

Analysis of the Employability of Technical and Professional Courses in State and Private Universities of Uttar Pradesh

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Abstract

Employability is a collection of skills, knowledge, and understanding that expands with the growth of educational sectors. The study focuses on an analysis of the employability of technical and professional courses in State and Private Universities of Uttar Pradesh. Technical courses and programs include catalog courses, multi-course packages, webinars, and lectures on engineering and science that give instruction and accreditation or certification for various technical areas. The study aims to investigate government and non-government efforts to bridge the gap and determine the employability of graduates and postgraduates from various faculties. The investigation is quantitative, and data was gathered from primary, secondary, and tertiary sources. Uttar Pradesh is the study's data sample area. A sample size of 500 people is chosen (about 100 to 250 respondents each from different universities). As secondary data collection, the researcher employed a variety of journals, books, periodicals, and newspapers, as well as reports and publications. For the findings on SPSS, ANOVA analysis statistical techniques are employed. The findings state that the technical and professional courses provided by the universities enhance the employability skills of the individual and increase the chances of employment. The three talents considered as most important by employers, conceptualization skills, personal skills, and communication skills, which include fluency in the English language, which is viewed as a "global work language," have the greatest degree of skill gaps. As a result, the higher education sector must take on the additional responsibility of developing long-term employability skills, which comprise the knowledge and functional technical abilities, as well as personal qualities and a positive attitude.

Keywords: *Employability, Education, Technical & Professional courses, State University, Private University*

1. Introduction

Since independence, India has worked hard to build the economy via various plans and strategies, but this has proven to be a challenging task for a country with such a large population. Everyone chastised India for its large population, proving to be more a problem than a benefit for a developing country with scant natural resources. However, India attempted to turn the worst affliction into the greatest blessing. It understood that the enormous group of untrained young people might be leveraged to its advantage. As a measure, the country increased its investment in constructing technical education infrastructure. Soon after, many IITs, NITs, IIITs, and technical institutions sprung out around the country, with the difficult mission of increasing the nation's trained technical workforce base for the country to become self-sufficient in every way. Though the government's initiative effectively raised the total number of technical graduates graduating each year from every nook and corner of the country, it failed to address the fundamental issue, which was the need for educated, skilled, market-ready technical

graduates. Years after, the government learned that there is still a large gap between the market's need for technical people and the supply of technical workforce, this is due to the non-employability of technical graduates from various technical colleges.

In the nation nowadays, several institutes provide technical and professional education. A state-level technical education board has been established to oversee the value and need of technical education and to ensure that executed appropriately. Technical education became a priority in India's five-year plans after independence. Our country's economic prosperity necessitates the expansion of technical education. If a technically qualified individual begins his own agriculture business, he can be able to use his expertise to boost his output. The sample may be used in a variety of disciplines. Technical and professional education can assist in resolving our country's unemployment crisis while also providing financial security to the citizens.

Uttar Pradesh, the country's most populous state, has long served as the country's economic, social, and political incubator. The available figures reveal that Uttar Pradesh has achieved tremendous progress in economic, social, and cultural well-being, notably since the early 1990s. In May-August 2016, around 38%, or 5.71 crores, of the state's working-age population (14.82 crores), were employed. This fell to 37.17 percent in May 2017-August 2017, then to 36.33 percent in 2018, 35.34 percent in 2019, 33.33 percent in 2020, and 32.79 percent by the end of 2021. Up till the first quarter of 2020, the total number of employed persons remained over 5.6 crores. As a consequence of the Covid-19 outbreak, many people in the state lost their jobs, and the number of employed plummeted to 5.49 crore from May to August 2020. The workforce in the developed world is forecast to decline by 4% during the next 20 years, but India's labor force is expected to grow by 32% (Nidhi Jacob, 2022).

1.1 Employability

Employability is a collection of skills, knowledge, and understanding that expands with the growth of educational sectors. According to Dacre Pool & Sewell (2007), the term employability is a collection of knowledge, abilities, understanding, and personal attributes that enable a person to choose a vocation that always helps them achieve and be successful. The Career EDGE model was proposed by the study, which contained fundamental encompassed components of employability as well as the direction of interaction between the various parts. The study gives a realistic version of employability that individuals may use as a foundation for building their employability.

Employability is a wide phrase that refers to a person's readiness for the workplace. It has been described as "a combination of achievements skills, understandings, and personal attributes that make graduates more likely to acquire employment and be successful in their chosen jobs, benefiting themselves, the workforce, the community, and the economy" by various persons. As early as 1990, the World Bank identified them as critical for both personal and national growth. Furthermore, according to the Bank's definition of learning objectives, these include soft skills like collaboration, critical thinking, and problem-solving along with particular technical or vocational skills that are relevant to employment.

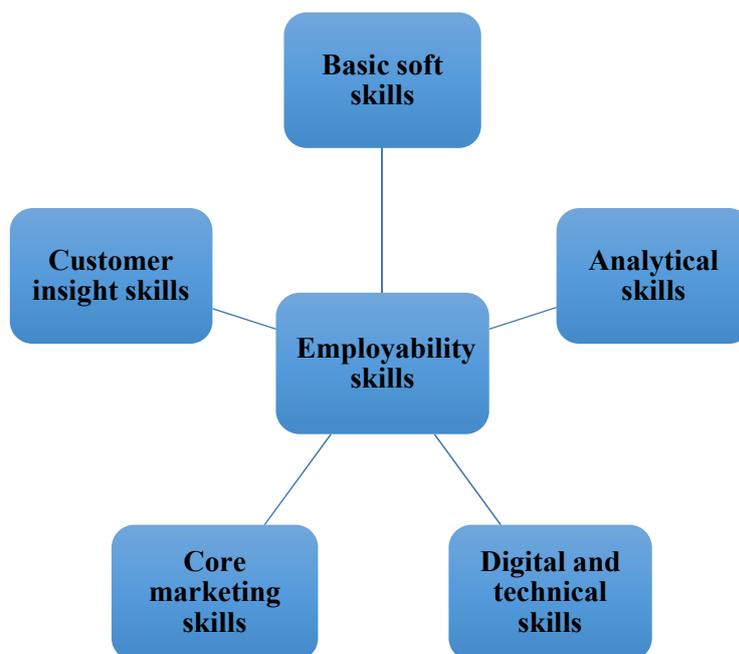


Figure:1 Employability Skills

The importance of employability skills is growing. Universities now provide programs for college graduates to improve their employability, including the development of soft skills as well as technical skills and knowledge development. The researcher conducted the study of Engineering, MBA, and university graduates. In the competitive atmosphere, being proficient at one skill is insufficient, as a study, a multitasking candidate can maintain and grow in today's environment.

1.2 The Employability Depends on:

Employability refers to the ability to get and hold a job, as well as the ability to switch employment if necessary. With something in mind, employability is simply the ability to obtain and maintain enjoyable employment.

- Individual Knowledge (what you know)
- Individual Skills (what you do with what you know)
- Individual Attitudes (how you approach things)

Employers are interested in how they demonstrate their skills and expertise, as well as the context (e.g., the circumstances and the industry in which you seek a job).

1.3 Education in Uttar Pradesh

Education is the most significant and powerful instrument that humankind has devised as a means of obtaining work, income, and a higher level of living. Today, everyone values higher education. As a result, the demand for higher education has skyrocketed. In India, private institutions, autonomous colleges, deemed universities and private universities have been established to accommodate the rising demand. The number of self-financed engineering and medical colleges has also been raised. As a result, the demand for higher education has grown faster than availability. Providing quality education, promoting technological advancement, closing the gap between industry and education, attaining extensive personal ownership in society, lowering the burden on the government, educating students in rural and urban regions, and producing highly qualified employees for development are all goals that have been realized in the scenario. Higher education is universally acknowledged as promoting social and economic growth by improving society's human and technological capacities.

The new educational policies and initiatives implemented by the administration of Uttar Pradesh have strengthened the state's educational infrastructure. The state's literacy rate rose from 56.27 percent in 2001 to 67.68 percent in 2011 because of the establishment of schools and higher education institutions. According to the 2011 Census, the state's male and female literacy rates are 78.73 percent and 59.24 percent, respectively. Each district of Uttar Pradesh has a different literacy rate. The most literate districts in the state include Gautam Budh Nagar, Kanpur Nagar, Auraiya, Etawah, and Ghaziabad. India's Higher Education Commission (HEC) serves as a major regulatory body for the quality and delivery of higher education in the country. The growth of higher education in India may be seen if one looks at the numbers. Indian higher education includes more than 17,000 establishments, including 20 federal universities and 217 state colleges. There are also more than 100 "deemed universities" and 13 "institutions of national importance" inside the country. As more central institutions, 8 new IITs, 7 new IIMs, and 5 new Indian Institutes of Science are planned, the number is anticipated to expand fast (Aditi, 2021).

1.4 Technical Courses in Uttar Pradesh

Technical Courses and programs in engineering, science, and technology include catalog courses, multi-course packages, webinars, and lectures on various engineering, scientific, and technology topics that give instruction and perhaps accreditation or certification for various technical areas. Engineering discipline courses and programs; codes and standards training; engineering design and analysis methodologies training; environmental, heat, and safety (EHS) training; management courses and programs; and quality and inspection training are some instances.

At present, some Technical Courses in Uttar Pradesh are offering degree and diploma courses in vocational training, like degree and diploma courses in Catering Management, Home Science, and many other courses. Another trend that is amazingly effective and beneficial is the introduction of courses in a variety of fields of engineering and agriculture. Tool making is an extremely popular choice for people who want to work as a tradesman. Some of the uncommon and recently launched Technical Courses in India include:

- i. Software Development
- ii. Data Science
- iii. Machine Learning
- iv. Blockchain
- v. Cloud computing
- vi. Automation
- vii. Ethical hacking
- viii. Graphic design

1.5 Professional Courses in Uttar Pradesh

Professional courses are gaining popularity as an alternative to academics - the training provides a significant advantage. It also allows to consider personal interests and lifestyle choices while deciding on a professional route, and goals may be defined based on immediate and measurable aims.

Individuals are better prepared to appraise their talents, as well as better prepared if they are talented in the discipline. As an added advantage, folks may just select something they like doing. In Uttar Pradesh, several professional degrees may be taken by people from various backgrounds. Students with different interests select their preferred course from the list below:

- i. Master of Business Administration
- ii. Mass communication
- iii. Fashion Designing
- iv. Hotel management

- v. Interior Designing
- vi. Animation
- vii. Creative writing
- viii. Web Designing

1.6 State and Private Universities in Uttar Pradesh

State universities provide both economical and effective educational opportunities. Statistics show that when state universities enroll a higher number of students, the chances of winning scholarships and financial help are significantly lower. Public institutions are frequently larger and larger in class size, campus size, and even student body number. Public institutions are frequently underfunded and have a deplorable infrastructure. A state university, sometimes known as a public university, is sponsored by the public through the state government. UCLA, for example, is a public institution supported by the state of California. Every state in the United States has at least one public university or college.

A private university is defined by the UGC as "an institution of higher learning established through a State or Central Act by a sponsoring body," such as a society incorporated by the Societies Registration Act, 1860, A public trust, a business formed according to Section 25 of the Companies Act 1956, or any other state-enacted analogous legislation. The legislation stipulates that a state legislature must pass a law permitting an institution to claim the status of a private university before it may be accorded that status. Private universities must be recognized by the UGC for their degrees to be recognized. Private universities far outperform state universities in terms of facilities and equipment. Tuition fees at private colleges are quite extravagant, as the schools' operations rely on student tuition payments. The expense of attending a private institution or school is prohibitively expensive. Students attending private institutions may be eligible for tempting financial help. They do, however, provide excellent scholarships. Private colleges are smaller than public universities in class size, student body size, and other variables.

Table :1State and Private Universities in Uttar Pradesh

State and private universities in Uttar Pradesh		
S.no.	State Universities	Private Universities
1	University of Lucknow	IFTM University, Moradabad
2	Mahatma Gandhi Kashi Vidyapith University	Ganeshi Lal Aggarwal (GLA) University, Mathura
3	Aligarh Muslim University	Bennett University, Greater Noida
4	MJP Rohilkhand University, Bareilly	Invertis University, Bareilly
5	Dr. Bhimrao Ambedkar University, Agra	Mangalayatan University, Beswan, Aligarh
6	Uttar Pradesh Technical University, Sitapur Road, Lucknow	IIMT University, Meerut
7	Rani Lakshmi Bai Central Agricultural University	Galgotias University, Greater Noida
8	Deen Dayal Upadhyaya Gorakhpur University, Gorakhpur	Babu Banarasi Das University, Lucknow

9	Uttar Pradesh University of Medical Sciences, Saifai, Etawah	Integral University, Lucknow
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1.7 Roles of University (State & Private) in Education Sector

In Uttar Pradesh, "University" means a university established under a Central Act, a provincial or state statute, or any other institution that the University Grants Commission (UGC) may recognize in discussion with the University concerned, in line with the regulations enacted according to the UGC Act, 1956. Both the federal government and the states are equally responsible for funding higher education. University and college standards are coordinated and determined by the UGC and other legally mandated regulating bodies.

In Uttar Pradesh, universities are a major source of creativity in science and technology, which in turn contribute to innovation. Universities that produce and expose students to the latest information not only develop the latest ideas but also educate graduates who can implement such ideas in the workplace, in non-profits, and the government.

- a. The culture of a university has a direct impact on its ability to generate innovative ideas, and it may also have a significant impact on the culture of the surrounding area.
- b. A university's greater goal is to "find and invent the future," not only train students for a range of jobs in a dynamic economy
- c. Universities' technology transfer strategies may benefit from a thorough examination and evaluation.
- d. Universities may benefit from reviewing the regulations controlling the amount of time academics can dedicate to outside activity.
- e. Educators and learners may have conflicts of interest and commitment that must be addressed and managed effectively.

1.8 The Relationship between Employment and Higher Education (Technical & Professional Courses)

Higher education is designed to enhance students' soft and hard skills to meet the expectations of employers. Attempts to estimate job growth by estimating the number of staff required by graduate consumers. According to a study, graduate customers (companies/industries) desire individuals who adapt to changing situations. The capacity to adapt, as well as the demand for mental brilliance in many scientific domains, necessitates the development of some universal talents. Academics from a variety of scientific areas possess what is known as generic abilities, sometimes known as recognized skills.

The relationship between higher education and employment has occurred for an extended time, but it has changed over time. Employability skills are examined both theoretically and, in the study, employing theoretical models of the dynamic relationship. Study such as one assist students in better understanding the relationship between education and job prospects. It also provides an empirical examination of the job and unemployment situation for graduates of higher education in India, as well as the rising challenges of graduate employability in India. Employers' perspectives of graduate employability abilities are then explored. An analysis of employers' expectations for higher education and its practicality considering a sustainable employment paradigm concludes the study. These studies highlight the relationship between higher education and employment, some of which are as follows: -

- a) Education provides important skills and information, especially in technical and professional domains, to conduct a certain vocation or profession.
- b) Employment-oriented education serves as a basis for national progress by enhancing employability.

- c) Education helps to the development of diverse skill sets (technical and professional) that are necessary for the growth of the country's varied sectors.
- d) Education enhances a person's creative capability, essential for employability and job creation.

2. Literature Review

SudheerH. et.al., (2010) determined that if enough educational institutions were delivering high-quality higher education to meet the expanding population's needs. As a result, higher education was critical to national economies, and industry needed a well-educated workforce. Education corporations sold skills and training, some of which call themselves universities and students were awarded degrees or certificates. As colleges and universities were compelled to compete by enhancing their academic programs and the employability of their graduates, the growing number of higher educationist provided a beneficial influence on the quality of higher education.

Mona Khare et.al., (2014) stated that both domestically and internationally, India's employment levels would remain high in the coming years as well. However, require the deployment of trained and qualified workers. The employability of young Indians has been a major concern in recent years. Contrary to popular belief, it was not just uneducated and unskilled that fall short of minimum standards. Accordingly, the study focused on examining developments in India's university system in the context of the educational backgrounds of Indian job seekers, the labor economy's need for workers with certain skills, and the employability index for India's high-growth industries. Higher employability and a greater need for technical and professional workers were two factors that were led to higher education's outsized rise. The bigger challenge, therefore, had to ensure that the increasing number of educated graduates from general education streams were prepared to meet the needs of today's job-seeking young.

McCowanT. et.al., (2015) focused on graduate employability was becoming increasingly crucial to universities due to pressure from government and international organizations, as well as the demands of the market for such graduates. The study addressed the question's normative dimensions in four stages: first, it discussed employability's meaning and manifestations, as well as the historical conditions in which they evolved; second, it examines whether employability was a desirable social and individual objective in and of themselves; and third, it explored the essential aim of the institution, based on well-known accounts. It was claim that employment was a legitimate objective of universities only if it was congruent with the institution's fundamental goal of cultivating human knowledge via open-ended study. Alternative problems discussed include if other social institutions were more equipped to foster employability, projected university tuition, the ethical dimension, and disparities between universities.

El Mansour, B. et.al., (2016) focused on the perceptions of HRD and management faculty and employers on entry-level graduate jobs in terms of employability skills. The questionnaire approach was used to gather data for the study. Twenty-two professors answered the survey questions (12 faculties from the U.S., six from Morocco, and 4 from Europe). According to the poll, more than fifty employers of HRD graduates responded (30 from the U.S., fifteen from Morocco, and 5 from Europe). The survey was able to effectively gather data from 72 participants. Human resource development faculties in the United States and overseas, except for communication abilities, supply the skills needed by businesses, according to the findings. In the study, one-way ANOVA was utilized to analyze the variables and examine the link between faculty and staff members. Data was gathered through a questionnaire from participants in Morocco, Europe, a developing country, and the United States. The study indicated that 16 of the 18 variables evaluated had a significant correlation with the categories of responders.

Sharma, S. et.al., (2016) stated that the link between education and career chances was clear. According to the human capital idea, increasing one's human capital had a

beneficial impact on one's country's economic growth in the future. What about the Indian labor market, which was characterized by a wide range of socioeconomic, gender, and geographic disparities? The study was based on a review of the existing study on the link between education and employment. It also exposed fresh information about the Indian labor market that contradicts the human capital argument. Finally, the study provided a framework for future exploration on the link between education and employment outcomes in the Indian labor market. '

Aithal, P. S. et.al., (2017) said that the Indian government had granted state governments the authority of private colleges in each of the states they represent under Section 22 of the UGC Act. At present, the United States includes 264 private universities spread throughout 22 states. With limited state and federal support, private universities sought to differentiate themselves by offering 21st-century curricula and industry-integrated programs. The study examined the infrastructure, faculty, curriculum, and tuition costs of a few of India's private institutions. Graduation Rates, Outreach and Inclusivity, Public Perceptions, and Studied and the NIRF and MHRD's performance scores were also examined for a variety of factors. By comparing the annual fees of colleges established before 2010 with the philosophy and background of those institutions, researchers identified three distinct types of strategies: low fees were also associated with low-quality education; expensive fees were also associated with high-quality education, and low fees were also associated with a high-quality education. In addition to the findings, the study makes several recommendations based on the observations to enhance the quality, relevance, and efficiency of educational and study offerings from private universities

Tinashe Harry et.al. (2018) examined the factors influencing the employability of students at a rural South African institution. To learn more about how students think about and worry about employability; the researchers employed an exploratory study approach. Using a focused group interview method, the researcher gathered their data. Among the 30 graduating seniors, a sample was obtained. Employability was shown to be affected by five elements, including curricular concerns, bad education systems, Students' socioeconomic status, social relationships, and impressions of the higher education system were all negatively impacted. The conclusions of the analysis. Employability variables and attitudes need to be understood by policymakers to establish policies that can supply students with what they need, according to the study.

Clarke, M. et.al., (2018) investigated that graduate employability had emerged as a critical motivator for institutions in Australia and the United Kingdom. Universities had adopted a set of generic skill-based learning goals in response to an increase in demand from governments and employer organizations, which was expected to improve graduate employability and hence graduate employment outcomes when incorporated into degree programs. Furthermore, many universities were still including internships, work placements, and abroad study in their programs to enhance their graduates' prospects of finding employment upon graduation. The instrumental approach to graduate employability, on the other hand, ignores other key determinants. The study was based on a wider body of material on employability to develop a framework that integrates six essential elements to assist examined and explaining the idea of graduate employability - human capital, social capital, individual qualities, actual behaviors, perceived employability, and employment market determinants.

Sahu, S. K. et.al., (2019) stated that the study was done to assess the level of information technology abilities among library professionals in the country's technical institutions. The study was based on a questionnaire survey of librarians and library directors at technical institutions with enough funds for constructing IT infrastructure. The study examined library automation, digitalization, web technology, and content management skills in library professionals, as well as their credentials and position. The involvement of library workers in staff development and user orientation programs had also been investigated.

John, S., Hasnain, S. E., et.al., (2020) examined that, higher education has been critical to an individual's survival. As per the modern educational environment, Higher

education's goal was to educate and train students in a range of areas, to enhance the emphasis on study, and to serve the community. the majority of the country's top-ranked institutions were publicly sponsored, requiring students to pay low tuition; yet admittance to these universities or colleges was severely competitive, with a rejection rate of about 90%. Considering these situations, students seek further education at private colleges. The growing expenses of private education and the scarcity of places at top public schools limited many brilliant students' capacity to make sacrifices. Many youngsters were travelling overseas right after high school, demonstrating that there was money, demand, and a market accessible. All researchers needed was to increase the threshold for higher education institutions while simultaneously extending educational possibilities to retain international students. Ranking and assessment of higher education institutions were two of the key pillars that aided in the establishment of universities, institutes of higher education and development facilities, and scientific institutes, as well as all other organizations that provide higher education. The government must provide solid, long-term, and robust policies and regulatory procedures. It would assist in the creation of trust among many stakeholders in the educational system and contribute significantly to the refurbishment of Indian institutions.

Idkhan, A. M., Syam, H. et.al., (2021) said that employability could be a viable alternative for increasing an individual's chances of landing a job. The study's goal was to find indicators that may be used to assess students' employability abilities and qualities. The study model was separated into foundational skills, personal management skills, and cooperative skills, and was based on The Conference Board of Canada (Employability Skills 2000+). The AMOS application can be used to examine the Confirmatory Factor Analysis (CFA) approach with primary data acquired from surveys of students via a questionnaire. These samples contained 528 respondents who had completed industrial work activities. The study's participants were students from the Faculty of Engineering at University Negeri Makassar, who were separated into numerous majors. According to the study's findings, the low value of communication indicators in the variable of essential skills compared to other indicators was caused by a lack of foreign language communication activities in the learning process. Students must be able to communicate effectively, especially in global competitiveness. The study's findings were used to assess educational institutions' efforts to create and enhance low-skill indicators so that new graduates were better equipped for employment.

Chankseliani, M., Qoraboyev, I. et.al., (2021) stated that the study gave a new factual and conceptual perspective on how higher education might contribute to meeting and exceeding the Sustainable Development Goals' ambitions. Researchers utilized open-ended online questionnaires to explore how academics in Georgia and Kazakhstan evaluate universities' contributions to self-identified development concerns, as well as how universities engage with the government and the private sector to maximize their global development potential. An abundance of data on university development roles in many countries was provided by the study, but There was a restriction on intellectual freedom and institutional autonomy, therefore, showed to be obstacles to higher education's fullest fulfilment of its full potential. A novel framework combining essentialist and anti-essentialist approaches was used to examine the academics' opinions on how higher education might help development. Put it another way; the study asks if higher education can be detached from the nation-immediate state's human capital and modernization needs and instead focused on global issues, on advancing the freedom to stimulate intellectual curiosity via education and study, as well as inspiring a more holistic vision of higher education's growth aims.

3. Objectives of the Study

- a) To study the Government and non-Government efforts to bridge the gap.
- b) To find out the Employability of Graduates and Postgraduates of different faculties.

- c) To study the validity of the claim and conversion of the Placement record of universities under study.
- d) To find out the Entrepreneurship Development Program run by universities under study.
- e) To evaluate the quality of course contents of disciplines under study.

4. Research Methodology

The methodology is a set of techniques that operate together to provide results and information that are relevant to the study question and the researcher's objectives. Employability analyses of technical and professional programs at state and private institutions in Uttar Pradesh have been conducted empirically. The study is quantitative, and data was collected from primary, secondary, and tertiary sources. The study's data sample area is in Uttar Pradesh. A sample size of 500 respondents is chosen (about 100 to 250 respondents from each university).

In the study, the researcher used nonprobability, convenience & judgmental sampling techniques. The researcher used Primary data as the study is descriptive, and the responses were gathered utilizing a standardized questionnaire. The researcher used several journals; books, magazines, newspapers; reports, and publications as secondary data collection. For the findings on SPSS, ANOVA analysis statistical techniques were employed.

5. Results

As per the findings, out of 500 respondents the type of institution in which government institutes are 48.20%, and the private institutes are 51.80 %. the respondent of a stream. In which engineering stream respondents are 20.60%, law stream respondents are 20.20%, management stream respondents are 31.20% and the pharmacy respondents are 28.00%. The respondent of the age group in which 18–20-year respondents are 27.20%, 21–24-year respondents are 28.80%, 25–28-year respondents are 27.60% and the above 28-year respondents are 16.40%. the respondent of gender in which females are 30.80%, and males are 69.20%.

Table 2: ANOVA table of Employability

ANOVA					
Towards Employability					
	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	136.826	4	34.206	2.424	.047
Within Groups	6986.006	495	14.113		
Total	7122.832	499			

Table2 shows ANOVA is a statistical test that determines how well a regression equation fits the data (i.e., predicts the dependent variable). The table shows that the regression model accurately predicts the dependent variable. The regression model's statistical significance is 0.047, which is less than 0.05, indicating that the regression model statistically substantially predicts the outcome variable overall (i.e., it is a good fit for the data).

Table 3: Independent Samples Test

Independent Samples Test										
		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
Towards Employability	Equal variances assumed	3.208	.074	1.407	498	.160	.52336	.37200	-.20751	1.25423
	Equal variances not assumed			1.345	243.786	.180	.52336	.38912	-.24311	1.28983

Table 3 shows the independent t-test for the two-variable level of education and employability. In the table researcher sees the significant value as more than 0.05. They are statistically not significant, so define there is no significant difference between the level of education and employability.

6. Conclusion

Employability is a collection of skills, knowledge, and understanding that expands with the growth of educational sectors. Increasing graduates' employability and work preparedness is critical for both the higher education and business sectors, and neither should shirk their respective responsibilities in this regard. The majority of the country's educational institutions have slipped behind the times in terms of fundamental courses, knowledge, and technological improvements. A nation's youth is its greatest asset, and as such, it must be protected by creating a diverse range of job opportunities and enforcing regulations and controls on the operations of private technical and management institutions in Uttar Pradesh to ensure that the next generation receives high-quality training. As a result of these efforts, the transition from education to the workforce smoother. The survey demonstrates that analytical, digital, and technological abilities are in great demand now and continue to grow in importance in the future. In the coming years, the Uttar Pradesh Skill Development Mission (UPSDM) will have a substantial impact on addressing these concerns by increasing its skill development programs. In terms of knowledge and technical expertise, employers are generally happy with the quality of recent graduates, but they are more concerned about the practical and personal traits they bring to the table. The perceived gap between the relevance attributed to the sorts of abilities regarded more by employers is bigger in the general and transferable ability category than in the academic or technical skill category. This implies that employees as students are unaware of the relative importance of skill sets allocated by the employer community and hence may end up studying less important skills that hinder them from gaining acceptable employment. The three talents considered as most important by employers, conceptualization skills, personal skills, and communication skills, which include fluency in the English language, which is viewed as a "global work language," have the greatest degree of skill gaps. As a result, the higher education sector must take on the additional responsibility of developing long-term employability skills, which comprise the knowledge and functional technical abilities, as well as personal qualities and a positive attitude.

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