# EDUCATION, EMPLOYABILITY AND POSSIBILITIES OF EMPLOYABILITY

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## Skill Based Education
Skill based education signifies that traditional education no longer holds water given today's demanding glocal world. The world has now become global village where development of new techniques no longer remain confined to a particular region. It has, rather, global implications. All these considerations stress on the need for inventing skill based courses, especially in higher education. Many people are concerned that investment in higher education should increase the quality of human capital, which is seen as a source of national economic well-being. This concern often leads to an expectation that higher education will foster the learning outcomes that employer's value. In our country, it has taken the form of pressure on higher-education institutions to improve students' employability. This paper briefly reviews some current responses, claiming that they are inadequate. An analysis of the concept of employability follows, leading to a claim that it necessarily entails skilled learning. This gives way to a view of what needs to be done to improve the chances of such skill learning. The main implication for teaching is contained in the claim that employability policies are not well-served by piecemeal actions. Rather, teaching that enhances employability is associated with systemic thinking about programmes and learning environments.

## Employability
Employability can be defined as:'a set of achievements – skills, understandings and personal attributes – that make graduates more likely to gain employment and be successful in their chosen occupations, which benefits themselves, the workforce, the community and the economy'. 'Employability in Higher Education: what it is - what it is not'. Employability is not the same as gaining a graduate job, rather it implies something about the capacity of the graduate to function in a job and be able to move between jobs, thus remaining employable throughout their life. Employability is mentioned either implicitly or explicitly in the Learning and Teaching Strategies for each of the students. Good learning, teaching and assessment practices foster attributes valued in the labour market and contribute to student employability.

Employability enhancement is very important. There are different ways of enhancing employability. For instance, experience with special emphasis on workplace experience. Employers generally prefer to hire people who have workplace experience. The students who show what they have learned from workplace-experiences have higher chances of being employed. This is one way of increasing students' competitiveness in the market. Four broad and inter-related components of employability may be outlined as
1. Understanding
2. Skilful practices (including deployment of skills)
3. Efficacy beliefs (including students views of themselves)
4. Meta-cognition (including self-awareness and a capacity to reflect on learning).

## Desirable Outcomes of Employability Strategy may be given the written form as
1. define a set of generic graduate attributes for rural area and actively promote these and the whole range of ways in which they may be developed
2. ensure that explicit connection is made between specific academic activity and employability, building on the employability profiles produced by the Higher Education
3. establish career development learning, at an appropriate stage, and in subject focussed groups, as part of the academic experience for all students; and
4. Encourage students to gain a range of work and other experience, to participate fully in the university community and to understand the value of all such activity in enhancing their employability.

## Entrepreneurship
Focus must also be attached to add entrepreneurship to curriculum designs. Although there is a lot of interest in adding entrepreneurship to the curriculum, this strategy is open to much the same objection as work attachments. Good enrichment strategies have most impact when the underlying curriculum stimulates those complex learning achievements that underlie entrepreneurship. Detached, one-off modules can be valuable, but they are also risk being treated as marginal.

**Guidance**

Guidance and counseling has its own vital role to play in employability. Also career pertaining advice must also be attached to curriculum. Employability is 'measured' in terms of the percentage of students employed and it can be taken as a reflection of an institution's contribution to students' employability (and its performance in this respect) could be related to the quality of its careers service. The main problem is that many careers advisers do not usually have an input into programme design and delivery, and may find themselves advising students whose programmes have done little to help them make strong claims to employability. Good careers advice is of course a necessity, but it is no substitute for degree programmes designed with the employability policy in mind. Portfolios, Profiles and Records of Achievement Portfolios should get students reflecting on their achievements; collecting and presenting supportive evidence; identifying and then acting on priorities for development.

**Development of Soft-Skills**
1. Malleable Self: It states that attributes [eg intelligence] are not fixed and can be developed.
2. Self-awareness: Awareness of one's own strengths and weaknesses
3. Self-confidence: Confidence in dealing with the challenges that employment and life throw up
4. Independence: Ability to work without supervision
5. Emotional intelligence: Sensitivity to others' emotions and the effects that they can have.
6. Adaptability: Ability to respond positively to changing circumstances and new challenges
7. Stress tolerance: Ability to retain effectiveness under pressure
8. Initiative: Ability to take action unprompted
9. Willingness to learn: Commitment to ongoing learning to meet the needs of employment and life.
10. Reflectiveness: The disposition to reflect evaluatively on the performance of oneself and others.

**Core Skills**
1. Reading effectiveness: the recognition and retention of key points.
2. Numeracy: ability to use numbers at an appropriate level of accuracy
3. Information retrieval: ability to access different sources.
4. Language skills: possession of more than a single language.
5. Self-management: ability to work in an efficient and structured manner.
6. Critical analysis: ability to 'deconstruct' a problem or situation.
7. Creativity: ability to be original or inventive and to apply lateral thinking.
8. Listening: focused attention in which key points are recognised.
9. Written communication: clear reports, letters etc written specifically for the reader.
10. Oral presentations: clear and confident presentation of information to a group
11. Global awareness: in terms of both cultures and economics.
12. Computer literacy: ability to use a range of software.
13. Commercial awareness: operating with an understanding of business issues and priorities.
14. Political sensitivity: appreciates how organisations actually work and acts accordingly.
15. Ability to work cross-culturally: both within and beyond one's native country
16. Ethical sensitivity: appreciates ethical aspects of employment and acts accordingly.
17. Prioritising: ability to rank tasks according to importance.
18. Acting morally: has a moral code and acts accordingly.
19. Coping with complexity: ability to handle ambiguous and complex situations.
20. Problem solving: selection and use of appropriate methods to find solutions.
21. Influencing: convincing others of the validity of one's point of view
22. Arguing for and/or justifying a point of view or a course of action
23. Resolving conflict: both intra-personally and in relationships with others.
24. Decision making: choice of the best option from a range of alternatives
25. Negotiating: discussion to achieve mutually satisfactory resolution of contentious issues
26. Team work: can work constructively with others on a common task.

**Development of Life-Skills**

Life skills have been defined by the World Health Organisation(WHO) as "abilities for adaptive and positive behavior that enable individuals to deal effectively with the demands and challenges of everyday life". They represent the psycho-social skills that determine valued behaviour and include reflective skills such as problem-solving and critical thinking, to personal

skills such as self-awareness, and to interpersonal skills. Practicing life skills leads to qualities such as self-esteem, sociability and tolerance, to action competencies to take action and generate change, and to capabilities to have the freedom to decide what to do and who to be. Life skills are thus distinctly different from physical or perceptual motor skills, such as practical or health skills, as well as from livelihood skills, such as crafts, money management and entrepreneurial skills . Health and livelihood education however, can be designed to be complementary to life skills education, and vice-versa.

**Conclusion**

The article concludes that in today's knowledge societies, Indian universities are called upon to make students more employable, by cultivating their skills and by encouraging them to lifelong learning for enhancing their flexibility in the market. Employability is emphatically stressed and, to a certain extent, is associated with equity concerns. However, the special emphasis on employability is strongly associated with the emergence of the 'market-driven' or 'pragmatic' education, as pressures increase for the university to abandon the Humboldtian ideals of its autonomy. This research paper talks about the importance of life skills and soft skills as important criteria for employability and its development across education disciplines. The paper talks about aspects of education leading to employment and its components, and different strategic approaches to enhance learners' employability throughout their career. Given the need for a systematic analysis and more empirical research in the field, the paper comes up with the so-called employability—link model that is aimed to guide future practitioners and researchers as far as their specific choices as regard core components of the concept that ought to be made. The article concludes with a thorough onset of possible future research questions that are assumed to be of importance given the current educational scenario.

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