

Employability and Higher Education

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Abstract

Graduates should be able to contribute to the economy and society. Definition of employability has evolved from demand-led skill sets towards a more holistic approach of attributes which includes soft skills and transferable skills and qualities developed along with subject knowledge, skills and competencies.

KEYWORDS: Skill training, Employability, Attitude

Introduction

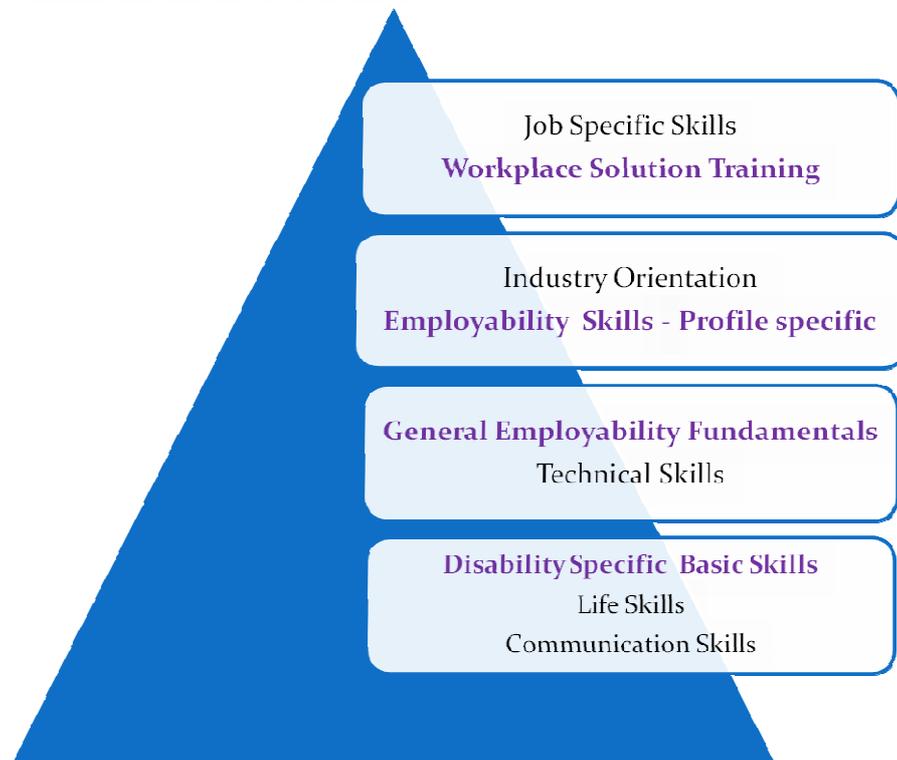
Every year colleges sprout up like mushrooms in professional courses, Arts, Science, Life Sciences, Social Sciences, Humanities, Tourism, Hospitality, Aviation etc. There is no dearth of institutions or in the number of students passing out every year in the known courses or innovative courses. Knight and Yorke developed the USEM Model of employability in 2003 proposing four inter-related components of employability. In 2007, Dacre Pool and Sewell developed the career EDGE model to explain concept of employability. In 2011 CBI and NUS published working towards your future, to encourage students with employability and practical ways in which students could enhance their employability skills. Today's employability skill training and evaluation should concentrate on practical ways to outline the range of skills, attributes and knowledge that employability demands, the most important being overall positive attitude.

Importance of Skills Learning in Current Scenario

Today higher education and employability focus on skills towards attributes, attitudes and enterprise education. Today's education should stress the importance of career management skills. In the rapidly changing competitive economy, students must proactively navigate work and manage career building process. The employability program need to define and develop approach to employability to focus on interpersonal effectiveness, employability, individual development, self perception etc. The teaching and learning should include project based learning, professional capabilities in subject disciplines and strategic enhancement initiatives. An individual should voluntarily or by force take up leadership activities in team work, lateral thinking, writing, organization and planning etc. This can help an individual to gain analytical skills, written communication, verbal communication, investigation skills, numeracy, planning and organisation, adaptability, co-operating skills, initiative, negotiating skills, persuading skills, networking, investigating skills, listening skills, learning new skills, decision making skills, organization awareness skills etc.



“Be Persistent. Nothing in this world takes the place of persistence”...Edvin Coolidge. Excellence is not a skill. It is an attitude. Through constant practice one should develop persistence and through persistence, Excellence becomes a habit. “We are what we repeatedly do”. Excellence, therefore is not an act but habit. When one door of happiness closes, another opens. But often we look so long at the closed door that we do not see the one which has been opened for us- Helen Keller.



Soft Skills has been introduced in colleges, both professional and Arts and Science Colleges in various modes. Colleges have introduced Soft Skills as a part of Orientation, as part of placement training or as a continued process throughout the curriculum. But the big question still remains “ How many of our students are employable”

Conclusion

Skill training starts with self-mastery. To have a vision, to attain the goals, to resist temptation to self- sabotage when things go wrong, to restructure cognitive - skills, to remove negative emotions, to build emotional intelligence, willpower and self-confidence and to remain focused, employability skills training in Higher Education is mandatory. Teaching and learning pedagogy should constantly strive to achieve this skill training to mold employable youth in our society.

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