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A Study On Faculty Perspectives Towards The Employability Skills Of Arts And Science College Students In Tirupur District.

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Abstract:

This paper discusses the faculty view on the employability skills of students from Arts and Science College, which reflects the existing gaps and challenges that hinder the job readiness of students. Employability skills are a combination of technical and non-technical skills that enable students to survive in different occupational and life contexts. Even though students have technical knowledge, many of them fail to acquire critical soft skills such as communication, adaptability, and critical thinking, which are increasingly valued by employers. Such perceptions of faculty members toward this gap are studied by incorporating industry-aligned academic curriculums, experiential exposures through learning, and skill-related training. The study indicated non-significant correlation of skills with employability across a range of ages; and therefore, other variables influencing the teaching methodology, irrelevance of curriculum to modern markets, and lack of relevant practical exposure are far more critical.

Keywords: Employability skills, soft skills, job readiness, Faculty perception.

Introduction:

Employability Skills are abilities that apply to a range of occupations and situations in life. They are occasionally referred to as necessary talents, transferable skills, life skills, critical skills, vital competencies, and crucial skills.

Employability Skills is the favoured word in the industry. The process of human workers being further developed on the job through formal or informal training programs is known as education. By perfecting their existing employability skills and learning new ones, both technical and non-technical, countless workers boost their output.

Employability skills are fundamental to non-technical skills. On the one hand, the largest pool of scientists, engineers, and management graduates in the world has not been able to fully benefit economically from this talent pool due to a mismatch between industry demands and academic institutions.

Objectives of the Study

1. To identify the specific skill gaps that faculty believe students need to address for better job readiness.
2. To find out faculty perspective on the challenges faced by students to obtain the employability skills.

Statement of the Problem

Employability skills are critical for students to transition effectively from academic institutions to the professional world. Despite possessing technical knowledge and domain expertise, many students lack the soft skills, critical thinking abilities, and practical competencies required to meet the expectations of modern employers. This gap creates challenges not only for students seeking jobs but also for academic institutions striving to enhance their graduates' employability rates.

From the faculty's perspective, the problem is compounded by limited resources, outdated curricula, and insufficient training programs aimed at addressing these skills. Faculty members are key stakeholders in bridging the employability gap but often face difficulties in aligning teaching methodologies with industry demands. Understanding the perceptions, challenges, and potential solutions identified by faculty can help in formulating strategies to improve employability skills among students.

Review of literature:

MC Knight and Naylor (2000) Graduate Employability: Policy and Performance in Education in the Uk", found the probability of student leavers being employed six months after graduation is positively related to the class of degree end its also strongly in fluted to the subject studied, measure of prior educational attainment. Age at graduation and social class background. Most of the factors are also found to strongly affect the probability of student leaver in employment being in a 'graduate occupation', although age at graduation has only a weekly significant effect for female graduate and has no significant effect for males.

Green and Mc Intosh (2002) "Is There a Genuine Under-Utillisation of Skill amongst the Over Qualified?" Found that the less than me half of people identified in yhe 2001 skill survey as over qualified for the jobs were also over-skilled. They also found that education –job mismatches do not correspond closely with skill –job mismatches.

Heavey and Morey (2003) "Enhancing Employability, Recognizing Diversity, London: University UK And Higher Education Careers Services Unit". Highly the skill graduates need in order to manage their own careers and those that will enable them to continue learning throughout the work lives.

Lonice Morley (2007) "The X Factor: Employability, Elitism and Equity in Graduate Recruitment". Identified that educational experience and process can contribute the development of employability skill and socio-economic privililage can be transferred on the production and codification of qualifications and competencies.

Analysis and interpretation:

S.No	Study variables	Mean value
1.	Critical Thinking	3.57
2.	Confidence	2.93
3.	Communication skills	3.47
4.	Domain & Knowledge	3.57
5.	Flexibility& Adaptability	2.93
6.	Decision making	3.47
7.	Oral communication	3.57
8.	Presentations	2.90
9.	Written communications	3.47
10.	Listening	2.57
11.	GD	2.87
12.	PI	3.47

Inference:

The above table shows the mean of the Perceived Employability skills of students.

S.No	Cross tabs with age and study variables	Sig.Value	S/NS
	Critical Thinking	.467	NS
	Confidence	.391	NS
	Communication skills	.680	NS
	Domain & Knowledge	.467	NS
	Flexibility& Adaptability	.391	NS
	Decision making	.680	NS
	Oral communication	.467	NS
	Presentations	.405	NS
	Written communications	.680	NS
	Listening	.467	NS
	Group Discussion	.325	NS
	PI	.680	NS

Inference:

All the outcomes are Not Significant (N.S.) at the specified level of significance which is possibly 0.05. This implies that there is not sufficient evidence of a firm conclusion that the impact of age on the study variables is of an appreciable magnitude. Even though the correlation coefficients present a certain degree of association, the absence of statistical significance means that these relationships may be incidental or affected by various other factors that were not examined.

Conclusion and suggestions:

From the study the author suggested that the Academic curricula need to be updated with industry-relevant content, thereby focusing on both technical as well as transferable skills. Soft Skills, Communications, and Critical Thinking form part of the regular curriculum. Workshops and seminars be conducted on building confidence, adaptability, and communications. Modules be designed in the areas of group discussion (GD), personal interviews (PIs), and presentation skills to prepare the students for recruitment processes. Engage with industries for internships, mentorships, and live projects for practical exposure. Invite guest lectures and interactive sessions by industry professionals to enlighten students on the expectations of employers. Train the faculty members on innovative teaching methods and tools that have a focus on employability skills. Develop case studies, problem-solving exercises, and collaborative projects in the curriculum and in teaching. Instruct students to learn through experiential methods such as role plays, simulation exercises, and mock interviews to become more work-ready. Encourage extracurricular activity, competitions, and community engagements to build student confidence and teamwork. Establish a regular process of gathering

feedback from students, alumni, and employers on the needs and gaps in the skills to be taught. Feed such information back into improving and modifying teaching strategies and programs accordingly Include active engagement opportunities that allow for active listening, teaming, and flexibility - especially in more dynamic working environments. Emphasize e-literacy and other related technologies through learning. Facilitate access to web-based educational resources and certificate programs on topics relevant to their discipline.

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