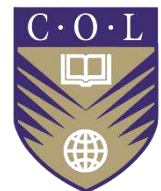


NETAJI SUBHAS OPEN UNIVERSITY
DD-26, Sector-I, Salt Lake, Kolkata-700064

EMPLOYABILITY FRAMEWORK

April 2025



CEMCA

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1. Preamble to the *NSOU's Employability Framework*

To impart employability skills to graduates and prepare them for the various job roles pertaining to their disciplines. This employability framework is a structured approach to developing and recognizing the skills and attributes needed for job success. It aims to equip individuals with the knowledge, abilities, and qualities that make them attractive to employers and help them thrive in the workplace. This framework can be used to design curricula, inform teaching practices, and provide learners with opportunities to develop and showcase their skills appropriate for the continuously changing job market. It is expected that the university's Employability Framework will guide the institutional leaders and management as well as the faculties to identify the areas of concern for enhancing the employability of the graduates of the university.

2. Vision of Netaji Subhas Open University

NSOU is the only State Open University in West Bengal, delivers to build up the quality human resource base of the State and, along with other Open Universities of the country, moves towards the improvement of the quality of open distance education. It also intends to promote and develop an appropriate ambience to develop an international standard distance education scenario in our country, keeping in view the demands for the education of the learners in tune with the requirements of the twenty-first century.

3. Mission of Netaji Subhas Open University

- To propagate quality education in flexible mode all over the State and to provide access to different skills-enhancing educational programs.
- Collaborate with other higher education institutions (HEIs) in academic and research endeavours.
- To provide education in the vernacular language, i.e., Bengali and make it available at a low cost to underprivileged people.
- To provide a lifelong education facility for the intending learners.
- To integrate technological tools in the pedagogy for facilitating the learning experiences.
- To contribute to the existing body of knowledge through research and extension activities.
- To render services for the development of the State in particular and the Nation in general in order to sensitise the learners towards a humanistic and democratic ecosystem.

4. Core Values of Netaji Subhas Open University

- Inculcating Social Values
- Preservation & Promotion of Human resources
- Employability through Skill Development
- Expanding learning opportunities through Technology
- Pursuit Excellence in Open Education

5. Employability Concept

Netaji Subhas Open University (NSOU) is committed to empowering learners by aligning its academic programs with industry demands and career opportunities. Through an innovative approach that integrates practical skills with theoretical knowledge, NSOU ensures that students are well-prepared to excel in the professional world.

The university fosters employability through the following principles:

- Flexible Learning for Career Advancement
- Industry-Oriented Curriculum & Collaborations
- Digital Proficiency & Entrepreneurial Growth
- Career Guidance & Placement Assistance
- Lifelong Learning & Upskilling Opportunities

By embedding these principles into its academic framework, NSOU bridges the education-employment gap, fostering a workforce that is skilled, adaptable, and ready to meet industry challenges.

5.1 What is employability

Employability refers to the development of essential skills, knowledge, and attributes that make a learner capable of securing, retaining, and excelling in a job, ensuring they are well-equipped to meet employer expectations upon graduation. Employability is a quality or attributes that describes the readiness of an individual to enter the workforce. Stay in place of work and move to other jobs. So, the employability helps an individual a smooth transition from campus to workplace. Employability is directly influenced by its context because the attributes, competencies, characteristics and skills that constitute employability – when considered holistically – vary from region to region and according to industry sector.

Hillage and Pollard (1998, p. 2) provide their description of employability as the ability to gain initial employment; hence, the interest in ensuring that 'key skills', career advice and an understanding of the world of work are embedded in the education system. Mantz Yorke's (2006, p. 8) definition of employability is frequently cited as foundational because it includes many of the commonly accepted characteristics: "A set of achievements - skills, understandings and personal attributes - that makes graduates more likely to gain employment and be successful in their chosen occupations, which benefits themselves, the workforce, the community and the economy."

5.2 Considering the relevance of employability

Employability for a learner is important as it is necessary to secure a role that aligns with their field of study and career aspirations. The university offers degree programmes in different disciplines where thousands of learners are admitted. Employability is the most crucial factor in the open university system where the class attendance is not mandatory and the enrolment is also high. The foundation of developing the employability skills and transferable skills are the provision for internship and on-job-training (OJT) which are the major concern in the open university. The framework may act as the guidelines for the university to address the challenge of conducting skill-based courses for the large number of students.

The skill-based courses may be conducted by embedding in the degree curriculum or as the stand-alone add-on courses. The objective would be to minimise the skill gap.

As countries worldwide pursue an agenda of increasing and widening access to higher education, there is consensus among policymakers that Higher Education Institutions (HEIs) have a vital role to play in the development of human capital. In many countries, providing students with opportunities to develop their skills and attributes for enhanced employability prospects has been recognised as vital to economic growth. The boundaries between HEIs, industry, and government have become blurred by the commodification of higher education, as well as increased competition and massification. Concurrently, the purpose of higher education has also shifted. Employability is now acknowledged as an important component in the top management agenda of many universities.

5.3 The importance of context

Different results emanate from the varying needs of a specific region's workforce, community and economy. For example, the specific skills and competencies that are desirable in a region with a predominantly resource-based economy may differ from those needed in a predominantly agriculture-based region. While some traits and skills may be desirable in both places, good consideration of employability carefully assesses the differentiated, context-specific needs of different regions and sectors. As new technology emerges and is utilised and new ways of understanding the world are introduced and employed, there is a perpetual need for new skills, mindsets and knowledges. These technological and cultural shifts should also be considered when thinking about employability.

5.4 Why Netaji Subhas Open University is considering employability

NSOU's Commitment to Employability: Empowering Learners for the Future.

Netaji Subhas Open University (NSOU) prioritises employability as a key aspect of its academic framework, ensuring that education translates into meaningful career opportunities. The university's approach to skill-based learning is designed to equip students with the necessary competencies to thrive in today's evolving job market.

1. *Bridging Education with Career Readiness*
2. *Advancing Inclusive and Sustainable Economic Growth*
3. *Aligning with National Skill Development Policies*
 - In line with initiatives like the Skill India Mission and the National Education Policy (NEP) 2020, NSOU emphasises skill-based and vocational training.
 - Programs are designed to develop industry-relevant expertise, enhancing job opportunities for learners.
4. *Adapting to Evolving Industry Demands*
 - A mere conventional degree alone may not help in a dynamic job market.
 - NSOU continually updates its curriculum to incorporate practical, technical, and digital skills, ensuring graduates remain competitive.
5. *Facilitating Lifelong Learning and Career Progression*
 - Many NSOU learners, including working professionals and career changers, seek skill enhancement.
 - The university offers certificate courses, diploma programs, and short-term training courses to support continuous professional development.

Learners are empowered with the knowledge and tools to build independent careers and contribute to the economy.

All around the world, institutions are under growing pressure to demonstrate the value of higher education. With the cost of education (and living) continuously increasing, diverse stakeholders, including students, employers, funders and policymakers, are demanding a better understanding of what is gained by spending (ever more) money on education. Simply put, many people want to know: What is my return on investment if I choose education? What can I obtain here that I can not obtain elsewhere? Moreover, “employability can enhance student engagement and motivation, which leads to better results and improved institutional rankings and reputation” (COL, 2019). Employers and policymakers value universities that are at the forefront of employability because the skill sets contained in employability are often sourced, in part, from the needs of the workforce.

5.5 Why employability should be part of a student’s academic journey

The labour force includes everyone of working age who is either employed or actively seeking employment, while the workforce is a subset of the labour force, specifically those who are currently employed. In essence, the workforce represents the people actually working, while the labour force includes those working and those actively looking for work. Therefore, labour force of a country includes all those persons in the age group of 15-60 who are actually working or willing to work. Workforce on the other hand consists of persons who are actually engaged in some kind of work and excludes those who are willing to work but do not find work. Both the groups need sufficient employability skills to remain relevant in job market and also they need to upgrade their knowledge and skills to meet the demand of the changing job market and work culture in the 21st century. The open universities may provide the lifelong learning opportunity by providing skill training while they are working without disturbing their work schedule and commitment at the work place.

Employability assesses the readiness of students to enter the workforce in both meaningful and practical ways. It also demonstrates how well institutions are preparing students to move from the theoretical landscape of the university to the practical arena of work. In many ways, employability - when well developed - is also an indicator of strategic collaboration between employers, universities, and governments, wherein each sector’s evolving needs and values are thoughtfully considered and integrated into educational programming. Thus, developing and assessing the employability of students helps diverse stakeholders better understand: What are we, as collaborators, getting back for investing - financially or in kind - in a region’s institution(s) of higher education and their students?

5.6 The impact of employability on students

Although universities are dynamic spaces for personal development and intellectual exploration, we live in a world where gainful employment is often paramount to a person’s overall well-being. Thus, for many students, university is not only a place for development but also a pathway to greater career and financial opportunities for themselves, for their families and for their communities. Accordingly, students are interested in understanding how their investment(s) will pay off, not only in intellectual and social capital but also in ways that help reduce debt, promote stable incomes and provide professional and personal fulfilment long after they have left the classroom. The activities under this graduate employability project will definitely transform the learners’ attitude and competency to find a suitable job to maintain their livelihood.

6. Existing policies, guidelines and frameworks that relate to employability in the institution

The policy is currently being drafted, and the university is actively working towards setting up a strong placement cell, fostering industry connections, and facilitating internships. Various departments are engaging with industry partners to establish meaningful collaborations and partnerships. At the moment the university has the following policies which may help the learners in their holistic development during their course of study.

ICT Policy:

https://www.wbnsou.ac.in/about_us/it_policy_nkn.shtml#active_nkn

Social Inclusion Policy:

https://www.wbnsou.ac.in/about_us/social_inclusion_policy.shtml#active_socialinclusionpolicy

Environment Policy:

https://www.wbnsou.ac.in/about_us/environment_policy.shtml#active_environmentpolicy

7. Rationale for the Netaji Subhas Open University's Employability Framework

The employability framework of NSOU is designed to bridge the gap between education and industry by equipping learners with relevant skills, practical knowledge, and career-oriented training. By fostering industry collaborations, internships, and skill-based programs, the university ensures that learners are job-ready and aligned with evolving market demands. This approach not only enhances employability but also promotes lifelong learning and economic empowerment.

8. Components of the Netaji Subhas Open University's Employability Framework

The institution has adopted seven (7) components as prescribed by the Commonwealth of Learning (COL) which comprise its employability framework. These components serve to integrate key focus areas for the implementation of the institution's employability strategies. The components include:

- i. Curriculum Integration,
- ii. Job Readiness,
- iii. Entrepreneurial Readiness,
- iv. Employer Relations,
- v. Alumni Relations,
- vi. Work Experience, and
- vii. Monitoring and Evaluation.

Each of the components comprises key employability indicators to guide and measure the implementation of the employability framework.

9. Key Employability Indicators of the Netaji Subhas Open University's Employability Framework

COL's Employability Framework includes a total of seven (7) components and thirty (30) key employability indicators. These indicators enable a comprehensive approach to addressing the employability needs of students and industry. Through the implementation of these key employability indicators, institutions will better ensure a smooth transition of graduates from higher education to work.

The implementation of the indicators also aims to ensure industry-relevant programmes are continually updated through direct engagement and feedback from students, alumni, and employers. The figure below provides a depiction of COL's Employability Framework.

Curriculum Integration	Job Readiness	Entrepreneur Readiness	Employer Relations	Alumni Relations	Work Experience
Transferable Skills	Curriculum Vitae	Entrepreneurial Mindsets	Competencies in Demand	Graduate Profiles	Worksite Visits
Professional Attitudes	Job Interviews	Business Plans	Employer Talks	Alumni Presentations	Internships
Work-Related Assignments	Personal Branding	Business Pitches	Curriculum Feedback	Networking Events	Volunteering
Competency Assessment	Career Guidance	Business Simulations	Employment Brokerage	Tracer Studies	Work Simulations
Monitoring and Evaluation					
Employability Committee	Employability Journey	Student Surveys	Data Analysis	Curriculum Review	Institutional Reporting

Figure SEQ Figure * ARABIC 1: COL's Employability Framework

Institutional representatives critically reviewed COL's Employability Framework to determine which key employability indicators were most relevant to the institution at this stage. Participants opted for certain key employability indicators from the framework, as these components were deemed as future priorities to be considered once the other components are institutionalised and well established. The following figure, therefore, provides the adopted framework with those components removed. The University may implement the following activities for the enrolled learners over the period of their study.

Curriculum Integration	Job Readiness	Entrepreneur Readiness	Employer Relations	Alumni Engagement	Work Experience
Transferable Skills	Curriculum Vitae	Entrepreneurial Mindsets	Competencies in Demand	Graduate Profiles	Worksite Visits
Professional Attitudes	Job Interviews	Business Plans	Employer Talks	Alumni Presentations	Internships
Work-Related Assignments	Personal Branding	Business Pitches	Curriculum Feedback	Tracer Studies	Volunteering
Monitoring and Evaluation					

Figure 2 : Exemplar University Employability Framework

10. Student Employability Journey

This section provides a description and possible depiction of the current learner employability journey. This journey includes eight (8) steps that all learners should follow as part of their qualifications. The steps are:

Step 1: Begin with the end in mind

The first lecture will include an alumni presentation on the types of jobs and opportunities for self-employment that will be more available for students upon completion of the course. The alumni presentation should ideally also include the knowledge, skills and attitudes that are needed to succeed in that type of work. Furthermore, the presentation could include the time and effort that students need to commit to succeed in the course. The alumni presentation can be in-person, live online, or pre-recorded in their work setting. Students are also provided with the graduates' profiles during this lecture.

Intended Outcome:

Students are introduced to what is needed to succeed in the programme from a peer. They will also be exposed to the competencies they will learn and the types of work opportunities that will be possible.

Employability Framework:

*Alumni Engagement: Graduate Profiles and Alumni Presentations,
Curriculum Integration: Transferable Skills and Professional Attitudes.*

Step 2: Get your head in the cloud

Students are required to complete a digital literacy module in their first year, which will include keyboarding skills, basic ICT, online presentations, and using AI in an ethical manner.

Intended Outcome:

Students are prepared to leverage technology in their careers. They are also prepared to present online and use AI in a constructive and ethical manner.

Employability Framework:

Curriculum Integration: Transferable skills.

Step 3: Voices of industry leaders

A guest talk is provided by an employer. The employer will discuss the knowledge, skills and attitudes they are looking for in a graduate and what students can do to get ahead while they are still in university. The guest talk can be in-person, live online or pre-recorded.

Intended Outcome:

Students are exposed to actual employers in their field of study and are given advice on how to work on the knowledge, skills and attitudes expected by employers in that field.

Employability Framework:

Employer Relations: Competencies in Demand and Employer Talks.

Step 4: Job finder to job creator

Students are required to complete an entrepreneurship module on entrepreneurial mindsets, develop a lean business plan, and pitch the business plan as part of a formal assessment.

Intended Outcome:

Students develop entrepreneurial mindsets and work in teams to develop a business plan and pitch their ideas.

Employability Framework:

Entrepreneur Readiness: Entrepreneurial Mindsets, Business Plans, Business Pitches.

Step 5: Tools of the trade

Students are required to complete a work-related assignment that is based on a key task that they will need to complete when they are on the job.

Intended Outcome:

Students get exposure to the types of work they will be doing when on the job.

Employability Framework:

Curriculum Integration: Work-Related Assignment.

Step 6: Go back to go forward

Students complete their CV in relation to their previous experience and the current course to submit as part of the evaluation. They also role-play a job interview and cover the basics of how to brand themselves. They are also required to provide a 2-minute pitch on why they would be the best employee for the job. This gets evaluated and is part of their results.

Intended Outcome:

Students can develop or enhance their CVs and get practice in job interviews. They are also shown how to brand themselves in a professional manner.

Employability Framework:

Job Readiness: Curriculum Vitae, Job Interviews, Personal Branding.

Step 7: Campus to classroom

Students are given a letter of support to approach schools to provide learners with UG career information page that alerts them to the reality that it is not just about meeting minimum programme requirements but that space is limited, and there is a very possible chance that they will not gain access to their first programme of choice. It is recommended that learners select at least three different programme options based on their interests and provide a link to career assessments such as gostudy.net. Students are also provided with a page for the school to confirm their student presentation and to rate students on attitude, professionalism, and time management. Students' soft skills ratings are then captured as part of their results and are credited in some form, i.e. as a volunteer credit on their transcript and/or a letter of commendation for their curriculum vitae.

Intended Outcome:

Students gain experience in communication, presentation and public speaking skills. Students also gain experience in volunteering their time for the benefit of others. Furthermore, having students present to learners is a form of peer learning, and learners will have the chance to get a better insight into university studies. Learners will also gain a more realistic perspective of the limited space in universities and enhance their self-awareness through career assessments.

Employability Framework:

Work Experience: Volunteering.

Curriculum Integration: Competency Assessment

Step 8: It is time for action

Students are given letters of support for the internship request. The letter will also request a worksite visit should time for an internship not be available. The student will be given a template for the employer to complete and sign. The template will rate the student’s attitude, time management, communication skills, and problem-solving. The template will also include the 10 skills the employer is looking for and the type of graduate they are looking for in terms of knowledge, skills, and attitudes. Furthermore, the template will include a recommendation on how the course curriculum can be enhanced to be more relevant to the needs of the industry.

Intended Outcome:

Students will gain exposure to the actual job and can network with employers and build relationships that could lead to employment. The template that is completed by the employer will provide the institution with a rating of the student’s transferable skills, which can be included as part of their assessment. The template will also provide the department with data on the competencies required by employers in the field, which can then be incorporated back into the curriculum, together with further employer recommendations for curriculum enhancement.

Employability Framework:

Work Experience: Worksite Visits and Internships.

Curriculum Integration: Competency Assessment

The following is a current depiction of the journey:

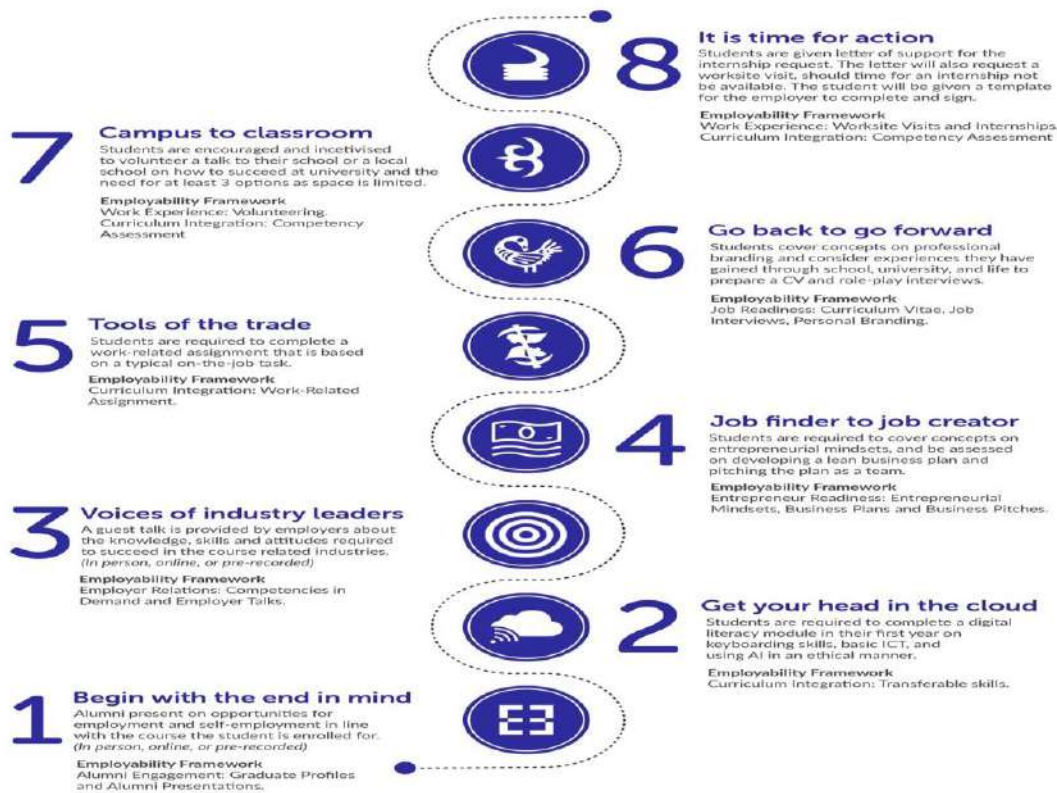


Figure 3: Netaji Subhas Open University Student Employability Journey

11. Employability Strengths, Weaknesses, Opportunities and Threats

Strengths:

- *Wide network of Regional Centres (3) and learner support centres (200) that we can access to assist students.*
- *Collaborations with professional bodies*
- *Affordable education*
- *Diverse course offering*
- *Skill development initiatives*
- *Flexibility*

Weakness:

- *Initial stages of placement assistance*
- *Lack of academic and industry collaborations*
- *Limited campus placement support*
- *Limited hands-on training*
- *Limited funding*

Opportunities

- *Expanding E-Governance & Digital Learning*
- *Creating new job roles for graduates.*
- *Government Job Opportunities – Strong scope in civil services, administrative roles, and public sector jobs where NSOU degrees are recognised.*
- *Skill-Based & Vocational Training – National Education Policy (NEP 2020) promotes vocational courses, micro-credentials, and lifelong learning, aligning with NSOU’s structure.*
- *Growth of NGOs & Social Enterprises – Increased funding and global focus on social work, human rights, and environmental governance open job avenues.*
- *Entrepreneurship & Self-Employment – Training in business management, startup incubation, and digital marketing can boost self-employment prospects.*
- *Online Learning & Hybrid Jobs – Remote work trends and digital upskilling provide new job opportunities for distance learners.*

Challenges/ Threats

- *Stigma Around Distance Education – Some recruiters perceive open university degrees as less competitive than regular degrees.*
- *Fast-Changing Job Market*
- *Competition from Conventional and Private Universities – Conventional institutions, including private universities, offer structured campus placements, internships, and industry-linked programs making competition tough.*
- *Limited International Recognition – Some global employers and universities do not fully recognise open learning degrees, restricting international job opportunities.*

12. Employability Framework Implementation Risks

Section to use from Risk analysis: **to be added in next stage,**

Risk category	Specific risk event	Probability (1-10 scale)	Impact (1-10 scale)	Mitigation

13. Monitoring and Evaluation

The employability committee mainly conducts monitoring and evaluation. The terms of reference below provide an operational structure for the committee. A key function of the committee is to plan, monitor and evaluate key activities relating to each component of the framework. These activities are to be captured and managed within sections 13.1-13.6. The employability committee with review progress relating to activities in the below section during each meeting. Completed activities will be removed to make room for new activities to strengthen each component on a continuous basis.

13.1 Employability Committee

The **Employability Committee** of the University has been constituted with the following members vide Memo No. Reg./ dated . The members have been selected from each School of Studies to form the following committee.

- i. Professor Anirban Ghosh, Director (i/c) SVS- Chairperson
- ii. Dr. Papiya Upadhyay, AP, Education, SOE -Convener
- iii. Shri Smarajit Mitra, Chairman, Council on HR & Skill Development, Merchants' Chamber of Commerce and Industry (MCCI)
- iv. CA Mrityunjy Acharjee, General Manager-Finance, Numaligarh Refinery Limited, GOI enterprise.
- v. Shri Gora Dutta, Principal, George Telegraph Training Institute
- vi. Dr. Sumana Bandopadhyay, School of Humanities
- vii. Mr. Debajit Goswami, School of Social Sciences
- viii. Dr. Sudarshan Roy, School of Professional Studies
- ix. Dr. Biraj Kanti Mandal, School of Sciences
- x. Shri Prabir Naskar, School of Education

Identify actions to enhance the productivity of the employability framework.

e.g. Framework Component 1: Curriculum Integration

Red is not yet started, amber is in progress, and green is completed.

Activity	Output	Output Indicator	Responsibility	Dates		
				Start	End	Progress
Embedding skill-based courses in the curriculum	Adds value to the course offering	Credits earned will count	Board of Studies	2023	2025	Completed

Organising job fairs and employability conferences	Employer perspective will become clearer and will be informed to students	Creating a platform for interaction with industry people	SVS/ CIQA	2025		
Integrating co-curricular activities	Soft skill development	21 st century skills	BoS of the disciplines	2024		In Progress

An Employability Committee comprising the Chairperson will monitor and evaluate the implementation of the NSOU's Employability Framework. The Employability Framework will be a working document of the Employability Committee. This document will then guide the employability strategies and policies of the NSOU, based on an up-to-date evidence base.

Programme of work for the committee:

The Employability Committee is responsible for planning, executing, monitoring, and evaluating the key employability indicators of the NSOU's Employability Framework. The focus of the committee is to oversee the overall execution of the plan of action under the project.

Responsibilities of the committee:

Break down the agreed responsibilities of the committee below:

To plan and formulate an effective blueprint for the increase of employability of NSOU learners...

Monitor and evaluate the steps for implementation of employability framework..

Develop essential action, activities and attitudes for the success of the employability framework..

Report on the outcomes and challenges of the NSOU employability framework..

Proxies: *Each member will have a nominated proxy in the event they cannot attend.*

Quorum: *A quorum will be formed when at least half of the members are present.*

Co-Chairperson:

The committee will be co-chaired by a representative from the Student Representative Council and highest Senior Management representative.

Frequency of meetings:

The committee will meet as often as needed, but at least once per semester. The next meeting date will be agreed to as the final agenda item of each meeting. A special meeting will be held once a year to celebrate progress and orientate new members.

Succession:

Should a member not attend two meetings without prior notice or proxy, they will be removed from the committee. It is the responsibility of each member to submit a replacement recommendation when they will be vacating their position. An orientation meeting will be held with all new members.

Venue and time:

A suitable space will be allocated for round table employability committee meetings.

Meetings records:

A meeting agenda will be circulated at least 1 week prior to the meeting. The compilation of meeting minutes will be on rotation. Short action minutes are suggested as opposed to extensive notes. Action minutes will include activities, responsibilities, and timeframes. The previous action minutes will be reviewed as the first agenda item of each meeting.

Backup of records:

All records will be printed and kept on file, as well as stored online in a folder that is openly accessible and managed by the school.

WhatsApp group:

An Employability Committee WhatsApp group will be set up to simplify communication and collaboration. The WhatsApp group will be managed by the Co-Chairpersons’.

Activities:

It is critical that the committee does not commit to achieving too many activities at once. It is suggested that one activity be focused on at a time, with extensive planning.

Risks and mitigation:

The Employability Committee will seek to identify and manage risks related to all employability-related activities, and inform the relevant stakeholders of such risks, as the need arises.

Review of this terms of reference:

These terms of reference are to be updated as the employability committee evolves. Any updated versions will need to be signed by all members of the committee.

13.2 Adopted Employability Framework Components

Identify actions to enhance the adopted employability framework components.

e.g. Framework Component 1: Curriculum Integration

Red is not yet started, amber is in progress, and green is completed.

Activity	Output	Output Indicator	Responsibility	Dates		
				Start	End	Progress
Transferable Skills	Soft skill	Xxx	Faculty/ GEC	xx/xx/xx	xx/xx/xx	N/A
Professional attitudes	Xxx	Xxx	Faculty/ GEC	xx/xx/xx	xx/xx/xx	N/A
Work related assignments	Xxx	Xxx	Faculty/ GEC	xx/xx/xx	xx/xx/xx	N/A

e.g. Framework Component 2: Job Readiness

Red is not yet started, amber is in progress, and green is completed.

Activity	Output	Output Indicator	Responsibility	Dates		
				Start	End	Progress
Curriculum vitae			CIQA/ GEC			
Job interviews			CIQA/ GEC			
Personal branding			CIQA/ GEC			
Short-term online training courses & Offline courses	Certifications , Soft skill & hard skill development	Learners getting jobs like, tax consultants, news reporters, psychological counsellors, WBCS officers etc.	NSOU faculties from various Schools	2020	Ongoing	

e.g. Framework Component 3: Entrepreneurship

Red is not yet started, amber is in progress, and green is completed.

Activity	Output	Output Indicator	Responsibility	Dates		
				Start	End	Progress
Entrepreneurship mindset						
Business Plan						
Business Pitches						
Training	Certification Entrepreneurial skills	Setup of own business ventures, MoU with private training institutes and universities	School of Vocational Studies	2007	Ongoing	

e.g. Framework Component 4: Employer Relations

Red is not yet started, amber is in progress, and green is completed.

Activity	Output	Output Indicator	Responsibility	Dates		
				Start	End	Progress
Competencies in demand						
Employers talks						
Curriculum feedback						
Developing relationships with industry	Job Fairs, MoU's	Learners getting jobs in different sectors, specific internships	NSOU faculty, CIQA, Registrar Dept.	2010	Ongoing	

e.g. Framework Component 5: Alumni Relations

Red is not yet started, amber is in progress, and green is completed.

Activity	Output	Output Indicator	Responsibility	Dates		
				Start	End	Progress
Graduate Profile						
Alumni presentation						
Developing relations with NSOU Alumni	NSOU-Alumni collaboration	Alumni Association, Online meet-ups/workshops with Alumni	NSOU Academic Schools, CIQA	2021	Ongoing	

e.g. Framework Component 6: Work Experience

Red is not yet started, amber is in progress, and green is completed.

Activity	Output	Output Indicator	Responsibility	Dates		
				Start	End	Progress
Workplace visit						
Internship	Xxx	Xxx	Person/Entity Responsible	xx/xx/xx	xx/xx/xx	
On job Training						

13.2 Employability Journey

Identify actions to enhance the student employability journey.

Red is not yet started, amber is in progress, and green is completed.

Activity	Output	Output Indicator	Responsibility	Dates		
				Start	End	Progress
Organising employability committee, different bodies to monitor journey	Employability Committee , Innovation & Incubation Centre	Meetings, Workshops etc.	Person/Entity Responsible	2024		In Progress

13.3 Student Surveys

Identify actions to enhance student surveys.

Red is not yet started, amber is in progress, and green is completed.

Activity	Output	Output Indicator	Responsibility	Dates		
				Start	End	Progress
Conducting surveys online & offline	Outreach programmes, online surveys	Learners responding to feedback surveys	CIQA	2021	Ongoing	

13.4 Employability Data Analysis

Identify actions to enhance employability data analysis.

Red is not yet started, amber is in progress, and green is completed.

Activity	Output	Output Indicator	Responsibility	Dates		
				Start	End	Progress
Xxx	xxx	xxx	Person/Entity Responsible	xx/xx/xx	xx/xx/xx	

13.5 Curriculum Review

Identify actions to enhance curriculum review.

Red is not yet started, amber is in progress, and green is completed.

Activity	Output	Output Indicator	Responsibility	Dates		
				Start	End	Progress
Review of Curriculum	Revised Curriculum	BoS Meetings	UG BoS	2024	Ongoing	

13.6 Institutional Reporting

Identify actions to enhance institutional employability reporting.

Red is not yet started, amber is in progress, and green is completed.

Activity	Output	Output Indicator	Responsibility	Dates		
				Start	End	Progress
Reporting of success stories	Employability successes reported	Annual Report	Schools/ CIQA	2024	Ongoing	

14. Current Action Minutes

This section provides a current version of action minutes.

Date:	xx/xx/xx	Time	xx:xx-xx:xx
Agenda by:	xx	Venue:	Xx
Purpose:	Xx		
Attendees:	Xx		
Apologies:	Xx		
Agenda Items	1. Opening and welcome		
	2. Adoption of the minutes Xx		
	3. Meeting Item 1 <i>Item 1 description</i>		
	4. Meeting Item 2 <i>Item 1 description</i>		
	5. Action items	Responsibility	Delivery Date
	1. xxx		
	2. xxx		
	6. Next meeting date The next meeting date was agreed for xxx		
	7. Closure The meeting closed at xxx		

15. Conclusion

Employability Committee undertaking activities to develop employability. Schools and CIQA are taking initiatives. The university is taking all possible steps for the enhancement of the employability of its graduates.

Year wise Activities (suggestive only)

Year 1-Stage1: Strategy during Induction: Sensitization and career awareness	
Objectives: To provide information to prospective students to understand and make informed decisions about their career prospects	
Activities	Responsibilities
Pre-admission counselling/ career counselling: to provide a clear road map for each programme to help the learners understand the available opportunity for their personal and professional development	School of Studies/ Departments
To provide the details about the type of potential employment opportunities for graduates of the programmes	
To inform the learners on the employability skills that he/she will gain from the programme	
To highlight the employability and use of successful alumni profile in university website and during the induction meeting	

Year 2-Stage 2: Strategy after Induction: Enhancing career development/ awareness and prospects during study	
Objectives: To enhance career development, awareness and prospects during the study	
Activities	Responsibilities
To integrate issues relevant to career awareness and prospect in the learner feedback questionnaire	School of Studies/ Departments, CIQA
To organize career/job fair	
To partner with firms to ensure internship opportunity	
To organize seminar/ workshop with industry experts on career awareness	
To set up alumni association and involve them as speaker to share their career pathways	
To guide the learners for interview practice, CV writing, grooming etc. Developing OER for employability skills (soft skills)/ Mentorship	Employment Committee/ Placement cell

Year 3-Stage 3: Evaluation (Strategy for learning about academic programmes)	
Objectives: To evaluate the employability skills are integrated in the curriculum	
Activities	Responsibilities
To ensure that employability skills are clearly identified and mentioned in the course.	School of Studies/ Departments/ CIQA
To set up an employer feedback mechanism on the relevance of the programmes	
To update the curriculum in line with the industry need	
To integrate employability skills through the use of work related learning activities	

References

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