



EMPLOYABILITY CURRICULUM DESIGN TOWARDS STUDENT CENTERED APPLICATIONS

Varun Shenoy

Training and Placement Officer, Srinivas Institute of Management
Studies, Pandeshwar, Mangalore, Karnataka

Abstract:

A Graduate's industry and societal acceptance is the ultimate aim of his/her degree education. Therefore institutions in the process of disseminating education should always strive to ensure in creation of industry and job ready graduates. With this requirement as a base, this study aims to design a blueprint upon consultation with industry personnels; which can be utilized to develop further syllabus, curriculum and pedagogies to achieve student centric industry acceptance objectives. The blueprint which is developed as a metrics in this research can also be used as a institutional strategy to incorporate the out of academia subjects embedding into semester system for a comprehensive student skill development process. Moreover the topics can be easily taught in scientific manner by faculties or even self-learnt by students and is also very student centric.

Index Terms: Employability, Student, Curriculum, Education & Institution

1. Introduction:

In today's brisk paced changing market economies and widened business horizons, a dire need exists in providing fresh manpower to adopt and adapt to complex market situations in running healthy industries. We all know that only if our country's industrial production and factors like GDP is increased, country will have some stability in economy. While this fresh manpower which gets shaped in our educational institutions today, dire need has arisen for their effective training and education to match market realities in preparing them for their future career lives and choices. Therefore, this paper introduces the reader towards a feeling where a strong need to develop a very comprehensive, efficient and effective student centred learning designs at educational level about employability, corporate culture and industries becomes essential. The basic employability framework design developed in this study, which is very precise for transforming a student into a employable graduate and then into as a adaptable/adoptive human resource into the organizational realities signifies certain etiquettes and soft skills that has to be picked up at least in higher education level compulsorily. The blueprint also calls for periodical syllabi revision by academic fraternities to also incorporate job specific training chapters in the subject for enabling students to practise live at lab or industry. The framework which is developed as metrics speaks for blending ideal soft skills, communication, competitive tests and occupational work skills distributed equally into academic years for respective courses. Employability Factor being a very important determinant in our society has always been youth centric. Therefore, the reader through this paper will feel that employability curriculum study at institutions while applied genuinely will definitely lead to all round student centric developments in area of skill acquisitions and job knowledge.

2. Objectives of the Study:

The major objective of this research is to develop a basic framework upon which work and industrial friendly related topics can be embedded in academia process. It also provides as a base, upon which further improvements or inventions can be made in line of Skills and employability curriculum developments and implementation. The research goal is also to achieve a Student competency Model through expected learning outcomes. The aim is mainly to transform a graduate into employable candidate through developing

a student centric curriculum blueprint involving skills, job and career. Other intentions involve make it easy for the students to scientifically apply their learnt knowledge in real life situation through the curriculum so that they are professionally accepted in career ecosystem.

3. Research Methodology:

To realise the aims and objectives of the research, several randomly sampled campus recruiters and industry executives were contacted through face to face interactions and qualitatively over phone. Thus contacted sample recruiters response was utilized as a foundation to formulate a Tabulated Metrics which can be used as a blueprint or framework to develop further specialized curriculum or pedagogies in the area of employability and Skill Development in colleges and educational institutions.

4. Analysis and Interpretation:

The response samples which can be arranged and depicted in Table 1 below symbolises that the very Institute or University should incorporate topics suggested in the table in a very balanced way along with academics. Because when there is a academic learning mixed with industrial realities and requirements, students would be more psychologically confident to begin their work life. Now, to make these topics understand for the students exclusively, faculties can *innovatively* expose their student base into techniques like Industry Network Building teams where a student team visits a company to collect database of prospective HR who hire fresh graduates. *Creativity classes* can also nurture Business Start-ups, incubation and Entrepreneurship Ventures. For Example, venture capital firm Infuse Ventures is housed at Indian Institute of Management Ahmedabad Campus under the care of Centre for Innovation Incubation and Entrepreneurship (CIIE) Cell of IIM-A. Here the institute supports its Alumni, advises and consults in funding early ventures into large corporate. Initiatives like this will confide enormous faith in students leading to spontaneous learning during academics to achieve something for national development and for their country as patriots. This paper believes all educational institutes should thrive to achieve something familiar to the above. The next big thing for work life survival is communication. *Communication subject* as a whole must contain 50% practical's carrying marks where students for example could open a email ID or a Call Booth to communicate with industry leaders for lectures and guidance. This practice centric approach will greatly help students to learn communication tactics through experiences. Taking up *competitive exams* like IAS, IPS, KPSC and other civil services exams have also of recent become a more popular channel to seek jobs. Special trainings during Saturday afternoon and Sundays could be arranged in speed or vedic mathematics or mathematical formula reminder techniques. Since present day job interviews mandatorily involves *Aptitude* tests, similar class trainings should be made as part of the daily time-table. *External Industry Assignments* could be organized to students while pursuing the courses. For Example, students could arrange product launch or campus promotion of any service or product of any organization to know about prospective consumer response. Institutions are also required to promote *part-time job openings* and *Apprenticeship* among students. Spending time at work after college hours will keep students occupied and increase their practical understanding of work life with being in a ideal position to relate theory to practice. The metric also speaks about creating *Volunteering* opportunities to students at the campus like Abundant Master of Ceremony chances, event assistants at registration desks etc which enables students retrospect themselves and develop in terms of inter-personal interactions, body language and self-control. Lastly, to solidify the very concept of building employable or employment creating students, below framework also appeals universities to incorporate tailor made

Industry work concepts & Training in *Periodical Syllabi Revisions*. Best example to justify this practice is VTU Visvesvaraya Technological University. Billed as the largest exercise of multi-core curriculum revision undertaken by any State university, the Visvesvaraya Technological University (VTU) implemented an enhanced syllabus in the area of computing across all undergraduate engineering courses from academic year 2011. Tailor-made with the help of Intel Technology India, the Centre for Electronics Development and Technology of the Indian Institute of Science and VTU faculty, this syllabus review is aimed at integrating parallel programming to prepare future software developers to write codes on emerging technologies. Student centric initiatives like this revision would definitely give students the required edge to develop skills relevant to the market needs. The framework or blueprint discussed in this paper requests academia to implement similar such topics about work skills with input from industries across all state, private and central universities of India.

Well, primarily and most importantly, this research based on the metric framework modulated for creating industrially acceptable graduates also strives to garner Expected Learning Outcomes (ELO) from a student post his academic course. In this ELO, along with individual student even the academia is a shareholder who is responsible for student centric learning.

Innovation and Creativity Classes	Practice oriented Business Communications Classes and Personality Development
Job Aptitude Test Practice Classes	Competitive Exams Preparations Classes
Incorporating tailor made Industry work concepts & Training in Periodical Syllabi Revisions	External Industry Assignments, Volunteering, Part-time Jobs & Apprenticeship Training

Table 1: Employability Curriculum Metric Framework

“The Level of Student centric Competence developed post his studies is the ultimate final Expected Learning Outcome (ELO) from above curriculum depicted in below table”



Table 2: Model Intended Student Competency Levels

5. Findings:

Based on above Metric Table I, we can find that very purpose of incorporating actual industry environment related topics; very much depicts that corporate India is keenly requiring professionally skilled manpower from India's institution and universities. The topics presented in the metrics to be taught in institutions clearly shows that business requires graduates who can swiftly adopt/adapt themselves towards rapid changes and risk based atmosphere in the market. With our PM's "Make in India" concept gaining momentum along with Pradhan Manthri Skill Development initiatives gathering steam, time has really come for universities to deliver graduates that can contribute at workplace from day one .During the data collection, recruiters themselves being part of our education system felt that there is a strong disconnect between what is taught in academics and real industry situations. Based on their industry experience, they feel until unless some occupational task knowledge is incorporated into academics, our students just cannot pick up work centric skills. Well, this thought was very well substantiated by Vishweshwarayya Technological University VTU Belgaum which completed its largest exercise of multicore syllabus revision in the country. Also, the intended competency levels of students depicted in Table II, which has a direct relation to expected learning outcome of a student post his studies, can be successfully realised only when employability curriculum, in the lines of the one discussed in this research above can be judiciously implemented, monitored and measured for results.

6. Conclusions:

To conclude this study and meet the skilled needs of Indian Industry, even government should also play its part by encouraging state and central varsities along with private to incorporate the curriculum like the one framework developed in this paper for full implementation. Initiatives like PM Kaushalya Yojna should work in tandem with Universities and Colleges of our country and should be implemented first in educational institutions which should also be made as a curriculum for academic years and semesters. It will also be appropriate for each college to have a Student Skill Development Brand Ambassador co-ordinating the program implementation between government and institute. This will definitely prevent students from falling prey to middlemen for skill development Post College who are exploiting government programs for undue advantage.

7. References:

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