

**BRIDGING SKILL GAP BETWEEN INDUSTRY AND ACADEMIA – A
STUDY ON EMPLOYABILITY SKILLS OF POST GRADUATE
STUDENTS (AN ICSSR SPONSORED PROJECT SPONSORED UNDER
IMPRESS SCHEME)**

Dr Catherine Nirmala*; Ms Sabina Joan Dsouza**

*Associate Professor,
St Agnes College (Autonomous), Mangalore, INDIA
Email id: cathnirdavid@gmail.com

**Assistant Professor,
Department of PG Studies in Commerce,
St Agnes College (Autonomous), Mangalore, INDIA
Email id: sabeena.lobo@gmail.com

DOI: 10.5958/2249-7137.2021.02692.6

ABSTRACT

The economy is facing an unprecedented challenge of a colossal type. Even before the pandemic started its destructive trial in India in the month of February 2020, unemployability and under employability was predominant in industry bastions. A perfect storm is brewing across India's industrial complex, one that will truly test the country's demographic dividend. Restructuring in many existing industries is leading to layoffs in thousands while a future in which new projects could be driven largely by automation and robots could put paid to the aspirations of millions of young men and women readying to join the workforce every year. The problem, of course, is that sectors that were traditionally large employers particularly at the blue-collar level, have also altered irrevocably. However the education scenario shows that there are a lot more job aspirants who are qualified as far as acquisition of traditional degrees. The demand for graduate and post graduate courses in and outside the country has trebled in the past ten years. Young graduates passing out of various courses including technical courses like engineering, management, commerce and related areas are struggling to get placed in suitable jobs. The other face of the problem is the fact that fresh graduates and post graduates are working in jobs much below their competencies only to safeguard themselves from unemployment. Jobs offered by call centres and business process outsourcing firms involves tele-calling, data entry and marketing roles that do not require the educational qualification of Graduation and Post-Graduation. On one hand Corporates complain that freshers passing out of colleges are not able to fit into the job positions that are vacant consequent of a mismatch between qualitative aspects of the supply and demand of labour: demand has remained unfulfilled due to non-availability of workers with requisite skills and workers have remained unemployed or underemployed as they have no skills or their skills have no demand. This mismatch seems to have grown in recent years due to fast changes in production technologies and structures to which the skill supply mechanisms and institutions have not been quick enough of study. It is the

need of the hour to integrate in the education system, technical and soft skills so as to enable the freshersto be competent and adept. Advancement in the technology has changed the working environment of today's organization. The skills which are in demand now are different from earlier. Skill acquisition has become one of the key priorities of today's working environment. There is shifting demand for skills; this is due to challenges of competing in the world market and rapid growth in technology. Therefore, in this challenging environment, the role of higher education is not only to produce graduates with specific area of specialization, but also to develop employability skills which are required by the employer's. This study is an attempt to evaluate the skill gap and bridge the skill gap between the industry requirements and the skills of Post Graduate students.

KEYWORDS: *Industry Expectations, Skills Gap, Technical Skills, Soft Skills*

I INTRODUCTION

The economy is facing an unprecedented challenge of a colossal type. Even before the pandemic started its destructive trial in India in the month of February 2020, unemployability and under employability was predominant in industry bastions. A perfect storm is brewing across India's industrial complex, one that will truly test the country's demographic dividend. Restructuring in many existing industries is leading to layoffs in thousands while a future in which new projects could be driven largely by automation and robots could put paid to the aspirations of millions of young men and women readying to join the workforce every year. The problem, of course, is that sectors that were traditionally large employers particularly at the blue-collar level, have also altered irrevocably. However the education scenario shows that there are a lot more job aspirants who are qualified as far as acquisition of traditional degrees. The demand for graduate and post graduate courses in and outside the country has trebled in the past ten years. Young graduates passing out of various courses including technical courses like engineering, management, commerce and related areas are struggling to get placed in suitable jobs. [1]

The other face of the problem is the fact that fresh graduates and post graduates are working in jobs much below their competencies only to safeguard themselves from unemployment. Jobs offered by call centres and business process outsourcing firms involves tele-calling, data entry and marketing roles that do not require the educational qualification of Graduation and Post-Graduation. On one hand Corporates complain that freshers passing out of colleges are not able to fit into the job positions that are vacant consequent of a mismatch between qualitative aspects of the supply and demand of labour: demand has remained unfulfilled due to non-availability of workers with requisite skills and workers have remained unemployed or underemployed as they have no skills or their skills have no demand. This mismatch seems to have grown in recent years due to fast changes in production technologies and structures to which the skill supply mechanisms and institutions have not been quick enough of study. It is the need of the hour to integrate in the education system, technical and soft skills so as to enable the freshersto be competent and adept. [3]

Advancement in the technology has changed the working environment of today's organization. The skills which are in demand now are different from earlier. Skill acquisition has become one of the key priorities of today's working environment. There is shifting demand for skills; this is due to challenges of competing in the world market and rapid growth in technology. Therefore, in this challenging environment, the role of higher education is not only to produce graduates with specific area of specialization, but also to develop employability skills which are required by the employer's. This study is an attempt to evaluate the skill gap and bridge the skill gap between the industry requirements and the skills of Post Graduate students. [4]

II REVIEW OF LITERATURE

Ms. Chandra Vandhana R et al 2019 [2] in their article "Identifying employers perception of employability skills of graduates using a common framework of job classification-A study among HR managers in Kerala" found in the survey of employers assessing measurable qualities and skills that the employers think which are mandatory for recruitment. Employers expect graduates to have technical and discipline competences from their degrees, which will range from team work, communications, leadership, critical thinking, problem solving and managerial abilities. This also hints at the skill gap and points at the focus to be given for training for better employability.

Comments: The researcher has recommended a common framework of job classification and tried to measure employers perception of graduates employability skills. The study does not measure the stated competencies acquired through the courses studied by the students in their graduate program.

Yasmeen Ban DrS.V.Vasantha (2019) [5] Review on Employability Skill Gap, state that Employees have a responsibility to achieve company's sustainable goals. The development of soft skill becomes as important as technical skills and knowledge acquired during a degree. The main objective of the study is to review the employability skill gap. The paper deals with the issues that lead to the employability skill gap. The paper also provides information about ways to bridge the employability gap.

Comments: This study evaluates the skill gap of graduates that leads to a shortfall in achieving the goals of the company when recruited on specific jobs. The researcher suggests some ways to bridge the gap but the emphasis is on soft skills. Soft skills though important only supplement the technical skills needed for the job. A graduate cannot be recruited only on the basis of his soft skills, technical aptitude is imperative and this has not received due importance.

ShahbazMoazam, (2019) in his study Graduate Employability: Employers' Perception Survey Report, Naqeebz Consulting report that Higher Education Institutions must reform and realign instruction and assessment systems in a way that provides realistic information on learning achievements of graduates. Lack of soft skills remains one of the major hurdles in induction of graduates in the industry. Graduates must have sufficient industry exposure and commercial awareness to acquire technical skills that will help them in becoming industry relevant.

Comments: The researcher in general identifies lack of soft skills and industry exposure as the main issue that comes in the way of making a graduate less industry relevant. The study does not sufficiently prescribe assessment systems to measure soft skills nor does it pin point instruction methods to assess learning achievements of graduates.

Huchet-Bourdon, 2018, [6] in his study states that the empirical literature acknowledges, however, that any transition dynamics triggered by economic opening can be complex and non-linear, making gains from trade for labour hard to identify. Finally, trade liberalization does not only affect job creation and growth, it has also an important impact on job quality.

Comments: This study is very general describing the macro economic aspects of job creation and growth.

Brown, 2019 [7] This working paper discusses the evolution of trade barriers over the past decade, the particular measures adopted by the United States and the background in terms of trade developments against which these measures were taken. It then provides an overview of already visible and potential future effects of these measures, based on a survey of recent publication in this area, and explains the likely outcomes for job growth both in advanced and emerging economies. It also gives an overview of the arguments provided in favour of these measures, which may have been reinforced by recent developments in the emerging digital economy. In our assessment, the escalating trade war, notably between China and the United States, does not remedy existing concerns about imbalances and negative consequences for employment arising from globalization. So far, direct negative effects for labour markets remain limited at this stage. However, significant risks for a collapse of the global architecture of trade do exist, which would have negative repercussions for labour markets.

Comments: This paper generally studies the impact of trade barriers on international labour markets. Though it provides a framework for studying the negative impact of trade wars on the employment opportunities, it does not probe into actual job opportunities that have been lost as a result of these trade wars nor the industries or countries that have been impacted.

III STATEMENT OF THE PROBLEM

Companies today look for a candidate who analyzes information, adapts to change, is capable of taking up responsibility, generates new ideas, works to high quality standards, uses time efficiently, maintains good working relationships, copes with pressures and setbacks, learns quickly, has a lot of professional potential and is high on achievement. In India, a lot of emphasis is placed on academic qualifications and good marks for a graduate as the only way to successfully engage at university. However, this is not a healthy trend. Graduates should also gain practical experiences in the campus and out of the campus to enhance their employability skills as these hands on experiences will also provide them with skills that are imperative so as to procure the job of their choice. The focus of college education especially post- graduation should be on curriculum building in a way to make the student industry relevant and fit for corporate challenges.

Employability skills are the skills desired by employers in the fresh graduates who are recruited. They are also called as ‘soft’ skills and they refer to a set of transferable skills and key personal attributes which are highly valued by employers and essential for effective performance in the workplace. Soft skills, unlike professional or technical skills which are generic in nature, rather than being job-specific, they are common to all work roles and workplaces across all industry types - for instance, communication skills, leadership skills and teamwork. The government has taken a lot of initiatives in improving the employability skills of the young graduates and post graduates. However, the effectiveness of these initiatives need to be measured in terms of the

number of beneficiaries to these schemes and to what extent these programmes have helped them to acquire a job of their choice and aptitude.

IV OBJECTIVES OF THE STUDY

- To investigate the various technical and soft skills that are acquired by graduate and post graduate students during their tenure of the study which contribute to their employability.
- To estimate the number of Graduate students who are able to find suitable jobs and thus do not feel the need for Post-graduation.

V HYPOTHESIS

The course curriculum of post graduate students does not have an inbuilt system to promote Self-Efficacy in the Classroom, thus students do not possess the required skill sets.

VI SCOPE OF THE STUDY

This study is restricted to Post Graduate students from the Commerce and Management stream only. Data was collected from colleges of the states of Karnataka, Tamil Nadu and Kerala. The researchers also managed to interview some Indian students pursuing their Masters Programmes abroad.

VI RESEARCH METHODOLOGY

The data for the research was collected by using Primary and Secondary data. Primary data was collected by distributing questionnaires and interview method.

Sampling Plan

The study is divided into two parts, one is the survey on Post Graduate Students and data was collected through Questionnaire method from 26 institutions visited. More than 700 hard copies have been received and responses were also collected online. Sampling technique employed is the stratified random sampling technique where students from the states of Karnataka, Tamil Nadu and Kerala were selected from institutions offering Post Graduate courses in Commerce and Management.

Secondary data was collecting data from various sources like government websites, journals, magazines, and e- journals.

Statistical Techniques

The data collected was analysed through various sophisticated techniques. The following statistical tests were run on the data and the results found and inferences drawn. Friedman's test for significant difference among mean ranks.

Fisher's Exact Test or Chi Square test

VIII DATA ANALYSIS AND INTERPRETATION

TABLE 1: REGION-WISE CLASSIFICATION OF RESPONDENTS

City	Frequency	Percentage
Karnataka	338	52.6
Tamil Nadu	235	36.5

Kerala	26	4.0
Foreign	44	6.8
Total	643	100.0

Source: Survey Data

The study was conducted in different places and the majority of the respondents were from Karnataka. A part of the respondents were also Indian students particularly from the coastal Karnataka region who are pursuing their Masters Degree abroad.

TABLE 2: AREA-WISE CLASSIFICATION OF RESPONDENTS

Area	Frequency	Percentage
Urban	548	85.2
Rural	95	14.8
Total	643	100.0

Source: Survey Data

The study was conducted in the Colleges of both in Rural and Urban areas

TABLE 3: NATURE OF THE JOB PREFERRED THE MOST

Nature of Job	Frequency	Percentage
Accounting & Finance	248	38.6
Marketing & Sales	68	10.6
Call Centres& BPO	10	1.6
Teaching	157	24.4
Banking	127	19.8
Insurance	15	2.3
Travel & Tourism	16	2.5
Content Writing	9	1.4
General Administration	25	3.9
Human Resource	47	7.3
Advertising & Media	23	3.6
Logistics	14	2.2
Photography	11	1.7

N=643 MRR=1.197 *Sources: Survey Data*

Note: Percentage is not equal to 100 because of multiple responses.

It is found that most of the students preferred accounting job followed by teaching job. The potential employers for students of Masters in Commerce and MBA are the Big 4 Audit companies, Ernest & Young (EY), KPMG, Deloitte, and PricewaterhouseCoopers (PwC). These are the most sought after companies by Post Graduate students. Among the four, EY and Deloitte conduct campus recruitments regularly.

TABLE 4: PAY EXPECTATION

Pay Expectation	Frequency	Percentage
Below 10000	16	2.5
10000-25000	211	32.8
25000-40000	258	40.1

40000-55000	91	14.2
Above 55000	67	10.4
Total	643	100.0

Source: Survey Data

Majority of the respondents expect to earn a salary between 25000 to 40000. The expected salary depends upon the place of employment, metropolitan cities and Tier I cities being the most preferred among the respondents.

TABLE 5: REASONS FOR GETTING A JOB

Reasons for getting a Job	Frequency	Percentage
An absolute necessity to earn a livelihood	135	21.0
Just to pass your time	15	2.3
Vital to build a solid career	126	19.6
To become financially independent	245	38.1
Necessary to have your own identity	122	19.0
Total	643	100.0

Source: Survey Data

Most of the respondents say that the reason for getting the job is to become financially independent and some felt it's an absolute necessity to earn livelihood. Post graduates are very clear on their goal to work after their Masters as their pursuit of higher studies is for this one aim of becoming more employable.

TABLE 6: DESCRIPTIVE STATISTICS OF VARIOUS SKILLS TO BE POSSESSED			
Various Skills	Mean	Std. Deviation	Rank
Psychological skills	2.3872	1.81401	10
Cognitive Skill	2.8491	1.95684	9
Team Work	4.0715	2.07669	8
Creativity and Innovation	4.2846	2.07226	7
Logical and Reasoning	6.4184	2.18977	4
Mathematical Ability	5.9362	2.04253	5
General Knowledge	5.5521	2.29350	6
Leadership	6.7714	2.07094	3
Verbal Communication	8.0047	2.10658	2
Technical	8.6843	2.11835	1

Source: Survey Data

The descriptive analysis shows that a fresher should possess technical skills followed by verbal communication to get a job employment.

TABLE 7: EXTENT TO WHICH ACCOUNTING AND FINANCE HELPED TO PERFORM WELL IN INTERVIEW

Accounting and Finance	Frequency	Percentage
To a great extent	458	71.2
To some extent	155	24.1
Very little	22	3.4
Not at all	8	1.2
Total	643	100.0

Source: Survey Data

It is found that majority of respondents (71.2%) felt that accounting and finance subjects has helped them in acquiring employability skills to a great extent.

TABLE 8: USEFULNESS OF POSTGRADUATE DEGREE IN JOB PROSPECTS

Usefulness of Postgraduate Degree in Job Prospects	Frequency	Percentage
Strongly agree	223	34.7
Agree	298	46.3
Neutral	90	14.0
Disagree	24	3.7
Strongly disagree	8	1.2
Total	643	100.0

Source: Survey Data

Majority of the respondents agree that Post graduate degree is useful in improving the job prospects of post graduates.

TABLE 9: PG DEGREE HELPS IN GETTING PROMOTION

PG Degree helps in getting Promotion	Frequency	Percentage
Strongly agree	171	26.6
Agree	291	45.3
Neutral	117	18.2
Disagree	58	9.0
Strongly disagree	6	.9
Total	643	100.0

Source: Survey Data

The majority of the respondents agree that PG degree helps in getting promotion.

TABLE 10: PG DEGREE HELPS IN GETTING PART TIME JOB

PG Degree helps in getting Part Time Job	Frequency	Percentage
Strongly agree	154	24.0
Agree	277	43.1
Neutral	146	22.7
Disagree	50	7.8
Strongly disagree	16	2.5
Total	643	100.0

Source: Survey Data

The majority of the respondents agree that PG degree helps in getting part time job.

TABLE 11: DESCRIPTIVE STATISTICS ON FACTORS IMPORTANT FOR GETTING A GOOD JOB

	Minimum	Maximum	Mean	Std. Deviation
Job is better than starting a business	1	5	2.22	1.046
High grades ensure good job	1	5	2.73	1.141
Usefulness of post graduate degree in job prospects	1	5	1.91	.860
PG degree helps in getting promotion	1	5	2.12	.937
PG degree helps in getting part time job	1	5	2.22	.978

Source: Survey Data

TABLE 12: DESCRIPTIVE STATISTICS ON IMPORTANT SKILLS TO GET GOOD EMPLOYMENT

Skills	Minimum	Maximum	Mean	Std. Deviation	Rank
Psychological skills	1	5	2.3872	1.81401	9
Cognitive Skill	1	5	2.8491	1.95684	8
Team Work	1	5	4.0715	2.07669	7
Creativity and Innovation	1	5	4.2846	2.07226	6
Logical and Reasoning	1	5	6.4184	2.18977	3
Mathematical Ability	1	5	5.9362	2.04253	4
General Knowledge	1	5	5.5521	2.29350	5
Leadership	1	5	6.7714	2.07094	2
Technical skills	1	5	8.6843	2.11835	1

Source: Survey Data

Table shows the importance of various skills in respect of employment in the study area. The results show mean ratings of various skills in the range of 2.3872 to 8.6843, S.D. between 1.81401 to 2.29350.

Out of ten items, most important skills, technical which shows the mean value of 8.6843 followed by leadership 6.7714, followed by Logical and reasoning skills 6.4184, Mathematical Ability skills 5.9362; General knowledge 5.5521, Creativity and Innovation 4.2846, Team work 4.0715, Cognitive skills 2.8491 and lastly Psychological skills 2.3872.

TABLE 13: DESCRIPTIVE STATISTICS ON IMPORTANT SKILLS

	Minimum	Maximum	Mean	Std. Deviation	Rank
General knowledge skill test	1	4	1.48	.686	12
Spoken English skill test	1	4	1.46	.723	13
Technical skill test	1	4	1.71	.769	9
Creative thinking round	1	4	1.76	.745	8
Reasoning ability	1	4	1.59	.758	10

Mathematical Ability	1	4	1.93	.849	6.5
Emotional quotient	1	4	2.27	.933	3
Writing skills	1	4	1.93	.937	6.5
Physical strength	1	4	2.45	1.113	1.5
Psychological skills	1	4	2.14	.961	5
Computer skills	1	4	1.58	.772	11
Psychometric test	1	4	2.45	.982	1.5
Skills present in the subject learnt	1	4	2.15	.861	5

Source: Survey Data

TABLE 14: DESCRIPTIVE STATISTICS ON IMPORTANT SKILLS ACQUIRED IN SUBJECTS LEARNT

	Minimum	Maximum	Mean	Std. Deviation	Rank
Accounting and Finance	1	4	1.35	.608	14
Economics	1	4	1.90	.743	4
Statistics	1	4	1.94	.850	3
Banking	1	4	1.77	.836	7
Human Resource	1	4	1.76	.793	8
Taxation	1	4	1.64	.796	12
Research Methodology	1	4	2.09	.910	2
Computer	1	4	1.68	.874	11
Security and Portfolio Management	1	4	2.16	.910	1
General Studies	1	4	1.78	.867	6
English	1	4	1.46	.730	13
Cost Accounting	1	4	1.72	.785	9
Management Accounting	1	4	1.70	.781	10
Languages	1	4	1.87	1.048	5

Source: Survey Data

TABLE 15: DESCRIPTIVE STATISTICS ON FACTORS IMPORTANT IN ACQUIRING A JOB

	Mean	Std. Deviation	Rank
Bribe	3.0047	1.86916	8
Good personality	3.5117	1.64377	7
Luck factor	3.9098	2.11462	6
High percentage	4.5397	1.42723	4
HR consultancy	4.6392	1.80009	3
Passing out	4.9580	2.12384	2
Reference from friends	3.9549	2.67901	5
High level influence	7.4152	1.40323	1

Source: Survey Data

Hypothesis

H0: There is no significant difference in the mean ranking on opinion of importance of various employability skills to get a good employment in present job market.

The table reveals the calculated Friedman test value and their significant difference in the mean ranking on opinion on importance various employability skills to get a good employment.

TABLE 16: FRIEDMAN’S TEST FOR SIGNIFICANT DIFFERENCE AMONG MEAN RANKS ON OPINION ON IMPORTANCE OF VARIOUS EMPLOYABILITY SKILLS TO GET A GOOD EMPLOYMENT

Employability Skills	Mean Rank	Rank	Chi-Square Value	P Value and Inference
Psychological skills	2.39	10	2761.934	0.001<0.01 (Significant) H0 is Rejected
Cognitive Skill	2.85	9		
Team Work	4.07	8		
Creativity and Innovation	4.29	7		
Logical and Reasoning	6.42	4		
Mathematical Ability	5.94	5		
General Knowledge	5.56	6		
Leadership	6.78	3		
Verbal Communication	8.01	2		
Technical	8.69	1		

** Denotes significant at 1% level

Source: Survey Data

The calculated Chi-square value is 2761.934. The significant value for 9 degrees of freedom is 0.000, which is less than 0.01. Hence, it can be inferred that there is significant difference in the mean ranking between the variables. From the above table, as far as employability skill considered is concerned, technical skill with mean rank of 8.69 is a very important skills majority of respondents are given highest rank, followed by Verbal Communication with mean rank of 8.01, leadership (6.78), Logical and Reasoning (6.42), and Mathematical Ability (5.94). The most influencing indicators compared with other significant indicators were tested using Friedman’s test. Since asymptotic significant (sig.) is less than 0.01 (1% level of significance), the null hypothesis is rejected, and the hypothesis that there is a significant difference in the mean ranking for the opinion on importance various employability skills to get a good employment.

TABLE 17: RANKS FOR VARIOUS SKILLS

	CITY	N	Mean Rank	Chi-Square	P value
Psychological skills	KARNATAKA	338	303.22	10.703	P<0.05* Significant H0 is rejected
	TAMILNADU	235	351.79		
	KERALA	26	319.35		
	FOREIGN	44	308.72		
	Total	643			
Cognitive Skill	KARNATAKA	338	306.64	20.587	P<0.05*

	TAMILNADU	235	360.75		Significant H0 is rejected
	KERALA	26	287.85		
	FOREIGN	44	253.19		
	Total	643			
Team Work	KARNATAKA	338	315.53	4.999	P<0.05* Significant H0 is rejected
	TAMILNADU	235	321.81		
	KERALA	26	309.81		
	FOREIGN	44	379.93		
	Total	643			
Creativity and Innovation	KARNATAKA	338	335.47	21.065	P<0.05* Significant H0 is rejected
	TAMILNADU	235	290.02		
	KERALA	26	445.87		
	FOREIGN	44	316.17		
	Total	643			
Logical Reasoning and	KARNATAKA	338	324.16	23.01	P<0.05* Significant H0 is rejected
	TAMILNADU	235	292.32		
	KERALA	26	415.02		
	FOREIGN	44	408.94		
	Total	643			
Mathematical Ability	KARNATAKA	338	306.98	7.206	P<0.05* Significant H0 is rejected
	TAMILNADU	235	341.94		
	KERALA	26	367.17		
	FOREIGN	44	304.20		
	Total	643			
General Knowledge	KARNATAKA	338	314.17	17.179	P<0.05* Significant H0 is rejected
	TAMILNADU	235	350.63		
	KERALA	26	211.12		
	FOREIGN	44	294.76		
	Total	643			
Leadership	KARNATAKA	338	327.59	5.952	P<0.05* Significant H0 is rejected
	TAMILNADU	235	328.22		
	KERALA	26	258.83		
	FOREIGN	44	283.19		
	Total	643			
Verbal Communication	KARNATAKA	338	332.08	3.884	P<0.05* Significant H0 is rejected
	TAMILNADU	235	315.85		
	KERALA	26	274.88		
	FOREIGN	44	305.28		
	Total	643			
Technical	KARNATAKA	338	340.60	10.475	P<0.05* Significant H0 is rejected
	TAMILNADU	235	306.42		
	KERALA	26	264.06		

	FOREIGN	44	296.58		
	Total	643			

Source: Survey Data

CORRELATION ANALYSIS

Hypothesis

H0: There is no correlation between list of subjects learnt, extent to which the courses helped Post graduate students in performing well in their job interview and Skills Test conducted in interview, The subjects that PG Students learnt in their Post graduate programme have given them all the skills that they needed to enable them to get the job that they want and skills are very important to get a good employment

The table reveals the calculated Karl Pearson Correlation values and their significant relationship between list of subjects learnt, the extent to which the courses helped post graduates in performing well in their job interview and Skills Test conducted in interview, The subjects that were learnt in Post graduate programme have given PG students all the skills that they needed to enable them to get the job that they want and skills are very important to get a good employment

TABLE 18: CORRELATIONS I

Correlations		Skill Conducted (Q14)	Test given me more skill (Q15)	Subject Learn in PG Have a good skill (Q15)	Skills are very important to get a good employment
Accounting and Finance	Pearson Correlation	.110**	.005	.005	
	Sig. (2-tailed)	.005	.901	.901	
	N	643	643	643	
Economics	Pearson Correlation	.324**	.061	.061	
	Sig. (2-tailed)	.000	.124	.124	
	N	643	643	643	
Statistics	Pearson Correlation	.352**	-.019	-.019	
	Sig. (2-tailed)	.000	.634	.634	
	N	643	643	643	
Banking	Pearson Correlation	.259**	.032	.032	
	Sig. (2-tailed)	.000	.419	.419	
	N	643	643	643	
Human Resource	Pearson Correlation	.195**	-.012	-.012	
	Sig. (2-tailed)	.000	.768	.768	
	N	643	643	643	
Taxation	Pearson Correlation	.142**	-.068	-.068	

	Sig. (2-tailed)	.000	.086	.086
	N	643	643	643
Research Methodology	Pearson Correlation	.250**	.043	.043
	Sig. (2-tailed)	.000	.279	.279
	N	643	643	643
Computer	Pearson Correlation	.187**	-.015	-.015
	Sig. (2-tailed)	.000	.713	.713
	N	643	643	643
Security And Portfolio Management	Pearson Correlation	.224**	.000	.000
	Sig. (2-tailed)	.000	.995	.995
	N	643	643	643
General Studies	Pearson Correlation	.212**	.055	.055
	Sig. (2-tailed)	.000	.164	.164
	N	643	643	643
English	Pearson Correlation	.103**	.032	.032
	Sig. (2-tailed)	.009	.417	.417
	N	643	643	643
Cost Accounting	Pearson Correlation	.208**	.025	.025
	Sig. (2-tailed)	.000	.528	.528
	N	643	643	643
Management Accounting	Pearson Correlation	.192**	.024	.024
	Sig. (2-tailed)	.000	.548	.548
	N	643	643	643
Languages	Pearson Correlation	.265**	.044	.044
	Sig. (2-tailed)	.000	.266	.266
	N	643	643	643

** significant at the 0.01 level

Source: Survey Data

*significant at the 0.05 level

The above table shows that there is positive correlation between various subject learnt in PG which has helped in facing interview and to successfully clear the Skills Test conducted in interview, at 1 % level of significance. As the p value shows the less than 0.01 in all the subject they learnt in PG –**H1 is accepted for all the subjects**

There is no correlation between various subjects learnt in PG and **Subject Learnt in PG Have given students more skill to** that they needed to enable them to get the job that they want and skills are very important to get a good employment.

As the p value is more than 0.05 in all the cases, **H0 is accepted**

H0: There is no correlation between employability skill development programme being included in the curriculum and skill test conducted in the interview.

TABLE 19: CORRELATIONS II		Skill test Conducted
Employability skill development programme should be included in the curriculum	Pearson Correlation	.114**
	Sig. (2-tailed)	.004
	N	643

There is a positive strong correlation between Employability skill development programme included in the curriculum and skills test conducted in various employment. As the p value is less than 0.01. H1 is accepted at 1% level.

SUMMARY OF FINDINGS, SUGGESTIONS AND CONCLUSION

1. It is found that most of the students preferred accounting job (38.6%) followed by teaching job (24%).
2. Majority (40%) of the respondents expect to earn a salary between 25000 to 40000.
3. Most of the respondents say that the reason for getting the job is to become financially independent (38%) and some felt it's an absolute necessity to earn livelihood (21%) and 64% of the respondents opine that Job is better than starting a business.
4. Most of the respondents (46%) prefer to be placed in jobs through campus recruitment and 77.3% of the respondents are interested working in foreign countries.
5. The study shows that a fresher should possess technical skills or hard skills followed by verbal communication to get a job employment.
6. According to the respondents, 61% opine that general knowledge skill test is most often conducted in a job recruitment drive, 65% of the respondents said that performing well in the spoken English test round is needed to be employed; majority of the respondents (45%) state that they have to perform well in the Technical round to qualify for a job; Majority of the respondents (45%) said that getting through the Creative thinking round successfully is sometimes needed to get a job. Majority of the respondents (55%) said that Reasoning ability is always required to get a job. 40% of the respondents opine that Mathematical Ability sometimes helps in getting placed. Majority of the respondents (40.4%) are of the opinion that having a high Emotional Quotient sometimes helps in getting a job. 73% state that writing skill is always an essential skill to get a job according to this study. The respondents do not specifically state that the study of physical strength sometimes helps in getting a job; majority (40% respondents feels that Psychological Skills sometimes helps in getting a job. 57.4; majority of the respondents (57.4%) feel that test of Computer Skills is always conducted during a job placement drive and possessing them is helpful in getting a job. Majority of respondents (45.7) acknowledge that ability to crack the Psychometric Test sometimes helps in getting a job. However, more than 69% of the respondents opine that Skills taught in the Subjects only sometimes or rarely in the courses of study helps in getting a job.

7. With regard to employability skills, majority of the respondents (71.4%) say that additional courses should be done to acquire Computer skill as it is an important skill to be employable.
8. The majority of the PG students (79%) feel confident to answer and pass the competitive exams after completing their courses.
9. Majority of the respondents (46.5%) agree that High grades can ensure good job as many companies insist on a minimum overall percentage of 60% marks as a criteria for campus recruitment.
10. It is found that majority of respondents (71.2%) felt that accounting and finance subjects has helped them in acquiring employability skills to a great extent; It is found that Economics subject has helped the respondents only to some extent in acquiring employability skills; It is found that Banking subject has helped the respondent to a great extent. It is found that Human Resource subject has helped the respondents to a great extent. 53.3% of the respondents feel that Taxation subject has helped the them to a great extent. It is found that 39% of the respondents opine that Research Methodology subject has helped the respondent to some extent.
11. It is found that Computer courses have helped 54% of the respondents to a great extent in acquiring employability skills. It is found that 42% of the respondents feel that Security and Portfolio Management subject has helped the respondent to some extent in acquiring employability skills. It is found that English subject has helped majority (66%) of the respondents to acquire employability skills to a great extent.
12. It was found that Out of ten items, most important skills, technical which shows the mean value of 8.6843 followed by leadership 6.7714, followed by Logical and reasoning skills 6.4184, Mathematical ability skills 5.9362; General knowledge 5.5521, Creativity and Innovation 4.2846, Team work 4.0715, Cognitive skills 2.8491 and lastly Psychological skills 2.3872.
13. As far as various skill tests conducted, Psychometric Test is the most common with a mean rank of 9.06, Physical Strength Test is next with Mean Rank of 8.79; Emotional Quotient with mean rank of 8.46; Skills Present in the subject learnt with mean rank of 8.03, Psychological Skills 7.81, Mathematical Ability 7.25; Writing Skills 7.05; Creative Thinking Round 6.51; Technical Skill Test 6.38; Reasoning Ability 5.77; Computer Skills 5.59; General Knowledge Skill Test 5.21; Spoken English Skill Test 5.09.
14. According to the survey, the main factors that will assure PG students of getting the job of their choice after the completion of their Post graduate course, the most common factor that will get a fresher a job with a mean rank of 7.42 is High level influence; followed by passing out of a reputed college and the last factor is to have a good personality with mean rank of 3.52.
15. There is a strong positive correlation between Employability skill development programme included in the curriculum and skills test conducted in various employment. As the p value is less than 0.01. H1 is accepted at 1% level.

16. 71.5% of the respondents stated that they had the opportunity to complete internships in mostly Audit firms where they worked as Audit assistants and state that where 40% improved their computer skills, 35% of them improved their Accounting and audit skills.

CONCLUSION:

This study has examined in detail the major factors affecting employability skills as identified by thorough review of literature and identification of research gap. Industry employers expectation of Post Graduate students are mainly - Mathematical Ability & Quantitative skills in the Hard field and Development of oral & written communication in the Soft field. However, majority of the present pass outs from Graduate and Post Graduate courses in the field of Commerce are lacking in these skills. Thus, under the New Education Policy, the acquisition of just a degree is going to be a thing of the past. What matters is to promote higher education as a tool to build analytical skills, self-understanding, general management, work culture, leadership and problem-solving ability, communication ability, listening and learning skills, time management, creativity, computer skills, team work skills, work ethics and organisations thinking skills. All hard skills and generic skills acquired must be applied in the work place through team building skills with a constant desire to pursue knowledge in its whole sense so as to be empowered and add value and worth to the organisation and at the same time contribute to having true meaning to one's life and fulfil one's role in society and be a worthy citizen of the country. The true goal of higher education is to pursue not only a livelihood, but rather to find a vocation whereby it leads to inculcating moral values, positive thinking, attitude of helping, attitude of giving to society and ethical values these kind of students are only able to bring changes in society.

BIBLIOGRAPHY

- 1) Gowsalya G, Kumar AM. A Study on Identification of the Employability Skills Level among Arts and Science College Students in Namakkal District, Tamil Nadu. *International Journal of Business and Management Invention*. 2016;5(9):1-6.
- 2) Vandhana CR, Menon S, Mathew L; Thomas K, Mundroina K. Identifying employers perception of employability skills of graduates using a common framework of job classification- A study among HR managers in Kerala. *International Journal of management, IT and Engineering*. 2019;9(7):455-471.
- 3) Sanket V, Ravan. Employability skills- Need of an hour for MBA Students. *PRA International Journal of Economic and Business Review*. 2016;4(10).
- 4) Ali FA. Employability Skills among Students and Employers' Perceptions: An Assessment of Levels of Employability. *International Journal of Social Science and Educational Studies*. 2017;4(2):39-52.
- 5) Ban Y, Vasantha S.V. Review on Employability Skill Gap. *International Journal of Research in Social Science*. 2019;9(2):438-452.
- 6) Autor DH, Dorn D, Hanson G. The China syndrome: Local labor market effects of import competition in the United States. *The American Economic Review*. 2013;103(6):2121-2168.
- 7) Bosch M, Goñi-Pacchioni E, Maloney W. 2012. Trade liberalization, labor reforms and formal informal employment dynamics. *Labour Economics*, 2012;19(5):653-667.