ENHANCEMENT IN NEW AGE GROUP EMPLOYABILITY WITH INDUSTRY INSTITUTE INTERFACE

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ABSTRACT

Many countries are seeking to strengthen global economic competitiveness by building a 'knowledge economy' capability popular approach is supporting industry – university knowledge exchange linkage. The purpose of this paper is to show necessity of industry institute interaction in today's era to develop the job opportunity as well as to increase the employability of the students seeking for employment in our region. A systematic research study is conducted for the students of engineering and management at RTM Nagpur university as mostly engineering and management institutes are trying to accommodated their graduates in job market.

Key words- graduate job market, industry institute interaction.

INTRODUCTION

This paper provides a synthesis of recent research on the theme of employability skills. It does not aim to provide a comprehensive literature review, as the relevant literature in this area is vast and wide-ranging. Instead it brings together some key findings on the topic from the last ten years or so, focusing mainly on literature from India.

The paper aims to stimulate discussion amongst the policy-making community on how best to further develop research and policy on employability skills and role of industry & institute as whole. To this end, we focus on the following key issues

OBJECTIVE

- To study the competency and employability obtained by the students after passing degree is sufficient for the industries.
- To study whether the involvement of industries in institutional training is the need of today's world.
- To cope up with the lacunae of the existing framework and suggestion for improvement and incorporating newer methodologies' for the placement cell, so as to bridge the gap for both academic institutions as well as corporate offices in search of new talent.

HYPOTHESIS

1. The ultimate motive of this Industry-institute Interaction is not being met in the contemporary scenario with respect to the placement/Training and placement activity.
2. Industry Expectations and Institutes performance (study + Syllabus) is not matching each other's interest

SAMPLE SIZE

Almost all Engineering and MBA Institutes in RTM University (105) ,1500 Final Year Students from Engineering & MBA Institutes ,100 Placement Officers (T&P Cell) and 25 Directors / Principals of Engineering & MBA Institutes as well as 150H.R, Managers of corporate industry are communicated for data collection.

SAMPLING METHODOLOGY

For the selection of the sample, stratified sampling was adopted. The sampling units were selected randomly in each stratum with 10 units forming one stratum.

The sample size of 1500 students of engineering (final year) and management (MBA) was drawn on the basis random sampling techniques. Apart from this all 105 Training and Placement officers (total sample available) was contacted. Sample size for Principal/directors was restricted to 25 keeping 1: 4 ratios with TPO sample. More than 150 companies were contacted to understand their thoughts on campus placement subject. All respondents were contacted either by personal gathering or through electronic mail.

Secondary data was also collected for these (from 2000 till date) years to know about campus placement activity in RTM Nagpur university Nagpur, India.

SAMPLING DESIGN

A sample is a representative part of the population. In sampling technique, information is collected only from a representative part of the universe and the conclusions are drawn on that basis for the entire universe. A convenient quota sampling technique was used to collect data from the respondents. Convenience sampling refers to the non probability process by which a scientist gathers statistical data from the population.

The questionnaire was canvassed for various Training and Placement Officers, Principal Directors as well as Students of various Institutes. The structured questionnaire also was designed for companies who regularly visit to colleges for placement.

DATA ANALYSIS AND INTERPRETATION

Hypothesis 1: Ultimate aim of Industry-institute Interaction is not effective in the present placement/Training and placement activity.

Reference: Data collected from T&P's Question No.2, 3 and recruiter's question no. 1, 4, 5, 7, 8 and 9

(A) Data collected from T&P Question No. 2,3,

Type	CC<PC	CC=PC	CC>PC	Total
Number of responses	34	18	20	72*
Proportionate data	47%	25%	28%	100%

* Among 73 samples, one of the samples has not responded according to the set categories.

(B) Data collected from recruiter's questions No 1,4,5,7,8 and 9

Reference: Data collected from recruiter responses.

Mode of Off Campus Recruitment Modes	Advertisement	Walk in interview	Wait & revisit	Lateral hiring	Total
Number of responses	8	8	3	10	29
Proportionate data	28%	28%	10%	34%	100%

Retention of recruited student	0-25)%	(25-50)%	(50-75)%	(75-100)%	Total
Number of responses	10	9	7	3	29
Proportionate data	35%	31%	24%	10%	100%

Graphs are set up using question no 2 (T&P questionnaire) and question no. 7&8 (Recruiters questionnaire)

Following Calculations for the column no.1 is from Q.3. (T&P questionnaire) and columns no.: 2,3,4,5 are prepared fromQ1, 4, 5, 9 (Recruiters questionnaire).Column no 6 is prepared considering Question no..5 (principal Questionnaire)

Using Chi-square Statistics: Goodness of Fit Application

H_{01}: Fit is good i.e. Ultimate aim of Industry-institute Interaction is effective in the present placement/TPO activity.

H_{11}: Fit is not good i.e. Ultimate aim of Industry-institute Interaction is not effective in the present placement/TPO activity.

Reference: Data collected from T&P cell & Recruiters & Principal.

Observation Table (Oi)

Parameters→ Responses↓	III responses for T&P objective	University syllabus Competency	Competency & Employability of recruited students	Feedback on deficiency of students	Internship to students	Principal opinion on students feedback	Row Total
Yes	69	24	5	6	10	10	124
No	4	5	24	23	19	3	78
Col. Total	73	29	29	29	29	13	202

Expected Table (Ei)

Parameters→ Responses↓	III responses for T&P objective	University syllabus Competency	Competency & Employability of recruited students	Feedback on deficiency of students	Internship to students	Principal opinion on students feedback
Yes	44.81	17.80	17.80	17.80	17.80	7.98
No	28.19	11.20	11.20	11.20	11.20	5.02

Calculation Table:

Oi	Ei	$(Oi-Ei)^2/Ei$
69	44.81	13.06
24	17.80	2.16
5	17.80	9.21
6	17.80	7.82
10	17.80	3.42
10	7.98	0.51
4	28.19	20.76
5	11.20	3.43
24	11.20	14.64
23	11.20	12.44
19	11.20	5.44
3	5.02	0.81
		$\Sigma(Oi-Ei)^2/Ei$ =93.68

$$\chi^2_{cal} = \sum \frac{(O_i - E_i)^2}{E_i} = 93.68$$

At 5% level of significance for (Row-1)(Column-1) =(1)(5) = 5 degrees of freedom is 11.070

Conclusion : Since calculated χ^2 is much larger than 11.070, at 5% level significance we can reject null hypothesis H_{05} as to accept H_{15} and conclude that Fit is not good i.e. Ultimate aim of Industry-institute Interaction is not effective in the present placement/Training and placement activity.

Interpretation: This hypothesis is accepted, we can definitely say that, "Ultimate aim of Industry-institute Interaction is not effective in the present placement/Training and placement activity".

Hypothesis 2: Industry Expectations and Institutes performance (Study + Syllabus) is not matching each other's interest

Using Chi-square Statistics: Goodness of Fit Application

H_{02}: Fit is good i.e. Industry Expectations and Institutes performance (Study + Syllabus) is matching each other's interest.

H_{12}: Fit is not good i.e. Industry Expectations and Institutes performance (Study + Syllabus) is not matching each other's interest.

Reference: Data collected from suggestions of all the dimensions i.e. perceptions of students, T&P cells, recruiters and even head of the institutions

Observations judge from Students questionnaire are Q. 11, 12; T&P questionnaire Q. 21 Recruiters questionnaire Q. 10, 11; Principal questionnaire Q. 1, 2, 3.

Observation Table (Oi)

Responses↓	Perceptions in percentages				Row Total
	Students	T&P Cells	Recruiters	Principals	
In Favour	60	55	35	75	225
Not in Favour	40	45	65	25	175
Col. Total	100	100	100	100	400

Expected Table (Ei)

Responses↓	Perceptions in percentages			
	Students	T&P Cells	Recruiters	Principals
In Favour	56.25	56.25	56.25	56.25
Not in Favour	43.75	43.75	43.75	43.75

Calculation Table:

Oi	Ei	$(Oi-Ei)^2/Ei$
60	56.25	0.25
55	56.25	0.03
35	56.25	8.03
75	56.25	6.25
40	43.75	0.32
45	43.75	0.04
65	43.75	10.32
25	43.75	8.04
		$\Sigma(Oi-Ei)^2/Ei$ =33.27

$$\chi^2_{cal} = \sum \frac{(O_i - E_i)^2}{E_i} = 33.27$$

At 5% level of significance for (Row-1)(Column-1) =(1)(3) = 3 degrees of freedom is 7.815

Conclusion: Since calculated χ^2 is much larger than 33.27, at 5% level significance we can reject null hypothesis H_{06} as to accept H_{16} and conclude that Fit is not good i.e. . Industry Expectations and Institutes performance (Study + Syllabus) is not matching each other's interest.

Interpretation: This hypothesis is accepted, we can definitely say that, "Industry Expectations and Institutes performance (Study + Syllabus) is not matching each other's interest".

FINDINGS

Reasons for low level of employability skills among students.

1. Academic quality:

No educational institution can survive unless it can attract competent teachers into its fold. All professional colleges face serious problems in this regard; they cannot compete with the outside market in terms of monetary package. Non accessibility of qualified faculty forces the educationist to appoint fresh hand on teaching. Lack of exposure and experience makes the quality of input poor. The other reason is some of the teachers use readymade notes which were prepared by them when they were students; it is neither restructured and is transferred to the students. Decades ago teaching was considered to be noble profession and competent people only took up teaching as carrier, but today teaching is mostly preferred by those who are not able to get a job in the industry.

2. Non relevant curriculum:

The world being changing so fast, but the reforms have not been implemented at the same phase. Most of the curriculum followed by university and its affiliated colleges were prepared a decade ago and still been thought. These syllabus are not industry specific and don't meet the need of the industry which reduces the level of employability of the students.

3. Mushroom growth of institutions

Each year, India produces almost twice the number of engineers produced by the US and a little less than twice of all that Europe produces. It is great to note that India has one of the world's largest most qualified pools of technical manpower. However, when we look at the employability, we are far behind. This is because Engineering colleges are mushrooming and the quantity of technical graduates pass out every year from these educational institutions. The way quantity of graduates is increasing the quality is not increasing. We are compromising with quality for the sake of quantity. Engineering education is about knowledge, know-how, and character. Mushrooming of educational institutes in India couldn't keep up the quality of education.

CONCLUSION

1. Corporate expects that as student entered their final year of studies, they should be briefed about the competencies and personal attributes valued by the recruiter and actively helped to acquire and develop these competencies and attributes.

2. The feedback from the students in this study put forward that such initiatives should focus on specific aspects such as practical training in how to apply for jobs and prepare for interviews, explanation of the realities of the job search process and support for students as they go through it; even when they may no longer officially be students of the college/university. It is a training based on preparation for career realities which our students in this study did not see occurring..

3. Researcher's own experience with undergraduate students leads to suggest the role which should commence as early as possible within the students' life at university. University/institutes should assist students in their search for vacation/project work, and workshop and develop the "lessons learned" from each placement. The notion of graduates accepting much lesser jobs than they expect, or any job just to break into the labour market, is clearly an issue, which requires further research.

4. It is Employability skills and personal values are the critical tools and traits students need to succeed in the workplace and they are all elements that they have to learn, cultivate, develop, and maintain over your lifetime. A recruitment Head at Wipro expressed her view that if colleges want to improve the employability of their graduates, they have to focus on reducing these important skill gaps through improvements in curriculum and teaching methods. She also emphasized on graduates ability to formulate, analyze, and solve a real life problem using standard engineering/management techniques. Mere academic abilities alone will not be adequate. What is essential is something beyond academic domain such as communication skills, problem solving skills, which are known as employability skills. To sum, both educational institutions and industry should work together for enhancing employability skills as it is rightly said that it need to clap with both hands to get the results.

5. In some of the unwritten interaction with students one finding reveal that graduates high and unrealistic outlook about job prediction and the job market. This is corresponding as with prior studies such as Lau and Pang (2000) and Perrone and Vickers (2003), both groups agree that graduates initially tend to have exaggerated expectations of themselves and their work ability, and believe there will be many jobs for them to choose from, as well as overestimating where their degree will take them. However, they become aware of the mismatch over time and may end up accepting any job just to gain a foothold into the labour market.

SUGGESTIONS

1. The implementation employability skills programmes in various colleges might go some way towards remedying the skills problem among these less well-qualified students. Research into this area would be beneficial.

2. Fresh engineering/management graduates rely more on the knowledge and the skill acquired during college days for their day-to-day performance in the industry. Conducting various trainings in colleges, assessing the performance of students and subsequently exploring its impact in ensuring employability might have far-reaching effects in defining the concept of employability of engineering graduates.

3. Today, institutes are facing sizable 'quality faculty crunch'. This crunch has come due to two reasons. One, the corporate professionals are not inclined for teaching or professing. This may be due to their lack of having teaching skills or lack of time to devote for teaching. Second, industry does not encourage their experienced professionals to teach or profess though in-turn they are the ones to be benefited through the supply of 'employable' candidates. Due to this the students are the ones who are getting adversely affected.

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