

## Building Global Competencies among Indian University Graduates for Employability

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### Abstract:

The need for graduates with the knowledge and abilities needed to succeed in the workforce has never been higher in an increasingly varied and interconnected world. With an emphasis on their employment prospects, this study intends to explore the characteristics of global skills among graduates of state and central institutions. In order to shed light on how these qualities affect university graduates' employability, the research will examine the eight dimensions of global competencies: empathy, problem-solving, communication skills, conflict resolution, sense of security of identity, shared universal values, respect for diversity, and recognition of global issues. This study aims to investigate the similarities and differences between graduates from central and state institutions through a comparative analysis. The findings will be useful for administrators, educators, and students.

### Introduction

The rapidly expanding technologies and growing interdependence of nations are driving constant changes in the dynamics of the global employment market. Employers today look for graduates with a distinct set of skills and competences that allow them to function in a complicated, diverse, and ever-changing world, in addition to academic knowledge. These abilities, which are also known as global competences, are crucial in determining a graduate's employability. Heavey and Morey (2003) emphasize the significance of skills for career management and lifelong learning. Morley (2007) investigates how educational experiences impact qualification and competency development, with socioeconomic privilege having an impact on qualification and competency development. According to Mason et al. (2009), structured work experience and employer involvement positively affect graduate employment, despite the fact that university emphasis on employability skills has a limited impact. Parvu et al. (2014) emphasize the role of higher education institutions in developing employability skills and recommend policy involvement in aligning education with labor market needs. Madlani (2014) discusses the need for skill development, particularly in rural areas, to enhance employability and generate income. The current study centers on state and central university graduates with the goal of comprehending the subtleties of global competences that they pick up along the way and how those abilities affect their employability after graduation. Central university graduates frequently enjoy greater access to resources and a distinct academic environment than state university graduates, who typically represent a varied cross-section of the population. We can have a thorough grasp of the ways in which global competences are developed and applied in various educational environments by contrasting these two categories. Empathy, problem-solving, communication skills, conflict resolution, sense of identity security, shared universal

values, respect for diversity, and recognition of global issues are the eight dimensions of global competences that this study examines.

### Rationale of the study

It is difficult to overestimate the significance of staying ahead of the digital revolution in a world when technology permeates every aspect of our life. The World Economic Forum (WEF) Chairman, Klaus Schwab, believes that we are about to enter a new industrial era in which the integration of technology into our daily lives will fundamentally alter the nature of humankind. Reacting to the revolutionary events of 2020, 92% of organizations were fast expanding their digital work processes, according to a survey conducted by the World Economic Forum in 2021. This is a stark warning to incoming graduates and goes beyond just a business trend. The digital canvas is vast, and they hold the brush. The goal is to not just keep up, but to stay ahead, to embrace the digital frontier and carve out their own distinct and promising career paths.

### Review of related literature

The studies examined provide a comprehensive view of graduate employability and skill development. McKnight and Naylor (2000) discuss the impact of degree class, subject, prior educational attainment, age, and social background on employment probability and the likelihood of obtaining a graduate-level position in the United Kingdom. Green and McIntosh (2002) call into question the relationship between over qualification and over skilling, emphasizing that education-job mismatches do not always imply skill-job mismatches. Stoica (2010) creates a comprehensive employability skill framework for MBA graduates with the goal of closing the gap between graduates and employers. Paulrajan (2011) investigates employability skills in the Chennai retail market, emphasizing the importance of a well-rounded skill set that includes academic credentials as well as soft

skills. Rahmat et al. (2012) investigate the relationship between employability and graduates' skills, emphasizing the importance of self-perception of skills in employability. Padmini (2012) discusses the need to bridge the skill gap among engineering and management graduates, emphasizing the importance of soft skills in the job market. Nidhi Pandey (2012) focuses on management students' awareness of life skills for job sustainability. Shukla (2012) investigates the employability skills of engineering graduates, claiming that curriculum redesign combined with practical training can improve employability. Varwandkar (2013) identifies factors influencing engineers' employability skills, emphasizing the importance of domain knowledge and communication skills. With reference to the National Policy on Skill Development, Jain (2013) delves into the challenges and solutions associated with globalization and employability skills. Vani Bhagwath and Krishna Pal (2013) evaluated the employability skills of MBA students in the Delhi-NCR region. Chithra (2013) investigates engineering students' and employers' perceptions of employability skills, highlighting the differences between their perspectives. Rajanibala J. Shah et al. (2014) examine the factors influencing management students' employability skills, emphasizing the importance of analytical skills, communication, leadership, and problem-solving abilities. Parvu et al. (2014) emphasize the importance of higher education institutions in the development of employability skills and advocate for policy involvement in aligning education with labor market needs. Madlani (2014) discusses the importance of skill development, especially in rural areas, in order to increase employability and generate income. Hari Prasad.N (2014) examines the lack of employability skills among engineering graduates, as well as the role of peer groups and personal experiences in skill development. Rubvita Chadha et al. (2014)

emphasize the importance of practical training and conversational skills development in improving employability. Wheebox, Aspiring Minds, CII, AICTE, NEEM, NSDC, and the Indian government reviewed reports highlight the need for improved education and skill development to bridge the employability gap and meet industry demands.

#### Objectives of the study

1. To study the level of global competencies among under graduates.
2. To find out the significant difference of global competencies among under graduates with respect to gender

#### Methodology

A descriptive survey with a sample size of 1600 graduates were considered. Graduate students from ten different Indian states were included to create a diverse sample, with five from Northern India and five from Southern India. One central university and one state university are chosen on purpose within each state, for a total of 20 universities considered for the study. The final sample size is 1600 graduate students, 800 from each of the ten state universities and 800 from each of the ten central universities. Within each university, a stratified random sampling approach is used to capture the breadth of academic disciplines, with students divided into four groups: Humanities, Sciences, Technical Education, and Agriculture. Dr. Anjum Ahmad's (2020) global competencies tool, which consists of 45 statements on a 5-point scale which divided into eight sections: Empathy, Problem Solving, Communication Skills, Conflict Resolution, Identity Security, Shared Universal Values, Respect for Diversity, and Recognition of Global Issues was used to assess the global competences of graduates .

#### Analysis of Data

**Table-1: Describing the Global Competences among state and central university graduates percentage wise.**

Competency Level (s)	Range Scores	Number of university graduates	Percentage (%)
Very High	215 and above	131	8.18
High	205- 214	164	10.25
Above Average	195-204	236	14.75
Average	182-195	345	21.56

Low Average	172-181	293	18.31
Very Low	162-171		15.5
Very Low	161 and below	183	11.43
Total		1600	100%

From the above table 8.18% of state and central university graduates exhibit a "Very High" level of global competencies, The "High" level comprising 10.25%, are in the commendable competence. Another 14.75% fall into the "Above Average" category, The largest group, representing 21.56%, lands in the "Average" indicating a

balanced competency and 11.43%, graduates is "Below Average," while 15.5% find themselves in the "Low" category, A thoughtful 18.31% reside in the "Very Low" level of global competencies. The above analysis shows that most of the university graduates 21.56 % have average Level of global competencies.

**Table 2: Description of Significant difference of global competencies of graduates with respect to gender**

Gender	N	MEAN	S.D.	t-value	Df	Sig.
Male	800	182.04	26.42	3.13	1598	0.01**
Female	800	178.06	24.25			

**\*\*Significant at 0.01 level**

The mean score for male graduates is 182.04, while for female graduates, it is slightly lower at 178.06 and S.D for males, is 26.42, and for females, is 24.25. This suggests that there is slightly more variability in the scores among male graduates compared to females. The calculated t-value of 3.13 with degrees of freedom are 1598 is an indicator of the difference in means between male and female graduates. The study suggests that there is a statistically significant difference in the global competencies of male and female graduates.

### Results

1. The study found that University graduates have average Level of global competencies with 21.56% and very high level of global competencies percentage is 8.18
2. It is observed that the Significant difference in the global competencies of male and female graduates.

### Suggestions

- a. Develop and implement targeted training programs for university graduates to improve global competencies such as cross-cultural communication, empathy, and problem-solving.
- b. Mentorship and guidance for graduates as they begin their careers and expand their global competencies.
- c. Promote opportunities for experiential learning such as internships, study abroad programs, and volunteer work.
- d. Universities should consider incorporating global competency development into their curriculum to better prepare graduates for a diverse and interconnected world.

Addressing Gender Disparities in Global Competencies: Raise awareness and sensitization about gender-related issues in the development of global competencies. e. Promote awareness and sensitization regarding gender-related issues in global competency development.

### Conclusion:

The study's findings suggest there is room for improvement in university graduates' global competencies. This research fills a critical gap in modern education and employment. It has the potential to improve a variety of societal aspects, including education, workforce development, diversity and inclusion, economic prosperity, and overall social well-being. Its findings can help decision-makers, educators, students, and employers develop more effective strategies for preparing graduates for the challenges and opportunities of a more interconnected and diverse world.

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