Title of the Project: “Employability Skills of Techno-management students and Industry Requirement- A Study with special focus on SC/ST Students in Andhra Pradesh”.

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EXECUTIVE SUMMARY

INTRODUCTION

India is witnessing the age of science and technology. The demand for professionals such as technical and managerial has been increasing in modern India and the education system also should be changed or updated as per the changing requirements of the world as the main source for the technical or managerial professionals is the higher education particularly the engineering and management institutions. Technical and management education system existed in the higher educational institutions in the country is an important source of these knowledge, where the workforce is nurtured with required skills to meet the industry requirements. The techno management education is supposed to cultivate employability skills required by almost all the corporate sector. The advances in technology which is available to consumers made India to skip the large scale industrial revolution compared to other developing countries like China and grow based on the services sector compared to manufacturing. This lead to more requirements of skilled people in the techno services sector. Education in India has to gear itself to meet the demands of this new industry both domestically and internationally.

India has one of the largest Higher Education System in the World, with more than 700 Universities and 35,500+ colleges out of which 115 Universities and 5672 colleges teach various Technical and management disciplines and More than 12 million students on their rolls and half a million teachers teaching in all disciplines. But, only 25 per cent of technical students and eight to ten percent of management graduates are acquiring required skills and fit for industry to hire. The rest of people remain as unemployed. So, the reason for “Unemployment or under
employment” is not the lack of demand or lack of supply, but It’s the lack of “Quality Supply.”. Industry and academia should go hand in hand with proper mutual understanding. Technical people needed for the industry should be supplied by the higher educational institutions or research centers and the kind of technology or knowledge needed for innovative production should be informed to the educational institutions so that they can make such students in the institutions. So, these two are interdependent organizations. But, in fact there is a gap between industry and academia. Technical and management educational institutions are not producing such quality graduates. Students are not equipped with the expectations of the industry. The techno management educational institutions especially run by private and affiliated institutions have failed to train the students to keep pace with the changing technology and knowledge in the industry. A gradual overhaul of the education imparted particularly in the graduation and post-graduation levels is highly needed at the moment to prepare for the next decade.

The state of weaker sections in taking positions in corporate sector is worst when compared to others. Despite many initiatives taken by the government of India over the past few years, real impact is yet to reach the hinterlands of the country compared to their urban counterparts.

Every year about 20-30 percent of the students from weaker sections particularly SC and STs qualify with technical and management degrees and the Government is also spending crores of rupees in the form of fee reimbursement, Scholarships etc., yet “How many of the SC and ST techno – management students enter the private sector, is a question mark.

The Indian government has adopted an affirmative action policy of reservations to weaker sections in public sector units with respect to employment but a similar policy for the private sector is critically lacking. Political activists from parties like Bhahujan have been demanding reservations in corporate sector for a few years now, but this demand has fallen on deaf ears. According to proponents of capitalism, the private sector is above caste, class and gender; what matters is your talent and competitive spirit. However, this claim falls flat if one delves deeper. In a study by Sukhdeo Thorat and Paul Attewell, published in Economic and Political Weekly in 2007, it was revealed that persons with upper caste sounding names have a higher chance of getting called for interviews than persons with Muslim and Dalit sounding names, even if there was no difference in their qualifications. A study by Thorat and Attewell in
2010 observed that for equally qualified SC and upper caste (about 4800 each) applicants, SCs had 67 percent less chance of receiving calls for an interview.

The interview process marginalizes non-upper caste individuals. A lot of HR professionals ask interviewees about their family background, to gauge if they come from a “good family” (read upper caste family). In professional jobs, employers do not just look for candidates with right qualifications but also those who “fit in”, have right kind of soft skills, can gel with the “workplace culture”. Since the workplaces are upper caste dominated, the criteria for fitting in are also imbued with upper caste values. The hiring process in private sector is opaque. Job openings are not advertised well or not advertised at all. Managers rely on referrals, asking their own employees to “ask around”. This results in employees being drawn from the same upper-caste social groups. Lot of businesses are owned by families, where caste affinities get reflected in the hiring.

Employers consciously and subconsciously choose candidates who dress, eat, talk like themselves. The class bias is more than apparent at the interview stage itself. At the time of the interview, candidates are supposed to dress up a certain way, wear certain kind of shoes, appear “formal” and be proficient in English. Many Bahujan students looking for a job for the first time do not have the money to buy “formal” clothes and shoes, or anybody in their family they can borrow from. They feel like an outsider at every step, or are made to feel so. It hampers their confidence and affects performance in the interview. It is the first time many of them are entering the shiny glass walls of corporate offices, which is an overwhelming experience for them. Number of students of students of these communities who get in to the corporate sector is very poor when compared to other upper caste pupil. Huge gap may be observed between the industry requirements and skills of these students. Financial, social backwardness of them might be one of the important reasons for not meeting the requirements of the private corporate. Hence the present study has been undertaken to find the actual status of the students in terms of skills and knowledge and the reasons for the situation prevailed and the implications to be incorporated.
OBJECTIVES OF THE STUDY

The following main objectives of this work are designed for paying towards research gap

1. To identify the much sought after skill-set by the industry from the fresh Techno-management graduates.
2. To investigate the skill-set levels among techno management graduates of techno management institutions in Andhra Pradesh.
3. To explore the gap between Industry Requirement and Observed Skill-Set among Techno-management graduates particularly among the Scheduled Caste and Scheduled Tribe students pursuing Engineering and Management Courses in Andhra Pradesh.
4. To analyze the causes of reduced employability skills among the Techno-Management graduates in Andhra Pradesh.
5. To identify the initiatives for techno management institutions for better employability of Techno-management graduates in Andhra Pradesh.

METHODOLOGY

The present study is very contemporary in nature with the initiation from global level changes for the better manpower supply to the industry by actively involving the students in acquainting the skills required in order to be hired by the organizations. The Area Selected for the Study is Andhra Pradesh the second largest state in number of engineering and management educational institutions. For the purpose of arriving meaningful conclusions, it is planned to collect the information from three important sources such as teachers/academicians, HR Managers/industrialists and Students pursuing final year of engineering and management education. Data has been collected from 1600 respondents belonging to students, Academicians and HR people from industry. The 1600 sample respondents include 800 students (400 from SC and ST students and 400 from others); 400 respondents from teachers/ academicians working for higher educational institutions and 400 from industry.

Multi-stage random sampling technique has been adopted for gathering the information from the respondents. In the first stage, the sample area is divided into regions such as SV University region, SK University region, AN University region and Andhra University regions in the state of Andhra Pradesh. Four engineering and management colleges have been selected from each University region in the second stage. In the third stage, 50 students who are pursuing final
year management and engineering education have been selected. For the purpose of specific study on Scheduled Caste and Tribe students, it is seen that 25 graduates from each college must be of these communities. Hence, the total sample size for SC/ST Student respondents has become 400 and for others 400.

**Data Collection Mechanism**

Secondary data is collected from related books, international, national and referred journals, magazines, fortnights, newspapers, websites and official records of Ministry of Higher Education, Ministry of Infrastructure, Ministry of Information Technology, and Ministry of Revenue of Andhra Pradesh.

Primary data has been collected from three sources such as students, Academicians and HR professional. First, the HR professionals were distributed the questionnaires and the opinions on the skills expected by the industry were drawn. Based on this industrial experts’ opinion a well-structured questionnaire covering Functional Skills, Creative and Problem Solving Skills, Programming and Technical Skills, Organizational Skills, Analytical Skills, has been developed and given to panel of jury members consisting of the principal investigator, recruiting experts from IT, Telecom, Banking and Manufacture and required to observe the said skill set among the students by conducting written tests, Group discussions and in depth interviews. The panel of jury was asked to rate the skills on the five-point Likert Scale starting from 1 being strongly disagree, 2 Disagree, 3 Neither Disagree nor agree, 4 Agree and 5 Strongly Agree.

**Findings**

The study concentrates on finding out the prevailing educational standards of the students who are pursuing the engineering and Management students, exploring the gap between the industry requirements and the students actual potentialities or skill, reasons for reduced employability skills among the Scheduled Caste and Scheduled Tribe students of engineering and Management and the implications to be implemented.

Andhra Pradesh was the fifth largest state in terms of total population in India. It has sizeable Scheduled Castes (SC) and Scheduled Tribes population (ST). As per Census of India 2010 the SC and ST social groups together comprised of one-fourth of India's population (SCs around 16% and STs 8%). Number of students pursuing engineering and Management courses
from these communities is also substantial mainly due to fee reimbursement programme introduced by Government of Andhra Pradesh. During the academic year 2017-18 the number of SC and ST students admitted in Engineering and Technical institutions is 13349. In the case of management, it is 4930. As per India Skills Report 2015, it is found out that of all the students entering the job market across the country, hardly 1/3rd meet the criteria of the employment set by the employers. Skills required to work or to get employment in the companies vary from company to company. The required skill set to be possessed by the job seekers to get in to different sectors more particularly, Information Technology & Information Technology enabled Services Industry, Telecom Industry, Banking, Financial Services and Insurance Industry and Infrastructure Industry, is as under:

<table>
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<th>Common Employability Skills requirements for the Industry</th>
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<tr>
<td>Effective Communication and business presentations</td>
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<td>Comments handling</td>
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<tr>
<td>Team build skills and Work well</td>
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<tr>
<td>Motivating and directing others</td>
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<td>Learn from team mates</td>
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<td>Introducing improvements</td>
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<td>Recognizing alternative routes for task</td>
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<td>In depth technical competence</td>
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<td>Rapport with superiors and subordinates</td>
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<td>Quick decision making</td>
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<td>Functioning with multidisciplinary teams</td>
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<tr>
<td>Human networking skills</td>
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<tr>
<td>working tool or equipment proficiency</td>
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<td>critical events completion</td>
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<td>conflict management</td>
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<td>Identification of problems &amp; formulation</td>
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<td>Capability for creativity and innovation</td>
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<td>Sorting out the relevant data to solve the problem</td>
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<td>Contributing to group problem solving</td>
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<td>Strategic Thinking skills</td>
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All these skills are grouped in to six factors such as Functional skills, Creative and Problem-Solving Skills, Programming and Technical Skills, Analytical Skills, Organizational Skills and Behavioral Skills for assessing their order of requirement in the organization. After having interactions with the personnel who are working in different industrial sectors, the skills to be possessed by the students are prioritized by adopting the Likert’s Five Point Scale and identified as Ability to make effective business presentations, Effective communication within the team and at large and Introducing improvements on a regular basis from Functional Skills; Make decisions on the basis of thorough analysis of the situation, Sorting out the relevant data to solve the problem and Skill of establishing the critical events to be completed from Creative and Problem Solving Skills; Ability of designing a system component, Programming language and Software proficiency and Project management skills from Programming and Technical Skills; Managing several tasks at once, Prioritizing tasks based on its urgency or Importance and Assigning or delegating responsibility from Organizational Skills; Data interpretation and arithmetic ability from Analytical Skills; High energy level with positive attitude, Stress management and Managing multitasking from Behavioural Skills.

These skills are observed in the SC and ST students pursuing engineering and Management courses and the gap is measured between expected i.e essential skills for the industry and the actual skills possessed by the students. The skill gap has been ascertained after enquiring the employers, HR professionals from different companies and the techno management students.

It’s found that the Gap exists in respect of all the functional skills but a considerable gap is found in Ability to make effective business presentations, Effective Communication within the team and at large and Ability to Learn from team mates.

There is a gap in case of creative and problem solving skill requirement but out of all the skills under this category ‘Sorting out the relevant data to solve the problem, Quick decision
making thorough situation analysis and Skill of establishing the critical events to be completed have more gap when compared to others.

The programming and technical skills also appeared as one of the very high skill gap factors. The average mean score gap existed between the industry requirement and observed skills among the SC and ST student respondents. The skills with the more gaps under this category are ‘Business Intelligence, Ability to design a system component to process to meet desired needs, and in depth technical competence.

The gap between industry requirement and observed skill set among SC/ST Techno management students with regard to organizational skill factor also existed as significant one and factors with high mean score are the Skill of Managing or overseeing several tasks at once, Prioritizing tasks based on its urgency or Importance and Risk-taking ability and Meeting deadlines.

In analytical skills also there is a gap between industry requirement and observed skill set of SC/St students. Behavioural skill is the only factor which has harvested the least gap between industry requirement and perceived skill set among SC/ST students.

**Institutional Quality Issues**

Institutional quality is a certain set of standards to be complied by the Universities during the stay of the students in the institution. The standards can be set by the Universities in their deemed capacity or by any central organization looking after or regulating such universities. The institutional quality includes quality of education and quality of infrastructural facilities like labs, libraries, buildings, equipments required for imparting education etc,. These are important aspects in shaping the graduates to be work ready. After thorough discussions with the students and faculty members, some important institutional quality requirements such as Curriculum Design, Pedagogy/ Teaching Practices, Faculty Quality, Student Evaluation Methods, Training & Placement, Infrastructural facilities are identified

Opinions of faculty members on curriculum design are recorded on Likerts five-point scale. Average opinion of all the teacher respondents is that the present curriculum design is not up to the industry expected standards. They opined that Periodical review on curriculum, Design of industrial visits and internships, Industry experts participation and Practical hands on training and class work are poor in the institutions.
Teaching Practices is an extremely important factor to bring up a worthy student. All the sample respondents from teaching community felt that the existing teaching practices in affiliated engineering and management colleges are less effective and less productive. Faculty members are in the hurry of syllabus completion and preparing the students for the examinations but developing the employability skills in them is undermined.

Quality of the faculty is another important parameter in measuring the institutional quality. Lack of requisite Qualifications and Industry experience for the Faculty are some elements which deteriorate quality.

The student evaluation practices of the Techno management institutions are also a key factor of measuring the institutional quality. Student evaluation through examination, viva voce and lab practical’s is being done in a very nominal way. For increasing the number of admissions, private affiliated colleges are benevolent in conducting the examinations and awarding the marks in external examinations too.

The training and placement cells in colleges are in effective rather failed in providing job specific knowledge, organizing institute industry interactions, industry internships, in conducting the campus drives etc.,

Opinion of the respondents pertaining to infrastructural facilities also depressing, as the techno management colleges are not fully established with adequate infrastructure facilities. The student’s quality derives out of the college atmosphere and environment where he/she is nurtured. The classrooms and the library are two important factors to it but they are weak in many colleges.

EMPLOYABILITY SKILLS- ACDEMIC AND INDUSTRIAL EXPERTS OUTLOOK

As a part of the programme, the principal Investigator interacted with many learned people, they include philanthropic entrepreneurs, social conscious academicians and many other who decently spoke their feelings out in the interviews with me. I feel their suggestions and narration of present plight of higher education in India are really worth considering and thought over. Below are some of the interactions with the responsible good Samaritans’
It’s always unclear about what the industry looks for in the prospective employees and hence the educational institutions are at cross roads as to what exactly needs to be imparted to make the students industry ready. There is no proper coordination between the industry and higher educational institutions. Industry should join hands with higher educational institutions in shaping the students fit for jobs in the future and explain the exact skill sets which make them stand apart from the ordinary folks.

Views of Prof. Rajasekhar,

He laid much emphasis on student’s evaluation in the higher educational institutions. He suggested a distinct three stage evaluation process which he feels is a fool proof method.

Stage 1. Internal examinations should be conducted in descriptive mode as it is now with no change.

Stage 2. The external examinations in objective mode through online

Stage 3. Practical observation tests in the corporate set up instead of current VIVA-VOCE.

The logic behind this three-stage evaluation method is the avoidance of malpractices and speedy results being online, and students get to know the corporate set up.

If the evaluation or assessment is done on line, malpractices in conducting the examinations and in valuation of answer booklets can be minimized and speedy results also possible.
Dr. M Venkateshwarlu,

He is of the opinion that many students though they are good at academics and score well they are unable to get jobs either in private or public sector. He opined that there is a strong and reasonable pragmatic mismatch between what they are taught in the classroom and what is asked of them in the job market. Neither the institute knows what is expected by the industry nor is the industry bothered to inform the institute. This needs to be broken at one time and the gap needs to be filled otherwise the social suffering will never cease.

STUDENT SKILLS- VIEWS OF INDUSTRY EXPERTS

Anilkumar Reddy,

Many more students with inadequate essential qualities and skills are getting admitted in many colleges with inadequate facilities through inappropriate admission process. These course duration of 2 or 3 years will not be sufficient for the already handicapped educational institutions to make them industry ready. He advocated that the educational institutions should have tie up with the industry to allow students to be in the companies for a semester period to get some hands-on experience so that they can understand actual requirements of the companies. But he advises that the government should come forward to give some stipend to the students for the period of their stay in the companies. Teaching mechanism should be monitored closely both in private and Govt institutions. Government is
spending crores of rupees on skill development centers but, in practice, skill development centers have poor infrastructure, seed capital and poor technical trainers.

M. Narayana Reddy,
As part of corporate social responsibility, companies should adopt some colleges; provide needed infrastructure and all other facilities to these colleges. This should be done through a District Administrator. Basic subject or technical knowledge should be imparted in the educational institutions itself. Later if the student is put in the company for some period as an apprentice trainee, he may be molded according to the requirements of the industry. Each company requires different skills. So, the student should have some basic knowledge which makes them transform according to the needs of the company.

Satish Kumar D.V
The academic curriculum and teaching are not keeping pace with the developing technological revolution in the industry. This change in the technology should be reflected in curriculum and teaching methods should change using this technology. Universities and industry should collaboratively workout to avoid displeasing output. The students should be made perfect in communication and other soft skill area in schooling itself. In higher education, making the student to learn all
those is not possible for he needs to concentrate on many other things which make him fit in to the industry.

Sri Ramamurthy,
Managing Director-
Sri Chaithanya chemicals, Kadapa.

Current education system is based on a traditional evaluation system of just conducting a final examination and awarding degree but this is very much an inappropriate evaluation method in the context of very dynamic employer requirements. Technology and business are interlinked and there are no boundaries for technological innovations. Globalization has paved ways to connect multinationals and work together in a single location. We are running with outdated syllabi with no concern or consideration for the latest technologies in the curriculum and personality development and communication skills are just out of syllabus. We are not bothered about all the above said things but they only are vital in the current scenario. Not a single teacher has any idea about the latest developments in the industry but sticks on to teaching out dated lessons in the class which is of mere wasting of student’s youthful time. Government and other educational departments like UGC and AICTE keep on conducting workshops and forms committees and rapidly changes the guidelines related to Higher Education later abruptly forgets the execution and controlling parts. This is just an evidence of irresponsibility. No sincere efforts at any stage or level to bring quality in higher education. Until and unless sea changes take place in the thinking of government, officials, teachers and even the students we can’t anticipate quality in higher education.
SUGGESTIONS

Quality of the students in any educational institution, irrespective of the level, depends on quality of the institution. Quality of the institution depends on quality of academic as well as infrastructural facilities. Engineering and Management educational institutions are not exceptional to this principle. Hence, educational institutions should concentrate to develop academically as well as infrastructurally.

IMPLICATIONS TO THE INSTITUTIONS

Curriculum Development

Considering the ever-changing nature of the industry and the labor market, it has become imperative to ascertain how best the academic curriculum can address various industry requirements. Despite the exponential change in almost every field, college curriculum stands still with no revisions to adapt with the change.

It is advised that curriculum should be revised at regular intervals of time and is to be developed in accordance with the industry needs. The course, syllabus and subjects need to be updated and synchronized with the current industry requirements. Research and Development wings of the industries should be linked with academicians in the universities so that the curriculum can be developed in accordance with the industry requirements. There should be continuous interaction between industry and educational institutions and knowledge sharing should become a common activity. All the innovations, developments and advancements in the industry should be passed on to institutions and the students are to be imparted the same. Industries and Universities should be interdependent in letter and spirit while developing the curriculum/pedagogy. Both of them have to exchange their ideas and research findings in order to mitigate rather nullify the gap between these two. Interaction with educational institutions needs to be felt as a responsibility by the Industry else leads to dearth of skilled people in near future.

Teaching Practices

Teaching practices being followed in the higher educational institutions, particularly in the Engineering and Management colleges need to be updated. Teaching should be more realistic, live and practical than being theoretical. Class room teaching should provide the students a chance to know about what is happening in the industry. The best way for this is to
invite People from industry to colleges and have them train the students in real time environment. Students also should be placed in the organization for at least six months to one year so that they can gain hands on experience. Case study-based teaching, flipped classrooms, smart boards, podcasts, gaming interventions are essential.

Most skilling programs need to be integrated with On-The Job training and apprenticeship in order to be able to provide a more holistic learning which can make the talent pool more effective, employable and productive.

**Faculty/ Teacher Quality**

It is observed that almost all the private institutions particularly MBA colleges have a very meager percentage or no such qualitative and qualified teachers which alone is the biggest reason for finding substandard output in the market.

Teachers play a predominant role in making students industry ready. This is quite possible when they are continuously in touch with the industry and well aware of the changing trends and requirements of the industry and lack of which is a serious handicap and leads to wider employability gap. It’s worthwhile if the faculty members undertake industrial projects in collaboration with industry experts.

The teaching approaches such as learner-centered teaching, guided inquiry, active learning, lecture, group work, and online discussions are to be chosen wisely. Use what works best given your content and your students’ learning needs. The best advice is to be visual, followed by keeping students actively thinking, writing, comparing, and applying new knowledge. Students can easily learn more when they’ve been given the rationale for what they are learning.

It is the prime responsibility of the teachers to have a thorough understanding of individual differences of students in terms of the cognitive, emotional and social development. Since a classroom is filled with a heterogeneous mix of students in many aspects, the respective talents are to be identified and training should be given as per their knowledge. Student fit approach programme should be adopted so that no student is left behind. All this is possible if an institution has qualified and really qualitative faculty members which alone is half a solution for making the students industry ready.
Organizing the Faculty Development Programmes by inviting the real time executives in the companies as mentors, makes the faculty member more effective and well acquainted with current trends in the industry.

**Student evaluation methods**

Student evaluation methods need to be changed. The present system of examination pattern is leading the student to become rote learner instead of making them knowledgeable. Evaluation should be done by requiring the students in the areas of decision making, analytical thinking, problem solving, accessibility with the others, and adjustability with the conditions by situating the students in prototype environment.

Examination pattern should comprise of Descriptive, objective, case analysis and viva. Descriptive and case analysis for internal assessment; and objective and viva for external examination, and the objective mode of examination should be online. Especially in case of case study analysis the evaluator thoroughly should check if the student has sufficient understanding of the concept and demonstrates skill in arriving at meaningful solutions. In the entire episode of evaluation student’s communication skills and ease in using subject related technical terms need to be observed.

**Training and Placements**

The institutions should have well trained and expert trainers to train the students and to place them. The placement team should develop their rapport with local industries across various states. The placement cell should teach soft skills, analytical skills, group discussion skills, and verbal and non-verbal skills to make the student more confident. The practical exposure plays a significant role in nurturing students' essential skills. The placement team should provide industry relevant training programs and enable the students to undertake projects relevant to their work domain which can help them to build their career in the related industry.

The placement cells of the colleges should conduct Tech-fairs to the students in collaboration with industry. The coding fests, language and programming seminars, tech competitions, hackathons and tech events so organized give required exposure to potential graduates and also help these companies search the best candidates based on their skills.

**Internship Programmes**

Although there is a provision for internship during the study program in most of the technical universities, yet the principle hasn't been followed properly for a long time. The
internship serves as the first step towards a professional career and this helps students to learn and understand what it looks like in the industry, work processes, and job role etc., which enhances their professional skills.

A good internship can increase the hiring chances manifold for a tech graduate. These days many IT companies also offer PPOs (Pre-Placement Offers) with the internships and this gives a strong head-start to the fresh graduate. Hence, it is advised the institutions that all the engineering and management students should be placed in the industry for not less than six months or one year after completion of their regular course work.

**Online Classes**

Maintaining the expert faculty members in all the areas of the course might not be feasible for all the institutions. So, the video lectures of nationally and internationally eminent professors and professionals should be made available to the students.

**Prioritized Skill set to be equipped among the Students**

Effective Communication and business presentations, Subject knowledge and in depth technical competence related to the course, Team building, Recognizing alternative routes for task, Project management and Business Intelligence, Risk taking ability, Prioritizing tasks based on its urgency, Ability to work independently, Multitasking skills, Basic computer Knowledge, New skill adaption to new situations are some of the important technical skills to be developed by the students to get in to the industry. In addition to this the behavioural skills like Emotional Intelligence, Rapport with superiors and subordinates, Quick decision making, Stress Management, Energy level with positive attitude, Passion towards the work, Adaptability and Flexibility, Personal & corporate Etiquette, Strategic Thinking skills are to be developed.

Communication skills should be the one of the papers in each semester. Separate faculty members should be recruited for this paper and proper care must be taken in each semester. Steps should be taken to make the students learn the language fluently by the end of the final semester.

With regard to the SC and ST students, after completion of their basic degree or graduation, special programmes should be designed for providing special training for acquiring the industry expected skills or knowledge. Students are required to be in that camp for at least one year and equip the skills needed to be placed in the companies or in the government sector.
Infrastructure Facilities

Modernization of infrastructure like improvement of laboratories to be in tune with advancement of technology is very important and provides students with a realistic picture of the job market beyond their college and university. Computer laboratories should be updated to adopt online classes and online libraries. It helps them figure out what to expect when they enter a career.

IMPLICATIONS TO THE INDUSTRY

Campus Recruitment is commonly viewed as an element in the socialization process prior to organizational entry. During this stage, employers should attempt to convey their expectations from the would-be graduating students rather than trying to attract the type of employee who is most likely to be successful in the organization. Employability of graduates can be enhanced, if industry works in connection with Universities. The corporate house is therefore expected to participate and communicate their needs to the educational world than simply passing on the blame onto academicians regarding failure in the development of employability skills.

Research and Development departments of the industrial units should be linked to the educational institutions so that the knowledge sharing can be possible and institute can know what exactly the industry is needed.

Pre-employment assessment tools help identify skills and traits in a candidate that are often not detectable through simple cognitive and psychoanalysis tests. Organizations are therefore adopting more innovative and advanced techniques to quickly attract and assess candidates for multi-functional roles. HDFC Life makes for an interesting case study in this respect. A few years ago, the bank used scientific assessments to tackle challenges associated with sourcing the right-fit candidates and mitigate high attrition rates.

Recruiters often find it challenging to test the thinking capabilities and traits of candidates, even though these can be crucial indictors of a candidate’s productivity. This is the reason why companies have been turning to assessment firms to devise online scientific tests for them. Innovative assessment firm offers tests such as Workplace Thinking Skills, Willingness to Learn, Management Success Profile and Retention Profile, to help recruiters assess traits that indicate higher productivity.
IMPLICATIONS TO POLICY MAKERS

Enhancing the assessment and accreditation system to ensure quality in the higher education programmes is the responsibility of the governments. Institutions, where the minimum facilities either infrastructure or academic are not present, should be closed immediately. Many MBA colleges have more admissions beyond their required capacities. Permissions should be given after proper assessment.

State and federal funding for students engaged in internships and employers offering meaningful learning opportunities through supervised internships are increasing as a way to rejuvenate the economy. Providing students with the experience and opportunity to develop skills necessary to be successful in the workplace is a way to address the lack of employer training programs for new employees and determine if the individual is a fit for the organization prior to an official hire. Assessing student skill development should continue to be a focus for future studies as it can influence pedagogical approaches to teaching and learning.

CONCLUSION

Study reveals that gap is found between industry and techno-Management Students relating to all kinds of skills such as Functional Skills, Creative and Problem Solving Skills, Programming and Technical Skills, Organizational Skills, Analytical Skills etc. which may be said as one of the prime causes for unemployability in India. Reasons for the skill gap are many like lack of required institutional infrastructure, poor teacher quality and poor student evaluation, weedy curriculum, substandard teaching practices etc. with regard to the Scand SC Students,, in addition to the said reasons there are some other reasons such as lack of proper financial support, illiteracy unawareness of the parents and siblings etc. are influencing more for reduced unemployability among the SC and ST students. But, this gap can be reduced if industry works in connection with Universities/Higher educational institutions and the government takes proper measures towards the institutions as well as the students.