

An Overview of the Role of Employability Skills in Management Education

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Abstract: *In today's dynamic global arena, where challenges must be tackled at a faster rate, management education plays a critical role. MBAs that are agile, adaptive, and have an entrepreneurial mindset are highly sought after by the majority of global corporations, since they are capable of spearheading organizational transformation. To impress the head of a new business or a huge multinational, all MBA grads must learn how to step beyond of their comfort zone. However, there is a significant shortage of competent students compared to industry demands. All universities and colleges view improving employability skills in management education as a critical task. The goals of this investigation were to explore. The employability abilities that graduates in management must possess, along with a discussion of prior studies. pertaining to employability abilities and investigate the management skill sets in various nations. Students who would most effectively fulfill the demands of the labor market in the future are those who will benefit from management education. This study was conducted using data from a survey of educational reports, publications, and theoretical and empirical research papers. This article contains an overview of studies conducted in India and other nations.*

Keywords: Management Education, Career Readiness, Skill Development

I. INTRODUCTION

Enhancing employability abilities in management education is seen by all educational institutions as a critical problem in the fast-paced corporate world of today. The goal of management education is to provide students with a wide variety of managerial skills and knowledge. Candidates' performance on the job is given more weight, and this necessitates having a skill set appropriate for the position. Apart from the coursework, students need to improve their abilities in communication and teamwork. Employability definitions, employability skills, employer demands and expectations that balance employer needs and employability are just a few of the topics covered in this study that clarifies the findings of current research and practices in employability skills. India's educational system underwent a massive transformation in the twenty-first century. A large number of management schools continue to educate using the conventional approach. Closing the knowledge gap between academics and industry is urgently needed. In India, management education is a relatively new discipline. Following the founding of the IITs, there was an urgent need for further institutions of this kind. The Indian Institute of Management, Ahmadabad was established as a result, and it was shortly followed by an institute in Kolkata. There are 13 IIM schools in existence today. Over 2,500 B-schools have sprung up throughout the nation, of which roughly 1940 have received certification from the All India Council for Technical Education This has raised concerns about the quality of technical education. There are currently a sizable number of Indian business schools with collaboration relationships with foreign institutions. The list includes the Xavier Labour Relations Institute Institute of Management Technology Management Development Institute and Indian Institutes of Management

A research on collaborative agreements commissioned by the UK India Education Research Initiative titled international Education Providers in India states that 161 international education providers and 143 Indian institutions are now working together. There have been 230 partnerships in all. There are 641 programs that are provided

cooperatively, with each collaboration having the option to deliver one or more programs. The research continues by stating that the fields of management and business administration are seeing the highest number of cooperation. There are 170 collaborative programs available in this sector out of a total of 641 programs.

Definitions of Employability

A commonly recognized definition of employability is a collection of accomplishments—skills, knowledge, and character traits—that increase graduates' chances of landing a job and succeeding in their chosen fields, which benefits the workforce, the economy, and the community. According to Yorke & Knight employability is a collection of accomplishments—skills, knowledge, and character traits—that increase a graduate's chances of landing a job and succeeding in their chosen fields, which benefits the workforce, the community, and the economy. Employability, according to the University of Exeter, is the creation of explicit processes that help students improve their capacity to use and deploy a variety of chances and skills to advance their own academic learning and make them more marketable to employers. Lee Employability and employment are two separate concepts that need to be kept apart. Being employable is having the skills necessary to advance in the workplace and keep a job. Being employed is just having a job.

Therefore, from HEIs' point of view, employability is about turning out graduates who are capable and able, and this affects every aspect of university life, including the delivery of academic programs and extracurricular activities. Employability is really about learning and learning how to learn, and it is a process rather than a finished good. According to Harvey there are several definitions of employability, but they may be broadly classified into two categories in his study *Employability and Diversity*. The first concerns the student's capacity to secure, hold onto, and advance in a career following graduation. The other set of goals is to empower the student as an essential lifelong learner by improving their qualities (skills, knowledge, attitudes, and abilities) (Hillage & Pollard, 1998; Harvey, 2001). Along with developing a set of thinking and learning skills, young people also need to build their personal abilities. These attitudes and abilities are essential for raising young people's employability and learning. Employability is exactly what it sounds like:

The development of employability attributes

The improvement of career management and self-promotion abilities a readiness to absorb knowledge and think back on it. Employability is a collection of qualities, competencies, and expertise that all individuals involved in the labor market need to have in order to guarantee that they are capable of performing well at work—for the good of their employer, the economy, and themselves. There are eight key competencies for employment that are

- Self management
- Team working
- Problem solving
- Communication-application of literacy
- Business awareness
- Customer care
- *Application of numeracy
- Application of ICT

It is right that we take time to consider how best to present those results so that employers and others can recognize the full range of student achievement. Eight Employability skills that are the most important to recruiters.

- Motivation and enthusiasm
- Teamwork
- Oral communication
- Flexibility and adaptability
- Initiative / proactively

- Ongoing development
- Employability skills-qualities not qualifications.

Employability Skills

The non-technical abilities and knowledge required for productive employment participation are known as employability skills. They may consist of abilities like cooperation, self-control, communication, and problem-solving. Other names for them include core competences, enabling skills, capabilities, and generic skills.

New Employability Skills Framework

The creation of a new employability skills framework is being funded by the Australian government. Core Skills for Employment is the new moniker that has been suggested and is presently under consideration. The framework targets individuals who help people become ready for the workforce. It will have components addressing skill development and evaluation and have broad applicability across all age groups and the education, training, and job sectors.

Recommendations of Learning Skills & Numeracy (LSN)

This paper proposes four possible courses of action to further assist this vital area of endeavor.

- Giving those with a job or already employed clear information, counsel, and direction to help them become more ambitious about their education and skill set
- The creation of a unified framework for employability that covers general
- Transferable employability skills across industries, positions, marketplaces, and geographical areas

The implementation of a "talent" agenda that emphasizes positive models of assessment for initial, formative, and summative evaluation; the view of the current vocational reform as a chance to develop creative and innovative methods for measuring and embedding "employability skills"; and reconnect

Employers, individuals and education Providers

Based on a number of surveys on the skills required by graduates undertaken by Microsoft, Target Jobs, the BBC, Prospects, NACE and AGR and other organizations, the following skills were most often deemed important: Verbal communication, Teamwork, Commercial Analyzing & Investigating, Initiative, Written Communication, Planning & Organizing,

Flexibility and Time Management

The following other abilities were considered crucial: global capabilities, such as the capacity to communicate in and comprehend several languages and an understanding of diverse cultures. Action planning, decision making, interpersonal sensitivity, creativity, stress tolerance, integrity, independence, self-awareness, personal influence, leadership, numeracy, computing skills, and increasing professionalism are all included.

According to the evaluation of employers' opinions, completing an industrial training program is necessary before starting a job. The study's list of employability skills includes: possessing sufficient background knowledge; applying knowledge; leading and cooperating in a group; carrying out manager/leader instructions; acting professionally and upholding moral principles; Recognize the necessity of lifelong learning, appreciate social and cultural duties, be aware of environmental responsibilities, be able to extract knowledge, be able to develop listening skills and providing feedback, Ability to articulate ideas verbally, Ability to speak in public or with the community at large, and Decision-making Ability. Needs of the Employer A research by Archer and Davison highlights the discrepancy between industry requirements and what certain colleges are pushing when it comes to graduate employability, based on employers' opinions. Regarding the most critical qualities that employers seek for in graduates, employers were in accord. Archer and Davison discovered that "soft skills" were valued more than technical or "hard skills" independent of the size of the organization. In fact, Glass et al. discovered that a small percentage of companies in their case studies hire university graduates especially for the technological talents they anticipate adding to the company. Instead, the majority

of companies view a degree as a stand-in for reaching a particular proficiency level, which is the minimal level they are looking for in a new hire. According to Archer and Davison these results provide a clear message to higher education institutions about the importance of employability skills and traits. According to studies, HEIs should incorporate the development of employability skills and traits into their curricula. According to Knight and Yorke, students have a right to higher education experiences that foster their knowledge, abilities, self-theories, and capacity for reflection. They also contend that such experiences enhance students' employability. In reality, HEI uses a variety of strategies to help graduates build employability skills and qualities. These strategies include personal development planning, study programs that incorporate employability development, career decision-making and job search assistance, and placements and work experience. Reports from Universities UK/CBI UKCES include a number of case studies of employability initiatives that HEIs have implemented. All in all, the case studies show how certain colleges are modifying their curricula to incorporate work-based learning experiences and other employability skills. Most of these case studies are descriptive, although some—including the University of Surrey and the University of Hertfordshire—do contain ratings of impact, such as getting a better degree and enhancing confidence. In many case studies, the longer-term effects on graduates' employment are not demonstrated by evaluative evidence. Universities frequently lack assessments or have insufficient data on longer-term results, which contributes to this. Nonetheless, Impact on graduate destinations is reported in a few of the CBI case studies. For instance, the University of Surrey consistently ranks among the top three higher education institutions in the nation for placing its graduates into jobs or continuing their education within six months of receiving their degree, according to HESA's destination statistics. The university also has the best record for graduate employment in the nation. According to the Harper Adams University College, 99% of its pupils succeeded. Employers' opinions of recent graduates' employability abilities, as reported by Edge/SCRE Centre Dr. Dely Elliot, Jon Lewin, Stuart Hall, and Kevin Lowden.

Need and Importance

If a recent poll by MBAuniverse.com is any indication, only one out of every five MBAs has a job. Pre-recruitment surveys at tier-2 B-schools, which tested students on verbal, numeric, and reasoning abilities, revealed that many changes needed to be made to the way that classroom instruction was carried out. IIMs and other top 25 management schools were not included in the poll, nevertheless. The survey was conducted at tier-2 B-schools across 29 cities, with about 80 MBA students in each city. The verbal ability, numeric ability, and reasoning overall average percentage scores attained by MBAs were 52.58%, 41.17%, and 37.51%, respectively. Since the reasoning test's components—deductive logic, data sufficiency, spatial reasoning, and analytical reasoning—are essential to producing wise management judgments, the lower reasoning factor in particular needs more attention.

The predetermined cut-off scores for each exam that are comparable to the average cut-off scores selected by employers during their hiring processes were used to compute the pass-through rates. The threshold cut-off scores for thinking, numeric ability, and verbal ability were 40%, 35%, and 45%, respectively. According to a poll, demand for MBA courses is drastically declining as a result of poor on-campus placements at many business schools in the nation. The only exceptions, the report claims, are the Indian Institutes of Management, or IIMs, ISBs, IITs, and a few other elite institutions. The Associated Chambers of Commerce and Industry of India an industry association, conducted the poll, which yielded some depressing results. Compared to 54% in 2008, just 10% of Indian Business School graduates—not including those from the top 20 schools—get employment right away after finishing their degree. According to the report, campus recruitment experienced a sharp 40% decrease in 2012, and B-schools are no longer the first choice for prospective students. As a result, more than 180 B-schools, some of which were located in major cities like Bangalore, Delhi, and Mumbai, were forced to close in 2012. An additional 160 B-schools are fighting for their lives. The issue of abundance is another. The number of B-schools in India has quadrupled to around 4,500 in the previous five years. In 2006–07, there were 95,000 MBA seats available nationwide; by 2011–12, that number had dropped to 3.6 lakh. However, employment chances for MBAs have not increased in line with the weak economic expansion in recent years. According to the poll, a lot of private schools are actually the commercial endeavor of "some management guru to earn money out of investment." It states that students are drawn to media-savvy institutions that

have large campaigns showcasing their accomplishments. Students are also at fault in the poll. "Students have ruined the entire education system because they don't care about the quality of education provided by an institution; all they care about is the placement and salary statistics, as well as any discounts offered on the cost structure." However, other students who took part in the poll claimed that placements and high incomes were the main priorities of many Bschools. In a rapidly changing world, many of these schools have not updated their course curricula or retrained their teachers. An MBA degree is no longer regarded as a mark of distinction for success in the workplace. Should the candidate be required to enroll in an MBA program, they should assess their financial situation, long-term objectives, and current standing.

National Employability Report, MBA Graduates 2012

In India, the number of management schools has increased dramatically over the years, from just 200 in the early 1990s to around 3300 at now. In Indian management education, there has been a notable emphasis on and achievement in capacity building. Given the industry's post-liberalization development speed, having skilled business graduates meets a critical demand. Today's industry needs a lot of qualified workers for positions in sales, marketing, human resources, and finance. In the relatively immature Indian sector, formal training of personnel in fundamental business structures and principles is a critical success factor.

Determining whether the quality of education has kept up with the astounding increase in quantity is crucial. Do our management graduates possess the language proficiency, cognitive abilities, functional skills, interpersonal skills, and other talents needed to be competitive in the industry? Aspiring Minds is in its third year of using standardized multi-dimensional examinations to evaluate MBA candidates nationwide and connecting them to a variety of positions in various industrial sectors and profiles. Today, we have gathered a significant body of conceptual and empirical knowledge on the abilities that MBA graduates bring to the table and what makes an individual marketable in a management or business role in a firm. It's difficult to define employability in these positions since they include managing and interacting with people.

A complex combination of personality traits and spoken and written language abilities become significant in assessing employability in the management sector, in contrast to engineering professions where cognitive and functional skills are adequate to succeed in a role. For example, someone who is very intelligent and has excellent spoken English but lacks extraversion will not succeed in a sales position. However, unless they also possess strong written English abilities, they could not do effectively in a corporate sales capacity. According to the study's findings, less than 10% of management graduates are employable in functional areas. Employability for management students falls below 10% for any functional post in the HR, marketing, or finance departments, while it falls between 10% and 20% for jobs requiring direct customer involvement. For example, the BFSI industry has produced a lot of employment in the previous ten years, yet only 7.69% of MBA-finance students are employable in that area.

At least 50% of students are unemployed in functional domains due to a lack of knowledge and conceptual grasp of the field, while 32% of management graduates lose out due to a lack of English and cognitive abilities. This need immediate action because the core concept of management education is to provide students with practical skills. Indian management schools' gender ratio is compared to those of top management schools worldwide. At India, the male-to-female ratio at business schools is 1.64, which is lower than that of graduates but higher than that of engineering schools. Despite the fact that men and women are equally employable, women make up a pitiful 23% of the business workforce in India. For MBA students, the two toughest skills to master are finance and English. There is a significant difference in English language proficiency and finance between students in tier II and tier III cities and universities in tier I cities. Applicants from non-metropolitan areas still have a disadvantage in English and finance even if they attend MBA programs in metropolitan areas. In other modules, the gap almost entirely disappears. It is also noted that, for non-specialists finance is the talent that is most difficult to acquire. Furthermore, it is impossible to overstate the value of English in the labor market. However, the absence of finance education is undoubtedly a major worry considering the significance of finance education for employment in the BFSI business and the general necessity of financial

literacy for improved personal money management. We advise individuals to receive early career assistance in both English and finance education.

Businesses cannot see at least 40% of graduates in employable management: Of the 3300 management schools across the US, between 40 and 55 percent of employable individuals attend campuses outside of the top 1000. Out of the 1.5 lakh Management students, the last 2300 campuses account for at least 48% of employable candidates. These Candidates constitute a "invisible pool" as no company recruits students on campuses other than the best universities. Companies have to devise strategies to access this unexplored talent reservoir in order to meet their constantly growing talent needs. That would not only raise the caliber of workers in businesses but also offer this marginalized population a healing touch, which would have a cascading effect. Though employability rates are declining, the number of MBA seats in India has increased over the past three years—from 94,704 in 2006 to 3,52,571 in 2011–12—nearly four times, or a five-year compound annual growth rate of 30%. According to an expert, newly established management colleges lack adequate faculty and facilities, and the quality of their instruction does not meet industry standards. Only 21% of MBA graduates from 29 cities and 100 B-schools outside the Top 25 are employable, according to a 2012 Meri-Trac employability research.

Management Education in India

corporate schools worldwide are reconsidering leadership and how to educate the upcoming generation of managers in the face of unprecedented difficulties, as corporate executives attempt to navigate and reconstruct economies devastated by the global financial crisis. It is not the moment to modify past work. The moment has come to reimagine and reengineer management education. India may be at the forefront of reinvention and reengineering, since the country's rapidly increasing need for management education has created enormous opportunities for the business school industry to flourish and innovate. India possesses a unique blend of geography, culture, and population. India has the chance and incentive to take advantage of the lessons learned by business schools in the West and develop a management education system that will promote economic growth and serve as the ultimate cutting-edge test bed for innovations in global business education, much like a developing country that skips the untidy stage of telephone poles and patchworks of wires and goes straight to high-speed wireless.

The six opportunities listed below might propel India to the forefront of global leadership and management training and help it rethink management education; Do not spend time in intellectual silos. A national drive to mine India's enormous intellectual capital and harness the tangible entrepreneurial spirit of the vast Indian people may bring together the world-class engineering school system, the business education sector, and private entrepreneurship. Programs for education that bridge disciplines will encourage new frontiers in creativity and opportunity. Provide local service while receiving worldwide training:

Leaders of Indian

Education in management is rapidly discovering that in order to develop business leaders, they need to go outside of themselves. They are not able to be regional. To concentrate on teaching Indians for India would not be sufficient. Indian business schools have the opportunity to establish themselves as international organizations from the outset by creating deeply rooted worldwide connections and internationally distributed teaching programs. For the purpose of enabling students to learn in real-world scenarios, India's firms need to establish a close collaboration with education. They may do this by providing ideas, knowledge, money, financial investment, live projects, and on-site experience. They also need to realize that in order to develop institutions of the highest caliber, academic institutions need to be free to "speak truth to power"—that is, to their funders—in order to unleash the full potential of what they can provide to Indian society. The campus is the world: Whatever label you select, it can be distributed, online, distant, or hybrid learning. India has the chance to use technology to connect with thought leaders, fresh ideas, and civilizations over enormous distances and to reach a larger number of people than ever before. This strategy is having trouble in the West, and many educational institutions doubt its legitimacy and efficacy. India has the chance to demonstrate to the world the full potential of technology-based education by expanding on its elite IT expertise. Disregard the rankings:

The popular rankings have stifled innovation in the business school establishment in the West by pressuring schools to conform to preconceived notions of what it means to be "top-tier," so hindering innovation.

It is important to support and encourage institutions to capitalize on their advantages, appropriately portray themselves to prospective employees and students, and allow a vibrant, diversified system of institutions to grow. It is imperative that government legislation, rankings, and accrediting systems, which will undoubtedly arise, align with and bolster this methodology. Accept all types of management education: It is genuinely amazing how innovative, vivacious, and eager to serve the market Indian private-sector businesses have displayed. India can be astute in recognizing how the innovative and entrepreneurial spirit fostered by all educational establishments can ultimately help students, employers, and a society that requires new models to fulfill its massive demand for business education.

This is especially true when it comes to the "forprofit" sector in the U.S. Without a question, there are quality issues here, but based on my recent observations, business school and government officials appear to be addressing these issues. In the West, there is a strong movement to reimagine business schools, changing a system that has been decried for encouraging avarice, greed, and a lack of morality to one that values sustainability and social responsibility as both strategically and morally necessary. India is in a unique position to avoid the mistakes of the past and develop a management training program that will include these principles and tactics from the outset. It would be beneficial for Western schools to observe and engage with events occurring on the subcontinent.

Employers Needs Worldwide

Based on their standing with MBA employers worldwide, business schools are ranked in the 2012–13 QS Global 200 Business Schools Report. Nicole Wilson conducts interviews with career service directors at top European business schools to learn about the most popular job trends and how the euro zone's economic crisis is influencing their graduates. The impact of the European economic climate on European business schools the demand for MBAs from employers has been impacted by the euro zone's economic conditions. Employer demand for MBAs increased at a pace of only 5% in Western Europe in 2011–12, according to the 2012–13 QS TopMBA.com Jobs & Salary Trends Report, whereas it increased at a rate of 16% in North America. "Companies are more conservative with hiring numbers although they do still hire as it is important for them to maintain pipeline for management positions," according to Helga Kirchner's observation. Furthermore, the number of rotating programs has increased.

Where MBAs work is also influenced by the state of the euro zone economy. More demand for MBA skills exists in nations with more stable economies, according to Kirchner and her colleagues at ESADE. In addition to being urged to get working licenses, ESADE students are expected to exercise greater flexibility in where they work. More than 80% of IESE's student body is international, and 80% of its MBA graduates find employment outside of Spain. After graduating from business school, many Master of Business Administration program graduates are finding employment, but not all of them have the abilities that employers value, according to Bloomberg Business Week. certain businesses may only have high standards for their workers, but it also seems that certain MBA schools do not emphasize the development of critical skills. The threshold has increased, so simple knowledge is no longer sufficient. While every employer has various requirements when hiring new staff, candidates who want to advance should ensure they have specific qualities before graduation.

Adaptability is usually seen as a critical quality, regardless of the business in which an individual operates. According to 32% of the 1,096 respondents in the Graduate Management Admission Council's 2012 Corporate Recruiters Survey, flexibility is a desirable trait in new workers. More businesses want workers with a global perspective in an era where professionals may engage with one another virtually. In order to relocate abroad or just to be more open-minded about the world, they must possess these qualities. In addition to being more globalized, graduates of business schools must be familiar with other nations since they could have to work with international colleagues, travel abroad for business, or even move for employment. In addition to cross-cultural sensitivity, the GMAC poll found that respondents prioritize leadership, goal orientation, honesty, initiative, drive, and pressure tolerance in their new hires. Since the globe is getting smaller, MBAs need to be aware of nations and cultures that they would not have otherwise heard about. According to Joe Furino, senior manager of college recruiting at Philips North America in Andover, Massachusetts,

"it's so much more about a global perspective today." "They must be flexible and open-minded enough to relocate to an international location or simply be open to the rest of the world."

You will need to collaborate with team members in other areas and be receptive to their opinions, views, and ideas even if you don't need to relocate in order to do the task. Recruiters recommend business colleges that provide global experiences as a starting point. The instructors only need to ensure that the pupils are learning how to conduct business in that area or nation, not simply lip service and glorification of holidays. The luster of Need of the Hour B-schools seems to be fading. Only 10% of business school graduates, outside of the top 20 institutions such as the Indian Institutes of Management are employed by corporate India. According to an ASSOCHAM report, the number of MBA seats offered in India each year has tripled over the past five years, from 4,500 to 3.6 lakh. However, over the same time period, campus recruitment has decreased by 40%. It is imperative that we equip these young people with the necessary skills to secure jobs and thrive in a corporate setting. Furthermore, the student must begin developing these skills as soon as possible—even while they work toward their degree.

Academic proficiency is undoubtedly important, but so are other abilities. Interpersonal skills, spoken and written English, the art of communication, situational conduct, and so forth are all crucial in assisting a student or candidate in integrating into the workforce. The candidate's chances of getting the job interview itself may be hampered by a lack of these abilities. Technical education has to reassess its goals for assisting students in finding employment as well as its curriculum. It ought to address the requirements of its industry stakeholders. College administrators and employers should work toward open channels of communication and ongoing dialogue even though employing graduates is not the only goal of their institutions. This will help them identify, address, and resolve these notable disparities and better serve their shared interest: The pupils Higher education institutions may not be addressing their students' employability skills because their faculty lacks the resources to teach these skills and may not even be aware that they are lacking.

Although academics in higher education might not be aware of the abilities that are lacking, employers in the business world are, and as such, they can impact how these talents are developed in the classroom. Moreover, businesses are open to collaborating with postsecondary educational establishments to impart the skills required for success in the sector. The educational function, which is based on the cognitive and intellectual capacities required to conceive broad knowledge; the training function, which is based on the competencies needed to assist students in specific, specialized work; and the socialization function, which is based on the "values, attitudes, social behavior and the communication skills relevant for action in sociocommunicative contexts," are the three roles that higher education institutions should play in preparing students, according to Teacher. Concerns regarding professional course students' technical performance are rare. But it's clear that they lack interpersonal and communication abilities. It has been determined that soft skills are the most important in the present global employment market, particularly in the rapidly advancing technological era. The following are Dr. Rod's list of essential talents for any professional.

Communication Proficiency capacity to answer to questions and actively listen; capacity to explain ideas to an audience in a clear, confident manner; ability to use technology during a presentation; and ability to convey ideas clearly, effectively, and confidently both verbally and in writing. Problem-solving & Critical Thinking Critical thinking abilities; the capacity to apply knowledge and understanding to novel and varied problems; the capacity to arrange and analyze data and information; the capacity to forecast, plan, and think ahead of time; and, lastly, the capacity to distinguish between quantity, quality, and values. It is imperative that Soft Skills be integrated into all aspects of teaching and learning across the curriculum through the use of activities including brainstorming, role-playing, teamwork, questioning, field work, project work, and site visits.

Generally speaking, the embedded model of soft skill development necessitates the lecturers' proficiency in utilizing a variety of fully student-centered teaching strategies and tactics. Students should actively engage in the activities, which also include active teaching and learning. Cooperative learning, problem-based learning question-based learning, and e-learning are a few suitable and useful tactics and approaches. Graduate students enrolled in MBA programs need to master advanced communication skills in order to prepare for leadership roles in business. These abilities include drafting emails, conducting meetings, and making presentations. Thus, business English has to be taught by

professionals and should be covered in the MBA program. Pupils acquire communication skills by more than just reading about it.

Since many pupils lack the fundamentals of language, grammar and vocabulary instruction are necessary. Students are prompted to extend their learning beyond the conceptual framework through classroom involvement and discussions. Students can enhance their talents with the aid of useful advice and instructions for boosting self-assurance. An educator that uses a continuous feedback system can monitor their pupils' development. An initiative such as the Jawahar Knowledge Centre ought to be pursued by MBA colleges that serve as intermediaries between academics and industry. Governments and other regulatory agencies exert oppressive control over higher education institutions. In contrast, nations like Singapore, China, and Australia give their educational institutions more autonomy, which has led to a significant increase in skill development.

We must establish Special Education Zones and push for greater autonomy. With the help of the IT sector, NASSCOM has been working on an IT Workforce Development project to continuously engage academia through industry-academic contact, faculty development programs, college mentoring, and curriculum changes. Through such programs, business hopes to address another critical area: the development of soft skills, particularly in presentation and communication. It has agreements in place with AICTE and UGC to carry out these projects. It has been investigating the potential for two to three month courses at an IT professional "finishing school." This will increase the number of "employable" persons by 20–25 percent. For entry-level workers, a BPO certification is currently offered. Testing applicants on the seven stated fundamental competencies needed by BPO workers is the goal of this. Together with collaboration, these include keyboarding, speaking, articulation, and presenting. However, these activities are exclusive to the IT sector. It is necessary to expand such training methods to include graduates in management and other fields.

II. CONCLUSION

In India, the number of management schools has increased dramatically over the years, from just 200 in the early 1990s to around 3300 at now. Today's industry needs a lot of qualified workers for positions in sales, marketing, human resources, and finance. In the relatively immature Indian sector, formal training of personnel in fundamental business structures and principles is a critical success factor. Do our management graduates possess the language proficiency, cognitive abilities, functional skills, interpersonal skills, and other talents needed to be competitive in the industry? India's most valuable resource is its human capital, both in terms of number and quality. This benefit is increased by a favorable demographic structure, with almost 50% of the population being under 25. But in order to take full advantage of this chance and avoid the prospect of a skills deficit, creative efforts must be implemented to strengthen the educational system.

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