

CHAPTER - 1

INTRODUCTION

Skilling is the keyword in today's economy and it is even more significant to know and utilise the skills of the younger generation who are the builders of the future. Among the various skills, transferable skills are potential asset that can be developed upon to insist on progress, growth and success of the business organisations. This thesis examines the need for transferable skills present in the students and the transferability of those skills to the workplace. Its objective is to critically examine the existence of transferable skills of students and the influence of personality characteristics on it. It also aims to find the relationship between self-efficacy and transferable skills. In doing so, the assumptions present in the Education sector and Industry sector would be realised. This thesis would enable the Education sector to define steps to optimise the level of transferable skills during the teaching-learning process.

This chapter highlights the nature of Generation Y, Higher Education in India, employability, relevance of the study, definition of concepts used in the study, relationship between transferable skills, personality traits and self-efficacy and need for the study.

1.1 Skills

Skills are learned and are purposefully taught (Annett, 1995). Skills are incremental, domain specific and practical, lead to success of the desired action or goal over time (Good and Brophy, 1990). Skill is the ability to act in accordance with well-managed models of behaviour, which enables the achievement of a certain purpose or aim (Reber and Reber 2001). Skills can be both cognitive, involving the use of logical, intuitive and creative thinking, and practical, involving manual dexterity and the use of methods, materials, tools and instruments (European Commission, 2008).

Types of Skills

There are three major categories of skills. Farr (1991) divides skills into three major types: adaptive, job-related, and transferable. Adaptive skills are those skills that are used every day to survive and thrive in the competitive world. These skills generally help to adjust the variety of life and career situations faced by a person. Adaptive skills can be considered as the part of one's personality. It includes traits such as patience, flexibility, maturity,

assertiveness, and creativity. Secondly Job-related skills are those which are related to a particular job or type of job. Thirdly the transferable skills are the general skills required to perform variety of different jobs. These are special skills which can be transferred from one job to another. Transferable skills include building things, instructing people, coaching, analysing data, leading a group, and managing money.

Balcar *et al.*, (2011) highlights that the education sector differentiates between general skills and specific skills, based on their applicability. General skills are those that increase the value of a person across the labour market and specific skills increase the value of a person only within the company where he/she has acquired it. Further, business sector identifies skills as hard skills and soft skills. This division of skills is based on the content of skills. Hard skills are described as skills which are easily observed and/or measured, easily trained and closely connected with knowledge like the specific technical knowledge, ICT skills, knowledge of laws, rules and regulations. Changes in the current market, have forced the organizations to demand for certain skills which are not job specific. Such skills generally help in operating effectively with the co-workers. Garg, Lather and Vikas (2008) have specified that these skills are referred to as behavioural or soft skills, and soft skills are intangible in nature, hardly measurable and are closely connected with attitudes such as communication, creativity, team work, conflict management, time management, making presentations and negotiating and leadership (European Commission 2008).

Generic hard skills are the technical and job-specific abilities that can be applied effectively in almost all jobs in a majority of occupations and sectors and in personal life and which are thus perceived as highly transferable (Balcar *et al.*, 2011). To be successful in specific occupation these skills are needed. This study focuses on such transferable skills which are the general skills required to perform variety of different jobs. These are special skills which can be transferred from one job to another. Transferable skills are described through various nomenclatures.

1.2 Transferable Skills

According to Binks and Exley (1992), transferable Skills are the generic capabilities which allow people to succeed in a wide range of different jobs Nabi and Bagley (1999). Employability skills are those basic skills necessary for getting, keeping, and doing well on a job (Robinson, 2000). Soft skills include written skills, presentation skills, team working skills

and socializing skills (Andrews and Higson, 2008). Soft skills are defined as the “interpersonal, human, people or behavioural skills needed to apply technical skills and knowledge in the workplace” (Weber *et al.*, 2009). Sherer and Eadie (1987) define transferable skills as skills that are not job specific but that cut horizontally across all industries and vertically across all jobs from entry-level to chief executive officer. Transferable skills are portable skills that people take from one life experience to another. Liptak (2008) defined them as skills gained from a wide variety of activities engaged in at work, at play, in the community, and with family and then transferred from one task to another. Lawson (2000) suggests that transferable skills can improve with application and practice, enable people to make contributions and add value, and allow people to describe their value to prospective employers. According to Liptak and Shatkin (2011) transferable skills are general skills that can be useful in a variety of jobs. One can transfer these skills from one occupational setting to another, and they include such skills as building things, instructing people, coaching, analysing data, leading a group, and managing money.

Skills have an impact on and characterize relationships with other people, including personality traits, social graces, communication, language, personal habits and the ability to work with and lead people. Soft skills include listening, engaging in dialogue, giving feedback, cooperating as a team member, solving problems, contributing in meetings and resolving conflict. Hard skills are the specific knowledge and abilities required for a job, including the technical or administrative procedures and processes related to an organization’s core business (Yablonsky and McKernan, 2015). According to Weber *et al.*, (2009), there are five competencies of soft skills in professional, business and accounting graduates; which are communication skills, problem-solving and thinking skills, leadership and teamwork skills, ethical and moral values, and self-management. Andersen (1989) identifies the capabilities for success in the accounting profession are identified and divided into the following five categories: communication skills; intellectual skills; knowledge of public accounting; organizational and business knowledge; and interpersonal skills (Villiers, 2010).

Villiers (2010) stated that soft skills not only distinguish outstanding leaders and managers, but can also be positively linked to strong performance at all other levels of professionals. Bailey (1993) defined that enterprise skills or personal transferable skills are those competencies which enable and assist students to be successful not only throughout

their student career but also in their subsequent personal and professional work lives (McLean *et al.*, 1998).

Soft skills, i.e. non-job specific skills that are related to individual ability to operate effectively in the workplace, are usually described as perfectly transferable. The following are those 22 soft skills in 5 clusters developed by Balcar *et al.*, (2011):

- Personal effectiveness skills: Self-control and stress resistance; Self-confidence; Flexibility; Creativity; Lifelong learning. These skills portray some aspects of an individual's maturity in relation to himself/herself, to others and to work. Environmental pressures and difficulties can be easily dealt with personal effectiveness skill.
- Relationship and service skills: Interpersonal understanding; Customer orientation; Cooperation with others; Communication. These skills enable people to understand the needs of others and to cooperate with them. Communication skills are linked to all clusters of skills and as this skill play a very crucial role in relationship building and communication with others.
- Impact and influence skills: Impact/Influence; Organisational awareness; Leadership; Development of others. Skills of this cluster reflect an individual's influence on others. Managerial competencies are said to be a special subset of this cluster.
- Achievement skills: Achievement Orientation, Efficiency; Concern for Order, Quality, Accuracy; Initiative, Proactive Approach; Problem Solving; Planning and Organisation; Information Exploring and Managing and Autonomy. These skills are necessary for action and task accomplishments.
- Cognitive skills: Analytical thinking; Conceptual thinking. This set of skills explain an individual's cognitive process that is the person thoughts, analyses, reasons, plans, critical thinking, problem identification and explanation formulation.

Kelly Services, a recruitment company explained those communication skills, problem solving, ability to participate in decision making, people management and strategic thinking are the top five skills in employability demand (Razak *et al.*, 2013).

The skills element is usually designed in any degree course that allows students to develop transferable skills in areas such as communications, computing, team working, problem solving and many other areas. The development of these skills will also gain students significant exemptions from professional examinations. Even though concentration in development of these skills were aimed by universities or educational institutions there had been some difficulties, due to the increase in number of people being graduated and the general high unemployment rates in the Indian job market. The competition among students for excellent placements is also expected to become more intense. Hence substantial development of transferable skills is required as the employers are now demanding a number of qualities when recruiting new staff.

A study on developing transferable personal skills: part of the graduate toolkit prove that there is a need to continue to involve students so that they can see evaluation in a positive, developmental light and to encourage students to take a more proactive role in assessing their own performance (Greenan *et al.*,1997). A number of skills which are important in the jobs undertaken by graduates in their early years of employment have been identified in the study on Personal transferable Skills and the job demands on graduates conducted by Smith *et al.*, (1989). It has also been established that the particular profile of these skills varies between different sectors of employment.

The following skills (Table 1.1) are identified as transferable, employability related skills which are necessary in major industrial sectors like manufacturing, retail, healthcare, energy, construction, hospitality, and transportation and information technology.

Table 1.1 Clusters of skills

PERSONAL SKILLS <ul style="list-style-type: none">• Integrity• Initiative• Dependability and Reliability• Adaptability• Professionalism	PEOPLE SKILLS <ul style="list-style-type: none">• Teamwork• Communication• Respect
APPLIED KNOWLEDGE <ul style="list-style-type: none">• Reading• Writing• Mathematics• Science• Technology• Critical Thinking	WORKPLACE SKILLS <ul style="list-style-type: none">• Planning and Organizing• Problem Solving• Decision Making• Business Fundamentals• Customer Focus• Working with Tools and Technology

Source: Survey Report of National Network of Business and Industry Foundation of the US, July 22, 2014

Hence employers as well as individuals should aim to develop these skills in order to train and get educated respectively (Survey Report of National Network of Business and Industry, 2014).

Individuals who are interested in searching new job opportunities need transferable skills (Friedman, 2010). Kim *et al.*, (2014) state that college students search for a job as they finish graduation or masters. From the employment perspective, generally 20 to 26 year old individuals have larger participation of 90 percent in the labour market (McCrindle and Hooper, 2006). These 16 – 36 year old people belong to the Generation Y members who are born between the year 1980 and year 2000. India is having the large number of Gen Y (MHRD, 2015) facing the rapid pace of changing employment market.

Generation Y

Over a period of time a number of different things such as wars, discoveries, politics, beliefs, and popular culture have helped to shape and define generations. The characteristics related to an age based demographic components mirrors the events occurring in the world around them. Educators agree upon the certain facts relevant with every generation. A generation can influence styles and trends in business, and also learn from the mistakes and successes of the previous generations (Meier *et al.*, 2010).

In such a way it is stated that people who were born between 1980 and the year 2000 are referred as Generation Y. They are also referred as Millennial Generation or Millennial. Raines (2002) specifies that the years are chosen to classify the Gen Y cohort and they are those born between 1978 and 1990. These members of this cohort have initiated a spur of interest in many with their new set of rules and unique characteristics. Yan (2006) explains that Generation Y may be identified with cynicism, scepticism and pessimism, when compared with other generations. Additionally, social issues such as working mothers, increased gender equality, and a pro-child culture affected the behaviour of Millennial (Erickson, 2008).

Brown *et al.*, (2009) has highlighted the characteristics of Millennial. Millennial are both tolerant and acceptable in nature, in terms of race, sexuality, and culture. Generation Y has witnessed their willingness to donate their time for public service as well. As they are flexible they seek to maintain an adequate work-life balance. Compared with their Generation X, Generation Y gives significance to family relationships than work and they prefer to work from home. The technology, such as smart phones, telecommuting, and remote Internet access, provides a variety of ways to do their work. Beyond the global and social advancements, Computers and internet are much accessed by the Generation Y and they have the advantage of technological advancements (Brown *et al.*, 2009). Generation Y is known for their technological savvy. They are referred as digital natives (Prensky, 2001). They are experienced in using tools such as wikis, blogs and chat rooms. They also believe that these tools can benefit their learning process (Sandars and Morrison, 2007). Generation Y are the most consistent with technological usage. They are capable of accessing and communicating information quickly (Brown *et al.*, 2009).

Sweeny (2006) states that the Millennial are more selective, flexible, impatient, practical, multi taskers, gamers, digital natives, intelligent, explorers and prefer customisation. The Generation Y are educated, fast learners, practical, pragmatic, resourceful, creative and innovative. They are focused on making use of available opportunities and also tolerant and aware of their environment, relationship oriented, value friendship and fellowship (Sheahan, 2005). Generation Y wants a job that has a impact in their life, the world and people around them and they wish to fulfil their dreams (Gandhi, 2014).

Generation Y in India

India has the world's largest youth population with 356 million constituting 28% of the country's population. The statistics show that by the year 2020, India will have the highest percentage of employable workforce in the world (The Hindu, 2014). With each Indian town emerging as a talent centre, India will be a source of 500 million trained labour forces by the year 2020. The profile of Indian Generation Y is clear with their aspirations and expectations. Indian Millennial generation are tremendously influenced by technology in the way they live and work.

The economic liberalization and global technologies have produced a generation that differs from its conservative parents: India's Gen Y mixes Indian values with Western outlook. The Generation Y in India has a huge English-speaking and highly educated professional base which is luring multinational corporations that want to explore India's service capabilities and opportunities for research, engineering, and innovation. This reason justifies the need for studying Generation Y and their readiness for career. Gen Y population in India is 25.47% of world population (Indian Population Bureau, 2009) that makes Generation Y professional skills and potentials crucial if economies are to move up the value chain. It is stated that the number of Generation Y just makes up more than half of the population but when counted for talents not all are ready for employment (Saxena and Jain, 2012).

The Johnson controls and Haworth (2010) highlights about Generation Y in India. The report has stated that the Generation Y in India is a remarkable group that is ambitious, optimistic, embracing change and have a clear sense of where they are headed. Most are 'entrepreneurial and business savvy, as well as technologically capable and connected. Generation Y is highly competitive, comparatively seeking higher education more than ever before and landing jobs in multi-national companies in areas such as Information Technology, back office operations, media, strategy and management positions. Indian Generation Y is characterised as follows (Steelcase Inc. Survey, 2010):

1. Open-minded and positive

- Open to ideas and new possibilities
- Optimistic about their work and the future

2. Confident, independent, ambitious, and competitive

- Desire and drive for entrepreneurship and making a difference
 - Keen sense of competition, both regional and global
 - Eager to prove they are not less than their global counterparts
 - Feeling of national pride
- 3. Energetic and hardworking**
- Work is essential, but the focus is on shortening or bettering the process
 - Always engaged in activities with peers: doing, sharing and discussing
- 4. Tech savvy, impatient, seeking quick money**
- Deep interest and pride in owning state-of-the-art technology
 - Desire for instant gratification
 - Want lots of money, faster and quicker — and they like to spend
- 5. Losing Indian culture and values, selfish**
- Passion for Hollywood and western lifestyle is in conflict with traditional values
 - Shifting focus from “family first” to “me first”: my work, my things, my friends and my world

Further the Millennial in India have specific attributes (Deloitte Consulting, 2005). The Table 1.2 explains those attributes:

Table1.2 Who are the Millennial?

Demographics	Defining Traits/Attributes
No definitive agreement on birth years; experts say somewhere between 1978 and 1995; most say 1980 to 1995	Work well with friends and on teams Collaborative, resourceful, innovative thinkers Love a challenge Seek to make a difference
Children of Baby Boomers	Want to produce something worth while
Younger siblings of Gen X ers	Desire to be a hero
Largest generation (75 million) after the Boomers (80 million), compared to the Gen X ers (40million)	Impatient Comfortable with speed and change Thrive on flexibility and space to explore Partner well with mentors
Positioned in history to be the next “Hero generation”	Value guidance Expect respect

Source: Deloitte Consulting (2005). Who Are the Millennial, Generation Y?

Generation Y as Students

Today's college students, unlike the students fifty years ago, are from diverse cultural, economic, political, technological and geographic backgrounds. In 2006, the administration of the Beginning College Survey of Student Engagement (BCSSE) (UAO, 2006), revealed that those students belonging to Generation Y view themselves as high-achieving and high-potential students. Generation Y pursues college and advanced degrees at a higher pace than previous generations (Brown *et al.*, 2009). 46 % of 18 to 25-year-olds do not complete their course. Only one-quarter of such a generation actually get graduated before the age of 30 years (Erickson 2008). They being mostly students, they do not have willingness to be silent listeners but they wish to be the active participants in the process of learning. Prensky (2001) created the term "digital native" to refer to Generation Y. He observed that students have rushed into the twenty-first century and schools need to catch up and provide students a relevant education. They use technological tools as an extension of their brains. Digital natives are fluent in acquiring and using technological tools and learning this technology quickly with an intuitive understanding of digital language. As members of the first generation to grow up with digital technology, they can speak its language. Since birth, Generation Y has been surrounded by visual electronic media, from television, from home computers, from video games to cyberspace, networks, and virtual reality. This generation is accustomed to instantaneous hypertext, downloaded music, communication via cell phone and text messaging, and information from laptops. Digital natives multitask and prefer visuals to graphics and text. They are intricately connected or networked via cell phone, Blog, Face book, and You Tube, thriving on instant gratification and preferring games to work. Further Black (2010), portrayed the characteristics of the Generation Y students and has compared with the older/previous generation students.

Table 1.3 Characteristics of Students

Year 1969	Year 2009
Politically more liberal	Politically more conservative or independent
General learning orientation	Vocational/career orientation
Family/self-financed	Government/family/self-financed
Academically prepared	Lacking basic skills
Competitive	Collaborative
Worked and studied alone	Group work, team work
Lack of experience with diversity	Acceptance of diversity, more tolerant
Unsure of self	Assertive and confident
Low debt after college	High debt and defaults on loans after college
Friendships bound by proximity	Friendships not bound by geographical limits
Idealist—any problem can be solved	Cynical—aware of global warming and other world issues but still hopeful
Rejection of organized religion	Growing importance of spirituality and religion
Took responsibility for self	Growth of helicopter parents who hover and assume responsibility for college-age children
Acceptance of institutional structure (i.e., food, dorms, etc.)	More demanding consumers with customer expectations of immediate service
A privilege to attend college	An expectation to attend college; entitlement
Family stability	Family instability
Physically fit	Growing problem of obesity
Rejection of values of parents and society	Sharing values of parents and society
Mentally healthy	Less mentally healthy
Dependent upon note-taking; paper and pencil	Dependent upon technology; “digital natives”

Source: Black (2010), Gen Y: Who they are and how they learn, Educational Horizons, Winter 2010, pp. 92 – 101

Black (2010), highlights that students of Generation Y are characterised (Table 1.3) as dependent upon technology, they have redefined the concept of friendship to include cross-country and international relationships and conversations that flourish online, interested in online bullying and have brought cultures, countries, and religions closer and all these happened through their physical isolation. Further he states that the institutions of higher education should consider how best to meet the needs of their students, they will need to adapt policies and practices based upon a realistic picture of their student bodies. As instructors struggle to teach such students, they will need to understand these students nature.

The challenge for higher education faculty is to deal with the Generation Y and to connect the older generation with them. That may be accomplished by engaging students with effective teaching strategies. The combination of the new generation and new digital tools would serve the purpose in educating the content. In understanding who Generation Y members are and how they learn, faculty will be able to determine how to engage them in and beyond the classroom. Devine (2010) views that at University lecturers are often taken aback by attitudes of Generation Y students. The students react differently in developing their knowledge. The lecturers are not able to reconcile the attitude of students and the method of developing knowledge. Many educators are teaching in ways adopted twenty years ago. As educators become increasingly aware of the changing nature of higher education and the changing characteristics of today's students, they need to determine how they can best meet the needs of today's students.

Table 1.4 Strengths and weaknesses of Generation Y (Schofield and Honore, 2010)

Source	Home	School	University	Work
Strength	<ul style="list-style-type: none"> • Questioning established processes • Approachability and friendliness to all ages • Work-life balancing 	<ul style="list-style-type: none"> • Networking outside organisation • Trust • Flexibility • Lack of prejudice 	<ul style="list-style-type: none"> • Flexibility • Energy 	
Strength /Weaknesses	<ul style="list-style-type: none"> • Loyalty • Respect • Focus / Concentration / attention span 	<ul style="list-style-type: none"> • IT skills • Communication skills • Motivation • Creativity • Global outlook • Teamwork 	<ul style="list-style-type: none"> • Communication skills • Global outlook • Teamwork • Managing others • Expectation of quality 	Remedial learning
Weaknesses	<ul style="list-style-type: none"> • Budgeting / financial management • Self-awareness / EI • Risk assessment / risk taking • Taking criticism 	<ul style="list-style-type: none"> • Written English • Risk assessment / risk taking • Analysis / deeper thinking 	<ul style="list-style-type: none"> • Analysis / deeper thinking • Self-management 	

Source : 360 degree - The Ashridge Journal, Generation Y and learning, Winter 2009 -2010

Table 1.4 shows strengths and weaknesses of Generation Y. Schofield and Honore, (2010) say that the strength based skills should be developed, weakness of the skills need to be focussed on an individual basis.

Generation Y as Workforce

Generation Y members are entering the organizations with unique work attributes unlike Generation X. The size of Generation Y in India is one - quarter of the world Generation Y population and accounts for largest in the world. It is estimated as 426 million. The UNDP human development report, India witnesses 63.5 million new entrants in to the workforce between 2011 and 2016, of which majority is from 20 – 35 age group. Hence the current workforce and future work force pose a challenge for managers to understand the characteristics in order to establish a harmonious relationship (Malik and Khera, 2014).

The Generation Y's entry onto the labour market, professional activity, functioning as subordinates, co-workers, and managers are observed and reported. As a result the poor portrayal of Generation Y image affects their career. HR managers think that Generation Y employees' engagement is low and overall they lack aspects related to work. But they are creative and innovative, focused on team-work, and also they are proficient with new technologies (Mendryk, 2015). Even though, Generation Y cohorts are sociable, confident, optimistic, talented, well educated, collaborative, open-minded, and achievement-oriented members, they are also with skill insufficiency (Raines, 2003).

The characteristics that Generation Y broadly include their comfort with new technology, their disinclination to stay for an extended period of time in jobs that they do not enjoy, and their strong need for support, value and recognition from bosses and colleagues. Overall, there is a strong desire to develop at work, to be able to do something they believe in and enjoy one's job. Beyond these shared characteristics, there are significant individual differences. There are managers of generation Y who are ready to sacrifice personal life for career at one end and at the other end personal aspects are protected through compromising career ambitions. Managers have found their jobs in which they are interested and happy about it. Also they are career focussed but sometimes they are less committed and frustrated. The young managers between the age group of 16 to 36 within the Generation Y cohort are more idealistic and more committed to work than elder colleagues. Added to this Brown *et al.*,(2009) have researched about the Generation Y in the Workplace found that as Generation X are ready for the retirement processes, one must understand the characteristics and the perceptions of Generation Y with regard to their education. Millennial have sought frequent direction from managers regarding their performance. They recognize the role knowledge plays in career advancement and look for opportunities to learn from their

supervisors and older generations. Additionally, Generation Y views failure as a motivator and not a deterrent. Thus, they view failure as an opportunity to improve job performance. Generation Y are efficient team players. They mostly prefer to work in teams to accomplish independent tasks as they make use the skills, knowledge, and resources of team members to achieve individual goals. An article about Understanding Generation Y (Princeton One and Hobart, 2014), support that Generation Y hold advanced degrees, technical skills, diversity, experience as a consumer and an appreciation of the world market to the workplace. They are ambitious, competitive and have high self-esteem. These attributes make them highly motivated, independent and optimistic workers. They also witness that Generation Y are unique in leadership skills, they think differently hence require new management styles. Generation Y has more freedom and job options and hence less chance of errors.

Lyons *et al.*,(2012) has stated that there is difference in career expectations of Generation Y and Generation X. Generation Y personalities have peculiar career expectations. The research studies have shown that this generation displays certain characteristics which were formed from external environmental influences. According to Alexander *et al.*, (2012), the characteristics of Generation Y have been developed through the influence of economic factors, high advancement in technology, and ‘helicopter parents – parents who over focus on their children’, they have the mentality of achieving anything and obtaining anything they wanted. According to Na’Desh (2008) Generation Y are found with characteristics like selfishness, poor patience, narcissistic, pleasure-seeking have a careless work ethic, and are willing to put hard work and extra effort for instant rewards and praise. Also, Generation Y also have positive characteristics like confidence, technology savvy, family orientation, team and achievement orientation (Lyons, 2012).

The youth aged between 15 – 29 years are correlated with pursuing growth and promotion at work and having a long – term vision (The Hindu, 2015). Despite the large potential workforce, not all the Indian students are ‘employment ready’ and so their talents are in short supply. With opportunities a plenty in the current economy, they are also job-hopping, something not seen in their previous generation. They are often characterised as being indecisive, technology savvy, disrespectful of authority and over confident. In the workplace, Generation Y creates tension to managers and co-workers as they are confronted by alien views of the world of work (Devine, 2010).

The Indian Generation Y professionals have strong desire to move up to the top positions. They are determined to get associated with a firm which enhances their self-definition. Brand image play a significant role in the career choice of Generation Y. Generation Y are highly focussed driven by desire to build, create, invent or produce something of their own and like to demonstrate self-extension through their work. The study shows that Generation Y is loyal to their jobs but not organizations. This cohort seeks learning through challenging tasks and wish to progress at a rapid pace. They also have early decided to retire at the age of 40 itself. They believe that they can prove everything immediately (IKYA, 2011).

With all the above positives and negatives of the characteristics of Generation Y, their education is just an entry ticket. Since the less skilled jobs are disappearing, the members of Generation Y need to have much more skills (Easton, 2011). The technical skill gap is large, but the non-technical skill gap is even more persistent (Tulgan, 2013). The skills, abilities, talents, knowledge which are required for the job are poor among Indian students. There is also demand and supply gap of skills (Arora, 2013). Thus it is understood that the Generation Y who are the college graduates shortfall with the skill sets which are transferable across jobs.

Primary and secondary education organisations have marginal role in development of transferable skills. At the Higher Education level, universities train their students. Student graduates receive specific training or career guidance in order to learn transferable/soft skills that are required by the labour market (Balcar *et al.*, 2011). As the higher education sector plays a significant role in honing such skills, there is a need to explore the education scenario in India.

Higher Education in India

According to the United Nations report, India has the world's largest youth population of 356 million aged between 10 – 24 years (The Hindu, 2014). The youth population are generally engaged in studying either at school or college. The crux of human resource development is education. Higher education plays an important role in strengthening the social economic and social fabric of a nation and it contributes the overall progress of the nation. The quality of higher education decides the destiny of nation.

As stated by Nobel Laureate Kailash Satyarthi, the Indian economy can look for an addition of four per cent in the growth rate if everyone is educated over the next 10 years. In

a conference of the Rotary India Literacy Mission, he added that the path to sustained economic growth rate lies in quality education (The Indian Express, 2016). This thought was early understood by the then Prime Minister and established, the Ministry of Human Resource Development in the year 1985. The Ministry works through two departments namely Department of School Education and Literacy and Department of Higher Education. The Indian Education Sector has grown up enormously and is the current third largest in the world (Everitt, 2014). The enrolment of students in higher education is about 30 million. The Gross Enrolment Ratio of this youth in higher education is 21%. Indian higher education system works through the UGC. The University Grants Commission (UGC) was established in 1956 as a statutory body of the Government of India for the coordination, determination and maintenance of standards of university education in India. The UGC designs programmes and implements various schemes through academic, administrative and financial support for the development of Indian higher education. UGC's key role is to provide quality education by ensuring adequate faculties, research facilities, relevant curriculum and adequate infrastructure. Thus UGC would increment better standard of living to the demographic dividend of India.

The UGC governs the Universities education. Universities Higher Education is having shared responsibility at both Central and State level. The main categories of Universities and its number are as below:

Table 1.5 University Categories in India

University Categories	Number
Central	40
State	318
State private	185
Deemed	129

Source: MHRD, 2015

There are three main types of tertiary institution in India: 1) universities and university-level institutions, 2) colleges and 3) diploma-awarding institutions. These are categorised by funding source: central government, state government and private. State universities, therefore, through their activities, form by far the greatest element of higher education in India. They are run and funded through their respective state governments (Everitt, 2014). Through these institutions the students get enrolled at various levels of education. The Table 1.6 gives a glance of enrolment status.

Table 1.6 Enrolments in Higher Education in India

Level	Enrolment in University Departments/Colleges	Enrolment in affiliated colleges	Total	% share
Graduate	2,125,559	18,104,033	20,229,592	85.12
Post Graduate	774,557	2,160,432	2,934,989	12.35
Research	156,845	43,885	200,730	0.85
Diploma/ Certificate	156,909	242,740	399,649	1.68
Grand Total	3,213,870	20,551,090	23,764,960	100

Source: University Grants Commission, Annual Report 2013-14

The State Government of Tamil Nadu, the 7th most populous state in India, is ambitious and wants to brand Tamil Nadu as a state at the frontier of education reform. Tamil Nadu is a well-developed industrial State of India, with Coimbatore being an important Industrial centre. The Coimbatore capital goods cluster caters to the SME industries and hence comprises equipment and machinery manufacturers for various sectors including power, textiles, plastics, rubber, construction, agriculture, etc. These industries require skilled and semi – skilled employees. To render the support services to these industries, Bharathiar University was established in February 1982 under the provision of Bharathiar University Act, 1981 (Act 1 of 1982) and was recognized by the University Grants Commission (UGC) in 1985. The following tables reveal the facts about the University:

Table 1.7 Colleges under Bharathiar University

Colleges	Numbers
Constituent Colleges	3
Arts/Science Colleges	96
Co Education Colleges	85
Men's Colleges	4
Women's Colleges	19
Autonomous Colleges	22
Government Colleges	7
Stand Alone Institutions	12
Aided Colleges	16
Self-Financing Colleges	82
Research Institutions	31

Source: MHRD, 2015.

The University's motto is "Educate to Elevate". The motto is thrived through providing graduate, masters and PhD programs in various subjects directly and also through the arts and science colleges in the city. The University is emphasising on the importance of enhancing employability skills among students based on the initiatives of the Tamil Nadu government's support on investment funding for enterprise and entrepreneurship education.

Table 1.8 Bharathiar University Colleges by district

District name	Number of colleges
Coimbatore	61
Tiruppur	19
Nilgiris	6
Erode	22
Total	108

Number of Students enrolled : 1,86,000 students

Source : MHRD, 2015.

Even though the challenges facing higher education like the low quality of teaching and learning, the supply-demand gap, uneven growth and access to opportunity, constraints on research capacity and innovation are threatening the Tamil Nadu government is reported to have investment funding for enterprise and entrepreneurship education to enhance the employability skills among students (Everitt, 2014).

Arts and Science Colleges

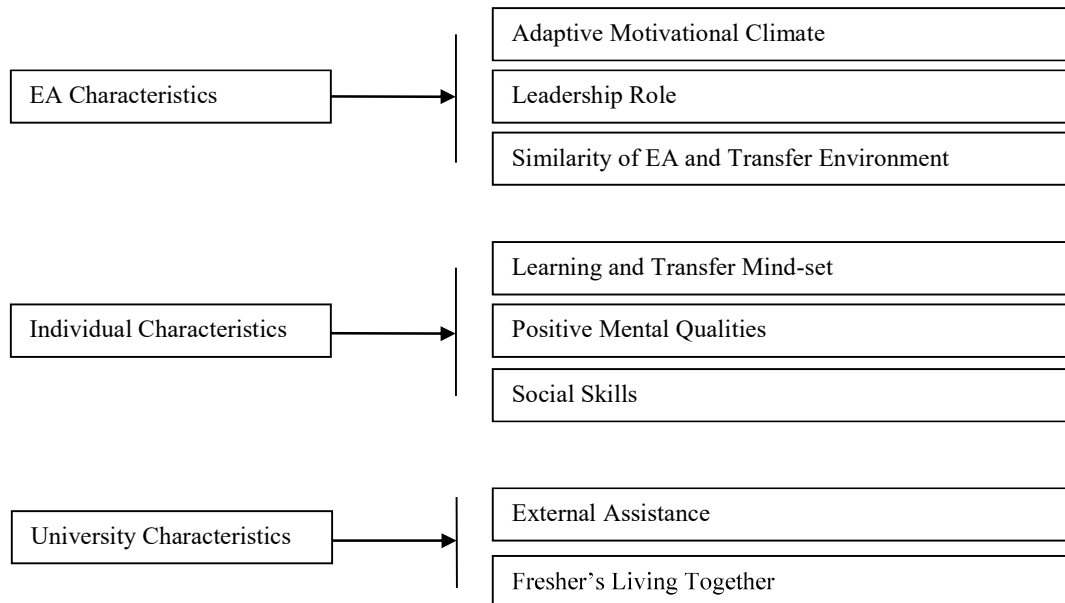
An Arts and Science College is a unit within the University. These colleges focus on providing education to the youth / student. The curriculum is designed in such a way that each student would gain knowledge and skill. Basically any arts and science college aims at imparting knowledge about traditions, culture, scientific, aesthetic, ethical and linguistic aspects at various levels like graduate, masters and at research level. The courses offered by the programs would enable the students apply the theoretical knowledge to practice. Students can learn any of these programs and they are evaluated through written and practical examinations. The knowledge gained helps the students to possess the ability to comprehend, write precisely, actively listen, be creative, evaluate logically, and to act ethically. Thus the students learning outcome is employability (MHRD, 2015). As stated earlier, employability depends on the students' ability and interest on various aspects.

1.4 Factors influencing Transferable Skills

There may be various factors influencing the development of transferable skills. Gilley and Galbraith (1989) suggested that many factors such as cultural, social, personal and psychological factors influence career selection of individuals. Among these personality is considered as a most significant personal factor which determines the skills required for a career. Also self-efficacy being a psychological factor involves in presentation of skills in a work place (Gilley and Galbraith, 1989).

The willingness to learn, ability of absorbing and transferring to the required situation is considered to be the most integral part of the personal characteristics. Positive mental qualities such as self-assurance, adaptability and persistence in executing a task add to development of transferable skills. Also personality dispositions would influence the mental qualities and social skills of individuals which would effectively develop transferable skills (Novakovic, 2013). As noted, persistence is a component of self-efficacy. The figure 1.1 discloses that individual characteristics are related with learning, mental qualities and skills. This ensures that there is interplay of all these in developing transferable skills.

Practice



Source: Novakovic (2013)

Figure 1.1 Factors affecting skill development and transfer

The relevance of the factors is further expressed below:

a. Personality

Multiple studies have shown that the skills required for a career is strongly correlated with various measures of individual personality traits. Soft skills are character traits that are developed through personality. These personality-specific skills determine one's strengths as a leader, facilitator, mediator, and negotiator. Soft skills encompass the character traits that decide how well one interacts with others, and are a definite part of one's personality (Robles, 2012). Klaus (2010) notes that personality measures are equally important predictors of work success as cognitive ability and work accuracy. Thus it is identified that personality as a significant factor influencing transferable skills.

Bash and Urban (2013), found that the Big Five personality scores, suggest that overlapping career paths is responsible for similar scores on personality inventories. The dominant personality taxonomy in the field of personality psychology is the Big Five personality factors as it measures dimensions that help to examine various concerns of individuals (White *et al.*, 2009). A study on responding to personality tests in a selection context reveals that there was an evidence of a positive relationship between the ideal-employee factor and participants' performance in diverse work-related simulations (Klehe *et al.*, 2012). The study on personality characteristics of business majors as defined by the big five and narrow personality traits have found that individuals can be coached on how to tackle at least some aspects of personality tests and that this can affect who is selected for a job (Lounsbury *et al.*, 2009). It is assumed that such gaps can be filled by the training and development programmes in educational institutions. According to Nye *et al.*, (2013) research about big five personality traits and academic performance in Russian universities found that the big five traits such as introversion, agreeableness, neuroticism, and openness have direct relationship with academic performance of students.

Personality traits play a significant role in how people think, feel and act. According to Allport (1961), Personality is defined as "a dynamic organisation, inside the person, of psychophysical systems that create a person's characteristic patterns of behaviour, thoughts, and feelings" (Carver and Scheier 2000). There are as many Personality Theories viz., Biological Theories, Behavioural Theories, Psychodynamic Theories, Humanist Theories and Trait Theories.

There is correlation between personality and soft skills. The neuroticism (positive) expressed as calm, in control, optimistic etc., would have a direct influence on soft skills such as leadership, conflict management, organisational effectiveness, team work, stress management, communication and trustworthiness. Agreeableness which is the next trait with positive correlations indicate that a person with affable, friendly and conciliatory personality traits would feel comfortable with soft skills like leadership, organizational effectiveness, team work, conflict management, and communication. A person who is open to experience would be able to be a leader and manage stress effectively. And the one with conscientiousness personality trait would be interested in effective organization as soft skill (Motah, 2008). Personality traits are important components of transversal skills, and may also be considered as factors that contribute to the development of these skills. (Brunello and Schlotter, 2011). The findings of the study provide robust evidence that attributes related to Conscientiousness and Agreeableness are highly important for workforce readiness across a variety of occupations that require a variety of training and experience qualifications. (Sackett and Walmsley, 2014).

HR Head-Infosys BPO has stated that the assessment for students has moved from cognitive tests to non-cognitive as well. He viewed that non cognitive skills like emotional intelligence, personality, interests, motivation and attitude towards self and others are major factors that influence output of individuals. He also specified that individuals were influenced by these factors especially when they react in situations, deal with people and deliver under pressure (Khosla, 2011). Researches reveal that personality domain has concentrated on selection and placement issues. Employers were hiring people based on a match between their individual traits and the occupation they are to be placed like hiring extraverts for sales jobs (Raja, 2004). Beaz (2013) states that many employers use personality test in their selection process to identify people who have more than just skills. Personality development programs are a must to be built in the delivery process, with suitable techniques to measure the return on investments on students (Khosla, 2011). Personality is made up of a number of broad traits. A trait is basically a relatively stable characteristic that causes an individual to behave in certain ways. Promotion and growth seeking behaviour of individual is particularly necessary for employers who are proactive (The Hindu, 2015).

Past studies of personality have contributed a record of evidence that most of the personality based consistencies in behaviour was adequately explained in terms of Big Five

model. Since the big five personality traits are the best accepted and most commonly used model of personality in academic psychology, the same was taken up for the study.

The Big Five model, founded by theorist Eysenck (1986) and later developed by Costa and McCrae (1992) and Goldberg (1998), described five types of traits as follows: O - Openness to experience measures the willingness of an individual towards acceptance of ideas, C – Conscientiousness relates with the individuals goal orientation, E – Extraversion describes the interaction of the individual with others, A – Agreeableness measures the quality of accepting interpersonal relationships and N -Neuroticism estimate the degree of the individuals emotional stability.

These testimonial researches would sufficiently support the relevance of big five personality and abilities/ skills study in various perspectives. Since this research is among students, the usage of personality is linked with development of skills.

b. Self-efficacy

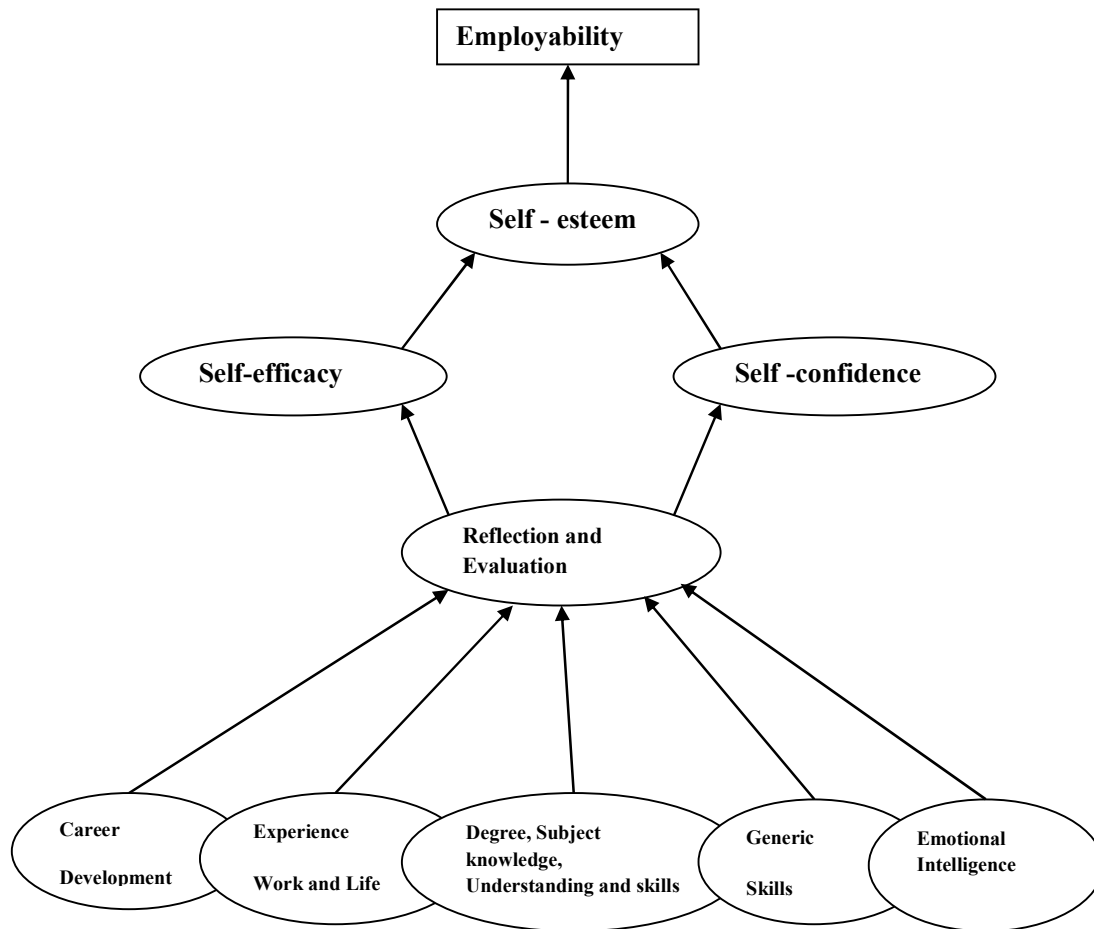
Bandura (2000) says “Job searches in a competitive market require a lot of self - initiative and staying power in face of discouraging rejections. To face that a resilient sense of efficacy is needed to sustain the effort”. As it is said self-efficacy is also found to be a significant factor in the job market. So, this thesis also concentrates on self-efficacy. Nasta (2007) believes that a self-efficacious individual has more chances of exploring and achieving successful careers. Kim *et al.*, (2014) state that college students search for a job or exploring career as soon as they step out of the university. This may be considered as the most significant life task. In order to find a best job, they expose their interests towards their knowledge, aptitude and skills. Hence it is understood that awareness of self-efficacy determines their future in fetching and placing them in the right career. The research by Hsieh and Huang (2014) among Taiwanese students revealed that there is a positive relationship between personality and career decision self-efficacy. Brady and Fuertes (2011) found that there is a strong association between self-efficacy and abilities of students.

The degree of self-efficacy of an undergraduate student defines the ability to find an employment based on the application of skills and knowledge acquired (Rennet *al.*, 2014). Panagos and Dubois, (1999) found that self-efficacy is a predictor of career interest and also mediated the relationship of person input variables to career interest. Job search self-efficacy has proved positive prediction to job search behaviours and employment status. Also, it has

the ability to explore the antecedents and outcomes of job search self-efficacy (Lin *et al.*, 2013).

Self-efficacy is relevant for recruitment and selection situations. Since, self-efficacy forecasts the performance of future employees, organisations prefer to select individuals scoring high in the self-efficacy scale (Gist, 1987). Students' motivation and learning can be effectively predicted through the application of self-efficacy concept (Zimmerman, 2000). An unknown quote says that, "There is no unemployed in India but millions of unemployable is there in fact", where unemployable is meant as not able to do something of his/her own or to get a job. How these unemployable graduates are generated? There is a need to find the root cause of this situation. Employability of student is improved only when the student has a good academic record as well as adequate skills to manage the constantly changing work environment. A model is designed by Pool and Sewell (2007) to reflect that each component is very important and if one is missing it actually compromises a graduate's employability (Paadi, 2014).

It is also understood that the career decision self-efficacy scale scores is capable of indicating the confidence level of individuals in deciding upon the career competencies. The study of Reddan (2015) reveals that scores can identify students at risk for academic difficulties.



Source :Paadi, 2014.

Figure 1.2 Essential Components of Employability developed by Pool and Sewell, 2007

The model (Figure 1.2) highlights the important factors that influence the employability. It also reveals that the generic skills, neuroticism and self-efficacy as significant factors determining employability.

According to Bandura (1986) self-efficacy is defined as “people’s judgement of their capabilities to organise and execute courses of action required to attain the designated types of performances.” Self-efficacy is a belief of an individual about his/her ability to achieve the goals. Self-efficacy arises from the gradual acquisition of complex cognitive, social, linguistic, and/or physical skills through experience (Larry *et al.*, 2000).

According to Silvera (2014), attitude trumps qualifications when firms hire youngsters, the young people having good level of self-efficacy rather than their

qualification, are most preferred by employers. Self-efficacy is a judgment in which individuals evaluate 'how well (they) can execute courses of action required for dealing with prospective situations' (Bandura, 1982). Self-efficacy theory (SET; Bandura, 1977) is found to be considered much in the studies relevant with career. (Betz and Hackett, 2006)

Bandura's social cognitive theory explains self-efficacy which emphasizes the role of observational learning and social experience in the development of personality. High self-efficacy showed better academic performance of Australian science students when compared with students of low self-efficacy. Self-efficacy has a direct influence on job search planning and job search behaviours (Fort, 2011).

'To be employed is to be risk, to be employable is to be secure' said Hawkins (1999). To have the competitive advantage in the job market, students need to have developed their employability skills. Coffield, 1999; Hughes, 1995; Johnston and Watson, 2004; Tight, 1998, stated that there is an increased requirement of skilled employees due to the shift to knowledge economy, technological change and globalisation of the markets (Kalfa and Taksa, 2015). Thus studying about skills required for employment has implications for the higher educational institutions and the labour market. These insights gained about the relevance of skills, personality and efficacy will have potential application. As there are very few studies relating personality with transferable skills, this is found as a research gap.

Axelsson *et al.*, (2013) study stated that personality (big five) plays a significant role in predicting health related quality of life. But they found that big five personality measurement did not provide for clear cognitive perspective, and hence self-efficacy is been included as a mediator. It was found that mediating effect of self-efficacy differed across personality traits and health related quality of life. Among the personality traits, extraverted and conscientiousness people would have positive effect on their health related quality of life if their self-efficacy is strengthened and neurotic people neither or nor improved with health related quality of life with increased self-efficacy . Agreeable and open (to experience) people had a small effect on health related quality of life through self-efficacy.

Self-efficacy is a mediator in the relationship between extraversion/ agreeableness/ conscientiousness and depressive symptoms among unemployed youth in China (Wang *et al.*, 2014). The study results as above personality traits were partially mediated by self-efficacy and unemployed individuals who scored high on neuroticism had low self-efficacy which

leads to high depressive symptoms. They suggest that measures that focus on personality traits and self-efficacy might reduce depressive symptoms among unemployed youth. Research study of Thoms *et al.*, (1996) revealed that neuroticism, extraversion, agreeableness and conscientiousness were significantly related to self-efficacy for participating in self-managed work groups. The researchers recommend that organisation should consider the impact of personality and self-efficacy when they implement self-managed work groups.

Personality cannot be a constant predictor of transferable skills as students usually exhibit their skills based on their present context. The primary focus is on personality traits as it provides descriptions of students' personality and its role on transferable skills. But self-efficacy is said to affect the level of effort (Gist and Mitchell, 1992) a student takes to exhibit his skill to complete a task. It is understood that self-efficacy would mediate the relationship between personality and transferable skills. Thus this research would gain more comprehensiveness if it is combined with self-efficacy.

1.5 Statement of the Problem

Employability Skill is a big hype. The job skill sets required today changes so fast. Even employers cannot predict what skill sets they require one year from now. Due to the technological developments the employers are forced to reduce the human capital investments. Hence in such places employees capable of coping up of the fast changing environment are only needed. The employers need quality graduates who would be able to match the job roles. Organisations (Higher Education) play a vital role in developing transferable skills (Sujansky, 2004). Skills of higher order level are a pre-requisite for a knowledge economy (Brinkley and Clayton, 2010). In today's difficult economic climate, graduates face greater competition for fewer jobs and so higher education institutions the world over are seeking to help students to gain not only subject specific knowledge as it relates to their discipline but also to develop the skills and attributes that employers say that they value (Baldwin, 2014). Higher Education institutions need to continue the process of developing these skills through education. This calls for conversion of information seekers into evaluators as problem solvers and decision makers (Black, 2010). Employers also say that they expect graduates to have generic, transferable skills, which are the basic skills to analyse numeric data, produce clear structured written work and be able to analyse problems and come up with solutions (CBI, 2011). This thesis concentrates at the transferable skills of the generation Y and the aspects related with their employability. Generation Y invest their

time, energy, and resources in obtaining a higher education degree; hence, they have high expectations regarding their future careers and employment status (Wood, 2004). But as Keenan and Newton (1984) stated, it is also common that graduates have negative reactions to their initial post-college employment, partly due to changing expectations. To bridge the transition gap, it is important to gain a clearer understanding of student career expectations and perceptions, and the influence these have on career choice.

The research gap is important in the context of Generation Y in today's scenario as they seek employment as soon as their graduation or post-graduation. The 12th Five Year Plan of India laid emphasis on higher education and stated that higher education is critical for developing a modern economy. It focuses to equip young people with skills relevant for the labour market and the opportunity for social mobility. It concentrates to provide people with skills to negotiate rapidly evolving career requirements. The career of an individual starts with employment and for that they need to be employable. Employability of the individual is understood as the ability to perform a job, a set of tasks related to that job or a set of jobs, at an acceptable level of productivity set by an employer (The Hindu, 2016). It can also be defined as the relative chances of acquiring and maintaining different kinds of employment (Brown *et al.*, 2009). But the One India (2014) statistics revealed that one out of every three graduates remain unemployed in India. Further the Voice of Teacher Survey 2015 by Pearson included 5387 teachers in schools and colleges across 527 cities and towns in India, found that students are not employment-ready and also agreed that there is no enough connect between employability and education. Despite the preamble of the Universities and Government initiatives on education of Youth, International Labour Organisation's (ILO) news on 28th April 2015 state that the youth are finding difficulty in getting employed in a decent job.

The researcher had conjectured that many students are performing poorly in preparing for employment. If needed the education system requires a complete overhaul mechanism. Summing up of all these literatures available, the research gap of the role of educational institutions in grooming the students' personality and to their role increase their skill sets and self-efficacy is identified. The gap in employability, the increasing dearth for skills, preference of right attitude among youngsters and expectations of best personality traits also has influenced the researcher to proceed for the study as various reviews have emphasized that there is rapport between transferable skills, self-efficacy and personality.

The above mentioned reasons prove that there is an immediate need for a holistic association between industry and academia. The educational institutions need to develop analytical skills, problem solving skills, decision making skills, communication skills etc among students and not just job specific skills. Thus this research can be an initiative that would transform the education sector and India can strive to become the knowledge capital of the world. Also the Generation Y students' skills are the investments/ resources of India and the future prosperity. This ensures the population in working age if employed, will have a positive effect on GDP per capita.

The ultimate goal of education is helping students gain the skills to live, learn, and work successfully within society. Overcoming the constraints of time and space, information technology serves as a tool of empowerment for the individual. Understanding the traits of Gen Y, existing level of transferable skills and the efficacy level possessed by the Gen Y students has significant implications for the Higher Education Institutions to further hone the students in all perspectives. Therefore, this research can be an initiative that would transform the education sector and help India to become the knowledge capital of the world.

1.6 Need for the Study

By 2025, members of Generation Y will make up 70% of the global workforce. With the current stream of Millennial entering the workplace at a larger level, the employment market may shrink the intake and only absorb the skilled ones. It is essential for the Generation Y, the prospective employees to be moulded according to the expectations of their employers. Students want their organization to help them meet their career development aspirations. Also developing experienced and skilled employees is vital to any organization hoping to compete in the future (Sujansky, 2004). Organisation for Economic Co-operation and Development (OECD) (1999) highlights that the knowledge and skills of the students should be tested because these are deemed to be essential for future life, which would be a significant concern for nations to develop human capital. OECD specifies that the knowledge, skills, competencies and other attributes embodied in individuals that are relevant to personal, social and economic well-being. India needs to concentrate more on the enhancement of knowledge and skills to provide for individuals well-being. In light of this, universities and educational institutions need to know about the profile of the students. The students who belong to Gen Y cohort lack talents for employment (Saxena and Jain, 2012). Infusing transferable skills that are required for employment, pose a challenge to the higher

educational institutions. It is the confront of educators today to support and utilize time, space and information technology tool in meeting the needs of Gen Y. The institutions of higher learning that will continue to convert the information seekers and evaluators as problem solvers and decision makers (Black, 2010).

It is assumed that the following challenges are faced by educational institutions in providing these skills to the students.

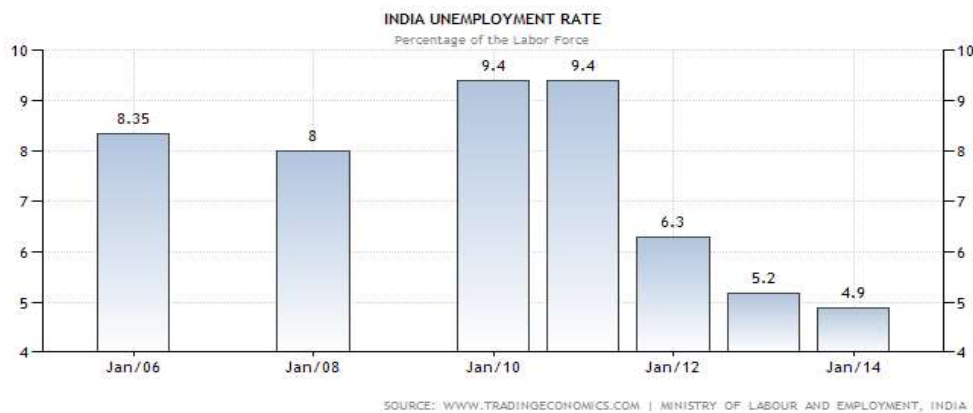
1. Lack of awareness and importance about the skills.
2. There is poor opportunity for student's creativity or real- life problem solving.
3. Students were taught to the exam and their learning is too narrow and theoretical.
4. The institutions have out-of-date curriculum.
5. Institution lack awareness of skills needed by the industry as there is only less industry – academia interface/collaboration.

Based on the personal characteristics of Gen Y, Black (2010) have postulated that the Generation Y students are

1. often unprepared for the level of work expected because they lack basic skills, especially in mathematics, reading, and writing;
2. collaborative and works and learn best with others;
3. assertive and confident, and therefore more demanding of higher grades and greater accommodation to needs;
4. supported emotionally and financially by parents, who are the customers of higher education with expectations; and
5. depend on and comfortable with technology and has expectations of these tools in learning.

The above reasons elucidate the position of higher education providers and the nature of Gen Y students. As careers and graduates number is in increasing pace, resulting from the fast changing environment, it is most significant that an employer gets a skilled employee as

well as an employee finds a fit job for a long term mutual development. Unfortunately the youth with required skills found to be less in the market. To prove, Michael Page's Salary and Employment forecast 2014/2015 gave a market overview on the recruitment stated that expectation of professional skills shortage in the next 12 months is about 39% and also revealed that skills shortage would lead to increased pressure up to 71% on salaries. Salary and Employment Forecast by Michael Page also highlighted that recruitment in industry sectors such as FMCG, Retail, Healthcare, Manufacturing and Real Estate were significant. There would be about 21% rise in the hiring activity performed by the industries. Expectation of a professional skills shortage in the next 12 months might lead to develop more targeted attraction strategies or to source talents even from overseas.



Source: [www.tradingeconomics.com/ministry of labour and employment, India](http://www.tradingeconomics.com/ministry-of-labour-and-employment,india)

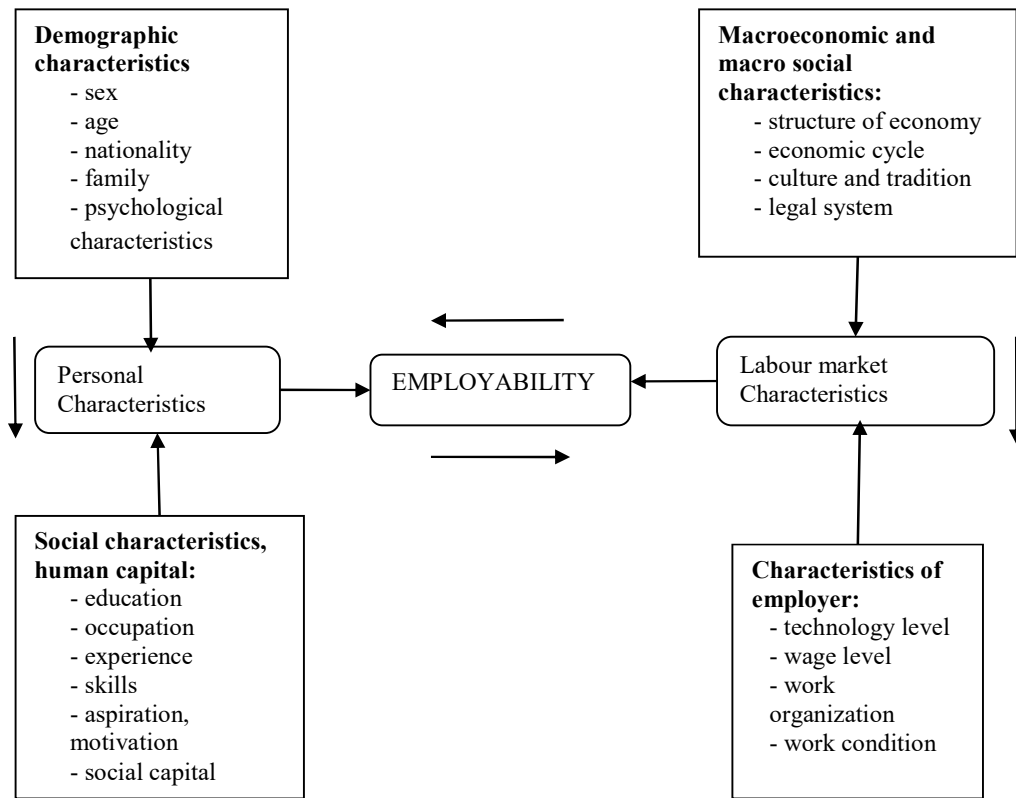
Figure 1.3 India's Unemployment Rate till January 2014

According to Labour Bureau's Third Annual Employment and Unemployment Survey 2012-2013 unemployment rate amongst illiterate youth is lower than educated youth. A comparison with the earlier report by labour bureau shows that the unemployment level has increased during 2012-2013 over 2011-2012. While unemployment rate among illiterate youth is lowest with 3.7 per cent for the age group 15-29 years at all India level in 2012-2013, the unemployment rate in the same category was reported at 1.2 per cent in 2011-2012 report. Similarly, the unemployment amongst the graduate youth that happened to be at 19.4 per cent in 2011-2012 increased to 32 per cent during 2012-2013. As stated in the report, the unemployment rate amongst the educated youths repeatedly increased with increase in their education level.

The Labour Bureau's survey report for 2013-14 reveals that the proportion of unemployment in labour force with higher education levels is also high. Almost 9% of the graduates and post graduates labour force is currently unemployed as against less than 1% in case of illiterates and semi-literate labour force. Besides the issue of unemployment, the data also points towards the issue of employability due to mismatch of skills with the work requirements.

For a long-term employment with one employer the need for establishing and cultivating transferable skills becomes more important.

The Balcar *et al.*,(2011) proves that specific hard skills are characterised by their lower level of transferability, whereas soft skills and generic hard skills are skills with high transferability across sectors and occupations and can be identified as transversal skills. The survey also stated that there is a link between skills transferability and the risk of losing a job or failing to find another one. Employability of individuals is based on specific skills, but transversal skills support it. Individuals possessing a higher stock of skills have faced a lower risk of unemployment during the economic crisis. There are many factors affecting the employability of individuals.



Source: Kuchar, 2007; amended by Balcar et al.,(2011).

Figure 1.4 Factors affecting Employability

Kuchar (2007) has identified and sorted four major groups of factors affecting employability. They are demographic characteristics; macroeconomic and macro-social characteristics; social characteristics and human capital, and characteristics of the employer. Demographic characteristics and social characteristics and human capital relate to the jobseeker and the macroeconomic and macro-social characteristics relate to the labour market. Thus the factors determining the employability of an individual is depicted in the figure 1.4.

The extent of employability gap can also be gauged from the 2014 survey report (National Employability Report 2014) shows that out of the 600,000 engineers that graduate annually, only 18.43% are employable for the Software Engineer-IT services role. About 7.49% of the graduates of mechanical, electronics/electrical and civil engineering courses are only employable. The main reason behind for such a un-employability is the poor preparation of the students in the domain area, i.e. they lack ability of applying basic principles to real world problems. While the concepts and principles are present in the college curriculum,

there exists a gap in teaching and learning pedagogy being followed in majority of colleges. As per the skill gap study conducted by the National Skill Development Cooperation over 2010 - 2014, there is an additional net requirement of 109.73 million skilled manpower by 2022 across twenty four key sectors.

As India wishes to strengthen its base as a knowledge economy, there would be additional requirements to the highly skilled workforce in sectors like financial services, IT/ITES, Biotechnology, Healthcare and Pharmaceuticals. Further, with value added industries are already given a policy thrust under the 'Make in India' initiative, the high-end industries would require a large number of skilled workforce.

As the reasons are vivid it is assumed that there should be congruence between competing employment opportunities and skills required for the jobs.

The implication of the research will help the Higher education institutions as well as the recruiting companies to recognize about the graduate abilities. It is understood that significant initiatives to be undertaken for increasing skills, self-efficacy level and for tuning graduates with rational personality traits. Literature review analyses the relevance of transferable skills with self-efficacy and personality traits. Recommendations and suggestions would be given from this study on the ways of improving the skills of the graduates in the educational institutions.

1.7 Chapter Scheme

This thesis consists of six chapters. The following are the contents planned for each chapter.

Chapter One - Introduction

The Chapter one discusses the overview about Generation Y as students and workforce, higher education in India, employability, skills, personality, self-efficacy and the need for the study.

Chapter Two – Review of Literature

This chapter elucidates the literature on skills, types of skills, transferable skills, self-efficacy, personality and Big Five personality in general. The chapter arrives at the

conceptual model of the study, which is framed by the author through the comprehensive study and imbuing it with the need for the study.

It also enumerates the primary objectives and secondary objectives of the study.

Chapter Three - Research Methodology

This chapter details on the methodology adopted in the study. It explains type of study, instrument development and validation procedure, contents of the instrument, population and sampling, data collection, data analysis and hypothesis to be tested.

Chapter Four – Analysis and Discussion

The analysis of the data based on the objectives of study using SPSS statistical tools is presented and interpretations are discussed in this chapter.

Chapter Five – Findings and Suggestions

This chapter explains the findings drawn. Also suggestions that could improve the learning ability of the skills, grooming the personality and how to increase self-efficacy of Generation Y students' are highlighted.

Chapter Six – Conclusion

The seventh chapter mentions the implications of the research to the Higher Education sector as well as Organisations with regard to the employment of Generation Y students. It also includes the limitations of the study and the scope for further research.