Big Business Struggles” reveals that since 2009, the recruitments at the campus have gone down by 40% in the year of 2012 as a result the B-schools and engineering colleges are not able to attract students, more than 180 B-schools have already closed down in 2012 in the major cities Delhi-NCR, Mumbai, Bangalore, Ahmedabad, Kolkata, Lucknow, Dehradun etc. Another 160 are struggling for their survivals. ASSOCHAM has advised to improve the infrastructure, train their faculty, work on industry linkages, spend money on research and knowledge creation, as well as pay their faculty well in order to attract good teachers. Jobs and promise of high pay packages became distant dream to these aspiring managers.’

Let us see what happens at the foundation stage. As per ASER (Annual Status of Education Report) facilitated by NGO Pratham, in Maharashtra schools, only 17.8% of class III students could do a two-digit subtraction, which is lower than

24 % students who managed to do the same problem last year. The number of students in Class V who could read text from Class II textbook stands at 59.5% which is lower than the 73.2% students who managed this task in 2010. (Source: website of Times of India, 17 Jan 2014, 01:07 am IST ).

Thus, we see that things are not only bad, it has gone from bad to worse in spite of RTE being in place.

In another paper titled “The Business of Business Schools: Restoring a Focus on Competing to Win” by Robert Simons, the author has explored the possibility that four trends in current MBA curriculums— theory creep, mission creep, doing well by doing good, and the quest for enlightenment—are actually teaching students to be uncompetitive in today’s global markets. He then proposes that business school curriculums should be re-centred around the tough choices needed to compete—and to win.

Let us first understand what we mean by employability, one particular article on the subject actually amused us. The authors

say – Plethora of definitions found on the concept employability. Scholars and researchers have defined employability from their own perspective. (Cited in the article titled “Higher Education and Employability – A Review” by Dr. Sarang

S. Bhola and Sunil S. Dhanawade in PMR Jan-Jun 2012.).

Let us go through employability related skills, as listed out by some global bodies.

**Table 1: American Society for Training and Development (ASTD) Skills.**

Sr.	Group	Skills
1	Basic Competency Skills	Reading, Writing, Computation
2	Communication Skills	Speaking, Listening
3	Adaptability Skills	Problem Solving, Thinking Creatively
4	Developmental Skills	Self-Esteem, Motivation And Goal-Setting, Career Planning
5	Group Effectiveness Skills	Interpersonal Skills, Teamwork, Negotiation
6	Influencing Skills	Understanding Organizational Culture, Sharing Leadership

Source: (Carnevale, Gainer, & Meltzer, 1990), Cited in the article “Higher Education and Employability – A Review” by Dr. Sarang S. Bhola and Sunil S. Dhanawade in PMR Jan-Jun 2012.

Obviously the various skills build up in a gradual, sequential and developmental manner. But if one minutely observes, we find it so difficult to groom certain basic skills beyond a certain age of the person. Is it possible to groom someone in Problem Solving (Sr. no. 3 in the table) or Analytical skill, if his/her basic

Computation skill (Sr. no. 1) is atrociously poor? Is it possible to groom Negotiation skill (Sr. no. 5), if his/her basic Speaking and Listening skill (Sr. no. 2) is very low?

This clearly brings us back to the fact that there should be a well-designed congruence and systematic coordination between the policies we adopt at various stages of education (primary, secondary and higher education). The whole journey is like climbing up the ladder. You can't design a ladder with its lower rungs made of weak and hollow wood and expect people to climb that ladder without falling. Let us see another global body's list.

The **National Association of Colleges and Employers (NACE)** is a professional association that connects college career services to potential employers. NACE has compiled a list of the top 20 skills requested by employers (2007). These skills in rank order are as follows:

**Table 2 : NACE: skills requested by employers**

Rank	Skills	Rank	Skills
1	Analytical Skills	11	Leadership And Management Skills
2	Communication Skills	12	Motivation/Initiative
3	Computer Skills	13	Organizational And Time Management Skills
4	Creativity	14	Real Life Experiences
5	Detail-Oriented	15	Self-Confidence
6	Risk-Taker	16	Strong Work Ethic
7	Flexibility/Adaptability	17	Tactfulness
8	Friendly	18	Teamwork Skills
9	Honesty/Integrity	19	Technical Skills
10	Interpersonal Skills	20	Well-Mannered/Polite

(Source NACE 2007)

Accessed through the article “Higher Education and Employability – A Review” by Dr. Sarang S. Bholra and Sunil S. Dhanawade in PMR Jan-Jun 2012.

We feel tempted to draw attention to the fact that these skills are ranked in order, not just random listing. To avoid any unnecessary repetition, let us straight away go to those skills that sound so common, yet fully ignored in our education system (formal or informal) in particular and social system in general.

Friendly (Sr. no. 8), Honesty/Integrity (Sr. no. 9) and Well-Mannered/Polite (Sr. no. 20) are distinctly listed skills as per NACE. Let us honestly admit, what are we doing about these in our education system?

Let us look at the rank order of the skills; Detailed-Oriented at Sr. no. 5 is much higher in order with respect to ‘Leadership & Management’ (Sr. no. 11),

‘Organizational & Time Management’ (Sr. no. 13) and Technical (Sr. no. 19). Yet, in all our interviews we give so much of highly disproportionate importance to ‘Technical Skills’ and ignore to judge all those skills listed from Sr. no. 4 to Sr. no. 9 (Creativity, Detailed-Oriented etc. up to Honesty/Integrity). Probably that is a major cause for those sustainability issues in remaining employed, leading to unpleasant situation for organization and the employee.

### ***Getting, Keeping and Doing Well:***

Here is a real life small incident that the Director of an MBA Institute in Mumbai faced. It so happened that he entered into the lift at his work place and found 3-4 very senior managers from Shoppers Stop, who were on a visit to the campus for conducting recruitment interviews. After quick exchange of pleasantries, the Zonal Business Head blurted out, “The handful of students that

we hired in the last batch were generally good and smart, but some of them are atrociously irregular, staying absent frequently without proper procedure and thus mess up our planned activities.” Looks like 2-3 of them would report one day and then stay off the next day and again come the next day.

The Director came back to his room, took a deep breath and rolled back his HR notes to check and tick against which of the employability skills, such students lack in. After a while, it took him to some lateral thinking, that employability also has got a lot to do with parenting (not just grooming at the B-School). Sounds vague and irrelevant! All of us will agree that regularity, punctuality, sincerity etc are not direct skills by definition, but major foundation stones for performance and successful career. A student, who would have got free benefit of liberal grace-marking system in the childhood stage to pass, will ever value those foundation blocks ahead in life. Charity begins at home. It is all the more important to realize that “Sense of duty and responsibility begin at home”.

Of all the definition, we find the following to be the most apt. It hits the bull’s eye for analyzing our problem.

“Those basic skills necessary for getting, keeping and doing well on a job” (Robinson 2000:1).

Stress is on getting, keeping and doing well on a job.

Getting a job is only the beginning. Sustainability (through objective contribution) is a major challenge. At the recruitment and interview stage, the domain experts, psychologists and the OB specialist; all probe for those defined skills in the candidate and select accordingly. Whereas, after joining and may be whatever orientation program the candidate goes through, the seniors and the peers start discovering a lot of mismatch between the job profile and the candidate. Is it not enough to indicate that probably there is some error in the way we define employability skills. This is one angle to doubt our notions.

Let us take another situation. We have seen plenty many professionals doing great job in one organization and utterly failing in another organization of the same industry. What works for one engagement, fails in another engagement. Why, so? Is employability skills definition so narrowed down and pin-pointed that it does not hold good for another similar organization in the same industry?

Let us discuss another situation. We (B-schools) often get a lot of flak from Industry for not producing what they want. Higher Education is a case of bigger mess & confusion. To elaborate what we mean; at primary and secondary level, we have better clarity to understand educational qualification vis-à-vis vocation. Plumbing, Welding, Mechanic are vocational skills and SSC/HSC are qualification. Broadly there is not much of confusion between skills and qualification at that level. But, in

case of professional qualification (say MBA), I always wonder if it is that skill or qualification we are talking of. B-Schools want to produce MBA-Finance, MBA-Marketing, HR and so on. Industry wants ready products for Edelweis, Axis Bank, Big Bazar, Reliance Fresh. As a B-School, I should rather produce an MBA, who would do a specialization in Finance, Marketing or HR etc., and be flexible and mouldable to work in any organisation within the functional domain. Let him/her get more narrowed as the career progresses in the ladder. Why should a BSchool try to become a training centre for a specific organization and specific job-profile, not be holistic in nature.

So employability stretches beyond just getting a job, it also encompasses ability to remain employed.

Employability is not just about getting a job, it also includes so many parameters that actually come into play after getting the job. As stated earlier, there is no deficit of incidents, where the new employee starts facing difficulties after a short honeymoon period (if not immediately on the next day). Superiors as well as peers start noticing things that create discomfort for the new employee and he starts doubting his own self for every mismatch (between candidate vs. job profile). One of the Chief Executive in a very reputed IT company once commented: "Every sales marketing candidate is so impressive in the interview, but appears so disappointing after he joins the organization."

Let us analyze, who is responsible for this? All these so-called senior experienced members who constituted the multimember selection committee or the candidate (a fresher or much less experienced)? Idea is not to finger-point and start a blame game. Let us gracefully admit that we all have failed in defining our problem. We are not accurate in understanding the proper skills and employability factors. Probably that is the reason for what we discussed - a plethora of definition for what is called employability.

Again, that is the reason for our discomfort in the comment made by the senior executives of Shoppers Stop and the likes, about those few students. Let us assume that every MBA institution (other than the handful of Tier-1 institutions) has a certain percentage of students who fall in that category.

Charity begins at home. Sense of Duty and Sense of Responsibility is also something that can't be taught in a syllabus at the Post Graduate level. It has a lot to do with parenting and primary and secondary school level education. Though we are here discussing in the article for Professional Education related matters, it is equally important for any level of job. The point that we want to reiterate here is that the same parameter has been fully ignored at the formative years (our formal education system at primary and secondary level), and we expect that to be developed at a stage the students is already 20+ years of age.

***Too much narrowed down specialization spoils the future of the student:***

Another criticism - we often see that every micro sector within an industry wants the Institute to give them ready product. For example, a stock broking firm wants that our student should have already done enough of trading in live sessions and he should just join them and start trading on Day 1 and make their wealth grow every minute. Please understand that the Institute would rather churn out good products who have very sound Finance Management Knowledge and with a positive attitude and enough inclination to learn the specific process and micro activities in that organization. Teaching the detailed process and micro activities specific to that organization should be their responsibility, not the Institute's. If we churn out those so-called micro-experts in bulk, say in Stock Trading, and then for some reason the stock broking firms are not doing well for bad economy phase or so, that guy will be completely out of sync with any other finance related industry even. Are we not killing the knowledge span and potential versatility of that future manager for our mean narrow motives. Then, we will make a big hue and cry and say that even a simple BA/BCom is better than the so called MBA.

We must all learn from the recent experience of IT industry. The trend shifted from software development projects to mundane coders' job and then to BPOs, all over a span of 10-15 years. Obviously, the job profile requirement for intellectual

component are drastically different for the three levels that we mentioned. But the industry (including all the biggies) went on recruiting engineering graduates throughout. Then suddenly, to face competitive forces, they started recruiting the general graduates with less than half the salary (given earlier to engineering graduates) and then by the time BPO trend picked up, even 12+ pass students were OK enough for the mundane BPO work with further less salary. Thanks to some KPOs who came up lately and made some recruitment at high-end knowledge workers level. But, obviously the number was missing. As a result, look at the unemployment ratio of even reasonably OK type engineering graduates that almost half the seats are lying empty in engineering colleges and some of them are even closing down.

Employability as a concept or terminology is often interpreted in a narrow or partial manner looking at the context of the situation. The holistic understanding and planning for employability is more often missed out. For a B-school placement cell, employability means just getting a job offer without bothering to look at continuity of employment. For the parents, employability is a guaranteed placement mentioned in the brochure of the Institute, backed by statistics of the past batches and all that is to be bought at a price. For the industry, employability means ready product available to join and he/she should be productive from the day one. They don't have patience and structured

approach for properly orienting the newly joined employee in their micro process steps for their specific business.

In the process, the most central stake-holder, i.e. the candidate, is confused, frustrated and loses self-esteem at a very young stage of life.

For sake of simplifying the issue, we will try to partition the problems and see if how different units are working at cross purpose and hence the failure.

At school level, we give least importance to fundamental concepts that go on to build the pillars of employability at later stage. Basic arithmetic (addition, subtraction, multiplication and division), preliminary aspects of structured communication, time management disciplines are all royally ignored. Yet, we want to boast about our vision of preparing young managers for meeting the challenges of Globalization and India's emergence as a Super Power.

At home, parents have no time for grooming children for basic disciplines in their habits and minimum sincerity in day to day activity. Yet, we want our teen agers to become thorough professionals, commit 100% to their work, exhibit high standards in their sense of duty and responsibility; all these overnight, when he/she becomes 2223 years of age. Just by paying hefty fees to an Institute, parents want to pass the monkey onto someone else's back after fully spoiling the show at the growing stage of childhood and teenage.

Now the Industry – they want ready products only. Candidate's knowledge of Finance Management at deep concept level is of no interest to them. They want the candidates to be already trained in the micro-processes of their organization. He should be able to fill up the MIS report sheet in SAP R/3 ERP that has interface with Oracle Financials and Siebel CRM being used by the regulatory authority (just a classic example of telecom and financial services organizations for explaining purpose). Otherwise, his MBA Finance degree is of no use to the industry.

This debate becomes even more relevant for any high-end professional career in the present globalization scenario. Managers/Supervisors are now handling multiracial, cross-cultural manpower in their team across geography. Business meetings are happening in digital mode (video and audio). Therefore, such skills (as have been ignored often, so far) need to be prioritized if Indian MBA graduates are to be better equipped for global operations. Service sector calls for these skills more (in relative terms) compared to manufacturing sector.

### *Are we doing good in Quantity?*

After having debated the relevance and importance of those not- so-often discussed skills, let us also try to see how effective has been our policy for Higher Education in terms of participation of the population (Higher Education Enrolment Ratio).

**Table 3 : Higher Education Enrollment per 100,000 Population**  
(Total Tertiary Level Students Enrolled/100,000 Population)

<b>Year / Country</b>	<b>1950</b>	<b>1975</b>	<b>1990</b>	<b>2010</b>
<b>France</b>	334	1970	2995	3525
<b>Germany</b>	256	1684	2810	3179
<b>Italy</b>	310	1749	2519	3372
<b>Sweden</b>	241	1985	2248	4910
<b>UK</b>	242	1308	2170	3969
<b>Japan</b>	471	2017	2328	3058
<b>USA</b>	1508	5238	5591	6673
<b>Brazil</b>	98	993	1074	3421
<b>USSR/Russia</b>	770	-	1900	6599
<b>India</b>	73	746	585	1731
<b>China</b>	25	54	186	2344

Sources: Derived from population statistics and following sources; B R Mitchell (1978), *International Historical Statistics; Europe*, New York: Palgrave; B R Mitchell (2003). *International Historical Statistics: Africa Asia and Oceania, 1750-2000*. New York: Palgrave. Table 12; B R Mitchell (2003) *International Historical Statistics: The Americans, 1750-2000*, New York: Palgrave, Table 12, NCES (2007). *Digest of Educational statistics*, Washington, D.C.: NCES. USSR/Russia data are from Federal Service for Government Statistics: *Russian Statistical Yearbook 2009*

[[http://www.gks.ru/free\\_doc/2008/b08\\_13/07-44.html](http://www.gks.ru/free_doc/2008/b08_13/07-44.html)].

2010 data are from UNESCO, Institute for Statistics, Data Centre. [<http://stats.uis.unesco.org/unesco/tableviewer/document.aspx?ReportId=143>].

Here is an interesting Table and let us first understand why those specific years have been considered as milestones for our context. In the year 1950, India became a republic and the five year plans started rolling out. During mid-70's (1975), India was being noticed as a power in the global corridors after strategic victory in Bangladesh (in spite of USA's support to Pakistan) and our nuclear programme was being noticed by the world (Pokhran-1 happened in 1974). Late 70's, China started its Globalization programme (1978). In 1991 India started off in the Globalization race. Year 2010 gives the last available data for seeing the comparative developments.

Even among the BRIC nations, India still lags in the HE enrolment ratio (one excuse may be that we started off late). Europe, UK and Brazil are more or less on similar track. Brazil, though a BRIC

nation is almost at par with Europe average and ahead of Japan.

Let us see the scene in India and China. China consistently remained at a poor 1/3<sup>rd</sup> level of India till 1990 and by 2010 it is already 1/3<sup>rd</sup> more than India.

Is our Education Policy post-globalization, going in the right direction? If China's HE enrolment can grow 12.6 times between 1990 to 2010, why should India achieve a mere 2.96 times growth in that very ratio in the same two decades. Without getting into the reasons, we all should agree that India has failed both in quality and quantity aspects of the higher education enrolment.

It is also a fact that developed countries (USA, Europe etc) have a much more result oriented and effective higher education policy when it comes to employability. Professionally qualified people don't struggle for getting a job and remaining employed. I suppose India would be among those very few nations, where professionally qualified students are either unemployed or under employed. Only last year, we came across the newspaper report that for State Bank of India's clerical recruitment advertisement, some thousands of engineers happily applied and also joined in large number.

***A bit of Cross-Check of Quality indicator:***

The poor quality standard of our higher education system is also more exposed from the fact that there is a huge

difference in the number of "Indian Students Abroad" and the number of "Foreign Students in India".

In 2009, number of Indian students enrolled in Australian Universities was 97,000 and Australian student in India was 15. For Scotland it is 3625 vs. 3. Unless and until we ramp up our quality in Higher Education, it will continue to be the same. A few foreign students in IIMs, IITs and NITs will not set an international image for India in global education scenario.

As put nicely in the conclusion remark in article titled "Globalization and Internationalization of Higher Education" by Joseph Benjamin in the Journal of Educational Planning And Administration, Volume XXVI, Number 2, April 2012 (ISSN 0971-3859):

"The essential purpose of education is to prepare the students for acquisition of knowledge, encourage development of talents, to provide resources and prepare the youth for the task of nation building. Universities/colleges should come out with new fellowships for poor and deserving students so that they can avail the education anywhere in the world."

Quality improvement in higher education (including professional education) can happen by constant and consistent effort in improvement of content as well as process.

Subudhi and Paltasingh (2013) have also observed that shift in the focus from administration driven education system to

market driven system has taken place. In a rule of ‘survival for the fittest’ game, it is a necessity to have constant improvement of both content as well as the process. This is to be done on the basis of a long term strategy.

Authors have further observed with a mark of caution that such changes could however either be simply *cosmetic* or be really *cosmic*. While the intention could initially be, a quest for becoming a quality, world-class ESP (Education Service-Providers), a myopic strategy could possibly end-up the drive, only in a cosmetic physically attractive change, which might not get desired long term, healthy substance. A few critical questions usually hunt the management of each good institution; such as, what change we need (and why) and at what cost?

## CONCLUSION:

Let us sum it up in three distinct categories for actionable efforts. (Let us call it the 3Ps)

### *i. Policy Framing for Education:*

The big talk of demographic advantage of India (largest educated youth manpower that will emerge around 2030s or so) and the service industry super-power (that India is termed as), is not properly backed up with futuristic pragmatic policies by regulatory bodies at one hand and the blame game between IndustryAcademia on the other. All major policy announcements are now rotting at the doorsteps of judiciary for years after

years, with no result coming through. Is it not a laughing matter that even in the same government, one minister follows a drastically different policy visa-vis that adopted by the predecessor. The Mass Education (primary and secondary) policies, should and must dovetail into Higher Education policy. Incongruence and inconsistency is the main reason, and all of us are just beating around the bush to conveniently put the monkey on someone else’s back.

It is time the leaders of the governance system, industry and academia sit together and plan for creating opportunity out of that demographic advantage in terms of proper employability vision. Otherwise that huge unemployed educated youth manpower will be a monster to handle.

### *ii. Professional Involvement of Industry in Education:*

Probably the newly designed 6 years Integrated Program (B.E. plus MBA) and 5.5 years Dual Degree program (BBA and MBA) may be more effective in developing a lot of such skills and employability factors that need more prolonged engagement for grooming. This will enable the colleges to effectively work on all those neglected skill-sets due to availability of students for much longer years of interaction.

AICTE’s new scheme for these integrated and dual degree programmes has still not been fully adopted by many reputed university and institutes for some reason or the other.

This brings us to another point in our debate to address the campus to company gap. It is time we all should take a call that there should be a mandatory 6 (six) months of genuine industry controlled internship for the MBA graduates. We can redesign the syllabus so as to complete all campus deliveries in 1.5 years and ship them out for rigorous/intense industry internship. If the global MBA program can be finished in 1 year or 15 months time frame, why can't we complete our curriculum in 15-18 months. However, genuine intense internship should not be compromised, like what we all have tacitly done for current pattern of Summer Internship and final term project. It is a vicious circle. A major ratio of the students don't get summer internship with stipend, because the companies either think they are not worth it or they have obliged the student to undergo the internship due to acquaintances, reference or some pressure of higher-ups. Therefore, they follow a policy of not giving any serious or authentic assignment and hence no stipend. What a funny and convenient system. It is like aborting a child because he is quite likely not going to be a Newton or Einstein.

We would further suggest that poor and deserving students (with merit) should be financed for higher and professional education by corporate and industries as a part of their CSR agenda and the Government should allow CSR linked tax benefits for such individual financing as well.

Here, there should be serious commitment from Industry that the six months internship will be a true rehearsal for pumping confidence into that MBA finalist, who in turn will be a long term player for the future industry, community and society.

***iii. Parenting at formative childhood / teenage stage:***

And last but not the least, Parenting should ensure that fundamental skills as already discussed in earlier paragraph ( Integrity, Detail-Oriented, Flexibility/ Adaptability, Self-confidence etc. etc.) are taken care at early formative stage.

Sustainable and continuity in employment needs these foundation blocks to be consciously developed in the students.

Both in terms of Policy making and Professional involvement of Industry, if we can not be creative and pragmatic, we can at least try to copy some of the good features and best practices that the developed countries adopt. If you can't be original, there is no harm in copying good ideas from your neighbours and fellow beings.

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