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One Day State Level Workshop-cum-Sensitisation Programme

Boosting Graduate Employability and Career Readiness in Higher Education

23 June 2026

Report

One-Day State Level Workshop-cum-Sensitisation Programme

On

"Boosting Graduate Employability and Career Readiness in Higher Education"

Organised by

The Commonwealth of Learning (COL) – Commonwealth Educational Media Centre for Asia (CEMCA), New Delhi
and
Krishna Kanta Handiqui State Open University (KKHSOU)



23 June, 2026
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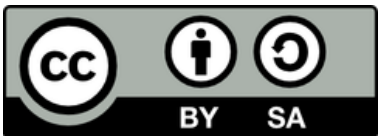
REPORT

2026

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Executive Summary

The One-Day State-Level Workshop-cum-Sensitisation Programme on "Boosting Graduate Employability and Career Readiness in Higher Education" was jointly organised by the Commonwealth of Learning–Commonwealth Educational Media Centre for Asia (COL-CEMCA) and Krishna Kanta Handiqui State Open University (KKHSOU) on 23 June 2026 at the City Campus of KKHSOU, Khanapara, Guwahati. The programme was conceived as a follow-up to the Three-Day North East Regional Workshop-cum-Sensitisation Programme on "Graduate Employability and Career Readiness in Higher Education", held from 4–6 June 2026 at KKHSOU, with the objective of deepening institutional engagement and supporting Higher Education Institutions (HEIs) in Assam to translate regional discussions into context-specific institutional strategies.

The workshop was organised in response to the growing need to address the gap between higher education outcomes and the evolving expectations of the labour market. It sought to sensitise participating institutions to the multidimensional nature of graduate employability and to promote approaches that integrate disciplinary knowledge with transferable skills, digital capabilities, professional attributes, career management competencies, and workplace readiness. The programme also emphasised the relevance of employability enhancement to the priorities of the National Education Policy (NEP) 2020.

The workshop brought together 23 participants from 19 Higher Education Institutions across Assam, including principals, IQAC coordinators, faculty members, academic administrators, and other institutional representatives. The multidisciplinary participation provided an opportunity for participants to exchange institutional experiences and reflect on the challenges and opportunities associated with strengthening graduate employability in their respective contexts.

The programme comprised four technical sessions covering the concept of graduate employability; the COL-CEMCA Graduate Employability Model and Employability Scorecard; development of institutional graduate employability frameworks; and institutional strategies for enhancing graduate employability. A key component was the group-based validation and self-assessment exercise using the Employability Scorecard, through which participants examined existing institutional practices, identified strengths and gaps, and discussed possible areas for improvement.

The deliberations highlighted that employability needs to be approached as a whole-of-institution priority rather than as an activity limited to placement services. Key areas identified included curriculum transformation, competency-based and outcome-oriented learning, assessment reform, experiential and work-integrated learning, industry and employer engagement, career guidance and counselling, entrepreneurship, flexible learning pathways, faculty development, and systematic monitoring of graduate outcomes. Participants were encouraged to use the COL-CEMCA Graduate Employability Model and Scorecard as tools for institutional reflection, planning, and continuous improvement.

The workshop resulted in a shared understanding that sustainable improvements in graduate employability require institutional leadership, evidence-based planning, measurable outcomes, and continuous engagement with employers and other stakeholders. The programme also reinforced the importance of developing institution-specific

employability frameworks that respond to local socio-economic contexts while remaining aligned with national educational priorities.

As a way forward, participating institutions are encouraged to undertake institutional employability self-assessments, identify priority gaps, develop institution-specific Graduate Employability Action Plans, and establish measurable indicators for monitoring progress. Priority should be given to embedding employability within curricula and teaching-learning processes, expanding experiential learning and industry partnerships, strengthening career support systems, and developing mechanisms for tracking graduate outcomes. Continued collaboration among KKHSOU, COL-CEMCA, and participating HEIs can further support institutional capacity building, peer learning, mentoring, and implementation of employability-focused reforms.

Overall, the workshop served as an important platform for moving from awareness and sensitisation towards institutional assessment, strategic planning, and action. It established a foundation for sustained efforts to strengthen graduate employability and career readiness and to improve the relevance, quality, and outcomes of higher education in Assam.



Photo 1. *Group photograph of the participants with Professor Rajendra Das Prasad*

Background and Rationale

Graduate employability has emerged as a critical concern in higher education across India. While higher education institutions (HEIs) continue to impart disciplinary knowledge and academic qualifications, there is an increasing need to ensure that graduates are equipped with the skills, competencies, attributes, and professional capabilities demanded by employers and society. The growing gap between higher education outcomes and labour market expectations has highlighted the need for institutions to adopt more systematic and sustainable approaches to strengthening graduate employability and career readiness.

In response to these emerging challenges, the Commonwealth of Learning-Commonwealth Educational Media Centre for Asia (COL-CEMCA) has developed a Graduate Employability Model and Scorecard to support higher education institutions in assessing, strengthening, and monitoring their graduate employability outcomes. The model provides a structured framework for institutions to examine institutional policies, curricula, teaching-learning practices, career guidance, industry linkages, student support systems, and other dimensions that contribute to graduates' preparedness for employment and further career progression.

Against this backdrop, the Three-Day North East Regional Workshop-cum-Sensitisation Programme on "Graduate Employability and Career Readiness in Higher Education" was jointly organised by Krishna Kanta Handiqui State Open University (KKHSOU) and COL-CEMCA from 4–6 June 2026 at KKHSOU, Guwahati. The programme was conceived as a regional capacity-building initiative in response to concerns regarding the mismatch between higher education outcomes and labour market expectations, particularly the shortage of job-ready graduates equipped with relevant technical and transferable skills, soft skills, digital capabilities, and professional attributes required in contemporary workplaces.

The three-day regional workshop brought together 41 faculty members and academic administrators representing 19 Higher Education Institutions from Assam, Mizoram, Meghalaya, and Arunachal Pradesh. Participants represented diverse academic disciplines, including Education, Economics, Political Science, Commerce, Chemistry, Biotechnology, Computer Science, Mathematics, English, Sociology, and Library and Information Science. The multidisciplinary and multi-state participation enriched the deliberations by enabling institutions to share their experiences, challenges, promising practices, and approaches to enhancing graduate employability. The programme also provided an opportunity for participants to engage with the COL Graduate Employability Model and Scorecard and explore ways of contextualising employability interventions within their respective institutional settings.

Building on the discussions, insights, and institutional engagement generated through the regional workshop, **KKHSOU and COL-CEMCA organised a One-Day State-Level Workshop-cum-Sensitisation Programme on "Boosting Graduate Employability and Career Readiness in Higher Education" on 23 June 2026 at KKHSOU, Guwahati.** The state-level programme served as a follow-up and deeper institutional engagement initiative, with a particular focus on sensitising and supporting Higher Education Institutions in Assam to translate the broader regional discussions into context-specific institutional strategies and actions.

The workshop provided an opportunity to further deliberate on the employability challenges faced by graduates in Assam and to examine practical approaches for strengthening career readiness, curriculum–industry alignment, skills development, experiential learning, career guidance and counselling, employer engagement, and institutional mechanisms for tracking and improving graduate outcomes. It also sought to encourage participating institutions to move beyond awareness and sensitisation towards the development of sustainable, measurable, and institution-led employability enhancement strategies.

Workshop Objectives

The workshop aimed to:

1. Introduce the concept and importance of graduate employability in higher education.
2. Familiarise participants with COL's Graduate Employability Model and Employability Scorecard.
3. Enable institutions to assess their current employability practices using the scorecard.
4. Facilitate discussion on institution-specific employability frameworks.

The programme witnessed 23 active participants from 19 HEIs, out of which 8 were female participants which includes principals, IQAC coordinators, faculty members, academic administrators, and representatives from different provincialised colleges across Assam. The workshop served as an important platform for discussing employability-focused educational reforms, institutional preparedness, and strategies for integrating employability skills into higher education curricula.



Photo 2. *Proceedings at the inaugural session*

DAY 1 Workshop Proceedings

INAUGURAL SESSION

The programme commenced with the registration of participants, followed by a welcome and felicitation ceremony. The inaugural session brought together senior leadership, academic administrators, faculty members, and representatives from higher education institutions across Assam. The session was attended by Prof. Rajendra Prasad Das, Vice-Chancellor, Krishna Kanta Handiqui State Open University (KKHSOU); Dr. B. Shadrach, Director, COL-CEMCA; Prof. Pranab Saikia, along with Deans, Directors, faculty members, and academic administrators of KKHSOU and participating institutions.

In the welcome remarks, Prof Pranab Saikia, Registrar, KKHSOU, highlighted the increasing significance of graduate employability and career readiness within the changing higher education and labour market environment. The remarks drew attention to the implications of rapid technological developments, evolving workplace requirements, and changing learner aspirations for higher education institutions. The need for greater emphasis on skills development, competency-based education, experiential learning, and industry-oriented learning opportunities was underscored. The session also highlighted the relevance of strengthening employability-oriented practices in alignment with the provisions and priorities of the National Education Policy (NEP) 2020, particularly its emphasis on multidisciplinary education, holistic development, vocational exposure, skill enhancement, and outcome-based learning.

The keynote address was delivered by Dr. B. Shadrach, Director, COL-CEMCA, who provided an overview of the changing understanding of graduate employability and its implications for higher education institutions. He emphasised that employability extends beyond disciplinary knowledge and requires graduates to develop a combination of knowledge, technical and transferable skills, values, attitudes, and competencies relevant to contemporary workplaces and society.



Photo 3. *Inaugural Session – Dr B. Shadrach Addressing Participants via Zoom*

Dr Shadrach further examined the need for a systematic transformation of teaching-learning processes and institutional practices to strengthen graduate preparedness for employment and lifelong learning. Particular attention was given to curriculum transformation under NEP 2020, the integration of employability dimensions into academic programmes, and approaches for embedding employability across different levels of the curriculum. The concept of a three-tier curriculum embedding framework was discussed as a mechanism for systematically integrating employability-related knowledge, skills, and competencies into higher education programmes.

The session also highlighted the importance of assessment reform in strengthening graduate employability. It was emphasised that assessment practices need to move beyond the measurement of content acquisition towards the demonstration and evaluation of learning outcomes, competencies, problem-solving abilities, and practical application of knowledge. The deliberations established the broader context for the subsequent technical sessions and discussions, which focused on identifying institutional strategies and mechanisms for enhancing graduate employability and career readiness.

In the inaugural address, Prof. Rajendra Prasad Das, Vice Chancellor, KKHSOU emphasised the necessity of incorporating skill-oriented and employment-focused components across academic programmes. He encouraged institutions to regularly review and redesign curricula to enhance graduate employability, foster lifelong learning, and strengthen linkages between higher education and the labour market.

The inaugural session concluded with a formal vote of thanks delivered by Dr. Indrani Kalita, Programme Coordinator, who expressed gratitude to the dignitaries, resource persons, participants, and organisers for their valuable contributions to the successful commencement of the workshop.



Photo 4. *Inaugural Session – Professor Rajendra Prasad Das Addressing Participants*

TECHNICAL SESSION I

INTRODUCTION TO GRADUATE EMPLOYABILITY CONCEPT

The first technical session of the workshop was conducted by Prof. Pranab Saikia, who provided a comprehensive overview of the concept of graduate employability and its growing significance in the context of contemporary higher education. Setting the tone for the session, he posed a thought-provoking question: "Will India harness its demographic dividend or face a demographic burden?" This question formed the basis for an engaging discussion on the opportunities and challenges associated with India's large youth population and the role of higher education institutions in preparing graduates for meaningful employment.

Prof. Saikia highlighted that while India possesses one of the largest young populations in the world, the potential benefits of this demographic advantage can only be realised if graduates are equipped with relevant skills, competencies, and workplace readiness. He discussed several challenges that hinder graduate employability, including rising graduate unemployment, skill mismatches between academic qualifications and industry requirements, high dropout rates, and the disruptive impact of emerging technologies on the nature of work. He emphasised that traditional content-focused education is no longer sufficient to meet the demands of a rapidly changing global economy.

The session underscored the importance of developing graduates who possess not only strong disciplinary knowledge but also a range of transferable skills such as communication, critical thinking, teamwork, digital literacy, creativity, adaptability, leadership, and problem-solving abilities. These competencies, he noted, are increasingly valued by employers across sectors and are essential for career success in the twenty-first century.
Prof. Saikia further emphasised the need for transforming higher education through learner-centric approaches, competency-based education, experiential learning opportunities, internships, industry partnerships, and Outcome-Based Education (OBE). He highlighted that employability should be embedded throughout the educational experience rather than treated as an additional component. The session generated considerable interest among participants and encouraged meaningful reflection on institutional strategies for enhancing graduate employability and career readiness.

TECHNICAL SESSION II

COL-CEMCA GRADUATE EMPLOYABILITY MODEL AND SCORECARD & GROUP ACTIVITY ON EMPLOYABILITY SCORECARD VALIDATION

The second technical session was conducted by Dr. Indrani Kalita, Programme Coordinator and Assistant Professor of Education, who introduced participants to the COL's Graduate Employability Model and Employability Scorecard, a comprehensive framework developed by COL-CEMCA to assess and strengthen institutional readiness for enhancing graduate employability. The session provided participants with a clear understanding of how higher education institutions can systematically evaluate their existing practices and identify areas requiring strategic intervention to improve graduate outcomes.

Dr. Kalita explained the conceptual foundations of the Employability Scorecard and highlighted its significance as a self-assessment tool for institutions seeking to align their academic programmes with labour market expectations. Participants were introduced to various dimensions of the scorecard, including curriculum relevance, institutional leadership and governance, student support services, industry engagement and partnerships, career guidance and placement mechanisms, entrepreneurship development, quality assurance practices, and graduate outcome monitoring. Through practical examples and detailed discussions, she demonstrated how these dimensions collectively contribute to building an employability-oriented institutional ecosystem.

An important component of the session was an interactive group activity designed to revalidate the Graduate Employability Scorecard from the perspective of participating institutions. Participants were provided with scorecard questionnaires and were guided through a collaborative self-assessment exercise. Working in groups, they evaluated their institutions against a range of employability indicators and reflected critically on their strengths, challenges, and opportunities for improvement.

The exercise generated meaningful discussions on curriculum design, skill development initiatives, experiential learning opportunities, industry linkages, career counselling services, and student support mechanisms. Participants actively shared experiences from their respective institutions and explored possible strategies for addressing identified gaps.

Each group subsequently presented its observations and recommendations, resulting in a rich exchange of ideas and best practices. The activity not only enhanced participants' understanding of employability frameworks but also provided valuable feedback for contextualising and strengthening the Employability Scorecard. Overall, the session offered a structured and evidence-based approach for institutions to assess their employability practices and develop actionable strategies for improving graduate career readiness and employment outcomes.

TECHNICAL SESSION III

DEVELOPING GRADUATE EMPLOYABILITY FRAMEWORKS FOR INSTITUTIONS

The third technical session was conducted by Dr. Indrani Kalita, who focused on the development of Institutional Graduate Employability Frameworks as a strategic approach to enhancing the career readiness and employment prospects of graduates. Building upon the discussions from the previous sessions, she emphasised that graduate employability should not be viewed as an isolated activity but rather as an integral component of institutional planning, curriculum design, student support systems, and quality assurance processes.

Dr. Kalita provided a detailed explanation of the COL's Employability Readiness Scorecard and demonstrated how institutions can utilise the framework as a strategic planning tool to assess their current practices and identify areas for improvement. She highlighted that the scorecard enables institutions to systematically evaluate their strengths and challenges in relation to employability and develop targeted interventions to improve graduate outcomes.

The session focused on the key stages involved in developing an institutional employability strategy. These included conducting a comprehensive institutional assessment, identifying strengths and gaps, setting strategic priorities, formulating action plans, implementing employability initiatives, monitoring progress, and ensuring continuous improvement. Participants were encouraged to adopt a data-driven and evidence-based approach while designing employability strategies for their respective institutions.

Dr. Kalita emphasised the importance of establishing measurable goals and performance indicators that can help institutions track progress and evaluate the effectiveness of employability initiatives. She also discussed ways of integrating employability considerations into curriculum development, teaching-learning practices, student support services, industry collaborations, entrepreneurship initiatives, and institutional policies.

Through practical examples and interactive discussions, participants gained valuable insights into creating institution-specific employability frameworks that are responsive to local socio-economic needs while remaining aligned with national educational priorities, particularly the vision and objectives of the National Education Policy (NEP) 2020. The session enabled participants to conceptualise actionable strategies for fostering a culture of employability and lifelong learning within their institutions.

TECHNICAL SESSION IV

GRADUATE EMPLOYABILITY MODEL AND INSTITUTIONAL STRATEGIES

The final technical session of the workshop was conducted by Prof. Pranab Saikia, who presented the Graduate Employability Model as a comprehensive and strategic framework for bridging the persistent gap between higher education and the evolving requirements of the labour market. The session emphasised that employability should be embedded within the core functions of higher education institutions rather than being treated as an additional or peripheral objective. He highlighted that institutions must proactively create learning environments that equip graduates with the knowledge, skills, attitudes, and experiences necessary to succeed in an increasingly dynamic and competitive workplace.

Prof. Saikia discussed several key strategies for enhancing employability outcomes. He stressed the importance of integrating employability skills within the curriculum through competency-based learning, project-based assignments, and outcome-oriented assessment practices. Particular attention was given to work-integrated learning approaches, including internships, apprenticeships, field-based projects, industry mentoring, and workplace exposure programmes. These experiential learning opportunities, he noted, enable students to apply theoretical knowledge in real-world contexts and develop professional competencies that are highly valued by employers.

The session also explored the significance of career development support systems, entrepreneurship education, and innovation-driven learning. Prof. Saikia encouraged institutions to promote entrepreneurial thinking and self-employment opportunities alongside traditional career pathways. He further discussed the growing relevance of micro-credentials, digital badges, and flexible learning pathways, which allow learners to acquire specialised skills and respond effectively to changing workforce demands.

Another important aspect of the session was the discussion on results-based management frameworks, which provide institutions with mechanisms to monitor graduate outcomes, evaluate the effectiveness of employability interventions, and ensure continuous improvement. By adopting evidence-based planning and regular performance assessment, institutions can make informed decisions to strengthen graduate success.

The session concluded with a strong message that sustained institutional commitment, strategic leadership, and collaborative engagement with industry and other stakeholders are essential for building robust employability-oriented higher education ecosystems capable of preparing graduates for future challenges and opportunities.

VALEDICTORY SESSION

The workshop concluded with a meaningful and reflective valedictory session attended by all participants, resource persons, university officials, and dignitaries. The session provided an opportunity to review the key learnings and outcomes of the day-long programme and to reaffirm the collective commitment towards enhancing graduate employability and career readiness in higher education institutions. The participants shared their reflections and feedback on the workshop, expressing appreciation for the relevance, practical orientation, and interactive nature of the sessions. Many participants highlighted the usefulness of the Employability Scorecard, institutional self-assessment exercises, and strategic planning discussions in helping them identify actionable steps for strengthening employability initiatives within their institutions.

Addressing the gathering virtually, Dr. B. Shadrach, Director, COL-CEMCA, expressed his appreciation for the enthusiastic participation, active engagement, and thoughtful contributions made by the participants throughout the workshop. He observed that the deliberations and interactive sessions had demonstrated a strong willingness among higher education institutions to embrace employability-oriented reforms and adopt innovative approaches to curriculum design, teaching-learning practices, and student support systems. He emphasised that graduate employability has become a critical indicator of educational quality and institutional effectiveness, and therefore requires sustained attention and strategic action.

Dr. Shadrach encouraged participating institutions to utilise the COL's Employability Framework and Employability Readiness Scorecard as practical tools for institutional assessment and improvement. He also urged institutions to continue their engagement with COL-CEMCA and explore opportunities for future collaboration in areas such as capacity building, curriculum innovation, quality enhancement, and employability-focused initiatives. He reiterated that partnerships and knowledge-sharing among institutions are essential for addressing emerging challenges and preparing graduates for the demands of a rapidly evolving world of work.

During the valedictory session, Prof. Nripendra Narayan Sarma, Director, Maniram dewan School of Management, shared his reflections on the deliberations and outcomes of the workshop. He appreciated the timely initiative taken by COL-CEMCA and KKHSOU in addressing one of the most pressing concerns of contemporary higher education —graduate employability and career readiness. He observed that higher education institutions can no longer remain confined to the traditional role of knowledge dissemination but must actively prepare learners for meaningful participation in society and the workforce. Prof. Sarma emphasised that employability should not be viewed merely

in terms of securing jobs but as the development of competencies, values, adaptability, and lifelong learning skills that enable graduates to contribute effectively in diverse professional and social contexts. He highlighted the importance of curriculum innovation, industry-academia collaboration, and continuous faculty development in achieving these goals. Reflecting on the discussions held during the workshop, he noted that the Employability Scorecard and institutional framework presented practical pathways for educational institutions to assess their readiness and plan systematic interventions. He expressed confidence that the ideas and strategies discussed during the programme would inspire participating institutions to initiate meaningful reforms and strengthen the quality, relevance, and impact of higher education in the state.

The programme concluded with the distribution of certificates of participation to the attendees in recognition of their participation and engagement in the workshop.

The formal vote of thanks was delivered by Prof. Pranab Saikia, who acknowledged the contributions of the institutions, resource persons, participants, and organising team towards the successful conduct of the One-Day State-Level Workshop-cum-Sensitisation Programme on “Boosting Graduate Employability and Career Readiness in Higher Education.”

Prof. Saikia expressed appreciation to COL-CEMCA for its continued collaboration and support in advancing graduate employability and career readiness initiatives in higher education. He also acknowledged the support and leadership of Prof. Rajendra Prasad Das, Vice-Chancellor, KKHSOU, which facilitated the organisation of the programme and strengthened the university’s engagement with employability-focused initiatives.

The active participation of principals, faculty members, IQAC coordinators, academic administrators, and representatives from participating higher education institutions was acknowledged as an important contribution to the quality of the deliberations and collaborative activities. The efforts of the organising committee, university officials, faculty members, administrative staff, and volunteers in facilitating the smooth conduct of the programme were also recognised.



Photo 5. *Proceedings at the workshop*

CONCLUSION

The One-Day State-Level Workshop-cum-Sensitisation Programme on "Boosting Graduate Employability and Career Readiness in Higher Education" provided a structured platform for higher education institutions across Assam to engage with the emerging priorities, challenges, and institutional approaches related to graduate employability. The programme contributed to enhancing awareness and understanding of the multidimensional nature of employability and highlighted the need for higher education institutions to move beyond conventional academic preparation towards more comprehensive approaches to graduate development.

The deliberations emphasised that graduate employability requires the integration of disciplinary knowledge, technical competencies, transferable skills, digital capabilities, communication skills, problem-solving abilities, professional values, and career management competencies within the broader educational experience. Discussions on curriculum transformation, competency-based learning, assessment reforms, experiential learning, industry engagement, and career guidance highlighted the importance of adopting a whole-of-institution approach to employability enhancement.

The workshop also provided participating institutions with an opportunity to reflect on their existing practices and identify areas requiring further strengthening. The introduction and discussion of the COL Graduate Employability Model and Scorecard provided a structured reference for institutions to examine their institutional preparedness, identify gaps, and consider mechanisms for systematically assessing and improving employability outcomes. The exchange of institutional experiences and perspectives further demonstrated the value of collaborative learning and contextualised approaches to employability enhancement.

The active participation of principals, faculty members, IQAC coordinators, academic administrators, and other higher education stakeholders from across Assam reflected the growing recognition of graduate employability as an important dimension of educational quality, institutional effectiveness, and relevance to societal and labour market needs. The discussions reinforced the importance of strengthening linkages between curriculum and the world of work, expanding opportunities for experiential and work-integrated learning, and developing institutional mechanisms for supporting students in their transition from education to employment and further career pathways.

A key outcome of the programme was the recognition that employability enhancement requires sustained institutional engagement rather than isolated interventions. Institutions need to progressively embed employability considerations across curriculum design, teaching-learning processes, assessment, student support, career services, industry and community engagement, and quality assurance mechanisms. Such an approach can enable HEIs to develop graduates who are not only employment-ready but also capable of adapting to changing occupational environments and pursuing lifelong learning.

The programme therefore concluded with a shared understanding of the need for continued institutional action, collaboration, and capacity building to strengthen graduate employability and career readiness in Assam. The engagement between KKHSOU and COL-CEMCA provides a foundation for continued support, knowledge exchange, and institutional guidance in this area. The workshop is expected to serve as a starting point for participating institutions to contextualise the approaches discussed, undertake institutional reflection and assessment, and develop appropriate strategies for improving graduate outcomes and strengthening the alignment between higher education and the evolving world of work.

RECOMMENDATIONS AND WAY FORWARD

The deliberations and activities undertaken during the workshop highlighted the need for a systematic, institution-led, and evidence-based approach to strengthening graduate employability and career readiness. Based on the presentations, discussions, group activities, and reflections of participating institutions, the following recommendations and way forward are proposed:

1. Institutionalise Graduate Employability as a Strategic Priority

Higher Education Institutions should recognise graduate employability as an integral dimension of institutional quality, effectiveness, and relevance rather than as the sole responsibility of placement or career cells. Employability should be incorporated into institutional strategic plans, academic planning, quality assurance processes, and student development frameworks.

2. Undertake Institutional Employability Self-Assessment

Participating institutions should undertake a systematic self-assessment of their existing employability-related practices using the COL-CEMCA Graduate Employability Model and Employability Scorecard. The assessment may be used to identify institutional strengths, gaps, and priority areas requiring intervention. Institutions should document baseline conditions and periodically repeat the assessment to monitor progress.

3. Develop Institution-Specific Graduate Employability Frameworks

Each institution should develop a context-specific Graduate Employability Framework based on its institutional mandate, student profile, academic programmes, regional economy, and local labour market. The framework should clearly identify priorities, activities, responsibilities, timelines, expected outcomes, and measurable indicators. The institutional approach should be aligned with national priorities, particularly the vision and objectives of NEP 2020.

4. Embed Employability Across the Curriculum

Employability should be progressively integrated into academic programmes rather than treated as an additional or stand-alone component. Institutions should review curricula to identify opportunities for embedding communication, critical thinking, problem-solving, teamwork, digital literacy, creativity, adaptability, leadership, entrepreneurship, and career management competencies alongside disciplinary knowledge.

The three-tier curriculum embedding approach discussed during the workshop may be considered for systematically integrating employability dimensions at appropriate levels of academic programmes.

5. Strengthen Competency-Based and Outcome-Oriented Learning

Teaching-learning practices should increasingly focus on the development and demonstration of competencies. Institutions should promote learner-centred, competency-based, project-based, and experiential approaches that enable students to apply knowledge to authentic problems and contexts.

6. Expand Experiential and Work-Integrated Learning Opportunities

Institutions should strengthen opportunities for students to gain practical exposure through internships, apprenticeships, field-based projects, industry mentoring, workplace exposure, community-based projects, and other forms of work-integrated learning. Such opportunities should be linked meaningfully to academic programmes and learning outcomes and should not be treated merely as supplementary activities.

RECOMMENDATIONS AND WAY FORWARD

7. Strengthen Industry and Employer Engagement

HEIs should establish and strengthen structured relationships with employers, industry bodies, professional organisations, community organisations, and other relevant stakeholders. Employer engagement can support curriculum review, identification of emerging skills, internships, mentoring, guest lectures, live projects, apprenticeships, placement opportunities, and feedback on graduate competencies.

Institutions should particularly explore partnerships that are relevant to the regional and local employment ecosystem of Assam, ensuring that employability strategies remain contextually appropriate.

8. Strengthen Career Guidance and Student Support Systems

Career guidance and counselling should be integrated into the student journey rather than being limited to the final stage of a programme. Institutions should strengthen mechanisms for career awareness, career planning, employability skills development, interview preparation, workplace readiness, higher education pathways, entrepreneurship, and self-employment.

Career services should also make greater use of labour market information and emerging occupational trends to help students make informed decisions regarding their career pathways.

9. Promote Entrepreneurship and Alternative Career Pathways

Graduate employability strategies should extend beyond conventional wage employment and include entrepreneurship, innovation, self-employment, freelancing, and emerging forms of work. Institutions should provide opportunities for students to develop entrepreneurial thinking, problem-solving abilities, innovation competencies, and awareness of available support ecosystems.

10. Introduce Flexible Skills and Micro-Credential Pathways

Institutions should explore the use of micro-credentials, digital badges, short-term skill courses, and flexible learning pathways to complement formal academic qualifications. These pathways can enable students to acquire specialised and emerging skills in response to changing labour market requirements and provide opportunities for continuous upskilling and reskilling.

11. Strengthen Faculty Capacity for Employability-Oriented Education

Faculty development should be an important component of institutional employability strategies. Capacity-building programmes may focus on competency-based education, outcome-based assessment, project-based learning, experiential learning, digital skills, career-oriented pedagogy, industry engagement, and the integration of employability competencies within disciplinary teaching.

12. Establish Institutional Mechanisms for Graduate Outcome Tracking

HEIs should strengthen systems for collecting and analysing information on graduate outcomes, including employment, further education, entrepreneurship, career progression, and other relevant indicators. Graduate and employer feedback should be systematically collected and used to inform curriculum revision, student support, and institutional planning.

RECOMMENDATIONS AND WAY FORWARD

14. Strengthen the Role of IQACs in Employability Enhancement

Institutional Quality Assurance Cells (IQACs) should play a more active role in integrating graduate employability into institutional quality enhancement processes. Employability indicators may be incorporated into institutional quality reviews, action plans, annual reports, and other internal quality assurance mechanisms.

15. Promote Institutional Collaboration and Peer Learning

The workshop demonstrated the value of bringing together institutions from diverse academic and geographical contexts to share experiences and practices. Participating HEIs should be encouraged to establish mechanisms for continued peer learning, exchange of institutional practices, collaborative capacity building, and sharing of resources and tools related to graduate employability.

16. Develop Institutional Action Plans as a Follow-Up

As an immediate follow-up to the workshop, participating institutions may be encouraged to prepare a Graduate Employability Action Plan based on their institutional self-assessment. The action plan could identify:

- Key employability gaps and priorities;
- Specific interventions to be undertaken;
- Responsible institutional units or personnel;
- Expected outputs and outcomes;
- Measurable indicators;
- Implementation timelines; and
- Mechanisms for monitoring and review.

This would help translate the workshop from a sensitisation and capacity-building exercise into concrete institutional action.

17. Establish Continued Support and Mentoring Mechanisms

Given that the workshop was conceived as a follow-up to the North East Regional Workshop held from 4–6 June 2026, continued engagement would help sustain the momentum generated through both programmes. KKHSOU and COL-CEMCA may explore mechanisms for providing continued guidance, mentoring, knowledge resources, and capacity-building support to participating institutions as they develop and implement their employability strategies.

18. Develop a State-Level Community of Practice on Graduate Employability

As a longer-term measure, participating institutions may be encouraged to form a state-level community of practice on graduate employability and career readiness. Such a platform could facilitate regular knowledge exchange, sharing of good practices, discussion of emerging labour market trends, collaborative problem-solving, and dissemination of institutional innovations.

ANNEXURE 1 – PROGRAMME AGENDA

One-Day State Level Workshop-cum-Sensitisation Programme on
"Boosting Graduate Employability and Career Readiness in Higher Education"

23 June 2026 | City Campus, KKHSOU, Khanapara, Guwahati

23 June 2026		
Time	**Session / Description**	**Speaker / Facilitator**
9:30 – 10:00 AM	**Registration of Participants**	
10:00 – 11:00 AM	**Inaugural Session**	Prof. Rajendra Prasad Das, VC, KKHSOU Dr. B. Shadrach, Director COL-CEMCA; Prof. Pranab Saikia, KKHSOU
11:00 – 11:45 AM	**Session I: Introduction to Graduate Employability Concept**	Prof. Pranab Saikia, KKHSOU
11:45 – 12:00 PM	***Tea Break***	
12:00 – 1:30 PM	**Session II: COL-CEMCA Graduate Employability Model and Scorecard & Group Activity on Employability Scorecard Validation**	Dr. Indrani Kalita, KKHSOU
1:30 – 2:15 PM	***Lunch***	
2:15 – 3:00 PM	**Session III: Developing Graduate Employability Framework for Individual Institutions**	Dr. Indrani Kalita, KKHSOU
3:00 – 4:00 PM	**Session IV: Graduate Employability Model and Institutional Strategies**	Prof. Pranab Saikia, KKHSOU
4:00 – 5:00 PM	**Feedback, Reflections and Certificate Distribution**	Prof. Nripendra Narayan Sarma, KKHSOU Dr. B. Shadrach, COL-CEMCA Prof. Pranab Saikia, KKHSOU

ANNEXURE 2 – List of Participants

One-Day State Level Workshop-cum-Sensitisation Programme on
"Boosting Graduate Employability and Career Readiness in Higher Education"

23 June 2026 | City Campus, KKHSOU, Khanapara, Guwahati

S No	Full Name	Gender	Designation	Institution/Organisation
1.	Mrs. Manomati Deka	Female	Assistant Professor	Nalbari College, Assam
2.	Dr. Gakul Gogoi	Male	Coordinator, KKHSOU	M.C College, Barpeta
3.	Dr. Mamun Azam Barbhuiya	Male	Principal	Haji Anfar Ali College, Hojai, Assam
4.	Dr. Priti Lata Pegu Doley	Female	Associate Professor, Department of Education	Raha College, Assam
5.	Happy Saikia	Female	Assistant Professor, Department of Education	Raha College, Assam
6.	Mr. Mindar Ingti	Male	Assistant Professor in Botany,	Jagiraod College, Assam
7.	Dr. Jahidul Haque	Male	Assistant Professor, Department of Economics	Dimoria College, Assam
8.	Manik Chandra Nath	Male	Assistant Professor, Department of History	Barbhag College, Nalbari, Assam
9.	Nabajyoti Doley	Male	Associate Professor	Mangaldai College, Assam
10.	Binita Devi	Female	Assistant Professor	Nalbari College
11.	Suman Barman	Male	Assistant Professor, Department of Education	Nirmal Haloi College, Patacharkuchi, Bajali, Assam
12.	Ripujit Das	Male	Assistant Professor	Barpeta Girls' College, Assam
13.	Dr. Utpal Kalita	Male	Assistant Professor, Department of Education	R.G Baruah College, Assam
14.	Dr. Dulal. Ch. Das	Male	Associate Professor, Department of Assamese	Darrang College

ANNEXURE 2 – List of Participants & Experts

One-Day State Level Workshop-cum-Sensitisation Programme on
"Boosting Graduate Employability and Career Readiness in Higher Education"

23 June 2026 | City Campus, KKHSOU, Khanapara, Guwahati

S No	Full Name	Gender	Designation	Institution/Organisation
15	Dr. Juli Tokbipi	Female	Assistant Professor, Department of Economics	KRB Girls' College
16	Jugal Chandra Nath	Male	Assistant Professor, Department of Hindi	Morigaon College
17	Montu Kakoti	Male	Assistant Professor, Department of Economics	Thong Nokbe College
18	Dr. Manoj Kumar Kalita	Male	Associate Professor, Department of English	Nalbari Commerce College
18	Dr. Hridayananda Tamuli Phukan	Male	Assistant Professor, Department of Yoga	KKHSOU
19	Dr. Shekhar Boro	Male	Assistant Professor, Department of Yoga	KKHSOU
20	Dr Surabhi Chutia	Female	Assistant Professor, Department of Hindi	KKHSOU
21	Dr. Tinku Chetry	Female	Assistant Professor, Department of Hindi	KKHSOU
22	Dr. Epahi Baruah	Female	Assistant Professor, Department of History	KKHSOU
23	Laba Kumar Das	Male	Assistant Professor, Department of Political Science	Sipajhar College