

Youth, higher education, and employment: A case study of Jharkhand state

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This paper examines youth, higher education, and employment in the state of Jharkhand. It analyzes the implications of higher education on the employment of the region. It is based on a case study of Nilamber- Pitamber University (a state university) located at Medininagar, Jharkhand. Data were collected online in the months of June-July using Google form questionnaire and a total of 360 students from different colleges of the university responded to the questions. The questionnaire on the quality of higher education was divided into four categories – very low, low, medium, and high. In the primary survey, 21% of students responded that the quality of education is very low; 51% responded low; 24% responded to medium, and 4% responded to high. This study shows that the quality of education is very poor in the state and it has serious repercussions on its youth and their employment status in the state. Further, it shows that students are mostly inclined towards government jobs (73.89%) as found in the primary survey and they are preparing for it for a long period of time. Students unable to acquire a government job and lack of marketable skills for the corporate job have made them educated unemployed and it was concluded that these problems if not solved at its earliest, may lead to the demographic disaster in the state.

Keywords: Cohort, demographic disaster, marketable skills, economic stagnation, anarchy, social unrest, economic growth.

1. Introduction

India has always been a land of seekers and scholars. The initial higher education system in India was established in the first millennium at Nalanda, Vikramshila, and Takshahila Universities. These universities being specialized in a particular field of study were a great center of learning

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in the past (Kumari, 2018). But in due course of time, teaching and learning processes have changed and then there was the deterioration of these great centers during the medieval period due to various socio-political reasons. Further, in the 20th century during the colonial era, Macaulay's system of education was introduced just to produce workers/clerks and our ancient traditional structure of education was gradually forgotten (Pandya, 2016).

Higher education plays a vital role in the social, political, economic, and industrial development of a country (Sharma and Sharma, 2015). India has the third-largest higher education system in the world after China and the USA (Sheikh, 2017). The role of higher educational institutions in the present time is to serve quality education for the empowerment of youth and their self-sustainability (Kumar, 2015). Higher education in India has witnessed a significant increase in the number of colleges, institutions, and universities since independence. According to the All India Survey on higher education (AISHE) 2018-19, there are 37.4 million students in India who are currently enrolled in 993 different universities in India. However, the Gross Enrolment Ratio (GER in the higher education is the ratio of college-age 18-23 years old individuals enrolled in a higher educational institution) of higher education in India is just 26.3% which is substantially lower than the developed world (USA-88, UK- 60, Germany- 70 and Canada- 69). While, In India itself, there is a lot of disparities across the country in quality of education (Deuchar and Dyson, 2019) and GER and it also varies across different states, regions, castes, and genders. Further, the quality of education is good in only

a few top higher educational institutions like IITs, NITs, Central universities, and few private and state universities (Jeffrey, 2010). In the meantime, the quality of education in state universities which are located in small towns and rural areas is very poor (Sundar, 2016).

Jharkhand having the literacy rate of 66% is one of the poorly literate states of India. Although, the state has 25 universities (Government and Private) and 313 colleges but the quality education in these universities and colleges is of the poor standard if we exclude a few colleges and universities which are located in the state's capital Ranchi and other major cities (Jamshedpur, Dhanbad, and Bokaro) of Jharkhand. Further, its Gross Enrolment Ratio (GER) in the higher education is 19.1 which is lower than the all India average of 26.3, and its pupil- teacher's ratio is 60 which is more than double of the national average of 26. Furthermore, it has only 8 colleges per lakh population in comparison to the national average of 28 and the average enrolment per

college is 1,875 which is almost three times higher than the national average of 693 (AISHE, 2018-19). So, Jharkhand is behind the national average in several different parameters.

Besides, Jharkhand has a 60% population in the working-age group (15-59 age) and a large part of it is below 30 years of age, which makes it one of the youngest states of India (COI 2011). With a larger younger population in the state, it has great potential for socio-economic development. However, the state has an unemployment rate of 8.1% against the national average of 6.5% among the working-age group of 15-59 (Periodic Labour Force Survey, 2017-2018). Further, the state is constrained by an unskilled workforce, low standard educational institutions, poor infrastructure, improper health facilities, lack of employment opportunities, and awful governance. If the state fails to provide these required resources to its large young population cohort then the situation may advance to economic stagnation, anarchy, and social unrest rather than fast economic growth in the state (Singh, 2016).

Numerous studies have been done on the youth and higher education in India. Some scholars state that higher education plays an essential role in the overall development of a country (Bloom and Rosovsky, 2001; Benjamin, 2008; Prakash, 2007; Tilak, 2012; Jamshidi et al., 2012). But, the higher education system of India is widely criticized for its poor quality of education (Hoque, 2018) and failure to create a skilled workforce (Nadar, 2018) and a larger portion of students graduating from these colleges are unemployable (Palshikar, 2010; Soni and Patel, 2014). Private colleges are no more philanthropic (Krishnan, 2014) rather they have become commercial degree shops and lucrative business and their main motive is to gain profit (Mahajan 2012, Tilak 2013). State universities are a larger part of the higher education system in India but they are lacking in quality (Hatekar, 2009; Jeffrey, 2009; Jeffrey and Young, 2012; Jeffrey and Young, 2014). Corruption in the higher education system and especially in private colleges is a major problem in the present time (Jain and Shelly, 2013; Tilak, 2015). Further, the unavailability of work at the local areas has forced the youth to out-migrate in search of jobs (Singh and Jha, 2004; Dhapola et al., 2007; Deshingkar and Akter, 2009; Sahay, 2012; Deogharia, 2012). With a large younger population in the state of Jharkhand, it has a large potential for the socio-economic advancement (Ladusingh and Narayana, 2011) if the human resources are utilized judiciously (Das, 2007; James, 2008; Majumder and Rajarshi, 2013; Mishra, 2017).

2. Objectives

Although several studies have been carried out on the state of higher education in India, but particularly on Jharkhand, almost no work has been done. This study aims at analyzing the condition of higher education in Jharkhand and its consequences on youth and employment through a case study of Nilamber-Pitamber University (A State University) located at Medininagar, Jharkhand.

3. Study area

Jharkhand, "The land of bushes", lies in the eastern part of India. It stretches from 21°58' N - 25°18' N to 83°19'E - 87°57' E covering an area of about 79,710 sq. km. It has been carved out of the state of Bihar on 15 November 2000. Jharkhand is encircled by many states, Bihar delimits its boundary from the North, Uttar Pradesh surrounds it from the North-West, Chhattisgarh encloses it from the west, and further Odisha surrounds it from the South and West Bengal from the East. Jharkhand is the 16th biggest state of India in area, and 14th in population. The state has been parted into 24 districts and five administrative Divisions named South Chotanagpur, Kolhan, North Chotanagpur, Santhal Parganas, and Palamu. Hindi is the official language of the state. Ranchi, popularly known as "City of Waterfalls" is the capital city of the state and Dumka is its sub-capital. The state of Jharkhand is known for its hills, waterfalls, and holy places. Baidyanath Dham, Parasnath, and Rajrappa are the major religious places in the state. The total recorded forest area of the state is 23,605 km² which is 28.10% of the total geographical area of the state. The Reserved Forests constitute 18.58%, Protected Forests 81.28%, and Unclassed Forests 0.14% percent (Forest Survey of India, 2019).

According to the Census of India 2011, the state is inhabited by almost 33 million people, which is approximate, 2.7 percent of the total national population. STs comprise 8.6 million (26%) and SCs about 4 million (12%) and further general caste and other backward classes constitute 20.4 million (62%) of the population. The sex ratio of the state is 948 women per thousand men and the population density is 414 persons living per sq. km. Jharkhand is mainly a rural state with limited urbanization of 24%. However, roughly half of its urban population is concentrated only in three million-plus cities, viz. Ranchi, Dhanbad, and Jamshedpur. The literacy rate is 66% which is lower than the national average of 74%. The state has a total of 25 universities (State

and Private) and 313 colleges which are located in a different part of the state. There are 739,484 students who are currently studying in higher educational institutions of the state (AISHE, 2018-19).

4. Data Collection and Survey Method

Both qualitative and quantitative methods were employed to conduct this study. Data were collected from primary and secondary sources. The authors have conducted a case study of Nilamber-Pitamber University (NPU), a state university, which is located at Daltonganj (New name Medininagar), Jharkhand. A total of 8 colleges- 3 government (Constituent) and 5 private (Affiliated) colleges, which are located at Daltonganj, were selected for the study. The primary data were collected through Google form questionnaires in the months of June-July, 2020. To gather primary data, purposive random sampling and snowball sampling methods were applied. A total of 360 samples were collected for the study, 240 from the constituent government colleges and 120 from the affiliated private colleges. Besides, 80 personal interviews were conducted to understand the perception of youth about the different issues of higher education and employment in the region. Out of the total students/participants, 190 were male and 170 were female and 20% were married. A structured questionnaire was framed and questions were asked on the state of higher education and employment. The secondary data were collected from different ministry and government reports. Authors used certain descriptive statistical methods to analyze the data and presented them through tables and figures. The average age of the students/participants were 23.4 years. Out of the total 360 participants, 18 (5%) were just studying in the university and the other 342 (95%) were both studying and preparing for jobs. Further, students from all categories (General- 37.78%, OBC- 36.12%, SC- 13.88%, and ST- 12.22%) participated in the primary survey.

5. Results

5.1 NPU and its Affiliated Colleges

There are 4 constituent colleges of Nilamber- Pitamber University and 34 other colleges are affiliated to it. In affiliated colleges, 16 are General Colleges, three are Professional/Technical Colleges, one is Law College, and 14 are Colleges of Education. Out of the total, 3 constituent colleges G.L.A. College, J.S. College, Y.S.N.M. College, and 5 affiliated private colleges

Kumaresh International B.Ed. College, Jyoti Prakash B.Ed. College, Elite B.Ed. College, Kunwar Pirhi Nath Singh B.Ed. College, and Pandit Jagnarayan Tripathi B.Ed. College have been selected by the author for this study.

5.1.1 Attendance of students in NPU

Table 1 shows that out of the total students/participants of the government colleges of Nilamber-Pitamber University (NPU), only 50% of the students go to college regularly (Daily). About 30% of participants are very irregular. Further, it has been noticed that the number of students who never or rarely go to college is substantial (20%). In the private colleges of NPU, students are quite regular in comparison to the students of government colleges as 81.67% of students are going to college regularly. The percentage of students of private colleges who are not going to colleges regularly is one-third of its counterpart. The students of private colleges who rarely or never go to college are quite low (8.33%). It has been noticed from the fact that students of government colleges are not much concerned about attending their classes and only half of the students are going to college regularly. The authors have also noticed that in government colleges, a large number of students only come to college during their examinations. It has been further noticed that students who come from their villages to the town are hardly regular in attending their classes. Although, this situation is a little better in the private colleges where 81.67% of students are attending classes regularly, but the overall situation is not good in the university and students are not serious about attending their classes.

Table 1: Class attendance of students in NPU

University's constituent government colleges		University's affiliated private colleges	
Class attendance of students	Respondents (%) (N= 240)	Class attendance of students	Respondents (%) (N= 120)
Daily	50	Daily	81.67
Not regularly	30	Not regularly	10
Rarely	11.67	Rarely	3.33
Never	8.33	Never	5

Source: Primary Survey

5.1.2 The regularity of classes in NPU

The author has observed a great difference in the functioning of classes in the government and private colleges of NPU (Table 2). The classes in private colleges run regularly (86.66%) according to the respondents. However, in government colleges, only 25.83% of students responded that their classes are running regularly. Other 47.5% of students of government colleges have responded that their classes are not running regularly on the other hand from private colleges the same answer is low (6.67%). Further, 20 % of students of government colleges and 6.67% of students from the private colleges have responded that their functioning of classes is dependent upon the number of students present that day. Few students (1.67%) from the government colleges have responded that their classes are running rarely and 5% have acknowledged that their classes never run but from private colleges, no one admitted the same. Further, Table 2 shows that the classes are not running regularly in government colleges and various reasons have been observed for that. But the most dominant reason is the low attendance of students in the classes and shortage of required faculty. In private colleges, though classes are happening regularly, but they are running only with few teachers (5-7 average, Primary Survey) and most of them are lacking in quality, under-qualified, and underpaid according to the respondents.

Table 2: Regularity in the functioning of classes in NPU

University's Colleges	Constituent Government	University's affiliated Private Colleges
The regularity of classes in a week	Respondents (%) (N= 240)	The regularity of classes in a week Respondents (%) (N= 120)
Regularly (3-5 days)	25.83	Regularly (3-5 days) 86.66
Not regularly	47.5	Not regularly 6.67
Depends upon the number of students present that day	20	Depends upon the number of students present that day 6.67
Rarely/ Occasionally	1.67	Rarely/ Occasionally 0
Never	5	Never 0

Source: Primary Survey

5.1.3. Quality of education in the colleges of NPU

Table 3 shows the response of students regarding the quality of education in their colleges. 21% of students have responded that the quality of education is very low in their colleges and 51 % have responded to low. Further, 24 % of students have responded that the quality of education is of medium quality in their colleges and the percentage of students who have responded to the high quality of education is significantly low (4 %). Therefore, the given facts show that the quality of education is very poor in the colleges of NPU.

Table 3: Quality of education in NPU

Quality	Respondents (%) (N=240)
Very low	21
Low	51
Medium	24
High	4

Source: Primary survey

5.2 Reasons behind poor Quality of education in NPU

The quality of education that students of NPU are getting is very poor. A comparison has been made (Table 4) between the different reasons for the poor quality of education in the government and private college of NPU. 40.83% students of government colleges have responded that all of the above (i.e. lack of good teachers, low number of teachers, lack of infrastructure, outdated curriculum, students are not interested in studies, attendance is very low, lack of teachers' interest to teach, and old teaching methods) is the main reason of the poor quality of education in their colleges. Further, 20.83% of respondents of government colleges believe that the low number of teachers in their colleges is the main reason for the poor quality of education. Other reasons behind the poor quality of education in government colleges include lack of good teachers (6.67%), low attendance (6.67%), lack of infrastructure (5.83%), students are not interested in studies (5.83%), outdated methods of teaching (4.17%), and lack of teacher's interest to teach (2.5%). It has been observed by the author that all of these reasons have contributed significantly to the poor quality of education in the government colleges of NPU.

As far as the reasons behind the poor quality of education in private colleges are concerned two main reasons have come out. Lack of good teachers (36.67%) and a low number of teachers (33.34). Further, 16.67% have responded that all of the above (i.e. lack of good teachers, low

number of teachers, lack of infrastructure, outdated curriculum, students are not interested in studies, low attendance, lack of teachers' interest to teach, and old teaching methods) are the main reasons behind the poor quality of education in the private colleges. Other reasons include lack of infrastructure (3.34%), old teaching methods (3.34%), lack of updated study materials (1.66%), students are not interested in studies (1.66%), poor attendance (1.66%), and lack of teachers' interest to teach (1.66%).

From the above-mentioned outcome, it can be inferred that lack of good teachers and a low number of teachers is the dominant factor behind the poor quality of education in the private colleges but in the government colleges, all of the above-mentioned factors have contributed in the poor quality of education. Apart from all these reasons the author has also found some other reasons which are undermining the quality of higher education in the concerned university. Teachers in the different colleges of the university are mainly focussed on examination. Practical- knowledge of students is almost negligible. Even in science subjects they hardly do their lab experiments. Practical is a matter of concern only when exams are about to start. Although, most of the science and computer-related departments have lab facilities, but professors rarely take their students to labs.

Table 4: Reasons behind poor Quality of education in NPU

Reasons behind the poor quality of education in the constituent government colleges	Respondents (%) (N= 240)	Reasons behind the poor quality of education in the affiliated private colleges	Respondents (%) (N= 120)
Lack of good teachers	6.67	Lack of good teachers	36.67
The number of teachers is very less	20.83	The number of teachers is very less	33.34
Lack of infrastructure	5.83	Lack of infrastructure	3.34
Lack of updated study materials	6.67	Lack of updated study materials	1.66
students are not interested in studies	5.83	students are not interested in studies	1.66
Attendance is very Low	6.67	Attendance is very Low	1.66
lack of teachers' interest to teach	2.5	lack of teachers' interest to teach	1.66
Old teaching methods	4.17	Old teaching methods	3.34
All of the above	40.83	All of the above	16.67

Source: Primary Survey

5.3 Dissatisfaction with the current education system

Students are not satisfied with the current education system of NPU and 89 % of them want to out-migrate to the other cities of India for better education and preparation of competitive examination. Students studying in the colleges of NPU itself believe that the education they are getting in their colleges is of poor standards. It has also been found in the study that students are studying in these colleges just for the sake of degree and they have little inclination towards gaining knowledge and research. Further, students complain that there is no fixed time in the university to conduct the examination. Semester examinations happen after 7-8 months and sometimes just after 3-4 months. Results also remain awaited for a prolonged period even after the beginning of next semester. In a nutshell, there is a lack of proper administration in the University.

5.4 Employment

In the present study, the author has also conducted 80 personal interviews along with the primary survey and has examined the perception of students about the jobs. Students generally believe that the government jobs are better than private jobs because it provides job security and fixed salary. On the other hand private jobs lack in job security which creates a constant fear that they may be fired out and also the working hours are more and pathetic. In this study, it is found that 95% of students are preparing for jobs and 70 % have also taken coaching classes for the preparation of competitive examination. In the primary survey, 73.89% of respondents have shown a desire for government jobs and 18.33% are comfortable with any job either government or private, and 2.78% of students responded that they want to run businesses. Further, 5% of students were just studying in the university and they were not preparing for any jobs (Table 5). Overall, students are mostly inclined towards government jobs.

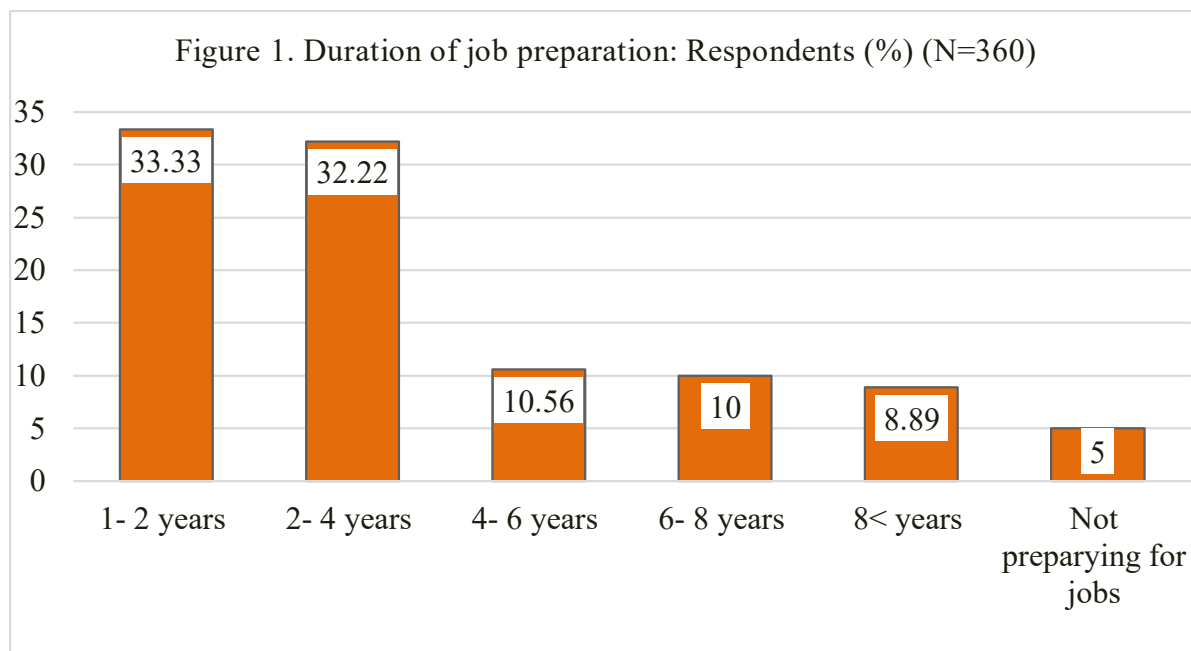
Table 5: Preferences for Jobs

Types of jobs	Respondents (%) (N=360)
Government	73.89
Business	2.78
Anyone(Government/private)	18.33
Not preparing for jobs	5

Source: Primary Survey

Figure 1 shows that out of the total students 33.33 % of students have been preparing for jobs just for 1- 2 years. The students who are preparing for jobs for 2-4 years are also substantial and it is 32.22%. Students who are preparing for jobs for 4-6 years and 6-8 years are 10.56% and 10% respectively. Further, 8.89% of students are preparing for jobs for more than 8 years. So, it can be inferred from the given facts that large no students are preparing for government competitive examination for a long period because they are unable to get government jobs.

The poor quality of education in NPU, especially due to theoretical and old methods of teachings, outdated curriculum, and lack of practical knowledge in the students is leading to poor marketable skills in the students. It has been found in the following study that 10% of students cannot even fill up a normal form properly by themselves if it is in the English language. Further, 65% of students have admitted that English trouble them in studies and sometimes it seems to be an obstacle in the path of their success. Although, 53% of students have done some kind of computer courses (ADCA, DCA, C++, DCS, DISM, Tally, DCTT), but most of them lack the proper knowledge of these courses because 83% students do not have a laptop/computer. So, the following courses are of no use unless you practice it on a computer at home. When the author went a little further, it came out that only 10 % of students could speak in English properly and just 5 % of them had done any kind of internship/apprenticeship which is a prerequisite in the present corporate world (i.e. English fluency and work experience/internship). Therefore, it shows that students of NPU lack in required marketable skills which are making them educated unemployed.



Source: Primary Survey

6. Discussion

Jharkhand is a state where the younger population is very high while, the literacy rate is only 66 %. A total of 739,484 students are currently enrolled in the higher education of the state (AISHE, 2018-19). Although, the state has a total of 25 universities (State and Private) and 313 colleges. But out of it, only four are the institute of national importance and one is a central university. Further, the quality of education in remaining public and private state universities is of the poor standard if we exclude few universities which are located in the state's capital and the other major cities (Jamshedpur, Dhanbad, and Bokarao) of Jharkhand. Meanwhile, the universities and colleges which are located in rural areas and small towns are in worse condition (Hatekar, 2010). Through this case study, different problems have been found out which are undermining the quality of education in these universities and colleges. Unavailability of resources, non-regularity in classes, lack of required teachers, and poor infrastructure are a major cause of concern in the government colleges. Private colleges are running with few teachers (5-7 teachers per college, Primary Survey) and among them mostly are under-qualified and underpaid. In addition to that, lack of research environment in colleges, outdated curriculum and older mode of teaching, limited use of modern technology, lack of practical classes for students, and low attendance are other problems in these colleges. Although, the quality of education in these state universities is

not good, but having an educational infrastructure in the form constituents and affiliated colleges, they play a significant role in the higher education system of the state. Being geographically widespread and accessible to a vast range of socio-economic groups, especially to rural poor and scheduled caste/tribes, better education can play a major role in improvement of their socio-economic development.

Students are mostly inclined towards government jobs in the state and that has forced them to go for a long preparation of competitive examination. Thousands of students are just applying for hundreds of government posts. There is misconception in the mind of youth that government jobs are not demanding and it provides job security, even though it doesn't pay equal to the private sector. However, the unavailability of the required number of government posts and lack of skills among students for a corporate job has made them educated unemployed. Further, corruption in the government recruitment exams of the state has aggravated the unemployment situation among the educated youth in the state. Moreover, private colleges are being run by the power full people and educational mafias who have a link with the government's bureaucrats whose main motive is to make money through corrupt methods (Tilak, 2014; Singh, 2016). The author has found in the research that in private B.Ed. colleges of NPU students are paying for almost every little thing (attendance, practicals, and teacher's training). An amount has been fixed for everything. For instance, if a student is short in attendance then one has to pay around Rs. 10,000 to 15,000 and if someone is not going for teacher's training (a short practice of teaching in any school) then he/she has to pay around Rs. 5,000 to 10,000 and to get good marks in the practicals everyone has to pay Rs. 2000.

Besides, Jharkhand is a very poor state where 36.96% of people are living below the poverty line, which is the second-highest in the country after Chhattisgarh (39.93%), (SDG India Index, Base Line Report, 2018). The per capita income of Jharkhand is 62,816 rupees (2015-16) at the current price in comparison to all India average of 93,231 rupees (Jharkhand Economic Survey, 2016-17). The large scale poverty and lack of finance with students for studying in metropolitan cities have forced a large number of students to study in the low standard colleges which are located in small towns and rural areas of the state and students graduating from these colleges are not employable. Further, the lack of required marketable skills has made them unemployable for the bigger job markets, and eventually, they end up unemployed (Ravi et al., 2019).

These students after a period of long preparation in the pursue of acquiring a government job, if not able to do that, end up in taking a shift towards agricultural activities or are compelled to migrate (especially boys) in search of better economic opportunities to sustain their livelihood(Kumar and Deogharia, 2017). Whereas in the case of females, they are made to marry or remain at their native places. These young migrants having a lack of required skills for the corporate jobs ultimately end up in a low standard job of cities where they are forced to do inferior works that require lots of hard work but pay very less (Kumar, 2017; Tudu and Michael, 2018)). Meanwhile, the high cost of living in big cities leads them to live a life of poor. In this way, they are caught in a vicious cycle of poverty.

Further, India is a country where different states are in the different stages of demographic transition and because of this, it can enjoy a longer span of the demographic transition. There are states where the demographic window has closed or about to be closed in the coming five years and that mostly includes southern and western states of India like Kerala, Tamilnadu, Gujarat, and Punjab. However, states located in the northern and eastern parts of India are still young and these states are going to enjoy the benefits of demographic transition for the next couple of decades. Jharkhand being a younger state have a great potential for the demographic dividend (when the working-age population which is between 15 and 65 years old is larger than its dependent population, i.e. those who are less than 15 years and more than 65 years of age) than other states of India where the demographic window is closing. If proper education, required marketable skills, vocational training, nutritional and reproductive health, and the required job are provided to these young population cohorts, then they can be an economic boom for the state (Naik and Bobade, 2017; Afroz 2018).

7. Conclusion

The poor quality of higher education, over-inclination of students towards government jobs, and lack of skills among students for corporate jobs is a major cause of concern for the state. Further, rising unemployment and out-migration of people for better education and jobs from the state is making the situation worst. These issues can be solved by taking up several measures. The education of state universities should be focused more towards imparting practical knowledge and research rather than just towards giving degrees. All the vacant seats in the universities should be filled because most of the colleges in Jharkhand do not have the required number of

teachers and it is also important for maintaining regularity of classes. To improve the quality of education in the different universities of Jharkhand a proper teachers' training should be provide to every teachers on a regular basis. Proper lab facilities and libraries should be maintained in the universities for the students. To solve the problem of low attendance of students in the colleges, a strict attendance system is needed in every private and government college and those students who are short in attendance should not be allowed to appear in the examination. Semester examination must be conducted at equal time intervals. Private colleges should be properly regulated through government agencies and corruption should be curbed. A better research environment needs to be created in these state universities and the government should provide proper funding for the building of the required infrastructure of research in these universities. Educational investments need to be done to cultivate the human capital of the state. Students exchange programs can be organized to facilitate the idea's sharing among the students of different universities and it can also minimize the existing gap between top institutions and low standard state universities. Collaboration between higher educational institutions and industries can be established to build marketable skills in the students. More vocational and professional courses need to be taught in universities and new courses should be introduced according to the present demand. A large number of students must be encouraged toward the corporate/private sector jobs and self-employment because the number of jobs in the government sector is very less and it is also decreasing with time. Students should be provided vocational training and internships to make them employable in the bigger job markets. Employment opportunities must be created at the local level to minimize the large scale poverty and to control the economic outmigration from the state.

Government's several skill development programs and vocational training courses running at present time are not able to meet the required objectives and have not provided decent opportunities for livelihood in the labor market. Further, these problems of the state are going to be worsen in the coming years. Jharkhand, being among one of the youngest states of India, has a great potential for economic development but if these issues do not get solved at its earliest then it may lead to a serious demographic disaster.

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