



Employability Skill Gap Analysis Among the Fresh Graduating Students and Industry Expectation in India with Ideal Structural Experiential Model

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Abstract:

In today's competitive world, getting a perfect and most appropriate job for any fresh professional graduate is a major challenge. Every year professional students face many challenges and difficulties during job recruitment process due to "Employability Skill Gap". This research document discusses the various insightful feedbacks from the job providers and different business heads from different organizations that how much job-fit criteria is relevant and needed in fresh professional graduate in various levels of organization with respect to modern competitive business scenario.

The Indian Educational Institutes are now practicing to improve and encourage employability skills to build up competitiveness for facing the developing immensely aggressive global market. The Competencies Gaps on the economic surroundings amongst corporate expectations need to be mapped and this study outcome will highlight on this topic and provide guidance to various institutional education programs in preparing the fresh graduates to become more competitive and confident. A 'skill-set gap' between actual and expected is identified from this research work as final outcome can be a thunderbolt for the current business education system and its syllabus in various program schemas. This research work is basically constructed on the basis of several classifications of different employability skills vs industry expectations.

Keywords: Skill, Competencies, Business heads, Professional Development, Professional Fresher, Employer, Institutional Education Programs.

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I. Introduction

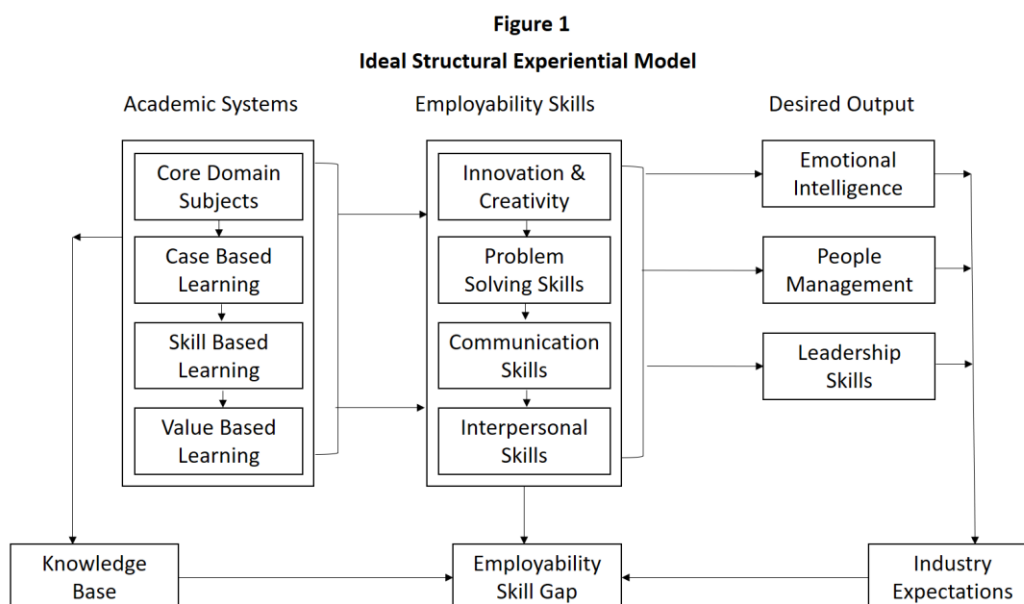
Our Country is growing very fast in global economic context and is having a very competitive and stable economy. After decades of being the uncompetitive, unchallenged, and distinguished personals of the industrial economy and of the free world, the Indian government was forced to become strong with its economies, political and military vulnerability. On the basis of recent review done in India, it has been found that the growth ratio in employment-zone was apparently 22% increase in the previous decade. Review analysis outcome shows that our India has achieved a second position in employment-zone in the world. Our latest physical and manual recourses and future available manual resource is going to be a very widespread amount it is compared with world's share market. Our research work is primarily engrossed on difference of several types of proficiency-skills set of a fresh graduate must have and a set of proficiency-skill set required by an employment-zone area, and this difference level directs the higher level of imbalance in the supply of graduates to industry. The employers placing weightage and importance of high degree on employability skills of fresh graduates has been mentioned and adequately formatted and structured through various review studies. Employee's proficiency-skill are basically categorized in two parameters that are hard skillsets and soft skillsets. The hard skillsets are basically related on the subject knowledge, technical skills, practical or hands-on experiences and the soft skillsets are basically related on student's several interpersonal skills, attitude towards job etc. This research will represent the employers' perception of professional graduates' competency level of different organization industry sectors. The presented analysis mainly focuses on the employer's views on the relation between multiple competencies, skills, knowledge and performance of the fresh graduates based on Work (job) fit theory.

II. Problem Statement

From the various reports and studies conducted in past, it has been found that a fresh graduate who has recently passed out with his/her professional qualification do not have the capability to match with the expectation scale of a preferred recruiters. Employer wants a jobseeker to demonstrate their range of potential skill sets, attributes and talent at various levels of job requirements for their different functional areas. It should be noted that India has enough potential and ability to deliver to the needs of universal job market, but the stronger challenges of employability skills, specifically technical and practical skills needed by professional graduates, becomes a hindrance for India's growth prospect. As we are aware, that if industries don't optimally utilize their available resources particularly the human resources, then the outputs will be hampered thus resulting in decline of country growth. Many studies had been conducted in India to understand the various employability skills of the fresh graduates. All over global review report outcome shows that 39% of the powerful job-providers faces too much difficulty in determining the difference in proficiency-skill set, and specially in our country India 66% of job-providing agency facing too much difficulty in identify the appropriate talent. All these obtained outcomes shows that there is strong need of enhancement in the education system contents, to improve the skills of a graduate so that they can compete and perfectly match with employer's expectation.

III. Ideal Structural Experiential Model

This study takes the Instructional Systems of the Professional Education, Employability quotient and the employer expectations as the essential independent variables and the employability talents gap is the based totally variable for narrowing this gap. The proposed research model indicates the tools of the modern experiential education systems:



IV. Objective of research

1. To assess the skill-set gap of fresh professional graduate's which has developed in their academic process with respect to the expectations of industry.
2. To determine key employability skills expected by industry.
3. To determine the Employability Skill as listed below: Person Environment Theory, Person to Vocation, and Person to Job Skill set.

V. Theoretical background

The Employability analysis is generally based on "Work-Fit" concept. Work-fit hypothesis reveals that an individual's character qualities will uncover understanding regarding his flexibility inside an association. The level of compatibility between the individual and the association is defined as Person-Environment (P-E) work-fit. Main motive behind this idea this P-E work-fit immovably established in the convention of Kurt Lewin's saying that $B = f(PE)$; conduct is an element of both individual and situation. A people's practices and perspectives are resolved together by close to home and ecological conditions. At the individual side, attributes

may incorporate interests; inclinations; aptitudes information, and capacities (SKAs); character characteristics; qualities; or objectives. On the climate side, attributes may incorporate professional standards, work requests, work qualities, authoritative dreams & cultures, and organization or gathering objectives. Different equivalents have been utilized to depict fit, including consistency, match, comparability and need satisfaction.

This Person-Environment (P-E) work-fit review survey is basically concerned in adapting the employee (job-seeker) with four various stages or level of organizations environment.

1. Person – Organization(P-O) fit
2. Person – Job(P-J) fit
3. Person – Person/Group (P-P, P-G) fit
4. Person –Vocation (P-V) fit

Each of these subtypes of PE fit emphasizes different person and environment characteristics as relevant to employability analysis.

VI. Survey Methodology

This survey was done based on stratified sampling of prominent recruiters in India. This survey covers more than 12 industrial sectors and their presence distributed PAN India. This survey was done with 200 recruiters through Google form survey.

Sectors/ Industries	% Respondent
IT Software	40.63
Consulting	14.06
Financial Services	10.94
Manufacturing	9.38
ITeS	6.25
Service	4.69
Automobile	3.13
Logistics	3.13
Ed-Tech	1.56
Healthcare	1.56
Oil & Energy	1.56
Renewable Energy	1.56
Retail	1.56
Grand Total	100.00

Figure 2 : Sector Demography

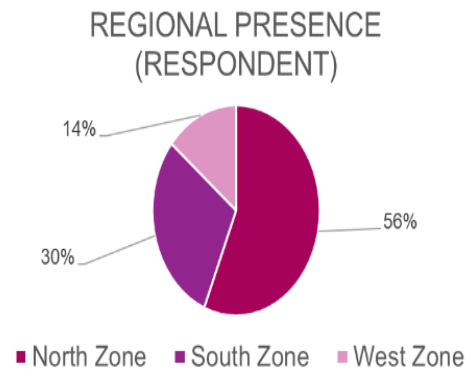


Figure 3 : Regional Demography

VII. Analysis & Results

The Employability skills considered for survey are generic and are based on the primary data survey. According to survey, out of the 30 Employability skills, the highly preferred 15 skills by employers were sorted out which is categorized into two major hiring patterns follows in India. One Graduate Engineering Trainees (GET) and second is Management Trainees (MT). At the time of Recruitment process, the employers evaluated the fresh professionals on the following employability skills where most of the professional institute is lagging to provide most important employability skills to fresh graduate.

Below the Figure 2, displays a list of various skills where there exists a gap between the industry expectation and the skills perceived by the fresh Engineering professionals. Higher percentage denotes higher expectation of industry from professionals while less than 75% denotes higher level of skills attained by the professionals.

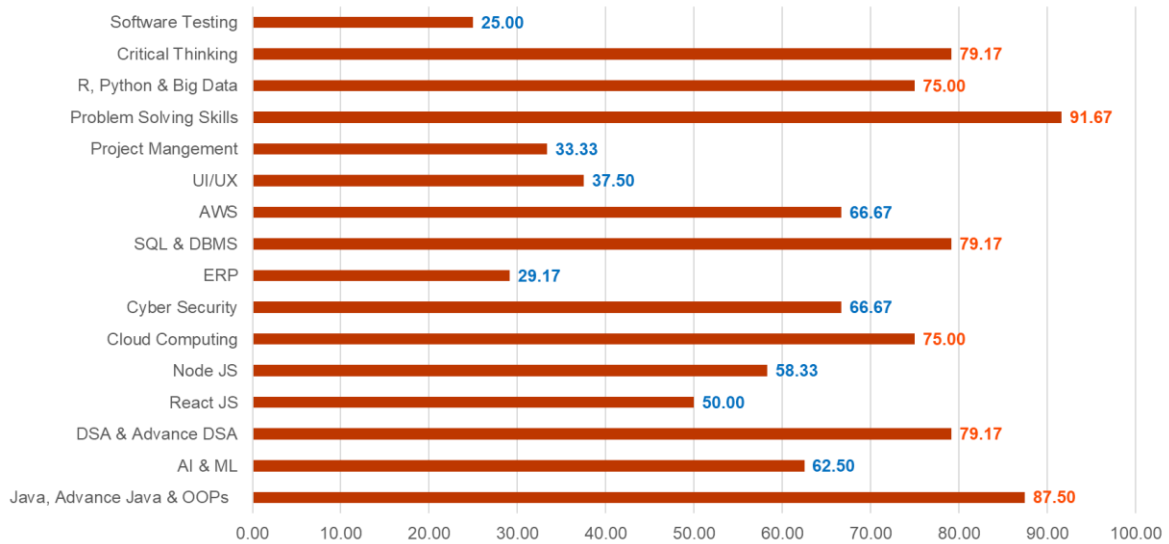


Figure 4 : Skillsets looking for Engineering graduate hiring

Below the Figure 3, displays a list of various skills where there exists a gap between the industry expectation and the skills perceived by the fresh Business professionals. Higher percentage denotes higher expectation of industry from professionals while less than 75% denotes higher level of skills attained by the professionals.

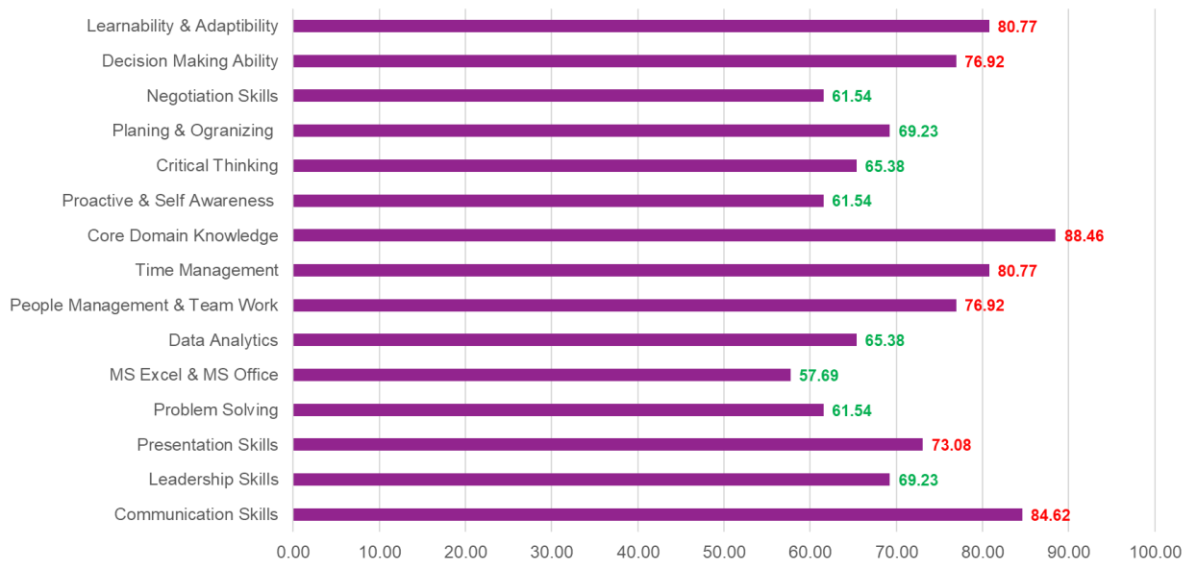


Figure 5 : Skillsets looking for management trainee hiring

At the Recruitment process, the employers evaluated the fresh professionals at three levels of Job fitness ; P-P (Person-Person) fit theory, P-V(Person-Vocation) fit theory, and P-J (Person-Job) fit theory and has been used to assess the employability skills of any fresh business graduate.

Assessment of Employability Skill-Gap based on expectation by industry and actual skills of the Fresh Graduating Professionals:

Table1: Variations in Person – Organization fit (P-O) vs Industry Expectations

Employability skills	Industry expectations(%)	Actual skills perceived in fresh professionals.(%)	Std Error Mean	
			Positive "t"	Negative "t"
Project handling experience of students	85	78	7	
Academic system in respect of practical training orientation	89	75	14	

Cross Cultural Knowledge of students	92	80	12	
Domain knowledge of the students	91	71	20	
Continuous Learning attitude of the students	85	90		-5
General awareness of the students	87	88		-1

Table2: Variations in Person-Job fit (P-J) vs Industry Expectations

Employability skills	Industry expectations(%)	Actual skills perceived in fresh professionals.(%)	Std Error Mean	
			Positive "t"	Negative "t"
Innovation and creativity of students	78	67	11	
Communication skills of students	93	92	1	
Decision Making skills of students	91	93		-2
Self - Motivation skills of students	93	95		-2
Critical thinking skills of the students	89	85	4	
Sincerity & Honesty of the students	81	87		-6
Competitiveness attitude of the students	85	88		-3

Table3: Variations in Person-Person, Person-Group fit. (P-P, P-G) vs Industry Expectations

Employability skills	Industry expectations(%)	Actual skills perceived in fresh professionals.(%)	Std Error Mean	
			Positive "t"	Negative "t"
Interpersonal relationship skills of students	87	90	3	-3
Stress handling skills of students	92	87	5	
Business writing skills of students	93	88	5	
Time Management skills of students	89	84	5	
Presentation skills of students	91	88	3	
Team work skill of students	87	91		-4
Organisation knowledge of students	83	85		-2

Table4: Variations in Person –Vocation fit (P-V) vs Industry Expectations

Employability skills	Industry expectations(%)	Actual skills perceived in fresh professionals.(%)	Std Error Mean	
			Positive "t"	Negative "t"
Problem Solving Skill of students	91	83	8	
Aptitude and reasoning of students	93	87	6	
Emotional Balance Skill of students	88	78	10	
Assertiveness Skill of students	91	88	3	
Multitasking skill of students	92	75	17	

Above Table 1 to 4, display a list of various skills where there exists a gap between the industry expectation and the skills perceived by the fresh graduating professionals. Positive difference denotes higher expectation of industry from professionals while negative difference denotes higher level of skills attained by the professionals/ students.

VIII. Suggestions & Recommendations

Recruiters also suggested many solutions to bridge the employability gaps in today's young talent. While 29.3% recommend co-creating curriculum with enterprise representation, 28.6% recommend including 'thrive skills' (cognitive, social, and behavioral skills) in the curriculum and the other 25.6% recommend including corporate representatives as part of faculty. On the contrary, 73% of academicians feel that building an industry-campus partnership to co-create curriculum is key to addressing employability need gaps for students. Further, 67% of academicians feel the need for corporates rolling out long term internship

opportunities for campuses and 49% think there is a need for regular workshops and seminars on skill development from potential employers.

Currently, there is a mismatch between the expectations of the industry and availability in academia. It must be bridged earnestly and immediately. There are several challenges in the present Indian education system including an excessive emphasis on memory and the least emphasis on creativity. The rapid pace of change in the outside business environment and the advanced technology must bring both academia and industry together to bridge the gap.

Few more recommendations, recruiters suggested optimum blending between academic curricula and industry practice besides regular academic commitment. Here are some tools and techniques to connect the campus with corporate;

- Offer student-centric education, not faculty-centric education. Provide students practice-based learning to try and train methodological competencies.
- Avoid rote learning and emphasize 3Rs—read, write, and reproduce. Instead, emphasize experiential education. Benjamin Franklin rightly remarked, “Tell me and I forget. Teach me and I remember. Involve me and I will learn.”
- Blend both hard and soft skills judiciously. Impart soft skills training.
- Use the concept of Learning Factories. Combine didactical approaches and existing concepts with emerging topics of the industry.
- Industry-academia must come together, communicate and coordinate to achieve the desired outcomes. Designing experiential learning curriculum blending with industry experiences reduce that knowledge gaps.
- Ensure the right chemistry between the campus and the corporate. Invite industry experts to conduct guest lectures to understand the pulse of the students and report back to the industry with their feedback. It enables the industry to prepare its induction programs and corporate training programs accordingly.
- Invite educators to the industry to understand expectations, and recruiters to visit campus to empathize with the challenges of the educational institutions. It helps academia and industry to understand each other, empathize and bring the required changes to enhance employability.
- Academia must take inputs from industry to create a course curriculum as per the industry expectations. It must create a course curriculum that is relevant and useful to the students. After imparting education, it must take feedback from the industry and update the course curriculum and teaching pedagogy to meet the industry expectations. It must be executed periodically as the expectations and aspirations of the industry are changing rapidly.
- Encourage finishing schools to enhance employability. Set realistic goals. Encourage industry interactions for students. Create a strong alumni network.

It is a fact that skill disruptions are changing the prosperity of global societies today. With the presence of a huge youth population, India has a demographic dividend and strategic advantage globally. Having employable and deployable students is crucial in taking India forward economically. To conclude, an integrated effort from all stakeholders including educators, students, parents, educational institutions, industry, intellectuals, and nonprofits is essential to bridge the existing skills gap between academia and industry.

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