

# PERCEPTIONS ON EMPLOYABILITY SKILLS NECESSARY TO ENHANCE ARTS AND SCIENCE STUDENTS WITH REFERENCE TO VIRUDHUNAGAR DISTRICT

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## ABSTRACT

*The roots of education lie hidden in an unknown past; those of competition are even less traceable. Children spontaneously seek competition with their peers. They seem to have an innate desire to compare themselves with others in every way, for example, by running and wrestling. Such play is obviously beneficial to a child's development. From play it is a small step to physical and intellectual contests, generally known as sports, which adults indulge in for their own sake. Just as with education, also some forms of competition became formalized long ago in human history. That is, competition is bound by rules and becomes organized by specialists. However, early historical records are much less explicit about this than in the case of education. At first, formal competition was restricted to sports. The role of formal competition in other areas is a much more recent phenomenon. Again, it should be noted that informal competition still plays an important role as well. While every of this issue is decisive enough to make a conversation, research and explanation at extent, this article will concentrate on the issue of employability skills needed by arts and science students from an industry perception which has been drawn from a survey of 600 students.*

**KeyWords:** *Employability skill, Employability skill profile, Essential skill.*

## I. INTRODUCTION

In **Early education** in India commenced under the supervision of a *guru*. Initially, education was open to all and seen as one of the methods to achieve enlightenment. As time progressed, due to superiority complexes, the education was imparted on the basis of caste and the related duties that one had to perform as a member of a specific caste. The Brahmans learned about scriptures and religion while the Kshatriyas were educated in the various aspects of warfare. The Vaishya caste learned commerce and other specific vocational courses while education was largely denied to the Shudras, the lowest caste. The earliest venues of education in India were often secluded from the main population. Students were expected to follow strict monastic guidelines prescribed by the guru and stay away from cities in ashrams. However, as population increased under the Gupta empire centers of urban learning became increasingly common and Cities such as Varanasi and the Buddhist centre

at Nalanda became increasingly visible. So recent education system requires meeting the demands of the students for making themselves as job generators.

Employability Skills are skills that are related across a variety of jobs and life contexts. They are every so often referred to as key skills, core skills, life skills, essential skills, key competencies, necessary skills, and transferable skills. Industry's preferred term is Employability Skills. Education is the process of Human work forces also further developed on – the - job through systematic or informal training programs. Countless workers increase their production by acquiring new employability skills (technical and non-technical) and perfect the old one.

Non-technical skills involve basic employability skills. While on the one side, the world's largest stock of scientists, engineers and management graduates, which has been unable to highest full economic gain from this talent pool since of the mismatch between industry needs and university output. Skilful management of the academic capital could be a driver for growth and is vital for the Indian economy.

In the past, employees did not require advanced academic or social competencies.

## **II. NEED OF THE STUDY**

The employability skill will be improved by the level of expectations on among the Arts and Science students and industry stakeholders. Employability skills can't acquire overnight. The applicant has to find out necessary skill sets which are necessary by the future employers from various advertisements from time to time. The investigator has taken the following 14 factors viz. Communication, listening, learning, basic literacy and numerical skills, time management, creativity, computer skills, organisation and thinking skills, team work skills, problem solving skill, work ethics, leadership skill, management skill and self management skills.

## **III. STATEMENT OF THE PROBLEM**

This article concentrates on why the educational institutions have failed to fulfil the required expectations of the industry. This growing mismatch between the education imparted and education required to enhance the employability needs and to be considered seriously. There are numerous employment opportunities, but the problem is the gap between the quality of higher education and the expectations of the job market. As such employability is affected by both the supply side and demand side factors which are often outside of an individual control. Higher education institutions may provide the subject matter expertise but still lack in imparting the essential skills in graduates to secure, maintain, and advance in the economically and mentally fulfilling careers.

## **IV. SIGNIFICANCE OF THE STUDY**

“A degree alone is not enough. Employers are looking for more than just technical skills and knowledge of their subject. They particularly value skills such as communication, team working and

problem solving. Job applicants who can demonstrate that they have developed these skills will have a real advantage". Really, Education is considered to have the potential to effect change in the system of social stratification. Education system in India comes across through various phases. Initially, Education was adhered by few segments especially, the buds of rulers. But present education system faces tremendous changes and offers its yield to all segments irrespective of caste, religion, race etc., so, the scope of education system is wider enough to cater the needs of students.

Now, Government provides more importance to higher education through several statutory bodies such as UGC, AICTE, Medical Councils, and Bar Councils and so on, so as to equip the students to enrich their skills towards employment. Since college level education has incorporated these skills in the syllabus, this will certainly help students develop their employability skills and it will makethem to create as job generators. Thus, the present research tries to list the skills needed for the students to get employed in reputed companies and show how theseskills are important for them to work in a performance oriented work environment.

## **V. SCOPE OF THE STUDY**

The present study has focused employability skills required for the students. In this study employability skill such as Communication Skills, Interpersonal Skills, Problem Solving and Critical Thinking, Teamwork, Ethics and Legal Responsibilities are proposed to be covered. The area of the study is fixed as Virudhunagar District. Even though there are various categories of colleges functioning in Virudhunagar District, the present research has made an attempt to analysis the employability skills among arts and Science college students alone.

## **VI. REVIEW OF LITERATURE**

1. **Nele De Cuyper et al. (2008)** investigated the relationship between the employability and both work-related (engagement) and general (life satisfaction) well being. It is hypothesized in this way that there is positive relationship between employability and job insecurity and the negative relationship between job insecurity and employees' well being. The study has rendered the findings that employability may be a means to secure one's labour market position, rather than a means to cope with job insecurity.

2. In the summary report of **Higher Education Funding Council for England (HEFCE) 2000**, consensus is found among the Universities and their graduates on the following issues : employment-related content that is now embedded in regular academic courses; curricula which have evolved considerably during the past ten years to take account of the employability agenda; wide variety of different approaches to the employability agenda; substantial differences between institutions; very different approaches in different subject areas.

3. **Harvey Krahn et al. (2002)** indicated in his study that graduating high school students are generally aware of the importance of employability skills. However, this awareness reflects their limited and therefore impressionistic labour market experiences rather than being grounded in a longer term view of what they will require in the future as adult workers, both in terms of formal education and job skills.

4. **Stephen B. Knouse et al. (2008)** in his research on the effectiveness of internships found that internship is an overall beneficial activity. Due to internship, the employability of the interns is enhanced and interns generally experience both work-related and organizational learning. It is also found that that internship increases the effectiveness of business internships on several issues i.e. enhanced employment opportunities, realistic expectations of interns, satisfaction with the internship experience, internship prerequisites and internship mentoring. The result has proved that internships are on the whole overall beneficial.

5. **Shane Robinson (2008)** found out that graduates give importance to the factors like solving problems, working independently and functioning well in stressful situations and they give least importance to the political implications of the decisions made. In terms of competence, graduates perceived themselves to be most competent at working independently relating well with superiors and working well with fellow employees and least competent of identifying political implication of the decisions to be made.

## **VII. OBJECTIVES OF THE STUDY**

- To study the socio-economic profile of the arts and science college students.
- To find the employability skills among arts students in colleges.
- To find the employability skills among science students in colleges.
- To compare the employability skills between arts and science students in colleges.
- To propose valuable suggestions based on the findings of the study.

## **VIII. METHODOLOGY**

The present study will cover seven arts and science colleges which have attained autonomous status only in Virudhunagar District located in South Tamil Nadu. Both qualitative and quantitative methods will be used to find vitally the employability skills among arts and science students in colleges. Interview schedule can be used to collect the data regarding the socio-economic variables and employability skills.

Primary data will be compiled for one-year period (2016). The primary data will be collected with the help of specially prepared interview schedule. Totally 600 respondents will be selected from six

colleges of the district by using simple random sampling method. This research will be descriptive and analytical one. Percentage averages and bivariate analysis will be used.

The purpose of the research is to get a better understanding of socio-economic pattern and the employability skills among arts and science college students in Virudhunagar District in Tamilnadu.

**Table 1: Personality and Level of Employability Skills**

S. No.	Particulars	No. of Respondents	Per cent	Total	
1.	Gender	Male	330	55	600
		Female	270	45	
2.	Age	Below 25 years	430	71.67	600
		25 to 35 years	100	16.66	
		35 to 40 years	70	11.67	
3.	Qualification status	Under graduate	350	58.33	600
		Post graduate	250	41.67	
4.	Marital status	Married	170	28.33	600
		Unmarried	430	71.67	
5.	Types of family	Joint	430	71.67	600
		Nuclear	170	28.33	

**Source: (Collected and computed through questionnaire)**

The table 1 makes it clear that 55 percent of the respondents are male and the remaining 45 percent of the respondents are female.

From the above table it is observed that 71.67 percent of respondents are under the age of below 25 years and 16.66 percent of the respondents under age of 25 to 35 years and 11.67 percent of the respondents under age of the respondent's underage of 35 to 40 years.

From the above table brings the rays out of the cloud that 58.33 percent among the under graduate respondents and the other 25 percent of the post graduate respondents.

From the above table brings the rays out of the cloud that 28.33 percent among the married respondents and the other 71.67 percent of the unmarried respondents.

It seen from the table that out of 60 respondents, 71.67 percent of the respondents are nuclear family and remaining 28.33 percent of the respondents are joint family.

## IX. SUGGESTIONS

The study deals the skills which are communicating, managing information, using numbers, thinking and problem solving, teamwork, personal management, demonstrating positive attitude and behaviours, being adaptable, continuous learning and working safely. Beside the functional skills, the employers are giving a lot of importance to soft skills, especially communication, tenacity, teamwork, collaboration, self and social awareness, networking and many more. To excel in the job, the students

need to be articulating their views effectively, having the clarity in thought. The structured thought process, interpersonal and real problem solving skills also help in their jobs. Soft skills are must to enhance the career in today's world of work but unfortunately very few educational institutes have realized this. Focus should be more on the industrial training, live projects, mentorship programs with industry experts and interest alignment. Self-awareness and personality development helps the students to be authentic and successful. Most importantly students should be given the career guidance at an early stage to identify their strengths and discover their areas of passion before deciding a career.

## X. CONCLUSION

The study concluded that the educators need to integrate the employability skills into courses and work more closely with the employers to complement the academic learning while to society and policy makers need to ensure that they have the right data to make decisions and the stimulate economy and foster the job creation and also ensure young people have skills which employers expect and link education with business. The curriculum is still focused on academic rather than the experiential learning.

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