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A Study on Impact of Language Skills In Employability of Grdautes

K. Selvasundaram

Associate Professor & Head, Department of Corporate Secretary hip and Accounting Finance
Faculty of Science and Humanities, SR MIinstitutue of Science and Technology, Kattankulathur
Tamil Nadu-6003-203 Mail ID yazhiniselva300110@gmail.com

ABSTRACT

English communication skill is one of the most important factor for employability requirements in present world A sound English language skills and proficiency amongst graduates enhances their employability. Those who have strong English skills will become employable easily than those who have only basic English skills. English language plays a predominant role in the employment. Study of English can lead to a wide range of jobs in many different areas the market, this paper focused the Study On Impact Of Language Skills In Employability Of Graduates in the information world

KEYWORDS: English, Employability, Skills, Job, Candidates, Language skills and Multi National Corporations.

***Corresponding author:**

K. Selvasundaram

Associate Professor & Head,
Department of Corporate Secretary hip and Accounting Finance
Faculty of Science and Humanities,
SR MIinstitutue of Science and Technology,
Kattankulathur
Tamil Nadu-6003-203 Mail ID yazhiniselva300110@gmail.com

INTRODUCTION:

In order to emphasize and to create impact in the minds of young graduates on the employability skills. This topic discusses the employability skills required by the graduates to make them competent to the job. The globalization has drastically changed the standard of employability skills from the ordinary to the highest standards. Therefore instead of simply/merely producing the graduates, the education system (itself) must have to initiate these skills through (such as) training, workshops, seminars, (on employability skills) (while pursuing) through incorporating. Employability education refers to non-technical knowledge, skills and attitude requirements which are essential for winning and retaining jobs - aptitude and problem solving, English language and communication skills. Sector and role-based skills like sales or customer service, and soft skills.

To be successful, a person requires an integrated set of communication skills. These skills comprise, writing skills, speech skills, listening skills, nonverbal skills. One should have communication skills, while reading, writing, listening, speaking, conversation with various groups of people, government officials, bankers, family members etc.

WRITING SKILLS

Writing in other words, is above all for communication for conveying ideas and feelings from one mind to another mind. The hall marks of good writing are the hall marks of good communication.

Accuracy, appropriateness, attentiveness, to your audience, avoiding of ambiguity. Brevity or conciseness, brightness or buoyancy. Correctness, clarity, consistency, concreteness Early morning works well for many Plan to write three to five notes minimum daily. Shorter sentence pack more power. They are also easier to read and understand. Should be clear, brief content, conceptuality, important points to be covered. Use sweet words, simple language, be legible, be clear and be concise and readable. Write and rewrite until you are able to capture the idea in one sentence.

READING SKILLS:

Reading is skill by itself, which requires aspirants to make simple changes in their approach to master the talent. For a better grip over communication and languages skills, a student should give sufficient time to reading every day. This should be done on a daily basis so that the memory gets refreshed with the knowledge. This is why reading occupies a prime place in the skills set of a person. The youth are advised to bear the following tips while reading. Read inspirational or motivational books. Subscribe to newspaper, newsletters, periodicals journals of your interest to

update your knowledge. Read the life history of great leaders, scientists, academicians, technocrats etc

SPEAKING SKILLS

The importance of art of the speaking is now more keenly felt than ever before. Whether one is an executive, an engineer, a doctor, a lawyer, Software professional, a public relations practitioner, a journalist, an accountant or a politician, he cannot be successful without knowing how to speak. A good speaker is a good listener too. Knowledge, confidence and delivery are the basic elements of an effective speech and that requires training. One has to develop self-confidence and try to remove fear of psychosis slowly. The following points are to be known in mind before you speak. Think before you speak. Know your message. Know something about the audience. Get the points quickly. Then, it is easier for the listener to remember what you said. Plan and prepare in advance what you want to say and what you want to approach. Use easy language and use simple words.

Give importance to the subject and Voice should be sweet. Modulate your tones as per the topic.

Illustrate with examples. Stick to the time schedule. Have the facts and respond well to questions.

LISTENING SKILLS: Listening skills are one of the important part of communication processes. Here are some of the characteristics of a good listener. You must have patience. Openness and desire to understand. Concentration, intelligence and maintain eye contact.

INTERVIEWS – ROLE OF COMMUNICATION

The interview is a two way process of communication where you need to introduce yourself to the company. There are three types of interviews for professional jobs and executive positions like information technology, science and technology, medicine, engineering, agriculture, chartered accountants, company secretaries, business, marketing, sales communicators, management, public relations, civil services etc.

The types of interviews are – (1) Personal interview (2) Subject/ Technical Interview and (3) Group Discussion. In all the three interviews, your intellectual abilities, communication skills, language skills, way of walking into interview hall, initiative and drive etc., will be observed and judged. You must be well prepared and present with an objective of “first impression is the last impression”.

PREPARATION AND CONFIDENCE

Interview is a major obstacle for many job seekers. Although you have the qualifications, experience, and proven track record, you may lose ‘better interviews’. So what does ‘interviewing better’ actually mean? It comes down to you being well prepared and confident. You can answer questions in a way which is acceptable but not necessarily right to the interviewer, and you also know something about potential employer’s business and hope to fill the post. These are your basic components of a ‘well prepared interview’.

Good preparation instills confidence. The basic approach to an interview is to be well prepared. This means two things—preparing you practically for the interview and gathering knowledge and information you can draw on during the interview.

Continuous learning and practice is essential for a person who seeks employment. You should spend 18 hours per day and do hard work, homework, team work, smart work and network.

1. Utilize the facilities that are available and avail the opportunities in developing the knowledge, update the knowledge, preserve the knowledge and apply knowledge.
2. Do not go to the interview laden down with baggage – psychological as well as physical. Take the bare minimum belonging necessary. Concentrate on the interview at the interview – nothing else.
3. If you are asked to bring original certificates, references, passport size photos etc. get them ready the day before. Take your interview letter.
4. Plan to reach the city where the venue of the interview is fixed, a day in advance to avoid last minute tension and reach the venue half-an-hour early on the day of interview.

1. PERSONAL INTERVIEW

Personal interview plays a critical role in the selection process of the company. Personal interview is conducted by the human resource department of the company. Some of the areas you may be evaluated on the personal interview are: Communication skills ii) Reasoning ability iii) Leadership abilities iv) Assertiveness) Flexibility vi) Nurturing ability vii) Creativity viii) Ability to receive and give constructive criticism x) Stress management xi) Ability to motivate oneself xii) Time, resourcefulness and priority management skills xxi) Personality – inner and outer beauty.

Rehears yourself two or three days before attending interview. Build your self-esteem and confidence. This includes your strengths and weaknesses, your accomplishments, reviewing your strong and weak subjects and recording some of the key decisions you have made in your life. You should also review interests, the disappointments you have encountered in the past, your work

environment, likes and dislikes, your business and personal values, human values and ethics, your goals, needs restrictions and life style preferences.

2. SUBJECT / TECHNICAL INTERVIEW

Your technical / subject competence, strategies, professional skills, your projects, assignment which you have prepared during your studies, earlier experiences and impressions gained in internship programme, creativity, initiative, drive, interest in the subject and improving knowledge

3. GROUP DISCUSSION

Group Discussion is all about communicating with a group of people. Group discussion is not just talking about a given topic or expressing one's version. In academic circles it is popularly known as GD. Normally, in a group discussion, a candidate is tested in terms of group behaviour, communication skills, content collection and leadership attributes. A set of persons brought together to express their opinion and the subsequent exchange of views on an allocated subject is a group discussion.

Group discussions are held as a part of recruitment process, as a part of eliciting views, opinion, ideas on any subject or plan of action, as a part of decision making, problem solving, as a part of reaching a consensus etc. Why group discussions are held? – In the recruitment process, when a large number of candidates are present, group discussions are held for assessing the skills of candidates.

SKILLS TO BE ASSESSED IN 'GD'

The following skills are assessed during the group discussion. 1. Communication skills 2. Soft skills 3. Inter-personal skills 4. Team building skills 5. Conflict – management skills 6. Taking initiative and drive 7. Leadership qualities. 8. Presentation skills 9. Negotiating skills 10. Observation skills 11. Public Relations techniques and Strategies

ENGLISH – A Global Language

Language is an expression of human activity. English language has become popular and routine in day to day official communicating and in routine life also. In fact, 1.1 billion people of India speak and communicate in more than a thousand languages and the fine line separating dialects from real languages is sometimes indistinguishable. Before independence, English was a foreign language. With the advent of globalization, English has become a global language. Hence it appears to be the best bet as a link language. In fact, it still remains a strong communicative language.

In India, where the business process outsourcing (BPO) and Information Technology boom has led to a demand for 'trained' English language speakers and 'Learned' workers, particularly, the youth

should understand the accents, characters and cultural differences. People who want to learn the language have to expose themselves constantly to English, read, listen and grab every opportunity to speak.

II THEORETICAL FRAME WORK OF THE STUDY:

According to *Brown and Hesketh*, there are two types of individuals entering into the labour market. They are the “players” and the “Purists”. The players are those job seekers who will go to any length to get a top job. They are willing to take any risk and to disguise in order to get their dream jobs. Some are willing to part with their cash and others go to the length of having an affair with the concerned boss just to get the job. Identifying with ruling political parties, religious groups, associations and even secret cults are some of the media explored by “Players”. On the other hand, the “Purists” are those who believe that job market outcomes should reflect meritocratic achievement. That is, getting a job should be on the basis of merits. Permit me to say that the “Purists” are fast fading out owing to the scarcity of job opportunities. The high level of unemployment in the country which is a “fall-out” of partial collapse of the public and private sectors has given room to the “players” to thrive.

The Secretary Commission on Achieving Necessary Skills (SCANS) prepared reports on ways of assisting educational institutions and schools in producing younger generations who are willing to work. The document outlines both “fundamental skills” and “workplace competences” to include: basic skills, thinking skills, personal qualities, resources, interpersonal, information, systems technology (*SCANS, 1991: 2001*)

A widely accepted definition of employability is a set of achievements-skills, understandings and personal attributes-that make graduates more likely to gain employment and be successful in their chosen occupations, which benefits themselves, the workforce, the community and the economy (*Higher Education Academy(HEA) 2012*). *Yorke & Knight (2003)* define employability as a set of achievements-skills, understandings and personal attributes-that make graduates more likely to gain employment and be successful in their chosen occupations, which benefits themselves, the workforce, the community and the economy.

University of Exeter defined employability as; the establishment of clear mechanisms by which students can develop their abilities to use and deploy a wide range of skills and opportunities to enhance their own academic learning and enable them to become more employable. (*Lee, 2000*). Employment and employability is not the same thing and should be differentiated. (*Lee, 2002*). Being employed means having a job, being employable means having the qualities needed to maintain employment and progress in the workplace. Employability from the perspective of HEIs is

therefore about producing graduates who are capable and able, and this impact upon all areas of university life, in terms of the delivery of academic programmes and extra curricula activities. Fundamentally then, employability is about learning, learning how to learn and employability is not a product, but a process (*LTSN – cited Lee, 2002*).

Harvey (2001) mentioned in his report titled *Employability and Diversity*; Employability has many definitions but they break down into two broad groups. The first relate to the ability of the student to get (and retain and develop in) a job after graduation. The other set are concerned with enhancing the students attributes (skills, knowledge, attitudes and abilities) and ultimately with empowering the student as a critical life-long learner (*Hillage & Pollard, 1998; Harvey, 2001*). Young people also need to develop their personal skills and a set of thinking and learning skills.

As per National Employability Report, MBA Graduates 2012

Management education has witnessed a mushrooming growth in India from just 200 MBA colleges in the early nineties to around 3300 MBA colleges today. There has been a remarkable focus and success on building capacity in management education in India. Having trained business graduates fulfils a big need given the pace of growth experienced by industry post liberalization. The industry today looks for trained manpower in sales, marketing, HR and finance roles in large numbers. Formal training of employees in basic business frameworks and concepts is a key success ingredient in the not-so-mature Indian industry. It is important thus to find out whether the quality of education has kept pace with the phenomenal jump in quantity.

Emergence of employability skills from past to present:

This is the century of “global economic land-grab”. Adam Smith will belong more to the 21st century than to the 20th.. Look at history. Marco Polo, Columbus, Vasco da Gama and Magellan discovered new shores (China, Americas, India, Brazil). The lure of trade started an era of colonization led by the British Empire. The Declaration of Independence in 1776 by United States of America started the process of reversals and new nation states were born in the next two centuries. Paranoia of Y2K created an off shoring revolution and embedded seeds of a flat world. New global balance of ‘competitive advantage’ led first by the manufacturing sector and later by the services sector is omnipresent.

Globalization has created a momentum, which is re-allocating work around the world. China won the manufacturing round and India is winning the services round. In India, the Metro cities (Delhi/Gurgaon, Mumbai, Bangalore, Pune, Chennai, Hyderabad, Kolkata) won the first wave of new jobs. IT/ITES sectors created nearly two crore new direct jobs! Financial services and retail are

following the trend. In wave two, new jobs will go to Tier II towns like Jaipur, Chandigarh, Nasik, Vizag and Siliguri, with all benefit. Economic prosperity will be redistributed. The small towns are set-up for a bonanza. But are they ready? Our education system may let us down.

2. Post liberation push of employability skills:

Industrialization, globalization and now digitization have dramatically changed the way the world works and how growing economic and non-economic activities define jobs and careers. A skills-based education system can catalyze gross enrollment ratios beyond the meager 12.4 per cent currently and qualitatively, allow more employable output. India scores well in jobs and salaries when you (we) look at the top tier institutions like IITs and IIMs. We graduate five million students annually and five of them also get \$100,000 salaries. They usually deserve it! But that's 0.0001 per cent (percent) of our total graduates. When we get to Tier II and III institutions, the scene is alarming. Despite the fancy advertisements, most colleges and universities in this category have less than 10 per cent (percent) placements for jobs in the range of Rs. 8,000-17,000 per month. Although at the bottom end the MBAs can earn barely earn Rs.20,000 per month. (Clearly, these students) they could get these jobs with vocational or professional education, which would cost much less and take less time. In contrast, the war for talent is pushing salaries in corporate India up at an alarming pace of 12 per cent per annum. High cost will render Indian service industry uncompetitive over time (we lost manufacturing race to China and are losing contact centers to Philippines).

Employability skills are imperative in India as we expect 500 million new seekers between now and 2020. The good news is that skills gap can be bridged with appropriate training, ideally delivered over a period of time in schools and colleges. Education institutions need to emphasize and plan for this. Students need to be seriously concerned about this. Companies like Aspire are showing the way on how industry-endorsed content, industry-experienced trainers, technology and social purpose can come together to develop employability factor in a quick and easy manner. Students need to plan in time and equipped themselves well in advance (early in their) during college days (to) by take up such courses

III OBJECTIVES OF THE STUDY

1. To assess the importance of the language in communication.
2. To analyze the skills involved in the employment.
3. To identify the dominant skills influences the better communication.

VI RESEARCH METHODOLOGY

The prepared paper is a descriptive study in nature. The secondary data and information have been analyzed for preparing the paper extensively. The secondary information have been collected from different scholars“ and researchers“ published books, articles published in different journals, periodicals, conference paper, working paper and websites

V SUGGESTIONS FROM THE STUDY

1. Male respondents are comparatively lesser in terms of numerical skills. Therefore, the placement department of the institute should focus individually on the male students to enhance their numerical skills.
2. In terms of personal management skill factor, which comprises of writing and presentation, time management, planning and organizing and adaptability of work culture the female counterparts have fared better than the male. Therefore, the male students should be emphasized on these areas in order to cope up for their employability.
3. The students from science and humanities have lesser basic skills compared to the students from engineering stream. Therefore, the students of science and humanities should improve on the basic skills for tapping the employment opportunities.
4. The students from science and humanities have lesser employability skills compared to the students from engineering stream. Therefore, the students of science and humanities should improve on the employability skills for tapping the employment opportunities.
5. The basic skills of the students whose family income is higher with higher skill than the other counterparts. This may be due to the exposure that the affluent people may have access to better skills like communication, computing skills etc., Therefore, people from marginalized background should be identified and should be nurtured with the basic skills, so that, they will also join the main stream.

VI CONCLUSION

Language skills and communication skills are essential for getting good placement in the information technology and I. T. Enabled Services, M.N.Cs., public sector and private sector industries etc. Everyone should revise the language habits from time to time, in accordance with changing life pattern and customs. Language is an expression of human activity and because human activity is constantly changing, language changes along with it. The students must develop two skills which are essential – language and numerical skills.

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