

Research Article

**Need of the hour and lessons for female management graduate's
employability in IT Industry**

G.Gopi

(gopichandmba@gmail.com)

Research Scholar, Department of Management Studies, Alagappa University, Karaikudi, 630003

Dr.R.Perumal

(dglperumal@gmail.com)

Professor of Management, Research Guide, Alagappa University, Karaikudi, 630003

Abstract:

Human capital is generated in the form of know-how and competence in schooling and training, which increase the productive capacity of employees. Since education is generally views itself as a means of skill growth, it is considered part of the continuum of capital creation. The key argument among economists is that, thus, is that as the demand for educational training increases, the various forms of schooling will grow to meet it. Though workforce-capability is a considerable obstacle, unfortunately, many jobs' seekers lack of it is a suitable training opportunity are a bigger problem. In the other side, India has the world's largest pool of great scientists and engineers, owing to a gap between those who find a place in academia and those who are effective in the business world, India has been unable to fully tap into their talents. This problem is prominent among female graduates. The aspects and human resources management of employment abilities that universities develop includes, but not limited to, human resources skills and capabilities. The overall goal of this study is to establish learning methods for the university graduates. It aims to identify current female student skills and to discover how training for effective knowledge management can support these abilities and the value they generate. The study is descriptive in nature and sample is derived from three different stake holders of graduate's employability – n=100 Female Students, n=50 Lecturers and n=50 HR of IT industry, Convenient sampling technique was used due select the sample under the study Fuzzy analytics technique is used to rank the employability skills in preference of its need to become employable in IT sector from 3 stake holders' perspectives. Further, ANOVA is used to understand the difference in perception of the 3 stakeholders in relation to need for employability skills. Findings of the study reveal that there is a gap between the student understanding of KSA , Lecturers and perception and actual requirements of the Industry. The recruiter FAHP approach shows that skills rank top, attitudes second and Knowledge last in employability

and recruiting process. The study further suggest the opportunities available for female graduate by State Government to enhance their skills and also some important insights from the recruiters are illustrated.

Keywords: Employability, Skills, KSA Model Management graduates, Management education

1. Introduction

Every year, millions of Indian university graduates are produced, but only about 20% of them are employed in various industries. The root of India's unemployment problem is an unemployed workforce.

Every stakeholder in society is keeping a close eye on the transition from education to employability. The main stakeholders, such as recent graduates and their parents, are looking forward to this day with bated breath. The industry is looking for highly skilled workers who can jump right in. The state's coffers need to be replenished. The consumer market desires increased purchasing power, and society as a whole seeks productive and skilled participants in this never-ending quest for human progress.

With a median age of 29 years, India will overtake Japan as the world's youngest country next year. According to a recent survey conducted by SHRM (Society for Human Resource Management, an expert, convener, and thought leader on issues affecting today's evolving workplaces), millennials, or "Gen Y," will account for 50% of India's workforce by 2020, and 75% by 2025. Only having a young workforce will not suffice in reaping the benefits of this demographic advantage. We also need to assess these individuals' employability. In India, less than 25% of MBAs, 20% of engineers, and 10% of all graduates are deemed employable. Only 20% of the five million new graduates each year, according to an ASSOCHAM report, find work.

The transition from campus to office may not always be easy, owing to the disparity between what industry expects and what academia provides. Many blue-chip corporations that hire from campuses find themselves having to train new hires for four to six months before they can start working. They are attempting to complete the task left unfinished by academic institutions, namely, the delivery of productive resources. Many have even instituted tests for new trainees after only a few weeks of training.

2. Need for the study

In the last five and a half decades, the country's school management system has expanded rapidly. In both conventional and new areas, the technology has gained substantial capabilities. The word 'spiraling economic growth' is central to technology. Even though we are talking about the rise in job openings in different industries, the quality talent on the workplace in India is shortage. Compared to employability, unemployment is a mild issue. Managers of industry agree that the expertise and productivity of the workforce should be much higher. Things such as curricula, lack of trained faculty, low standard of contents and the lack of functional test method afflict technical institutions and therefore do not have signaling benefit on the labor market. There are not necessarily the same kinds of talents in universities and business. Management professionals who are trained in business should be able to function effectively while maintaining high levels of professionalism and guide the country towards development. One part of the "promising delivery" is the success of graduates in seeking better work after completion of the programme. The preference for management education over general education stems from the expectation. This pledge is broken if many students do not find employment or are required to take low-paid positions that do not meet their qualifications. In particular, management education institutions are

profoundly affected to the extent that their educational prospects are skewed. Unemployment, underemployment and stagnant wages have been the federal and state governments' main concern.

3. Review of Literature

Andrews and Higson (2008)

¹ expressed concern about "the the difference between fresh graduates' skills and abilities and demand requirements." The researchers tried to examine the attitudes and experiences regarding graduate employability in a "study of business graduates and employers in four European countries (UK, Austria, Romania and Slovenia). The students' experience of the transition from education to work was examined using five separate broad areas:

1. Present work situation
2. The Higher Education Picture
3. "Job based experience"
4. Possession of entrepreneurship skills and competences
5. Importance of interpersonal contact and other skills

Three main themes, namely "business-specific issues (hard-business-related skills)," "inter-personal skills (soft business-related skills)" and "work-based learning" emerged from research on different components of graduate employability. The employers' experience as well as the students is strikingly close in relation to the soft and hard skills. Everyone decided to develop high-level discipline-specific competencies synthesized with interpersonal and communication skills. Both accepted that the high degree of business knowledge without verbal communication skills is incomplete.

In their studies on Technical and Vocational Training Centers in Malaysia, **Kazilan et al (2009)²** reported that "there is a substantial gap between employability skills and the field of specialization." As described above, "employability skill is a non-technical skill consisting of employer-needed characteristics." The skills are needed according to job specification regardless of form of company, size and occupation process. As reported by employers, trainees typically take duration of at least one semester to develop trust and competence in their career. Employability skills of students are at a moderate level that needs to be strengthened. "Mathematics" has a very poor mean score in terms of fundamental skills. Simple mathematical skills are required for competencies such as basic calculation. Reasoning is significantly poor in order amongst thinking skills. Decision making is the highest mean score among thought skills, and integrity was getting the highest mean score among personal values. The lowest mean score among "machine and technology skills" was software application to mission. There was a significant contrast between the "employability skills" and the field of research. "No substantial association between employability skills and the post-studies strategy has been identified." Students who possessed mild employability abilities preferred to work and research. It has been found that female students are more skilful than males. Students who completed their industrial training "showed no higher employability abilities than those who did not undergo the school."

Padmini (2012)³ identified the disparity that exists in the skills that are taught at the college and universities with that demanded by the industry. High level of unemployment and underemployment or low income has become an area of deep concern for the state and central government. As found in the study more than 80% engineering students do not meet the required key employability skills namely

communication, problem solving skills and technical skills. The study of “Employability Skill Index” conducted by Purple Leap stated that more than 80% Andhra students do not have required “communication skills and problem-solving skills”. Nearly 70% students are below the employability criteria of Technical skills. It was also found that 25% of the students at the rejected level bracket may be trained and upgraded and brought into employable pool. The author elucidated the state government initiative taken in the form of Jawahar Knowledge Centres (JKC) which provides a finishing school program for six months. The said program is offered free of cost and is located at semi urban and rural areas aiming the tribal and backward class people. The initiative has witnessed 8-28% growth in employment rate among the engineering Post Graduates from tier II and tier III towns.

Tharunya and Kottawatta (2014)⁴ revealed that there is a considerable skill gap pertaining to under Graduates with regard to most important employability skills. In a study of Human Resource Management (HRM) Post Graduates in Sri Lanka the researchers tried to identify the required employability skills from the view point of the Post Graduates and employers. Data sample was collected from manufacturing and service industry. There was obvious variance in the requirement of employability skills in the two industries. Both highlighted on the importance of collaboration between the HEI’s and industry for providing work experience, development of curriculum, addressing employability skills and ease of placement. Communication skill was identified as “the most important employability skill” in both groups keeping learning skill in the second position. Similar credit was given to “adaptation skills, problem solving skills and information skill”. Skill gap was identified in communication skills, learning skills and problem-solving skills. Employers stressed on the importance of cultivation of employability skills of the students before entering the labour market.

Finch et al (2015)⁵ argued that "the majority of universities cannot or will not respond to the evolving market demand." To uplift or improve the students through activities within and outside the classroom, the highly dynamic employer needs, needed assistance and curriculum should be developed. Researchers indicated that "personality attributes are capable of predicting career success" where among the most important are "divergent thinking, intellectual curiosity, and problem-solving skills." Meta skills that include listening, communication, team work, adaptability, social flexibility, relationship management, time management, and so on are "applying the knowledge and personality tools of an individual. During the recruitment process, particular job tools related to experience, expertise and excitement are also considered. Experiential education plays a significant role in the training and achievement of graduates at the entrance stage. The research recognized "the value of four particular tools" as a possession of graduates that includes "intellect, personality, meta skills and job-specific skills."

Wang, Jiang and Feng (2016)⁶ applied the Taiwan-based Analytic Hierarchy Method (AHP) to investigate the employability skills of tourism management colleges. Generic Skills took on greater significance in the analysis than professional attitude and disciplinary skills. Data obtained from three academics, five hoteliers, three theme park managers and four travel agents were analyzed using the Likert Scale and Delphi technique 5 point. A big gap was found among employers and students in the perception of professional attitude, general abilities and disciplinary skills.

G. Gowsalya and M. Ashok Kumar (2017)⁷ conducted a study among 500 students, identified 14 major skill areas and highlighted a few skills like effective communication, listening and learning, problem identification and problem solving and time management that need to be addressed immediately.

Bhatia, S. M., & Panneer, S (2019)⁸ highlights the need of integrating the emotional intelligence (EI) as a key behavioral skill in the management education framework.

4. Objectives

- To shed light on the employability skills that management graduates must possess.
- To study the preference of students, lecturers and HR of IT industry relative to importance of employability skills
- To discuss the state government's efforts to help management students improve their employability skills.
- To Propose how to incorporate soft skills into the curriculum to help train students for successful employability.

5. Research Methodology

Research Type	Descriptive research
Data collection tools	Questionnaire Questionnaire consisting of 3 Parts Part One : Information on the Demographic profile of the respondent (Multiple choices) Part Three : Questions related to KSA Model (LIKERT Scale-5 Points)
Data collection Techniques	Interviews (Where ever possible) and Google forms
Sampling: Population	Lecturers in AICTE Approved Management colleges Female students in AICTE Approved Management Colleges HR of IT companies in Bangalore city
Sampling Frame	Lecturers in AICTE Approved Management colleges Female students in AICTE Approved Management Colleges (Graduated in the last 3 years – including graduates and Post graduates) HR of IT companies in Bangalore city (Recruiters of IT Industry)
Sampling Technique	Convenient sampling
Sample	Students: 120 Questionnaires were distributed and 100 valid responses were selected for the study Lecturers: 66 Questionnaires were distributed and 50 valid responses were selected for the study HR of IT companies: 63 Questionnaires were distributed and 50 valid responses were selected for the study
Pilot Study	The questionnaire was pre tested with 10 students, lecturers and HR of IT and slight changes were made to the questionnaire. The Cronbach Alpha was s 0.871 which is reliable measure for the questionnaire
Plan of Analysis	ANOVA – SPSS Software FAHP - http://www.onlineoutput.com/fuzzy-ahp-software/

6. Discussions

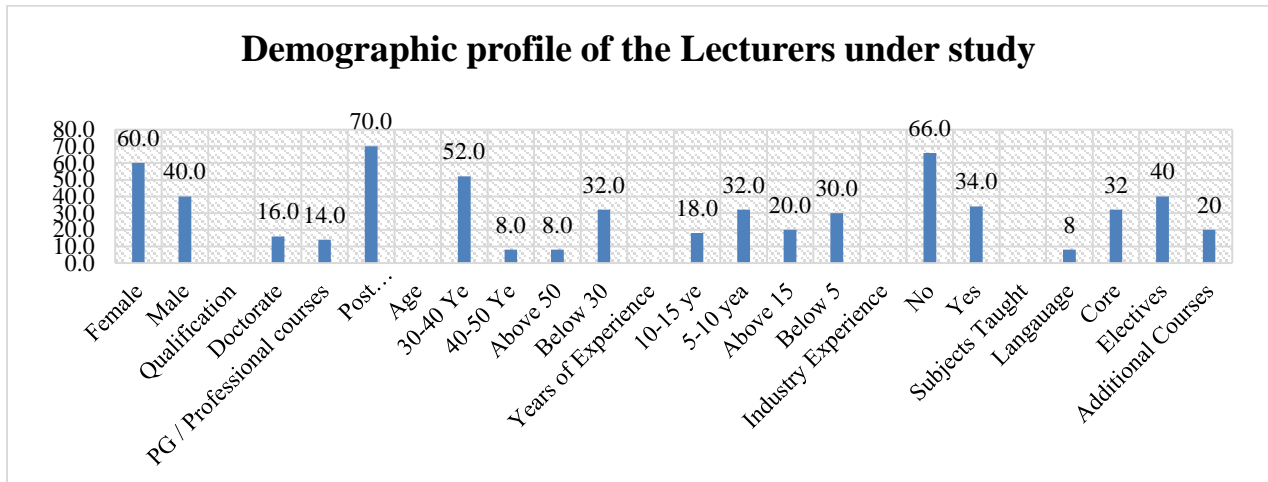
6.1 Demographic profile of the respondents

(a) Students

71% students are still studying in the final year and 29% students graduated in the last 5 years, 88% students under the study are either completing or completed their graduation and 22% are either accomplishing or accomplished their Post – graduation.

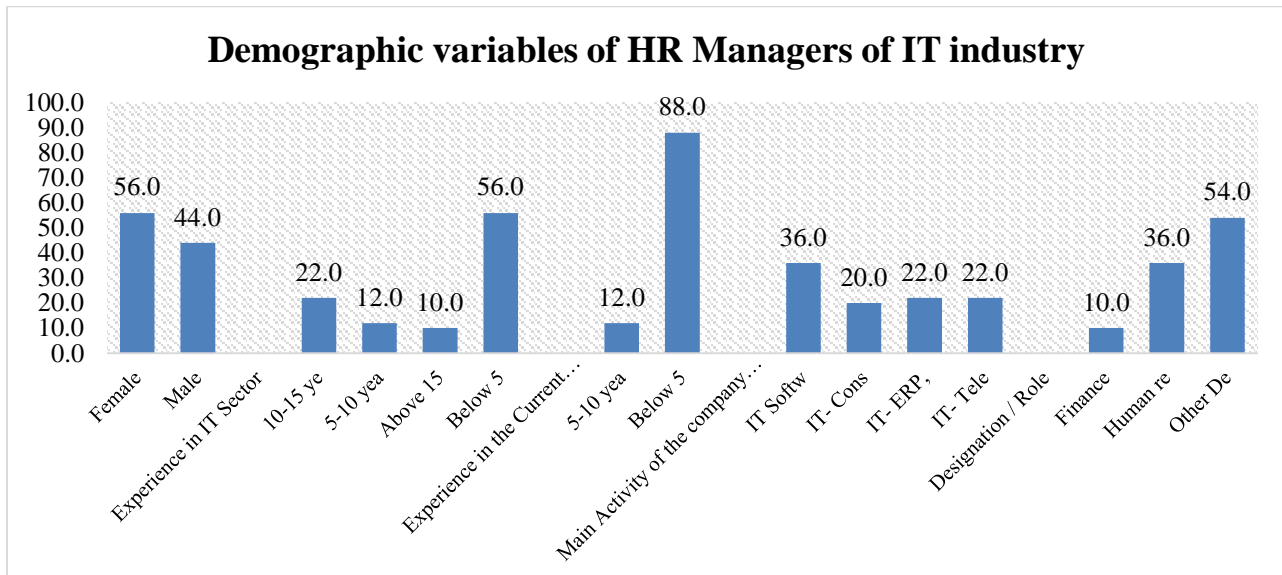
(b) Lecturers

Chart -1 – Demographic Profile of the lecturers under study



(c) HR of IT industry

Chart -2 Demographic variables of HR Managers of IT industry

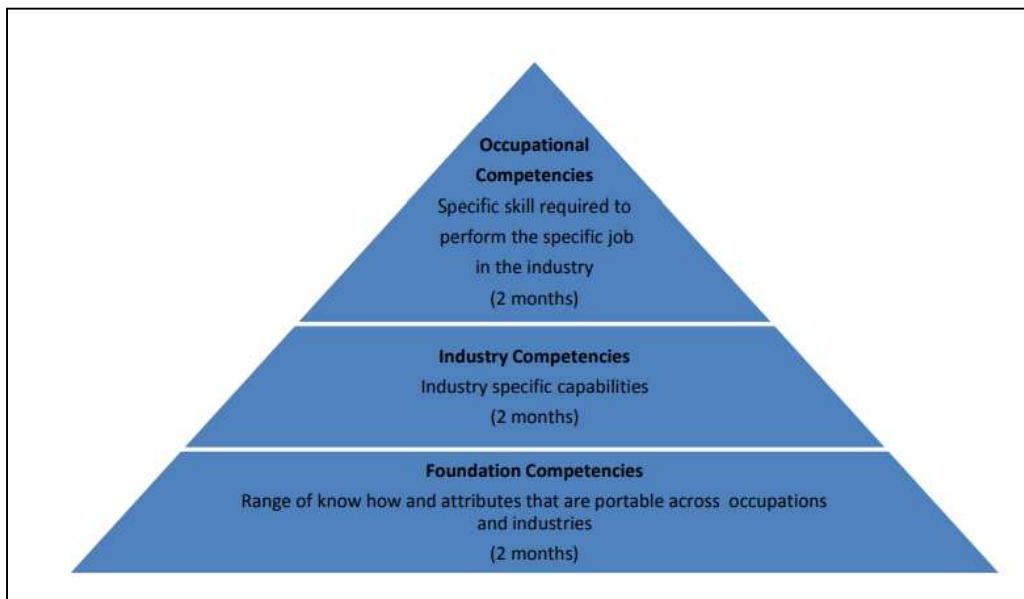


6.2 Employability skills required by Management graduates

Employability skills, according to (Robinson,2000), are "the basic skills required for having, holding, and performing well on a job."

Sirajul Haque (2013) the author proposed a model for employability to develop university graduates' skills and capacity and to reduce unemployment in the country. The author reviewed many secondary data sources, such as the Ministry of Humans' annual reports, the Commission on Higher Education, the human resources management academic journal, as well as the employability programmes, initiated by three countries such as Singapore, Australia and Malaysia. The proposed model is based on Singapore and Malaysia's employability programmes. To implement the employability model, the author suggests that university graduates should be placed under employability after graduation. They will build on foundation skills in the first two months. They'll learn industry-specific skills for the next two months. Finally, they'll be trained for job-specific skills in the last two months. The model 's drawback is that the author has not listed any competencies as such.

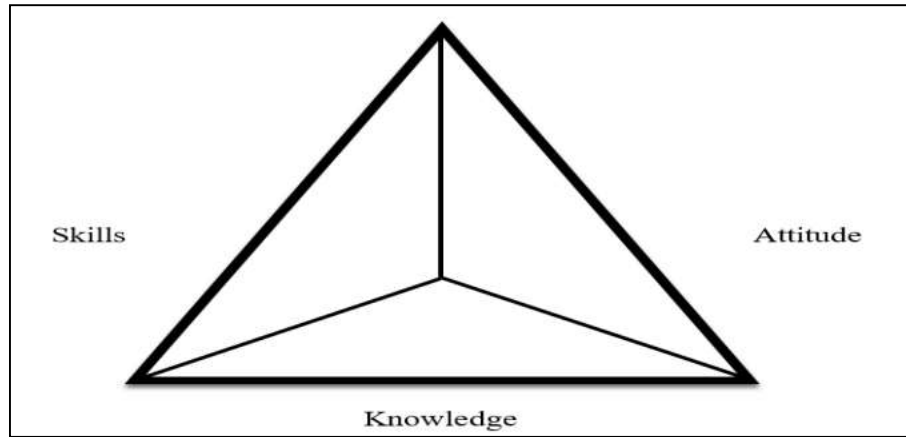
Figure 1 - Model for employability to develop university graduates' skills



Source: Sirajul Haque (2013)

Developing professional skills is aimed at cost savings and improving industry performance, industrial needs, and country social needs **Hassan et al, (2013)**⁹. In today's technology circulation, it demanded professional skills from each graduate. This is a skill that especially a Post Graduate must be mastered. Modern Post graduates need to be skilled in every aspect of soft skills and generic skills if they want to do their job as well as possible. To see how far it is needed, researchers used the following two models throughout the study

Figure 2 - Knowledge, Skills, and Attitude (KSA Model)



Source: Kahn et al, (2012)

The Generic Skills Model shows three elements: knowledge, skills, and attitude **Kahn et al, (2012)¹⁰**. This is a fundamental model in industry search for new workforce in all areas, including IT Industry.

Descriptive statistics

Table 1 - Descriptive statistics of opinion of students, Lecturers and IT recruiters

Descriptive Statistics	Students			Lecturers			HR IT Industry		
	N	Mean	Std. Deviation	N	Mean	Std. Deviation	N	Mean	Std. Deviation
knowledge_1 [In-depth academic knowledge]	100	2.97	1.298	50	3.20	1.400	50	3.78	1.556
knowledge_2 [Depth in subject knowledge - Global Business]	100	3.32	1.294	50	3.46	1.446	50	3.96	1.370
knowledge_3 [Practical Knowledge]	100	3.81	1.169	50	3.54	1.528	50	3.98	1.286
knowledge_4 [Computer and Technical Knowledge]	100	3.35	1.329	50	3.48	1.432	50	3.74	1.259
knowledge_5 [Knowledge about IT sector]	100	3.08	1.390	50	3.10	1.249	50	3.98	1.436
knowledge_6 [Mathematical Knowledge and aptitude level]	100	3.17	1.155	50	3.12	1.423	50	3.90	1.607

Need of the hour and lessons for female management graduate's employability in IT Industry

knowledge_7 [Knowledge on the Job and job description]	100	3.56	1.217	50	3.34	1.394	50	3.84	1.315
knowledge_8 [Knowledge about the users, customers and clients]	100	3.46	1.306	50	3.24	1.349	50	3.98	1.378
knowledge_9 [Knowledge about the company vision, mission and organizational activities]	100	3.62	1.441	50	3.26	1.291	50	3.76	1.349
knowledge_10 [Knowledge on research and development]	100	3.58	1.249	50	3.36	1.453	50	4.40	1.309
Skills_1 [Listening skills]	100	3.60	1.326	50	3.48	1.488	50	4.20	1.355
Skills_2 [Decision making skills]	100	3.72	1.334	50	3.46	1.528	50	4.40	1.309
Skills_3 [Problem solving skills]	100	3.81	1.383	50	3.58	1.486	50	4.40	1.309
Skills_4 [Team Work]	100	3.82	1.192	50	3.50	1.418	50	4.30	1.298
Skills_5 [Leadership Skills]	100	3.71	1.233	50	3.52	1.418	50	4.06	1.331
Skills_6 [Presentation skills]	100	3.76	1.215	50	3.58	1.444	50	4.04	1.324
Skills_7 [Language skills]	100	3.71	1.266	50	3.60	1.370	50	4.18	1.273
Skills_8 [Critical Thinking skills]	100	3.77	1.230	50	3.38	1.398	50	4.40	1.309
Skills_9 [Communication skills]	100	3.87	1.308	50	3.56	1.527	50	4.16	1.267
Skills_10 [Innovative and ideas]	100	3.75	1.329	50	3.46	1.581	50	4.30	1.298
Skills_11 [Learning skills]	100	3.83	1.378	50	3.48	1.432	50	4.30	1.298
Skills_12 [Technical skills]	100	3.75	1.201	50	3.26	1.496	50	4.10	1.329

Skills_13 [Organization skills]	100	3.80	1.137	50	3.24	1.349	50	4.18	1.273
Skills_14 [Negotiation skills]	100	3.67	1.181	50	3.14	1.309	50	4.16	1.267
Skills_15 [Desire for achievement]	100	3.75	1.329	50	3.32	1.449	50	4.10	1.329
Skills_16 [Time and stress management skills]	100	3.78	1.284	50	3.32	1.421	50	4.30	1.298
Skills_17 [Data Analysis skills]	100	3.71	1.157	50	3.10	1.488	50	3.96	1.277
Skills_18 [Coding and Programming]	100	3.46	1.218	50	3.14	1.400	50	3.96	1.277
Skills_19 [Project Management]	100	3.66	1.233	50	3.22	1.375	50	4.08	1.322
Skills_20 [Social Media management and digital Marketing skills]	100	3.56	1.225	50	3.22	1.418	50	4.06	1.236
Skills_21 [Technical Writing and presentation skills]	100	3.62	1.277	50	3.24	1.437	50	3.96	1.195
Skills_22 [Other Technical Skills]	100	3.47	1.367	50	3.16	1.405	50	3.98	1.286
Attitudes_1 [Respect for self and others]	100	3.90	1.396	50	3.46	1.446	50	4.08	1.322
Attitudes_2 [Sharing and caring attitude]	100	3.60	1.239	50	3.20	1.370	50	3.76	1.255
Attitudes_3 [Honesty and integrity]	100	3.88	1.289	50	3.68	1.421	50	3.98	1.286
Attitudes_4 [Empathy]	100	3.61	1.118	50	3.44	1.459	50	3.74	1.259
Attitudes_5 [Work Ethics]	100	3.81	1.300	50	3.54	1.487	50	3.76	1.333
Attitudes_6 [In-depth academic knowledge]	100	3.61	1.136	50	3.46	1.403	50	3.76	1.170
Attitudes_7 [Depth in subject knowledge - Global Business]	100	3.68	1.180	50	3.42	1.311	50	4.06	1.236
Attitudes_8 [Practical Knowledge]	100	3.97	1.267	50	3.54	1.403	50	4.08	1.322
Attitudes_9	100	3.77	1.278	50	3.44	1.417	50	4.18	1.273

[Computer and Technical Knowledge]									
Attitudes_10 [Knowledge about IT sector]	100	3.94	1.221	50	3.52	1.344	50	4.18	1.273
Attitudes_11 [Mathematical Knowledge and aptitude level]	100	3.85	1.184	50	3.60	1.370	50	4.08	1.322
Attitudes_12 [Knowledge on the Job and job description]	100	3.69	1.228	50	3.52	1.344	50	4.06	1.236
Valid N (listwise)	100			50			50		

By the extensive review of literature, a set of 10 knowledge statements, 22 skills and 10 attitudes were identified which are relevant to IT Industry, A Likert's scale of Strongly disagree =1 and strongly agree =5 was used. Descriptive statistics revealed that the opinions of students for all knowledge, skills and attitudes are above 3.50 except in case of In depth knowledge an Knowledge of IT sector where mean scores are below 3.00. This indicates that the students have neutral to agree range of responses. In opinion of the lecturer the mean scores are in the range of 3.00 and 4.00 indicating similar range of responses as students. It worth taking a note that the HR of IT industry have mean score of above 3.50 for knowledge and attitudes, but in case of skills they have higher importance. The mean scores are above 4.00 indicating strongly agree range of responses. The standard deviation in case of three stakeholders- The students, lecturers and HR recruiters is high for KSA indicating variation in responses from its mean.

Testing of Hypothesis

Hypothesis 1: There is a difference in opinion of students, lecturers and HR of IT industry relative to employability skills

ANOVA

In case of Knowledge - In-depth academic knowledge, Depth in subject knowledge - Global Business, Knowledge about IT sector, Mathematical Knowledge and aptitude level, Knowledge about the users, customers and clients, Knowledge on research and development have significant difference in opinions of the students, Lecturers and HR of IT with F statistics above 3.500 and 2,197 degrees of freedom and sig.value $p < 0.05$. The scheffe post hoc analysis revealed that the HR of IT industry have higher mean scores for each of the above knowledge requirements as compared to the students in all knowledge requirements, also in case of Knowledge about IT sector, Mathematical Knowledge HR of IT industry have higher mean scores as compared to the students and the lecturers. The mean differences are above 0.50 which indicates that is a gap in understanding the expectation of the IT industry in terms of Knowledge by the students and Lecturers.

In case of Skills - Listening skills, Decision making skills, Problem solving skills, Team Work, Leadership Skills, Presentation skills, Language skills, Critical Thinking skills, Communication skills, Innovative and ideas, Learning skills, Technical skills, Organization skills, Negotiation skills, Desire for achievement, Time and stress management skills, Data Analysis skills, Coding and Programming, Project Management, Social Media management and digital Marketing skills, Technical Writing and presentation skills, Other Technical Skills have significant difference in opinions of the students, Lecturers and HR of IT with F statistics above 3.500 and 2,197 degrees of freedom and sig.value $p < 0.05$. The scheffe post hoc analysis revealed that HR of IT industry have higher mean scores for skills as compared to the Lecturers. The mean differences are above 0.50 which indicates that is a gap in understanding the expectation of the IT industry in terms of skills by the Lecturers. There no much difference in opinion of HR and students, but the lecturers have perceived each of the above skills less important than the expectations of the industry.

In case of attitudes - Respect for self and others, Sharing and caring attitude, Grooming and Presentation, Enthusiasm and self Motivation, Positive Thinking have significant difference in opinions of the students, Lecturers and HR of IT with F statistics above 3.500 and 2,197 degrees of freedom and sig.value $p < 0.05$. The scheffe post hoc analysis revealed that HR of IT industry have higher mean scores for attitudes as compared to the Lecturers. The mean differences are above 0.50 which indicates that is a gap in understanding the expectation of the IT industry in terms of student attitudes by the Lecturers. There no much difference in opinion of HR and students, but the lecturers have perceived each of the above attitudes less important than the expectations of the industry.

Therefore, Hypothesis 1: There is a difference in opinion of students, lecturers and HR of IT industry relative to employability skills is accepted.

Hypothesis 2: There is a relative significance of 3 KSA Aspects for employability (Recruiter matrix)

AHP approach

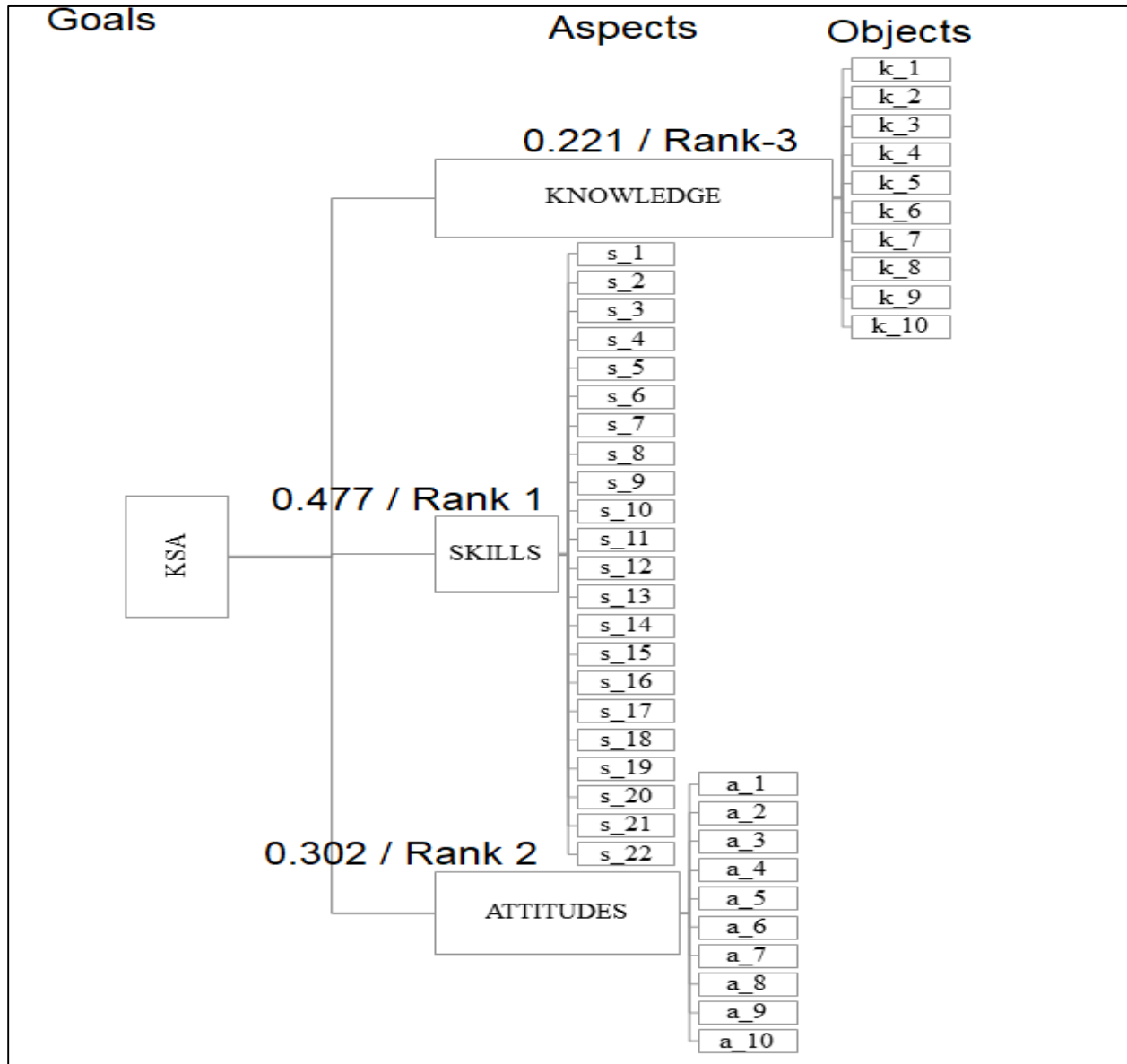
A widespread application in the late 1990s and early 2000s has been the rise of the analytical hierarchy process (or "hierarchy") as a statistical method for problem solving. As a result, it was discovered, the AHP approach was built by carefully analysing the structure of the problem and the actual problems administrators experience when attempting to solve it.

Although there are many requirements, the AHP approach recognizes that the magnitude of each criterion will not be identical. For example, if an HR Manager must chose between two talents, technological and organizational skills are two considerations to consider; however, these may not be equally important in the eyes of HR Recruiters. Technical abilities can be much more essential than organizational abilities, for example. Recruiters are more likely to hire the right choice if HR managers apply a weighting of 2 to technical abilities and 1 to organizational skills.

As a result, when weighing possible alternatives, weights must be assigned to the parameters to ensure that the right decision is reached. This will be self-evident. Management physicists, on the other hand, have had difficulty assigning weights until recently. The weights were assigned arbitrarily in the current analysis. The assignments become more random as the number of parameters (factors) increases.

In the present analysis, the key factors examined are divided into three levels: the first level is goal, the second level is aspect, and the third level is objective, as seen in Fig. below

Figure 3 - FAHP Approach for weightage of employability skills



Based on research by experts, the data collected was analysed and internal consistency (CA=0.785, CR=0.799, AVE=0.544) was achieved. To obtain the matrix of average preference, the geometric mean was adopted. The relative weights of all aspects and goals are presented as follows:

The weight of the three considerations

The geometric mean weight of each component is shown in Table below:

Table 2: Geometric mean weight

	Weight	Rank	C.I.	C.R.
Knowledge	0.221	3	0.07651	0.08876
Skills	0.477	1		
Attitudes	0.302	2		

The relative significance of the three aspects is listed as follows, according to Table 2 skills rank top, attitudes second and Knowledge last. The survey shows that skills are considered to be the most significant factor affecting employability with a weight of 47.7 percent, almost half of the total weight, in the process of employability. This suggests that skill set, to a large extent, influences the success of being recruited. Students will be more successful in the workplace if female graduates develop skills such as Listening skills, Decision making skills, Problem solving skills, Team Work, Leadership Skills, Presentation skills, Language skills, Critical Thinking skills, Communication skills, Innovative and ideas, Learning skills, Technical skills, Organization skills, Negotiation skills, Desire for achievement, Time and stress management skills, Data Analysis skills, Coding and Programming, Project Management, Social Media management and digital Marketing skills ,Technical Writing and presentation skills and Other Technical Skills. Attitudes of the female graduates ranked second with 30.2% weightage, indicating that a attitudes such as Respect for self and other, Sharing and caring attitude, Honesty and integrity, Empathy, Work Ethics, Valuing Diversity and Differences, Grooming and Presentation, Self-confidence and dedication, Enthusiasm and self-Motivation , Positive Thinking, Professionalism and Independence also plays an important role in facilitating the success of recruitment , in addition to Skills.

That last place in the ranking of knowledge (22.1%) does not mean that it is unimportant, but means that it plays a minor role, weak to explain the whole employability process. Student Knowledge is an incentive, but other factors could change, disappear, or be replaced. In order to facilitate the success of women's employability, it is not knowledge but superior skills. Skills are the most significant factor in the employability success, among all variables

6.2 Government initiatives for Management students

Karnataka's government excels in the education field, which includes school, college, and technical education. The KSDA is searching for ways to transform Karnataka's capacity growth and job environment. Our key mission is to fill the divide between current education and skill training and to develop the atmosphere for Karnataka's youth. Via business organizations and industry, the KSDA will study the professional workforce needs of industries. Through CSR funding and other sources interested in skilling Karnataka's youth and people, the KSDA will look into ways to strengthen and implement skill development that leads to employment. The KSDA will also look at entrepreneurship and rural work, as well as establishing guidelines and methodologies for implementation. Women's skilling and employment will be explored by simplifying requirements and compliance processes. The KSDA's 'Nava Chaitanya' initiative will look at new fields of skilling and hiring professional workers.

The KSDA was developed by the Government of Karnataka's Department of Skill Creation, Entrepreneurship, and Livelihood to create quality standards in skills training and jobs, such as Curriculum Planning, Credit Mechanisms, Guidance for Training of Trainers (TOT), implement creative and global best practices, design, and improve labor market information systems, among other items.¹¹

The following activities will be prioritized by the KSDA:

- Set high expectations for professional growth.
- Prepare a skills training program, lesson, content, and credit system.
- Creating instructional instructions for coaches.
- Prepare requirements for skill preparation and increase the consistency of the state's skill programs.
 - Using global principles and best practices, plan and improve labor market knowledge and data structures.
- To serve as a think-tank forum for research contributions on capability growth.
- To participate in other tasks in order to meet the KSDA's goals.

6.3 Need of the hour

The lecturers and Management colleges must give these young people the know-how they need to find jobs and make progress in a business environment. And this development in skills must start at an early stage, even if the student already graduates. Even if technological abilities are essential, it also matters to make the student or candidate adaptable to the job, other attributes such as spoken and written English, interpersonal skills, communication skills, situational behaviour. The absence of these skills could threaten the possibility of the applicant during the interview.

The curriculum and purpose of technical education to help the students to secure employment must be evaluated. It should address the concerns of its stakeholders. The main goal of colleges is not to put their graduates into employment. In order to recognise, addressing and transcend these major inequalities, and further reflect their sharing links, university administrations and employers both need to advocate open communications and continuing dialogue. One reason why university teachers cannot know what qualities are lacking and have no way to educate students is a possible inability to talk about the need to hire students (Hofstrand, 1996). And if teachers in higher education may be unaware of the differences, corporate employers are and therefore should improve these training skills (Taylor, 1998). Companies should also collaborate with university institutions to teach them the skills needed for market success (Paulson, 2001). Teichler (1999) concluded that institutions of higher education should prepare students for three functions: teaching, education and socialisation. The instructional task is built on the emotional, analytical and know-how skills required to understand a large number of skills; the educational purpose is focused on skills to support the students in specialised activities; and the socialisation function is based on the 'values, attitudes and behaviours.'

Graduates studying at an BBA/MBA programme must also acquire advanced communication skills such as seminars, lead meetings and email writing among other topics for executive positions in the industry. Business English should also be used and learned by experts in BBA/MBA programmes. Students learn to communicate, not just by listening to it, in various ways. Since certain learners are lacking simple grammar, grammar and vocabulary must be taught. Students are expected to expand their learning through conversations and class interactions beyond conceptual contexts. By pursuing practical indicators and trusteeship guidelines, students may improve their skills. The teacher is attentive with a constant feedback approach to students' progress. An initiative like KSDA should be pursued for BBAMBA colleges which act as a link between industry and academia.

In collaboration with the IT sector, NASSCOM worked towards a long-term involvement of academia through professional development programmes, collective leadership, updates of the programme and regular industry-academic interface. The initiative is now underway. Another important area that industry hopes to address in such interventions is the development of soft skills, especially in communication and presentation. It has signed MoUs with UGC and AICTE to further the steps. The researchers studied 2-3-month classes in a "finishing school" for IT practitioners. This will raise the number of "employable" persons by 20-25%. BPO registration for entry-level jobs is also required in the meantime (NASSCOM Assessment of Competence). The objective is to assess candidates on seven fundamental skills required of BPO staff. These functions include keyboarding, teamwork, articulation, and presentation in addition to synchronisation. However, the IT sector is restricted to all these interventions. Training models similar to this can be seen in other departments and graduates of management.

6.4 Lesson for students

Some powerful insights for the female students to enhance their employability:

- Clarity on the subject: Life is an open-book exam, as one must recognize. You will have access to all theoretical knowledge when working on an assignment. Nobody will hire you if you memorize them and use them instead of textbooks. They will, however, want you to be a part of the team and will value your ability to apply theories to real-life situations in order to solve problems. Open-book exams with simulations and case studies are necessary in today's world, so that the new generation of students breaks free from the habit of memorizing "by heart" and instead develops critical thinking skills to improve their logical and analytical abilities.
- Effective communication: If you can't express yourself clearly, your conceptual clarity and understanding won't get you very far. Your communication skills demonstrate a 360-degree perspective of confidence, objectivity, and maturity. Lord Macaulay's 1835 chalk and talk method, as well as a "one-size-fits-all" narrative, are insufficient. Students rarely receive individualized mentoring or the opportunity to develop as mature, self-assured individuals, and as a result, they are often unaware of their own strengths and development needs. It's past time for us to start treating people as individuals rather than groups based solely on their age. Improving the pupil-teacher ratio (PTR) and emphasizing skills such as public speaking on a variety of topics of interest, encouraging active participation in sports and cultural events, student exchange programs, social work, and festivals, among other things, may aid in this regard. Academia must understand that providing a path to holistic development is their responsibility. It's past time for us to stop underselling ourselves and start embracing who we are and what we stand for. Our educational system's goal cannot be limited to producing bookworms capable of memorizing long passages. Individuals who can carry the baton forward must be creative, confident, and complete.
- Collaboration between businesses: Interning in the industry; working in a family business after school; taking a summer job; or attempting any type of entrepreneurial venture (no matter how small or large—even if it's just setting up a food stall at your college fest) will expose you to real-life challenges and teach you how to deal with them. It's also crucial to hire industry-experienced educators as full-time or part-time professors at various academic institutions. These individuals are expected to have a more practical and objective approach to the industry's needs, as well as the ability to mentor and shape young minds.

- Working together: Most exams are designed to evaluate an individual student's knowledge of the syllabus rather than their ability to work in a group. When a student leaves campus and enters the working world, she or he is likely to become part of a larger ecosystem. The student (now a young professional) must learn to balance divergent viewpoints and competing interests while keeping the flock together year after year to deliver. Team sports, cultural activities such as group theater, and group discussions can all help.
- Working on multiple projects: The ability to manage and prioritize your task list is critical. There are no universally applicable formulae in this case. It must be based on a variety of factors, such as the request's urgency, materiality, and origin. If you have led an active student life in which you have been able to pursue a variety of interests such as music, sports, rock climbing, cooking, or community service while balancing your priorities and performing well in school, you will find it much easier to adjust to this. The necessity of the hour is smart work, not just hard work.
- Other skills that are required: As you progress up the value chain in any organization, developing and exhibiting a sense of ownership, professionalism, out-of-the-box thinking, flexibility, a willingness to learn, a positive attitude, and so on will become increasingly important.
- Although the new school system has gaps and difficulties, one hopes that changes are expected to improve for the better. It is only a matter of time before both new recruits to the workforce as well as mid level line managers can try to be better trained by availing online digital courses. Leveraging available technologies can assist in honing their abilities and also promote peer-to-peer learning. Students would become co-creators of awareness.

7. Conclusion

In schooling and training, human capital is created in the form of know-how and expertise, which increases the productive potential of employees. Training is considered part of the wealth production continuum and it is seen as a form of capacity development. The central point among economists is that as demand for educational training rises, so will the number of different types of schooling available to satisfy it. While workforce capacity is a significant barrier, for many job seekers, the lack of a sufficient training opportunity is a greater issue. On the other hand, India has the world's largest reservoir of great scientists and engineers, but due to a divide between those who succeed in academia and those who succeed in industry, India has been unable to completely use their abilities. This issue is particularly prevalent among female graduates. Human resources expertise and talents are among the facets of human resources administration and job ability that universities create. The study's ultimate aim is to develop learning strategies for university graduates. Its aim is to discover how preparation for successful information management will help current female student abilities and the importance they create. Graduates in a BBA/MBA programme must also learn specialised networking techniques such as workshops, conference leadership, and email composition, among other things, in order to be considered for executive roles in the industry. Experts in BBA/MBA programmes can also use and learn business English. Students learn to communicate in a variety of ways, not just by listening to it. Grammar and vocabulary must be learned since certain students lack basic grammar skills. Students are encouraged to extend their learning beyond conceptual structures through discussions and class experiences. Students can develop their expertise by following realistic indicators and trusteeship rules. The instructor pays close attention to the students' success and provides frequent guidance. A programme similar to KSDA should be followed for BBA/MBA colleges that serve as a bridge between business and academia.

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