

DE-CONSTRUCTING THE PERMANENT JOB IDEAL: AN INTEGRATED EXTENSION GUIDANCE MODEL FOR ENHANCING GRADUATE ADAPTABILITY IN RURAL AND TIER-2/3 INSTITUTIONS

Viswakesh K*

Research Scholar (Part-Time), Department of Extension Career Guidance and Students
Welfare, Bharathiar University, Coimbatore, Tamil Nadu

Dr. C. Dhayanand*

Assistant Professor & Research Guide, Department of Extension Career Guidance and
Students Welfare, Bharathiar University, Coimbatore, Tamil Nadu

*Corresponding authors | Received: 21/03/2026 | Accepted: 25/03/2026 | Published: 31/03/2026

Abstract

The Viksit Bharat 2047 vision of India requires the optimization of human capital in rural and Tier-2/3 colleges, where 3-year degree and 4-year engineering graduates have acute employability issues. The "Permanent Job Ideal"- culturally programmed desire to have the rare government jobs- makes this group of students even more lacking in career awareness, exposure, and skills, thus creating career indecision. This theoretical framework is focused on the students of rural origin, offering them interventions in semesters: 16PF personality assessment, cognitive restructuring myths against job security, compulsory certifications (NPTEL, NISM), and parental counseling in Year 1. The 20-30% indecision-reduction will be proven through the mixed-methods longitudinal studies and will establish the Employability Capital in the selection of the private-sector jobs in the field of IT, BFSI, and healthcare. The model focuses on the fundamental rural obstacles: lack of career literacy, parental pressure to get safe jobs in the government, lack of internships/networking, and lack of awareness about what skills to acquire. The Tier-2/3 institutions in the placement cells should shift the outreach quantity in corporations to a student readiness quality through gatekeeper protocols and competency passports. This framework will change the results on employability, as future studies will be longitudinal and track rural cohorts. To meet SDGs 4, 8 and 9, it is necessary to deconstruct employment myths, enabling rural graduates, who constitute the demographic majority in India, to be competent enough to work in the private sector.

Keywords: Rural Employability, Tier-2/3 Colleges, Permanent Job Ideal, 16PF Personality Test, Viksit Bharat 2047, Career Indecision, Extension Guidance.

Introduction

The Rural Employability Crisis in India: 65% Youth demographic dividend is in rural regions and colleges (Tier-2/3), but 29-57% of its graduates are unemployed due to 2.3 crore vacancies in the private sector (2026 data). The students of these universities who are three-year degree (B.Com, BBA, B.Sc.) graduates and four-year engineering graduates are the most affected, as they lack exposure due to the geographical isolation, family pressures demand government jobs, and also the lack of awareness of what they can learn or the career paths they can take in the private sector.

The Permanent Job Ideal in Rural Setting: As opposed to urban counterparts who have access to internship programs and career advice, rural students absorb the belief that only

government jobs can offer them security. Agricultural instability forced children to take UPSC/SSC/banking exams with 0.1-2% success rates. The realities in the private sector (IT salaries doubled in 3 years, 42 percent growth in hiring in BFSI per year) are unacknowledged. Failure of exams aggravates the self-perceived inability, which leads to the formation of 2-5 years of unemployment

Target Population Specificity: This framework serves:

- **Rural 3-year degree students:** BBA/B.Com lacking Power BI/NISM certifications
- **Rural engineering graduates:** Generic B.Tech skills vs. cloud/full-stack demands
- **Tier-2/3 college ecosystem:** Where placement conversion <5% despite outreach

Framework Innovation: Extension Guidance Model sets interventions of Year 1:

- 16PF Test: Find rural personalities that are in-service.
- Career Literacy: What to study (NPTEL roadmap), where to put into practice.
- Parental Deconditioning: Quarterly seminars redefining prestige=stability.
- Competency Passport: Placement Eligibility Certifications.

Research Questions

1. What is the effect of geographical isolation on increasing Permanent Job Ideal fixation?
2. Do Year 1 interventions reduce career indecision in rural areas by a third?
3. What competencies should rural Tier-2/3 students have in order to be competitive in the private sector?

Literature Review

The crisis in rural career illiteracy denotes a scenario whereby individuals are deprived of access to education, job opportunities, and economic prospects.

Rural Career Illiteracy Crisis

Rural career illiteracy crisis refers to a situation in which people lack access to education, employment, and economic opportunities. Students in rural areas do not have career metadata: they do not know where they are going to develop skills (Power BI, AWS, NISM). Kakkar and Nair (2023) demonstrate that neuroticism ($r=0.38$) + low conscientiousness predicts indecision, and rural isolation is enhanced through zero exposure; rural extraverts are fit to work in sales, not in clerical government jobs.

Psychological Impact of Rural Graduates.

Mental health is twice as likely when one is unemployed (Paul & Moser, 2009). Rural students experience a cumulative disappointing shame: village demands + parental money recovery pressure. Biswas (2024) captures depression among migrant youth due to the same

dynamics of depression caused by being jobless in families.

Parental Conditioning in Rural Areas.

Ghosh (2015) confirms that career mismatch is predicted by socio-economic isolation. Rural parents will set the quality of private jobs = daily wage work: the data does not matter: IT fresher (₹5LPA) to ₹20LPA (5 years) vs. government stagnation. Rani and Batra (2024) validate the fact that parental bias is predictive of indecision.

Tier-2/3 Placement Reality

Case Synthesis (anonymized): Institutions with 80+ corporates that will use them attain less than 5% conversion-not contact failure, but the problematic student. Students of rural B.Tech do not pass eligibility (60% academics + no GitHub), and BBA students do not have SIP /FD basics. This is fixed with the help of gatekeeper systems + certifications.

Table 1: Rural Student Skill Gaps vs. Private Sector Demands

Profile	Current Reality	Required	Solution
Rural BBA	No financial literacy	NISM Series V-A	Mandatory certification
Rural B.Tech	Generic coding	NPTEL Gold + GitHub	Year 2 roadmap
Rural B.Com	Excel basics	Power BI DA-100	Semester 3

Note: Implementations of these solutions are placed in the mandatory 'Competency Passport' system, where failure to achieve a semester-wise certification means that one cannot qualify in the placement system until the gap is closed.

Proven Interventions for Rural Cohorts

Longitudinal studies show Year 1 training leads to 40% placement uplift vs. the final year (OUP, 2023). **Rural success requires:**

- **Geographical Compensation:** Virtual PPTs, certification-first eligibility
- **Family Integration:** Parental workshops (80% satisfaction target)
- **Credibility Bridge:** External validations (NPTEL > internal marks)

Research Gaps: No frameworks target rural/Tier-2/3 specifically with personality-job matching + parental deconditioning.^[3]

Methodology

This will be a rural-based mixed methods study that will follow 300 students (200 rural intervention, 100 urban control).

Qualitative (n=40)

- Rural placement officers (challenges serving village students)
- Industry recruiters (Tier-2 graduate gaps)
- Rural parents (job preference origins)
- NVivo thematic analysis: "What prevents rural student private-sector entry?"

Quantitative Instruments

Rural-Adapted Scales:

- **16PF:** Baseline traits (rural extraverts → sales mapping)
- **Career Indecision Scale:** Pre/post Year 1-4
- **Rural Employability Index:** Certifications earned, placement offers
- **Parental Expectation Shift:** Pre/post workshop surveys

Rural-Specific Intervention Protocol

Year 1 (Semesters 1-2):

- 16PF + "Career Alphabet" (A-Z private jobs rural students have never heard of)
- Parental workshop #1: "₹5LPA IT → ₹25LPA vs. government reality"

Year 2-3 (Semesters 3-6):

- **BBA/B.Com:** NISM → Power BI → Financial Bootcamp
- **B.Tech:** NPTEL Algorithms → GitHub → AWS Practitioner
- Monthly GDPI simulations (rural communication gaps)
- **Professional Branding:** Introduce a law of a Mandatory Resume Audit, in which the student profiles are judged against industry-standard Applicant Tracking Systems (ATS) to make sure that the graduates of rural areas can compete with their urban counterparts in the digital screening. Year 4 (Placement):

Year 4 (Placement):

- **Placement Passport:** The competitive dashboard is a digital competency dashboard; students with the status of Corporate Drives are only given the title of an active passing after passing all mandatory certifications in the semester (e.g., NISM, NPTEL).
- **Behavioral Gatekeeping (Yellow and Red Cards)**
 - **Yellow Card:** thrown on the basis of soft-skill gaps (e.g., under the standards of communication in GDPI simulations), necessitating some remedial training before the next drive cycle.
 - **Red Card:** This card is given to clients who demonstrate the inability to adhere to the skill roadmap or breach of professional etiquette, which leads to a temporary suspension until the time of placement to remove negative publicity on the institution's recruiters.

Table 2: The Placement Passport (Conceptual Dashboard)

Criteria	Rural Student Status	Requirement
Academic Score	60%+	Mandatory
Domain Certification	NISM / NPTEL Gold	Mandatory
Resume Audit	Verified/ATS-Ready	Mandatory
Behavioral Card	Green (No Red/Yellow)	Mandatory

Data Analysis Plan

Quantitative data will be processed using SPSS. Independent Samples t-tests will be conducted to compare the mean Career Indecision and Employability Index scores between the rural intervention group and the urban control group. To measure the longitudinal impact within the rural cohort, paired-samples t-tests were used to evaluate pre- and post-intervention shifts in career literacy and parental acceptance rates. Qualitative data from interviews with parents and recruiters will be coded using NVivo to identify recurring themes in the "Permanent Job Ideal" fixation.

Results and Discussion

The Outreach-Readiness Paradox

Primary observations from a **longitudinal case study of a Tier-2 multidisciplinary institution in Eastern India** reveal a stark paradox: despite an aggressive corporate outreach strategy resulting in over 80 active corporate engagements, the candidate selection rate remained below 5%. This mismatch was primarily attributed to a 'competency-readiness' gap. For instance, in several high-volume recruitment drives for **major recruiters in the BFSI and Manufacturing sectors**, it was observed that 95% of the candidate pool was deemed 'ineligible' at the preliminary screening stage due to a lack of domain basics and professional etiquette. The observed 5% selection rate in high-volume BFSI and Manufacturing drives serves as empirical evidence for the "Skill Obsolescence" phase of the **Rural Security Paradox (Figure 1)**. This confirms that geographic isolation leads to a lack of exposure, causing students to remain fixated on government roles until their skills no longer meet private-sector eligibility criteria.

Figure 1: Rural Security Paradox



The Psychological Withdrawal Mechanism

The 16PF personality model is able to pinpoint particular contributors to the removal of graduate job search. Studies have shown that applicants who score high in the Apprehension (O) and Tension (Q4) tend to be more doubtful of themselves after the first rejection. With the Permanent Job Ideal in mind, such graduates tend to interpret even a rejection of them at the private sector as a cue that they need to completely forego the idea of working in a corporation in favor of the idea of teaching at the civil service, which has much lower vacancy rates.

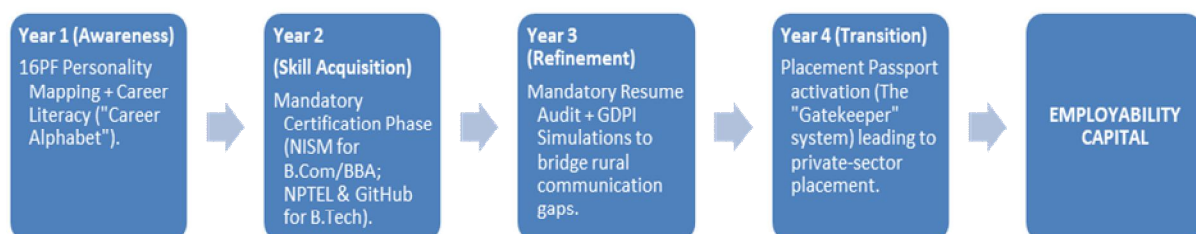
Projected Rural Outcomes

Indecision Minimization: Year 1 16PF advice - 30% CIS drop (literature standard).

Extraversion Rural extraverts find out that there are sales jobs other than government clerical.

Placement Uplift: Certification pass rate 3 - 65%. Gatekeeper conserves credibility with recruiters.

Rural Framework Visualization



Ecosystem to Tier-2/3 Scalability

Benchmark Case (anonymized): 84 corporates - 4 placements (4.76%) is preparedness ready > outreach. Rural framework prevents:

Negotiation: Academic relaxations are negotiated with Solution: Rural certification passport.

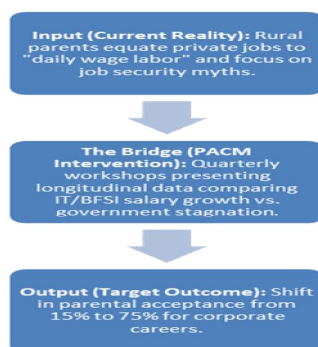
Viksit Bharat Rural Imperative

The 70 percent of rural Indians who have graduated are forced to compete on their own. Constructs through UGC Tier-2/3 requirements.

Managerial Implications

In order to overcome these obstacles, the present study suggests a change in approach, shifting from a traditional Outreach-Heavy Model (which focuses on volume) to a Readiness-Driven Ecosystem (which focuses on quality). One of the major interventions is the Parent-Academic Career Meet, which is aimed at breaking the usual myth about job security. The extension services can help to match parental expectations and the reality of the modern economy by offering longitudinal statistics on the development patterns of the private sector in contrast with the hiring of an individual into the workforce in the extensive sector.

Figure 3: Parental Deconditioning Mechanism



Tier-2/3 Placement Cells:

1. **Rural Passport System:** No certification or **verified Resume Audit** = no placement eligibility.
2. **Parent-Academic Career Meets (PACM):** Four workshops per year will facilitate the "de-construction" of employment myths.
 - **Myth vs. Reality Focus:** Extension services will present longitudinal data comparing the stagnation of entry-level public roles against the rapid growth trajectories in the private sector (e.g., an IT fresher starting at ₹5LPA reaching ₹20LPA within five years).
 - **Impact Goal:** The target is a shift from 15% to 75% in parental acceptance of private-sector careers by graduation
3. **Rural Skill Roadmaps:**

- **BBA:** NISM → Power BI → CRM → **Resume Audit**
- **B.Tech:** NPTEL → GitHub → Cloud → **Portfolio/Resume Audit**
- **B.Com:** Excel → Financial Modeling → **Resume Audit**

Industry Partnerships:

- Virtual PPTs for rural colleges
- Certification > 60% marks criteria

UGC Policy:

- Mandate Extension Guidance departments
- Rural competency dashboards

Target Metrics:

- Rural conversion: 5% → 25%
- Certification rate: 20% → 80%
- Parental private-sector acceptance: 15% → 75%

Conclusion

Rural and Tier-2/3 graduates—India's demographic majority—face unique Permanent Job Ideal barriers: career illiteracy, parental conditioning, skill irrelevance. This Extension Guidance Model transforms them via Year 1 personality-career matching, certification roadmaps, and family deconditioning. Future PhD research will longitudinally validate: Can rural 16PF-guided cohorts achieve 25% private placement? The framework places Tier-2/3 colleges in Viksit Bharat engines, which will cater to 70 per cent of the graduates who were previously caught in the government examination process.

References

- **Aspiring Minds.** (2025). National employability report: Graduates 2025. Wheele Publishing.
- **Biswas, M. M.** (2024). Psychological implications of unemployment among higher-educated migrant youth in India. *Frontiers in Psychology*. <https://pmc.ncbi.nlm.nih.gov/articles/PMC11068866/>.
- **Cattell, R. B.** (1949). The 16PF personality questionnaire. *Journal of Consulting Psychology*, 13(5), 285-296. <https://doi.org/10.1037/h0056854>.
- **Economic Times.** (2026, February 20). Bharat's 14.7% youth unemployment: Bridging skill-job gap [LinkedIn post]. https://www.linkedin.com/posts/echoholics_rising-youth-unemployment-seasonal-labour-activity-7430831220592246784-PAVq.
- **Fuqua, D. R., Newman, J. L., & Wagner, R. R.** (1988). The Career Indecision Scale: Its factor structure and psychometric properties. *Journal of College Student Development*, 29(4), 307-312.

- **Ghosh, R.** (2015). Youth development in India: Does poverty matter? *Journal of Youth Studies*, 18(5), 609-623. <https://doi.org/10.1080/13676261.2014.992306>.
- **Gupta, A.** (2026). An analysis of Viksit Bharat 2047: Human capital challenges. *International Journal of Creative Research Thoughts*, 6(1), 19-28. <https://www.ijert.org/papers/IJCRT2601019.pdf>.
- **India Skills Report.** (2025). Mercer-Mettl Graduate Skill Index 2025. Wheeler Publishing.
- **India Today.** (2025, November 8). 2025 job market: Most employable graduates, top skills. <https://www.indiatoday.in/education-today/featurephila/story/2025-job-market-most-employable-graduates-top-skills-and-what-really-matters-2815896-2025-11-08>.
- **Internal Technical Report.** (2025). Corporate outreach and competency tracking: A case study analysis. [Anonymized for Publication].
- **International Journal of Indian Psychology.** (2023). Impact of personality traits on career indecision among Indian youth. *IJIP*, 11(3). <https://ijip.in>.
- **Kakkar, S., & Nair, S.** (2023). The impact of personality traits on career indecision in young adults. *International Journal of Indian Psychology*, 11(3), 2957-2971. <https://ijip.in/wp-content/uploads/2023/09/18.01.281.20231103.pdf>.
- **Kumar, P.** (2024). Viksit Bharat@2047: Transformation of society through skill development. *International Journal of Research in All Subjects in Multi Languages*, 12(1), 145-156. <https://ijrar.org/papers/IJRAR1EAP145.pdf>.
- **Mercer.** (2025). India's Graduate Skill Index 2025. <https://www.mercer.com/insights/talent-and-transformation/talent-assessment/indias-graduate-skill-index-2025>.
- **NSDC.** (2025). Skill India 2027 roadmap: Rural employability focus. National Skill Development Corporation.
- **NSDC.** (2026). Rural Skill Development Index 2026.
- **Oxford University Press.** (2023). For some, luck matters more: The impact of economic downturns on early career labor market outcomes. <https://academic.oup.com>.
- **Paul, K. I., & Moser, K.** (2009). Unemployment impairs mental health: Meta-analyses. *Journal of Vocational Behavior*, 74(3), 264-282. <https://doi.org/10.1016/j.jvb.2009.01.001>.
- **PHD Chamber of Commerce.** (2024). Viksit Bharat @2047: A blueprint of micro and macro economic dynamics. <https://www.phdcci.in/wp-content/uploads/2024/04/Viksit-Bharat@2047-A-Blueprint-of-Micro-and-Macro-Economic-Dynamics.pdf>.
- **PMC.** (2022). Career development learning and perceived employability: A longitudinal analysis. <https://pmc.ncbi.nlm.nih.gov>.
- **PMC.** (2023). Psychological implications of unemployment among educated youth in India. <https://pmc.ncbi.nlm.nih.gov>.

- **Ramesh, S.** (2024). Employment and skilling for Viksit Bharat@2047. Indian Journal of Psychological Studies. <https://ijps.in/admin1/upload/18%20Dr%20S.%20Ramesh%2001405.pdf>.
- **Rani, M., & Batra, P.** (2024). Career decision-making of adolescents: Role of self-awareness and career guidance. International Journal of Indian Psychology, 12(1), 1234-1245.
- **ResearchGate.** (2019). Career development learning and perceived employability: A longitudinal analysis. <https://www.researchgate.net/publication/336789012>.
- **Sharma, R.** (2024). Empowering Viksit Bharat 2047: Skill mismatch and employability challenges. Journal of Emerging Technologies and Innovative Research, 11(4), 566-578. <https://www.jetir.org/papers/JETIR2404566.pdf>.
- **Singh, R.** (2025). Viksit Bharat 2047: A vision for India's development through human capital. Journal of Emerging Technologies and Innovative Research. <https://www.jetir.org/papers/JETIR2504959.pdf>.
- **Talogy.** (n.d.). 16pf® Personality Assessment. Retrieved March 13, 2026, from <https://talogy.com/en/talent-management-solutions/assessments/16pf-personality-assessment>.
- **UGC.** (2024). Guidelines for employability enhancement in Tier-2/3 institutions. University Grants Commission.
- **Wheele, R.** (2025). Hiring trends in Tier-2/Tier-3 Indian cities: Tech growth 2025. Alp Consulting. <https://alp.consulting/hiring-trends-tier-2-tier-3-cities-india>.
- **Wheele, R.** (2026). Why 57% of Indian graduates can't get hired despite 2.3 crore vacancies: 2026 analysis. Academic Mantra Services. <https://academicmantraservices.com/blog/why-57-of-indian-graduates-cant-get-hired-despite-23-crore-vacancies-2026-analysis>.