



EMPLOYABILITY ENHANCEMENT: THE ACADEMIC NEED OF PRODUCING INDUSTRY READY PROFESSIONAL

Authors:**Dr. Sharmila Sharan****Affiliation****Girijanand Chowdhury University –Azara (Guwahati)-India****Correspondence address**

Faculty of Management

Girijanand Chowdhury University –Azara (Guwahati)-India, Pin code 781017

Dr. Vibhuti Jha * (corresponding author)**Affiliation**

Assam Don Bosco University-Azara (Guwahati)

Correspondence address

Professor (Marketing) & Director- School of commerce and management

Assam Don Bosco University-Azara (Guwahati) –India, Pin code 781017

ABSTRACT

With growing business competitions, companies need professionals who should be capable of taking responsibilities without putting much of efforts. Hence, good recruiters look for “employable” candidates from Universities and this employability is assessed through various elements of employability. Academic institutions are expected to produce such employable-industry ready professionals from industry perspective with high Employability Quotient. Presently industries claim that they do not receive industry ready stuff and Universities claim that they produce industry ready ones. This blame game should end. In this conceptual paper, author has come up with a model of EQ enhancement on key elements of employability which are classified under two broad categories viz. Basic elements of developing professional readiness and Extension element of professional readiness to become employable. Strategies of imparting such elements are also explained to develop students as

employable with high EQ , capable of taking professional responsibilities as industry ready professional candidates.

Key words: employability elements, basic elements, extension elements, industry ready , professional readiness

1. Introduction and background

With ever growing competitions, expectations and challenges in industrial/ business sectors worldwide, competition on employment front also has become tough for the students to get placed in good companies without having some unique attributes to influence recruiters. Companies now need performers not just personnel, so even if job opportunities have increased, it is not for all . Only those get good jobs that fulfill high expectations of recruiters in specific attributes of knowledge, skills, attitude , competitiveness etc.. In recruiters as well as academic context , it is termed as “ employability” of an applicant which is responsible to get him selected or rejected . this employability is judged in the form of “employability quotient - EQ” while selecting candidates for a job profile. It is now established & accepted globally by major MNC & Global companies. That means, when a job applicant is in his academic phase (when he is in University), he needs to acquire those attributes to become employable when judged under the lens of employability quotient elements. That further means , the academic institutions need to impart those elements of employability to the students to make them employable or industry ready. The academic institutions need to work on such employability elements to impart to the students in general and to passing out students in specific. Existing traditional approaches of developing students to become ready for jobs mostly focus on a few developmental activities in a very stereotyped way where a few activities are done but in current context, they are ineffective on developing employability. Superficial industrial expert sessions where students hardly understand anything or gets involved , usual academic activities like industry visits, guest sessions , internships etc. are no way useful in developing employable students. Though Universities claimed these activities as effective but reality is totally opposite for recruiters. Majority of academic institution still pursue those stereotype activities and claim doing it better than others. By maintaining dependency on exam grades and arranging a few placement drives we think our job is done as academic institution. Unfortunately it is not true, actually we are offering “non ready” candidates as “ready” candidate to the industry. When such candidate joins the real world , he finds himself in a trouble zone for which he was not actually ready or he was not made ready to face that. Good companies try to make him ready for the responsibilities by spending their time & resources but in most cases it hardly happens up to the expected levels. In the process, a very low percentage of new recruits sustain the pressure of trouble zone (industry) and majority opt to leave and try for some other job. The circle of leaving a job, joining other , again leaving remains continue during the whole career and majority of such “non ready students” get confined to

limited career scopes and in turn they develop frustrations, depression, dissatisfaction etc. disturbing their own work life balance. This is a proven fact as we see high attrition rates in industries worldwide. To be honest, academic institutions are responsible for this scenario of pity on majority of pass outs as most institutions fail to impart employability elements to those students or fail to enhance employability up to the expected level of industrial recruiters. Institutions show successful development of industry ready / employable professionals by maintaining records of a few successful alumni (who have sustained the real world pressures due to their own capabilities) and really do not bother about what happened to other passed out students who are not “successful” otherwise. The institutions claim we produced employable -industry ready students, industry claims we received non ready candidate, the blame game continues where the sufferer is the poor student coming out of college.

In view of the above conflicting scenario, where the passing out student becomes the ultimate sufferer, academic institutions need to take serious steps to enhance employability of students over and above the traditional inputs to enhance employability quotient of the students. It needs a proactive approach through continual development of student by imparting desirable employability attributes to make recruiters notice the potential & capabilities in the brief selection session. Such employability enhancing elements need to be thoroughly understood, analysed and imparted to the students right on time. This should be the new tag line of good academic institutions for “true placement” of student making them ready to sustain the real world pressures. Then only our academic institutions could do justice to their role of producing employable- ready for the industry output, capable of sustaining the real world pressures and expectations.

Every school student entering the college is like a box with a few scattered very basic individual characteristics which have the potential to get shaped in right order if taken care properly. Professional academic institutions with their availability of pool of excellent brains in the form of teachers, have the capacity to enhance and shape those attributes of individual student to make them develop as an employable output with high EQ. In fact, it is also the responsibility of professional academic institutions to fill this box with elements of employability if they are missing, enhance those elements if they exist in any form and shape the student industry ready –employable from the perspective of industry of student’s choice of natural interest. Enhancing the employability is another aspect which needs to be taken care which is an actually continuous process. Timely imparting the elements and fine tuning of those elements must be the approach of a good academic institution to enable students to get developed with better EQ or better employable than other competing students from other institutes. From industry perspective, an employment seeking student needs to have high EQ- Employability Quotient i.e. appropriate blend of

employability elements to qualify high expectations of good companies and that is the need of the moment for every professional academic institute to impart in true senses, not for claims only.

In line to the above, a model to impart and enhance employability of the students as budding professionals may be considered for implementation in academic institutions providing professional education. These elements include knowledge, skills suiting to specific industry, professional attitude, delivering personality, exposure to industry, professional communication, desirable professional behaviors etc. An appropriate blend of these elements is needed to impart on a sustainable tone to boost EQ. This could be possible through properly planned activities / events / pedagogy to ensure imparting optimum blend of such essential elements of Employability to boost employability Quotient –EQ. As analyzed above, enhancing EQ in budding professionals (the passing out students) has become vital in tough employment scenario worldwide today especially in presence of MNC & Global companies which believe in evaluating the job applicant under the scanner of high expectations not only on knowledge but on all attributes of EQ. It has become essential or rather vital for an academic institution to work on such EQ elements religiously to establish themselves as the institution producing industry ready personnel capable of taking responsibilities without taking much of time & resources of industry wherever they join. Producing professionals with high EQ and placing them in good MNCs have become so important today that it is taken as mark of reputation of academic institution like never before. Employable pass-outs from the college are not only doing good for themselves in careers but also playing vital role for their academic institutions to establish as “good –prestigious institution”.

Under cut throat business competitions where no company can afford a single professional mistake from their employees, expectations from employers from an employee has grown to new heights and growing further every day. Also, companies do not wish to waste their resources in recruiting “not so suitable” professionals or do not want to put efforts on making a non industry ready stuff ready for their tasks/assignments. Now, industries want true “industry ready professionals” from academic institutions on whom minimal efforts may be needed to put them on tasks for extracting high productivity. Employers actually want to recruit those who get fit in and get along well with other employees at the workplace in quickest of time, with effective outputs. Therefore, the want new employee to be recruited with high EQ. Judging such potential of high employability quotient in individual candidates during selection process is done through assessment of EQ elements to ensure appropriate selection of employable employees for handling market pressures effectively, taking accountabilities of assigned tasks and capable of delivering results.

2. Review of literature

Employability has been the issue of concern for all stakeholders since the time competition in all business fields including deployment & retention of good employees started becoming tougher, especially after globalization. Big global corporate when they enter into new segment, new market, new country or come up with new offerings, they need personnel who can take up the highly competitive tasks effectively without much of resource spending on them. Companies wish such employees to work for them, from day one, with high productivity, effectiveness and efficiency. This readiness for the responsibilities is though difficult to measure while identifying and selecting any professional for the responsibility, but the employers have their ways to judge it through employability quotient of an individual. It is the ability of an individual to show, how employable he is to the recruiters? Recruiters assess this employability through employability quotient –EQ by taking the individual to the tasks of various pre designed tests and interviews so that the best person for the responsibility should get selected.

In this context, **Helen Kempster (nd)** of Goldsmith University –London explains about the employability that it is a set of achievements – skills, understandings and personal attributes – that makes graduates more likely to gain employment and be successful in their chosen occupations, which benefits themselves, the workforce, the community and the economy.” **Yorke, M. (2004)**, in the article *Employability in higher education* explained that Employability is not just about getting a job, it is about a broader set of skills and attributes that will enable a graduate to be successful throughout their working life.

In the blog of **Indeed editorial team (2022)** the writers team has emphasized on employability skills in their article titled *Key employability skills to be successful in work place*. It explains that Employability skills are the soft skills that help to make you stand out from other candidates aiming for the same job with similar academic qualifications. These skills are not clearly illustrated in job descriptions but they are vital to possess in order to secure a role where the employability skills match the job profile.

Remi Scoupe, Simon Beusaert (2019) in the article “Unraveling the concept of employability, bringing together research on employability in higher education and the workplace” explained that all definitions of employability come down to an individual's (perceived) ability to obtain and maintain employment throughout his/her career. In higher education research the focus is on how to prepare students for the uncertainties, changes and challenges they may face throughout their careers. The author points out that employability is a complex concept that depends on the individual's ability to mix and juggle with requisites of employability to a specific context. Authors also emphasize that employability is a dynamic concept, constantly evolving and linked to the ability to learn from experiences.

In **Pearson insight blog (2018)** For most university students the end goal is not just a degree – it's employment too. Research shows that more and more students are leaving university under-prepared and lacking skills suited to the workforce. However, there are things we can do to help our students graduate more job-ready. But first, a definition. How would we define 'graduate employability'? If we look through the literature around education, 'graduate employability' can include following:

- The capability to gain initial employment, maintain employment and obtain new employment if required
- Skills required not only to gain employment, but to progress within an enterprise so as to achieve one's potential
- A set of skills, knowledge, understanding and personal attributes that make a person more likely to choose and secure occupations in which they can be satisfied and successful.

These indicate that employability is not just about the ability to 'get a job'. Nor is it enough for students to know the content of their Bachelor Degree back-to-front. Graduates are certainly more employable when they possess strong knowledge in their discipline, but there are a few more boxes they are required to tick along with knowledge to become employable.

Reddy Suneetha K, Llata Tata Vidy (2016) in their paper titled Fundamental Elements of Employability Skills tried to explain that a group of essential abilities that involve the development of a knowledge base, expertise level and mindset that is increasingly necessary for success in the modern workplace. Employability skills are typically considered essential qualifications for many job positions and hence have become necessary for an individual's employment success. Written communication, Oral communication, Leadership, Problem solving, Team Work, Time management, Positive thinking, Lifelong learning and Professional Ethics. Academic and technical qualifications are easier to acquire but acquiring soft-skills is more difficult. The soft-skills are divided into three major divisions English language communication skills (including both verbal and Non-verbal) Emotional skills (including both Personal and inter personal) and Thinking skills (including both Critical and creative).

Department of education and training– Victoria (nd) in their blog "Careers and transition" concluded that All young people need a set of skills and attributes that will prepare them for both employment and further learning. The Employability Skills Framework includes what employers think makes a good employee. Communication , team work, problem solving, initiative & enterprise, planning & organizing , self management, learning and technologies are the key elements explained by the authors of department of education Victoria in employability context.

Yahya Buntat et.al (2013) in their paper titled "Employability Skills Element's: Difference Perspective Between Teaching Staff and Employers" explained that Employability skills are important to enable graduates to function in today's changing

world. Graduates need to be flexible and adaptable, to be able to solve problems, communicate effectively, think critically and creatively, and be able to operate as effective team members in the workplace. In order for business to be successful, employees not only need to have technical knowledge and skills but also possess soft skills. Employability skills have become, an important issue in the job market, for the students, learning providers, and the industries.

Skills you need (nd) blog explains that education and experience may make a person eligible to apply for a job but, to be successful in most roles, one will need skills that are likely to develop over time. Some will be specific to the job, but the vast majority will be so-called 'soft skills' that can be used in any job or employment sectors. These soft skills are '**employability skills**': they are what makes someone employable.

OECD Report (2016) on Employability enhancement states that skill requirements are changing rapidly as a result of structural shifts and Workforce employability is essential to turn structural change into an opportunity for all. For this, Education and training systems, labour markets, workers and workplaces will have to become more adaptable. Developing a set of concrete actionable principles is required to achieve it.

Lee Harvey (2001) in his paper "Defining and measuring employability" published in Journal of Quality in higher education explained that 'Employability' is defined as the core notion which relates the *propensity of students to obtain a job*. In practice, employability is ascribed to higher education institutions. The relationship between the employability-development opportunities provided by the higher education institution and the employment of the graduate is quite complicated due to the demanding role played by employers. In the end it is the employers who convert the 'employability' of the graduate into employment so his perspective is always going to be dominating.

Summarizing the explanations, it could be said that professional skills of employability includes interest in work, initiative, planning and organising, setting goals, ability to learn, quality of work, quantity of work, creativity, problem solving skills, etc. Employers want employees who fit in and get along well with others at the workplace.

Education world (nd) in their blog titled "9 skills that can enhance your employability quotient" explained that employers place a lot of emphasis on hiring candidates with the right skills and competencies for their organizations. Depending on the industry and domain you choose to work in, there could be very specific skills, abilities and knowledge needed to do the job. Your education and experience may make you eligible to apply for a job but to be successful in most roles, you will need skills that you are likely to develop over time. Some will be specific to the job, but the vast majority will be so-called 'soft-skills' that can be used in any job or employment sectors. These soft skills are called 'employability skills' and these can

significantly help improve your employability quotient. Complementing these are general competencies and behaviours that are essential for thriving at the workplace. These are the key employability skills – the core skills that make you effective at work.

3. Conceptualizing the eq enhancement model

In good recruitment drives, industry recruiters look for degree of employability of a candidate, under the scanner of various related aspects, before selecting the candidate for the targeted job profile. These aspects include essential elements of professionals like team building capacity, self management, willingness to learn, positive attitude, thinking skills, resilience, persistence, communication skill etc. But it is not easy to judge those elements in a brief recruitment & selection process. Though it is difficult to measure it in some scale but it could well be judge through structured tests and questionnaires. So, in order to assess the presence of these elements, the recruiters assess employability of the student through assessment of EQ by asking questions in aptitude test / potential ability test, skill test, personality test, self assessment sheets, one to one interview etc. which are designed to determine a person's abilities of performing tasks, ability to learn particular skills, field of knowledge required in the particular industrial sector, mindset & attitude desirable of a professional, capacity to sustain professional pressures etc. As these “abilities” are complex aspects of many interlinked factors, it could only be understood through some key elements on which the assessment is done by the industrial recruiters. Therefore, a good academic institution needs to work on imparting the employability elements and enhancing those continually to develop the student to be ready for the D-day which must starts with entry of the student in the institute after his school.

In this context a model could be worked upon to impart essential elements of employability to enhance EQ during the journey of student in the University to lead him to become an industry ready product from the University. This model can be described as a “Model of EQ enhancement” which is explained underneath. Such model will help academic institutions in timely routing the requisites of employability effectively towards boosting EQ from day one, in the mindsets, behaviors and attitudes of students.

Here, we may consider EQ enhancement elements given underneath for enhancing employability which is constituted in two major categories viz. Basic elements of developing professional readiness and Extension element of professional readiness to become employable. This model of EQ enhancement in budding professionals has been formulated considering the following aspects:

- Industry expectation of an employable candidate - feedback taken from 10 diverse industries . Feedback taken from General manager category/ HR Head category employees.
- Analysis of curriculum – analyzing the course contents and pedagogy of the successful professional graduation programs/ Industry oriented curriculum of 5 Universities. Industry oriented courses of 5 major Universities viz. Royal University of Bhutan, Siam University-Thailand, Kathmandu University Nepal, Don Bosco University India and Girijananda University-India were analysed critically to assess the inputs provided, activities incorporated and add on provided to enhance employability.
- Suggestive inputs received from industry managers of diverse industries on curriculum and inputs to enhance EQ. Inputs taken from 10 known professional industry/ corporate managers.
- Inputs from faculty academicians through their experience sharing with alumni - alumni communication and experience sharing with faculty members on pedagogy, inputs, skill needed, trainings, add on inputs etc. Analysis of 20 alumni feedback to find out real shortcomings.
- Brain storming among focus group of learned teachers, newly employed pass outs, employability trainers and working parents . Discussion with teachers of commerce , management and engineering streams, prominent pass out students, employability input trainers of Bajaj Finserv and a few working parents of graduation & post graduation streams of management.

Imparting these elements and making a college student ; as new joiner to the industry; acceptable in the real world is a real challenge for the University schools and there is no options left in current context but to be committed to execute this to the maximum possible effectiveness.

A. Basic elements of developing professional readiness :

A.1 Core basic elements of professional readiness

- Knowledge
- Attitude
- Personality

A.2 Ability enhancing support elements to professional readiness :

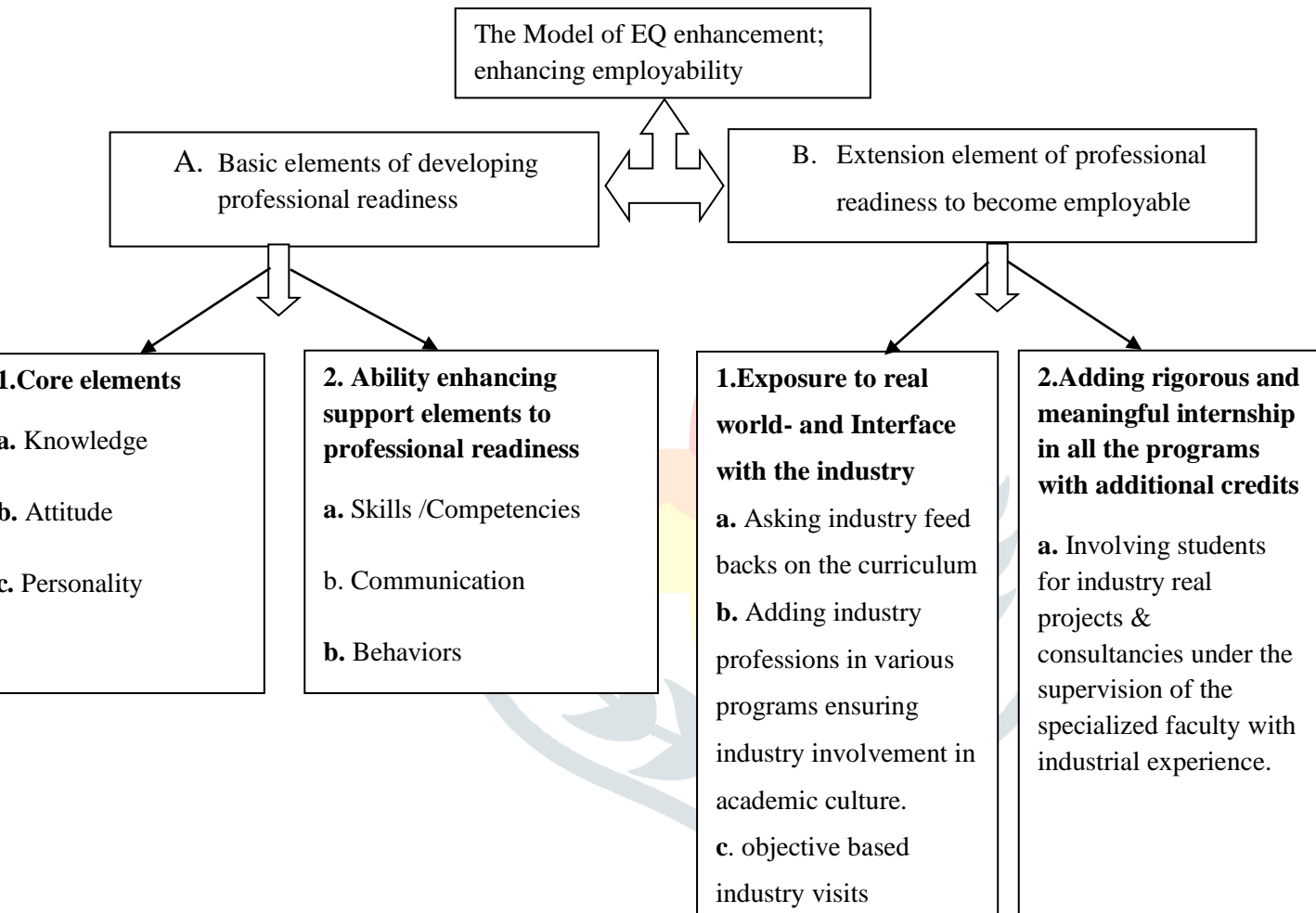
- Skills /Competencies
- Communication
- Behaviors

B. Extension element of professional readiness to become employable

B.1 Exposure to real world and Interface with the industry

B.2 Adding rigorous and meaningful internship in all the programs with additional credits

Fig: The Model of EQ enhancement; enhancing employability



4. Implementation of EQ enhancement model

As discussed above, simply claiming the imparting of EQ elements has not worked and will not work for academic institutions from industry's perspective. Academic institutions need to execute it appropriately from the perspective of industry managers, being the end user or receiver of your product. A thorough strategic and implementation plan is needed to do so as explained underneath.

A. Basic elements of developing professional readiness

A.1 Core Basic Elements - Knowledge, Attitude And Personality

There are three basic elements considered for this model. Aiming to impart basic three core elements of EQ enhancement namely, Knowledge, Attitude and Personality, the professional academic Schools have to strengthen best practices in teaching – learning pedagogies to inculcate mindset change of students as fundamental requisite of imparting these basic elements.

- **Pre reading habit** : This should start by inducing pre reading habits (cases, reading materials , reports, book chapters of the subject matter) which is a missing factor in most cases. It is to broaden the learning capabilities and encouraging logical classroom discussions among the students . It will facilitate grasping the subject knowledge effectively for long , even by an average students up to the level of understanding and applying . This is vital for acquiring subject knowledge and retaining it for long.
- **Personal touch**: Teaching pedagogy should include personal touch to let the students identify & understand their hidden talents , interest areas and competencies. Teachers teaching the same class need to discuss regularly about the such student issues, and take remedial measures to explore the . Studies have observed noticeable change in the overall student attitude towards learning , understanding and growing mature with this pedagogy at many places.
- **Value addition on industry specific contents** : Focus should be given to value addition to core subject knowledge by giving add on inputs/ courses on key aspects linked to core industry specific contents. That should be designed and imparted to enhance the overall understanding of course & overall program outcomes. It will help in identifying the target industry and grasping specific knowledge on part of students.
- **Making the student believe in himself** -As academicians we know that mindset-attitude and personality can be altered or changed with effective & systematic strike on thought process, human touch and making the student believe in himself. So, planning and executing various attitude building and personality development activities to impart these basic EQ elements are very much desirable. Such activities may include webinars of eminent speakers from industry and academia, seminars by subject experts, workshops by industry professionals and value added courses by the field experts supported by own faculty members at regular intervals . Such activities help in building a positive attitude about own capabilities & competencies, leading them to think about good career prospects , grow in confidence , help them forming professional mind set to face challenges even before joining the real world and support them to develop / enhance personality traits towards becoming a responsible professional & a worthy citizen.

A.2 Ability Enhancing Support Elements

Regarding the supporting elements of EQ viz. skills/competencies & communication and behaviors are concerned, we should provide most opportunities to the students to organize important events, participate in skill oriented events / activities, coordinate expert talks, participate in good events & competitions, communicate with experts, indulge in skill honing activities etc.

- **Learn new skills:** encourage students to learn skills of planning, organizing, team building, leading & executing the tasks effectively through collegiate/ intercollegiate events, learn new skills from each other, develop competencies in miscellaneous functional and knowledge areas of technology and management. Providing opportunities to learn new skills useful for their future professions through deploying outside agencies, experts or by own learned faculty members is another means to impart such supporting elements.
- **Public speaking :** Students should be encouraged to speak on public platforms, make announcements, communicate with industry professionals for visits, sessions, internships etc. This will further build their confidence. Faculty members should take back seat to let students handle the pressures and become skilled and mature for big occasions of life and career. Providing such opportunities to students in handling such activities is important to make them learn from observing others and from own experiences
- **Mentoring** – Mentoring has grown as the key aspect in developing students employable and ready for professional responsibilities. Teachers role needs to be changed to mentors. Mentor need to work on helping them plan daily routine, to identifying best field of work, to unleash hidden talents, develop core competencies, to stress management to organizing studies, to guiding on growth prospects. True & sincere mentoring is needed to shape students as budding managers. Helping students to explore their latent talents, hidden capabilities should be the prime part of mentoring by faculty members now for continual improvisation on mind-set, skills and performances. Continuously working on changing student behaviors in class room as well as in other places by grouting the very sense of sensible & responsible behaviors and its importance in personal & professional lives is another important support element of EQ. Setting example for students as disciplined – well behaved teachers to be followed by them need to be taken up seriously rather than forcing the discipline which cannot be a permanent solution to make them disciplined in life. Mentoring should be focused on learning the art of work-life balance, making workable life plans and inculcating self discipline in life. This is how we can help them grow mature for professional responsibilities.

B. Extension elements of professional readiness to become employable

B.1 Exposure to real world- and Interface with the industry

Most difficult but essential and important element of EQ is exposure to real world which is always observed as lacking part in a passing out student. With my own 23 year of experience in industry and 8 years as member of recruitment team I can say that it is a cruel fact that industries accept our pass-outs as “not ready for real world” where as academic institutions offer them as “ready for the real world”. This gap is dangerous for the pass outs and it requires to be minimized from the perspective of the receiver (industry), not from the perspective of the supplier (academics) to make the student overcome this gap as quickly as possible after joining the jobs and prove his worth effectively. Academic institutions must work continually to enhance the scenario in positive through providing effective industrial exposure to budding professionals towards making them sensitize real world things normally rather than as surprise element. They should be taken to fruitful industry visits to observe, learn and sensitize the challenges likely to be faced by them in future. Instead of casual industry visits to see the operations, visits are required to be made focused on discipline specific perspectives and finding answers to the queries coming in mind through logical interaction on structured /semi structured questionnaire with industry personnel. This will make students more serious and concerned about their future roles in industries. They should be made to visit industries only after collecting the information about the industry, issues related to the industry, product, market and competitors of the concerned industry etc. This will make the most out of the visits and provide students a reason /motivation to think on his suitability, capability and employability to work in that sector. We need to mentor them to identify their competencies suiting to their interest industrial areas. Faculty members are also required to be given the exposure of industries to develop effective interface with HR/Marketing/ Finance personnel to become enable guiding students better for a worthy career path and take constructive feedback from industry professionals on core areas for further improvising teaching inputs.

Activities like focus group discussion of industry- academia, symposium, conferences, industry oriented workshops should be organized to provide more clarity to the students on professional challenges and preparing for real world. Industrial consultancy projects, problem solving projects, internship projects must be taken up involving students to help them understand complications & challenges of market/business environments. Encourage students to explore their latent talents by taking part in conferences, competitions and events etc. Institutions need to work on mentorship to help students grow mature as professionals. Guide them to improvise on weaknesses rather than hiding them and facilitate them develop confident as responsible professionals.

This be done by incorporating:

- a. Asking industry feed backs on the curriculum improvisation every year/semester
- b. Adding industry professions in various programs ensuring industry involvement in academic culture.

c. Incorporating objective based industry visits to help student sensitize the real world and explores his future roles & responsibilities.

B.2 Adding rigorous and meaningful internship in all the programs with additional credits

Institutes need to provide students opportunities of rigorous internships by developing interface with local as well as MNC companies as a continuous process and must not be left to the students to choose their own without knowing their core strength & interest areas. Presently a very few institutes do this with a purpose of making students employable. It is taken as a curriculum requisite by majority of such institutions. The internships must be utilized to develop students capable of facing challenges, handling unknown issues, grow in confidence and become capable of blending theoretical knowledge and reality. Internships must be treated as subject or project to make students realize its significance.

B.2.1 Involving students for industry real projects under the supervision of the specialized faculty.

All the academic institutes are focusing on projects, sponsored industrial /corporate assignment and funded projects etc. but more or less it has become a faculty specific aspect and students are hardly getting anything out of it. We must involve students on such projects, making them think as professionals, understand the insights of task, realize the importance of assigned responsibility and evaluate the capabilities they possess for further improvisations.

5. Conclusion

Shaping up a college student as a professional employee or business professional acceptable in the real world is a real challenge for the Universities. With continuing efforts on the proposed model of EQ enhancement, it can be possible to develop industry ready professionals mentally as well as physically.

It requires orientation in the beginning of the professional program itself to give new approach of learning to students and new approach of delivery to faculty members. Students need to work towards thinking process as a 'professional', not as students. It will help change the thinking process of an individual from a student to effective, thoughtful and capable employee. We are to develop professional common senses in their approach by developing them in mindset, attitude and behaviors. It will help them to understand that they not only require knowledge but also require to learn taking responsibility with accountability with self-discipline as the core driving force at work in any company they join or get selected. This approach can help enhancing IQ also of learning professionals to become more accountable and trustworthy.

With such continuing efforts on the model of EQ enhancement elements, it could be possible not only to boosting the EQ of the budding professionals but also we can unleash their potentials and make them grab appropriate opportunities in career.

6. References

1. Helen Kempster (nd), Employability, *Goldsmith University –London*, *Future learn blog*, <https://www.futurelearn.com/info/courses/career-success/0/steps/21285>
2. Yorke, M. (2004), Employability in higher education: what it is – what it is not, *The Higher Education Academy/ESECT*
3. Indeed editorial team (2022), Key employability skills to be successful in work place, <https://in.indeed.com/career-advice/finding-a-job/employability-skills>
4. Remi Scoupe, Simon Beusaert (2019), Unraveling the concept of employability, bringing together research on employability in higher education and the workplace, <https://doi.org/10.1080/03075079.2019.1623770> *Taylor & Francis online*
5. Pearson Insight blog (2018), Definitions of graduate employability, <https://www.pearson.com/en-au/insights-and-news/leadership/how-can-we-make-our-graduates-more-employable/>
6. Reddy Suneetha K, Llata Tata Vidyut (2016) Fundamental Elements of Employability Skills, https://www.researchgate.net/publication/334273372_Fundamental_Elements_of_Employability_Skills
 - a. Department of education and training(nd) – Victoria, Careers and transition, <https://www.education.vic.gov.au/Documents/school/teachers/teachingresources/careers/employabilityskills1.pdf>
 - b. Yahya Buntat et.al (2013), Employability Skills Element's: Difference Perspective Between Teaching Staff and Employers, *Procedia - Social and Behavioral Sciences*, Volume 93, Pages 1531-1535
7. Skills you need blog(nd), Employability Skills: The Skills You Need to Get a Job, <https://www.skillsyouneed.com/general/employability-skills.html>
8. OECD Report on Employability enhancement (2016) <https://www.oecd.org/employment/emp/Enhancing-Employability-G20-Report-2016.pdf>
9. Harvey, L., (2001), 'Defining and measuring employability', *Quality in Higher Education* 7(2), pp. 97–110. ISSN 1353-8322
12. Education world (nd) 9 skills that can enhance your employability quotient, <https://www.educationworld.in/9-skills-that-can-enhance-your-employability-quotient>