

PROMOTING EMPLOYABILITY SKILLS AMONG THE GRADUATES THROUGH THE COURSES OF HUMANITIES TO BRIDGE THE GAP BETWEEN INDUSTRY AND ACADEMIA IN INDIA

Abstract

Adequate employability skills are essential for surviving in this ever expanding professional worlds. Enterprises, higher education institutions, hiring managers, private and professional bodies, and others firmly think that there is a need right now for qualified graduates who are learning quickly and are able to meet the demands and challenges of Industry 4.0. They need graduates who are proficient in their fields, capable of operating flexibly and intelligently across organisational contexts, and responsive to environmental, social, cultural, and technological changes. There is a substantial gap between graduates' employability skill sets and those required by the industry in the context of global organisations, according to various government and non-government employability reports. The job skills and abilities of graduates are examined in this study within the context of higher education in India. Along with educating and stimulating readers, the article also aims to assess innovation in employability skill teaching and learning.

Keywords: Employability Skills, Industry 4.0, Higher Education, Innovations in Education, Skills Development

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I. INTRODUCTION

According to a survey conducted by BridgeLabz and published in Business Insider (2019), more than 75% of engineering graduates lack the skills expected by employers for the consideration of jobs. Having effective employability skills is an indispensable skill to survive in this fast-growing professional world. Industry, academic institutes and universities, employers, and other professional and private bodies strongly believe that it is a demand of time for skilled graduates who are learning agile and can reciprocate to the expectations and challenges of Industry 4.0. We need graduates who can operate flexibly and intelligently across corporate contexts, perform well in their professions, and are skilled and responsive to economic, social, cultural, technical, and environmental change (Mesharam, 2015). According to numerous government and non-government employability reports, there is a significant difference between the employability skill sets of graduates and those needed by the industry in the context of global organisations. This study investigates the job skills and competencies of graduates in the context of higher education in India. The article also aims to examine innovations in the teaching-learning of employability skills as well as to inform and inspire readers.

1. The need of employability skills: Employability is a component that includes creativity, imagination, and intuition. Employability skills are mostly responsible for a successful graduation career. Fresher's are frequently recruited as trainee supervisors, and they need authority and accountability for others for their team to work effectively. Job skills are all about taking the initiative and motivating others. You'll have a higher chance if you can cope with the pressure, examine your problem, and take charge of coming up with a solution. Business organisations have identified teamwork as a way to collaborate, influence, and compromise. A positive, synergistic business must have efficient communication (MC, 2014). A graduate has to develop their ability to listen, comprehend, and communicate ideas and information in a way that keeps things moving. Understanding when and where to focus your efforts might be critical. You can plan ahead and manage a huge task without losing control if you have self-management skills and the capacity to work independently. Employers who hire recent graduates are aware that client satisfaction is an investment in their company. Graduates must treat customers and clients with the same respect and care that they would treat their boss (Target Jobs, 2013). According to Right Management's Flux Report (cited in Kent, 2015), the following talents will be in high demand among employers over the next five years:

- People skills 53%
- Managerial skills 62%
- Creativity and innovation 45%
- Perseverance 43%
- Leadership qualities 62%.
- IT skills 40%
- Tech ability 40%
- Product marketing expertise 32%
- Client management skills 24 %

The given data makes it quite evident that certain talents are required to tackle the demands of the modern corporate environment.

- 2. Skill Gap: employability skills vs Indian graduates:** According to Hindu (2016), graduates who serve as stepping stones to the job market are of little use today because, according to a survey on employment, 47 percent Indian graduates lack the necessary abilities to be hired for any business role. The main factors preventing their fitness for employment in the job market were found to be their inadequate cognitive abilities and English language proficiency. The "Comprehensive Employability Report" by Aspiring Minds (2013) is a national audit of the fresher graduates' employability skills. More than 60, 000 students were polled from various Indian universities and data was collected. Here are 50 million university graduates in India each year. For them, it is not easy to step the boardroom from the classroom since they possess low English linguistic competence, technical training and analytical thinking, decision-making capacity, leadership and problem-solving skills (NDTV, 2013). The report's findings overwhelmingly support the need of vocational training and for focused interventions in the domains of computers and English proficiency. Less than 25% of students can apply concepts to situations, demonstrating the need for our higher education system to place more emphasis on application and discourage rote learning (Aspiring Minds, 2013). Students from non-metro cities still have a disadvantage in English and finance even though they attend MBA programmes in urban areas (National Employability Report, 2013).
- 3. Bridging the gap:** According to the 2014 India Skills Report, the Indian educational system has received some of the harshest criticism in the entire globe. Not only has the academic structure and system been condemned, but also the teaching approach. Even the Prime Minister expressed worry, remarking that we must acknowledge that many of our institutions of higher education fall short of expectations. Many more of them have simply failed to keep up with the quick changes that have taken place in our society recently, continuing to produce graduates in fields that the job market no longer wants. Based on the criteria employed, these rankings may be disregarded, but they do in fact capture the standard of teaching and learning provided at the institutes of higher education. Many people might think that because academic institutions don't hold themselves answerable to society and government. Schools are a crucial component of our holistic skills development. Therefore, it is crucial to comprehend their perspectives on the Indian employment market. Several actions are required to guarantee supply and demand matchmaking and how they have to be carried out. The ability to produce qualified, high-calibre human resources is a crucial necessity for promoting economic and industrial development in a state. In addition to this, the government has launched numerous efforts to increase resources for higher education and technical training, as well as to enhance educational quality and put a particular emphasis on vocational training programmes for the young minds of the nation. Given the financial limitations on government spending on education, involving the private sector more actively in both formal and non-formal learning environments is an important endeavour. Building a connection between academia and industry will be made easier by encouraging private investments in education, encouraging industrial participation in education and training, introducing flexible curricula, increasing student employability, etc. Through the Centre for Entrepreneurship Development, the government has launched promotional

programmes targeted at boosting private enrolment in vocational education. Currently, the government implements programmes to establish skills enhancement centres or skill up-gradation centres at GIDC estates, ITI facilities, industrial parks, industrial zones, SEZs, investment provinces, and specialised skills training centres whilst also providing financial assistance for operating costs. Along with programmes to give professionals skill-based training, the state has also put in place measures to give college students at all levels of higher education flexibility in choosing their courses. A vocational education choice-based credit system, an effective learning approach that promotes practical training, etc. Additionally, the government has made sure that special attention is paid to increasing the availability of training and education for marginalised groups on a geographical, social, and gender basis. Through partnerships with training partners like IL & FS, NIIT, and HCL, Gujarat Knowledge Society offers special training programmes for ladies in schools. To construct a sustainable model of skill development, the government began to fund research projects in a variety of fields and promote collaboration across institutions. Gujarat appears to be moving in the right path with such targeted initiatives to build skills, and at the same time, the market is active (2014 India Skills Report).

4. Courses of humanities to enhance the employability skills: The government, businesses, and academic institutions need to take considerably more initiatives when taking into account the talent demand disparity in the nation. In bridging this gap, academic institutes can play a vital role. Need-based courses of humanities in the areas of can be offered to the students as credit courses, bridge courses, and remedial courses.

- Corporate Communication
- English language Competence
- People skills
- Leadership
- Management
- Life Skills
- Foreign Languages
- Personality development
- Creativity
- Philosophy and Professional ethics are just a few examples

These courses will provide significant scope to young graduates to work on their skill defects concerning the industrial requirement. Activity-based pedagogy will motivate students to practice their skills set and remedy the errors in different skills. Government Bodies, Industries, and Academic Organizations should understand the role of courses of humanities and promote them by giving the utmost importance.

The following cutting-edge measures ought to be implemented to close the gap between academia and industry:

- Organizing communication and soft skills enhancement activities
- Promoting debate, discussion, and group communication activities
- Organizing workshops and seminars with the collaboration of industry

- Offering special soft-skills training programmes to the students
- Proposing Industry Oriented Projects and Internship Programs
- Deciding graduate attributes as per the required skill sets for the industry and revolutionizing the curriculum
- Implementing Task-Based/Project Based/Collaborative Teaching-Learning Process
- Encouraging students to take on entrepreneurship
- Organizing training programmes for industry faculty members
- Providing faculty members with opportunities for research at industry
- Motivating students for research work and innovation

New initiatives and approaches in teaching-learning and curricula in accordance with the required employability skills will be beneficial to young minds in India in getting the right opportunity for a bright career.

II. CONCLUSION

Thus, concrete initiatives must be taken to bridge the skill gap and nurture students to make them ready for global challenges. The role of humanities courses will be critical in encouraging and motivating Indian talents to fill their pockets with the bundle of skills required to help India develop through their skills, innovations, and creativity.

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