

# A REVIEW ON IMPACT TRAINING AND EDUCATION SYSTEM ON THE EMPLOYABILITY

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**Abstract** Practical knowledge is not provided to the students that will be useful to them in getting a good job or making sustainable growth at work place. The theoretical frame work that has been followed over the years has no link whatsoever to the actual real world of work as most of that is taught in the syllabus is just for the sake of passing an examination and not for a professional development geared up for a strong global work force that is experiencing change every now and then. People are not taught skills in order to gain effectiveness & efficiency at work nor their understanding works to the fullest as they are not required to think and apply that is suitable, but practice that has been followed over the years for the records. Basic interpersonal skills are overlooked and not studied properly as their marks don't count in examinations so the later is not perfected seriously to the industry standards which really seem important according to my experience.

**Keyword:** Training, Education, Employability

## Introduction

We often refer to the word "Education" in our daily lives and some of us use it regularly to educate themselves others do it for a mere degree, for some it's a mere collection of data but for my thesis this word means application to what is learnt and utility to its core and employability to its fullest. (Pathak 2010). This is how the researcher describes the word education in today's ever changing world. Education has always been a dynamic concept over the years and the researcher agrees with the author when he says so but today what India needs in this dynamic world of business is clear manifestation of talent and skills which will go a long way producing employability. Mr. Narayan Murthy had once remarked "Unfortunately many Institutions in India are not able to attract and retain high quality faculty, and also the lack of market orientation has resulted in colleges focusing on outdated curriculum and rote learning. Consequently a large portion of our educational institutes produce graduates & post graduates who are ill equipped to relate their learning with the outside world. India today has over 5.3 million unemployed University graduates even as Indian industries face shortages of skilled labour" Rai (2007). My research here deals with the most basic requirement from any educational institution which is to train students so they can gain employability after passing out or graduation where the researcher has tried to compare the mainstream education system with corporate training programs to understand their "modus operandi" which seems to have superseded mainstream education in its appeal to fresh graduates or working professionals to gain employability even after gaining mainstream education.

## Literature Review / Survey:

Groot & Brink (2000)<sup>9</sup> talk about the current socio-economic positions in the Europe that are dominated by the belief that the labour market should become more flexible by investing in education and on the job training of the employees in order to improve flexibility of workers. Their human capital theory puts light on an important aspect that we deal with in this research about investments in training and education & making people more employable. The people that work in organisations nowadays need to be multi skilled in order to be employable for more jobs within the organisations as well. According to Cranmere (2006) an important revelation in conjunction with the present research came to the fore on the impact of employability skills teaching and learning on graduate labour market prospects. The findings of the study cast doubt on the assumption that these skills can be effectively developed within classrooms. It is argued

that, despite the best intentions of academics to enhance graduates' employability, the limitations inherent within the agenda will consistently produce mixed outcomes. Furthermore the paper argues that resources would be better utilised to increase employment-based training and experience, and or employer involvement in courses, which were found to positively affect immediate graduate prospects in the labour market and, therefore, support graduates in the transitional stage into employment.

These are the things that add concern to the present educational scenario in India as well as abroad. According to a report of the National committee of

Inquiry into Higher Education (NCIHE) 1997, the development of key skills like communication, numeracy, information technology and learning how to learn were found to be crucial. According to Harpe et al (2000) point out that undergraduate programmes are failing to provide graduates with the necessary skills for their careers is a worldwide issue. Harvey and Bowers-Brown (2004) have pointed out that, with increased mobility across national borders, there is a growing need for a model of generic skills that is recognised internationally.

In Australia, for instance, graduates complete a 'generally accepted' set of attributes. In New Zealand, various measures have been developed, such as the National Qualifications Framework (NQF), in consultation with education and industry specialists. In Canada and the USA, several universities have introduced 'critical skills' deemed necessary for the Canadian workforce into their careers programmes; whilst both Canada and the USA assess students through work-based/ related learning criteria. In Denmark, the Qualifications Framework requires the completion of a 'competence' profile. In Finland, skills courses are available and integrated into the curriculum and students' personal study plans. In South Africa, the NQF includes two sets of outcomes—'critical and specific'—which contribute to the graduate's personal development and the social and economic development of the society (Harvey & Bowers-Brown, 2004). These examples show that, whilst countries may constitute 'employability' differently, there are commonalities in approaches. According to HEFCE (Higher Education Funding Council for England) & Mason et al (2003) mainstream education on its own did not produce very good results in terms of employability on its own, rather did work experience and employer involvement in degree course design and delivery has positive effects on the outcomes for graduates, in their ability to find graduate-level jobs within six months of graduation. A recent contribution in this regard was sighted in Tymon (2011) about whether, most higher education institutions include the development of employability skills within their curricula. However, employers continue to report that graduates are not ready for the world of work, and lack some of the most basic skills needed for successful employment. In the UK, the 2008 survey by the Confederation of

British Industry found that 48% of employers were experiencing problems filling jobs with appropriately skilled graduates. Branine (2008) reports on a survey of 700 UK-based employers, where more than 60% mentioned problems of poor-quality graduates in terms of their employability skills. Kreber (2006) identifies employability as a key graduate outcome across multiple countries, and Jackson (2009) suggests that industry and governments worldwide would welcome effective ways to bridge graduate skills gaps. According to Cumming (2010) a dominant theme is emerging regarding many graduates those who lack appropriate skills, attitudes and dispositions, which in turn prevent them from participating effectively in the workplace. After further research on the topic by Archer and Davison (2008) the most primary skill sought by employers was termed as "communication" and they found that most of the graduates lack in "soft skills" that are of prime importance for businesses to succeed today.

## Methodology

The topic of corporate training/ professional training and mainstream education is linked to employability directly in the study throughout the research. Therefore the researcher had to gain a lot of primary data, related to the topic from the students who have just passed out of college or doing their undergraduate study at colleges. There were many instances that the researcher had to gain information from students from different backgrounds and academic orientation as the topic employability stands as an important prospect from students from any background or courses. My focus was not only on students in the city areas (urban) but students from the rural areas were also included in my sample population as I had to make my study more realistic and wanted to find out the real problems in rural & urban areas about the kind of education that is lacking due to infrastructural differences between the two and also getting them employed. I did not

limit my sampling to a specific area only in Pune because I thought the topic of employability is vast and only one sided information would not do any justice to the research, so in the pursuit of finding the correct sample population the research was done in different institutions purposefully in and around Pune. The research samples were collected from urban aided /un-aided colleges & rural aided /un-aided colleges to get a holistic picture of employability through the present educational system and also to gauge the impact of corporate training for the betterment of employment in 4 different types of academic settings located in 4 different type of institutions so as to gain educational & employability experiences from a versatile crowd of students that would make my research more applicable to more than one situation or setting. This way samples for primary data collection were definitely the exact representation of the population that was intended to research. The questionnaires were sent to 1800 students from different settings/ areas (rural and urban) to find out whether every student in different setting/area experiences similar problems of employability as they might have different experiences about mainstream education, employability & corporate training. This has made my primary data more real and rich and not limited to a particular area giving me a perfect picture of the real issues faced by the students while gaining employability in any particular field of work. I have included to the best of my abilities the research that would yield maximum output in terms gaining knowledge that turns out to be employable.

### Conclusion

The mainstream education trains students within the boundaries of theoretical framework which does not suffice to guarantee skills and know how in the work place thereby creating a huge gap between industry and academics that results in poor employability of fresh graduates and even working professionals.

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