LITERATURE REVIEW

Eva Dias de Oliveira, faculty of economic and management, catholic university of Portugal Isabel Castro Guimaraes.(2011)This paper describes the outcome of the bologna process at the catholic university of Portugal under this project at undergraduate degrees were implemented to improve graduate employability’s the basic strategy was competence based approach of curricula development aiming at up gradation of certain specific skills like transferable skills , critical thinking. Communication and team work, systematic thinking. This strategy helped in enhancing employability prospects of the graduates

Godwin-Charles A. Ogbeide( December 2006)The result of this study indicate that the respondents are doing fine with problem solving skills. However, curriculum improvement is needed to include materials that would include student knowledge and understandings of political inference of their decision and interpersonal skills or human relation skills and their employability skills .

Eva Dias de Oliveira, Miguel Sottomayor, Ana Meireles and Ana Martins (May 2010) As per this paper major objective of business degree program is to ensure that graduates are work ready however there has been considerable evidence from the industry that these objectives are not fulfilled the paper stress that university curricula is needed to be changed the focus from acquisition of knowledge. This paper offers very systematic approach how successfully future business professional can be developed who can be recruited successfully in a market .

Sharyn Rundle – Thiele Griffith university, Rebekah Bennett, Susan Dann, Queensland university of technolog.Journal for Advancement of Marketing Education (2009)This paper suggest that there is a need to develop curriculum that enables students to make clear connection development between their education and work. The higher education must therefore aim to foster the development of these abilities. The paper also add that the meaning higher education in state are incorporating the employability skills enhancement into their curricula but still paper indicates that there is scope for further.

Angela Maher and Sarah Graves Oxford Brookes Industry Oxford united kingdom(2011)This paper shows that employability skill are complex instructor which has different meaning to different parties. This paper intends to refocus attention and the potential of employability back on to the student/worker. This paper under print the pedagogy in order to make provision for assessable and enable the up skilling of workers and student in the key scale areas relating to conceptual concept of employability.

Salina Daud 1*, Nurazariah Abidin 1, Noraina Mazuin Sapuan 1 Jagatheesan Rajudurai College business management and accounting University Tenaga Nasional , Sultan Haji Ahmed Shah campous, Bdmar Maudazam Shah Phang, Malaysia( 2011)The finding of this research suggest that higher education in Malaysia should target improvement of soft skills and a specific personality development components should be meticulously incorporated in their curriculum. The research also suggest that the higher education institute should reduce their funding for enhancing physical abilities and development of hard skills. This studies suggest that graduate need to be equip with soft skills in order to be competent, industrious and are able to fulfill the industry requirement.
This research paper identifies perceptions of employers concerning the employability skills needed in the job market and graduate perceptions of employability skills they currently possess. The study reveals that graduate and employers play equally important roles in terms of ranking of employability skills. This study also highlights that job markets have become more competitive and graduates need to do more than just present their background and qualifications. Many graduates failed to be employed as they never displayed their employability skills; they only presented their factual credentials. The curriculum must be carefully structured and thoughtfully conceived in order to develop employability skills that make young graduates self-confident as well as provide skills to survive and flourish in the job market.

This research report suggests that universities who are effectively engaged with graduate employability agenda must recognize the importance of a wider skill set than the narrow generic skill list of employment and move into the realm of lifelong career development. This recognition must involve more than mapping generic competence into existing curricula. It will involve partnerships between faculties, career services, and employers to develop and implement programs addressing the issue of career management competence, including carrier building and self-management skills. Universities must work so as to make graduates adapt to the turbulent years to come. Employability is agreed to key influence on economic growth in the worldwide knowledge economy, and the significance of universities to this agenda is self-evident. Graduate employability programs emphasize individual skills and knowledge, need to be complemented by targeted geographical and industry development continuity education programs beyond the universities and social in association in order to be effective.

While there are variations in classification of employability, there is a broad understanding of what qualities, characteristics, skills, knowledge constitute employability in general and for graduates in particular. Employers expect graduates to have the technical and discipline competence from their degree but require graduates to demonstrate a range of broader skills and attributes, including teamwork, communication, leadership, critical thinking, problem solving, and managerial abilities or potential. It is arguable that specific definitions are less important than an agreed focus on appearance when faster transferable skills and attributes that will enable graduates to find appropriate employment progress in their work, and thus facilitate the success of their organization and contribute to society and the economy.

This research states that an inclusion of the employer dimension into analysis of the importance of employability skills will generate insight to universities in developing their course of study as they are the closest and direct evaluators of graduate performance. They are definitely in the right position to comment on those types of skills most needed in different fields of employment. The paper seeks to expand the dimension of study appearance of employability skills. From the perspective of undergraduate as well as employers.
With rapid development of new technological and the impact of globalization the graduate are more and more competitive and employable. This require leaders IHLS to take into account the role of higher education can play for sector of employment which were not taken into consideration in past.

In the process towards what is after called the knowledge society informal sector of employment and new ways of self employment UMT has taken steps in this direction by developing of holistic approach for student development the approach emphasizes the development of skills essential competence learning from industrial training and real knowledge with respect to curriculum development question do arise as to what could be optimal amount of learning effort should be allocated for generic skills development.

The finding in the article suggest that considerable resources have been devoted effort to develop graduate employability skills. In this researcher assessed the impact of different kinds of HE employability skills initiative or measure of graduate labours market performance. The research highlighted there different mechanism by which its hoped to improve employability skills. The teaching and assessment of such skills by department, employer’s involvement In course design and delivery and student participation in work experience through sandwich courses and related programs.

As per this paper the employers are concerned with both hard and soft skills components. The report also suggest the employers aspect wide range of skills amongst postgraduate it state that employability skills can be enhanced in the post graduate students only with the help of employers to build understanding on the complex nature of employability skills and in order to ensure there is the demonstrable realism in the program curricula as well as in the work place the studies find that employers general presumption is that educational institute should develop employability skill during their course of program.

Susima Samudrika Weligamage Lecturer, Department of Accountancy, University of Kelaniya, Sri Lanka..(2011)enhancing graduate employability skills is considered as an important task within the sri lankan university community. this study was conducted with the objectives of identifying the employer skills needs in different countries, the study is based on a literature survey of educational reports, empirical and theoretical research papers. studies done in sri lanka and in other countries as well as those comparing the inter-country situation are also summarized in this paper. review findings reveled that skills definitions, employer expectation and requirement differ according to different countries. employers needs and also the learners skill enhancement capabilities should be taken into account in formulating future skills assessments. this study concludes that universities should identify skill sets that will best serve the future labor market and align programmes to meet those needs.

Gaby Atfield and Kate Purcell, Institute for Employment Research, University of Warwick(2009)
As higher education has expanded, there has been increased emphasis on the skills students learn during their time in HE, beyond the knowledge, technical and academic skills related to their subject or indicated by their achieved class of degree. There is often a confusion between basic literacy and numeracy skills; organisational skills.

This research suggests that even though employers find that higher education develops many skills in the graduate students but still there are certain areas of generic employment skills which are lacking in job applicants and recruits, particularly a lack of business awareness and capacity for self-management.

Tamsin Bowers-Brown with Lee Harvey, Centre for Research and Evaluation, Sheffield Hallam University (2010) The key issues discussed here relate to the number of people entering higher education and the alternatives to studying for a degree. The discussion focuses on the purpose higher education serves and whether it should meet individualist or collective aspirations. The argument in this paper from elite of education class that people entering to higher education should be limited. The basis for the elitist argument is twofold; ‘protecting’ university places for those with higher A-level grades and also trying to address the shortage of skilled trades-people. In restricting the numbers that attend a higher education institution, the elitists believe that more people would take vocational education or training programs. Thus, the shortage in skilled craft/trade people would be resolved.

Carolyn Woodley, Rachel Simmons, Raquel Licciardi, Educational Development Unit, Faculty of Business and Law, Victoria University, Melbourne (2009) As per this study Professional skills like Critical Thinking and Problem Solving are foreground employability. The pedagogical approach suggested in these research is fundamental to the development of globally competitive skills that all graduates need. This research also add tha Workplace values and behaviors are not universal and do not translate in every cultural and national setting. Intercultural competence must be developed as a necessary employability skill in itself.

J. Shane Robinson, Assistant Professor Oklahoma State University Bryan L. Garton, Professor University of Missouri (2009) This opined that it is becoming increasingly important for graduates to be able to apply the knowledge and skills learned in higher education institutions to the workforce. Therefore, CAFNR faculty at MU who wish to enhance their curriculum should start by enhancing their current curriculum to mirror the skills. Faculty at this institution should continue to provide learning experiences that support the acquisition of skills because they are perceived as being important to graduates. It is recommended that the agricultural education faculty at MU share the findings of this study with other faculty in the CAFNR.

Geoff Mason, Gareth Williams, Sue Cranmer, National Institute of Economic and Social Research, London Institute of Education, University of London (2010) This article assess the impact of different kinds of HE employability skills initiative on measures of graduates’ labour market performance. Making use of detailed information gathered at university department level, it distinguish between three different mechanisms by which it is hoped to improve employability skills: the teaching and assessment of such skills by departments; employer involvement in course design and delivery; and student participation in work experience through sandwich courses and related programmes will surely help in improving the employability of the student.
Graduate employability is a key issue for Higher Education. This study has highlighted the importance of aligning employability with academic values by making explicit links between the curriculum and employability. In addition, it has identified challenges that need to be overcome if more students are to embrace the potential benefits of engaging fully with the skills profile, as part of their personal development planning.