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### **Abstract**

The study looked at elements that are significant for students' career success. It looked at the condition of graduates' employability in terms of general skills learned during their experience at the university. The importance of the University's educational programs in assisting students in keeping their employment was also investigated. Graduates' perspectives on their work situation and the qualities that have helped them become accomplished entrepreneurs were gathered through an online survey. The questionnaire was completed by 230 individuals who studied at the Universities during covid-19. According to the research, 84 percent of students are employed, while 2.5 percent say they have never worked after graduating. In addition, 13.5 percent of respondents said they were unemployed at the time of the survey. Incorporate companies, 56% of students are working, with 17% in top executive positions, 40% in immediate post-management roles, and 14% in first-line managerial roles. Effective communication, ability to think critically, programming skills, dilemma skills, entrepreneurship, and investigative abilities are all highlighted as generic talents acquired throughout their higher education that have helped them succeed in their careers. The university's courses are praised for their teaching skills, core curriculum balance, and pupil workloads, among several other things. Despite the shortcomings identified by grads in amenities, supportive services, and the university's connections with the sector, graduate students feel convinced that the quality of the education, teaching methodologies, the process of acquiring knowledge, as well as the applications courses offered, properly equipped people for the workplace.

**Keywords:** Quality assurance, Graduates, Computer skills, Student workload, Employability, Generic skills

### **Introduction**

In a literature study, researchers found that education is critical to growth since it empowers people while also building nations. As a result, education becomes one of the most potent tools for decreasing poverty and inequality, as well as laying the groundwork for long-term economic prosperity. As a result of globalization's impact on academic, economic, and administrative institutions across the world, higher education integrity is becoming a key concern. In India, educational departments must have quality assurance mechanisms in place to satisfy the government, the National Accreditation Board, parents, and other stakeholders of the high quality of educational courses, and the overall performance of students will be measured by results.

In Indian universities, the main job of quality assurance of different departments is to evaluate progress and guarantee that quality outputs are produced. There have been efforts in the research to link the development of quality outcomes to employability. Some researchers have confined the concept of employability to the skills that students gain during their time in college. According to studies, employability consists of two components: graduate employability, which is described as a collection of accomplishments that makes an individual more likely to obtain work and be satisfied in their chosen professions. The other is university students' employability, which entails strengthening the interconnections between the university, its institutions, and services, as well as the employment market as well as employers.

Pandita (2020) discovered that the bulk of workforce skills learned, particularly language and soft skills, that were gained while on a one-year internship were considered more useful than those learned on a degree by the hospitality managers he researched. Some researchers acknowledged that many of the abilities developed while on a degree course are still essential in a graduate's employment prospects.

According to studies, new graduates have given minimal comment on the usefulness of their learning achievements in their professional lives. Recent physical education and sports science graduates reported in their study that their university experiences had not helped them develop many work-related skills, and that cooperative learning, employment projects, discussions, and discussion

groups must be included in the syllabus to teach additional work-related skills like communication skills, public speaking, goal setting, and arguing skills.

Generic abilities (team communication, presentation skills, time management, and negotiating skills) are becoming increasingly important in higher education. Some researchers push a discussion on the goal of higher education and how to generate well-educated individuals who are both marketable and capable of participating in civic society. Traditional professions have vanished, and those entering the labor force want to have diverse traits, among the reasons claimed for the rising importance of generic skills. Furthermore, there is growing evidence of corporate and employer need for graduates with generic abilities, as well as other financial, technical, and educational considerations that have brought generic talents to the forefront.

According to Pandita 2020, Quality Assurance (QA) affects a wide range of Higher Education participants. Among them are students, universities, businesses, legislators, and the general public. Students want to know which organization to join; organizations want proof of their compliance; employers want to know what the college graduates can do thoroughly for the job. Governments want to ensure that their money is being spent wisely; society wants a prestigious local educational institution, and everyone wants clear and helpful information.

The importance of good quality higher education, as well as the education of fully skilled and marketable graduates, is critical for society's long-term social and economic growth. Graduate training that addresses these issues can have a long-term positive influence on community well-being. Standard of education is one of the most essential components in labor force replication, which adds to the state's growth and prosperity. There were obvious conflicts in the school reform, such as obsolete legislation and regulations controlling the higher educational system.

One of the methodologies used in this study to measure education quality is data from a survey of university students, instructors, and staff conducted between 2019 and 2021. This study examines the current job condition of University of International Relations students to determine how successful our students are in the labor market. The goal of this study was to identify the requirements for an employment and assessing them.

## **Methodology**

### **Instruments for Surveys**

As part of the investigation, a questionnaire method was posted on the College's website. All students who graduated from the University between 2019 and 2021 received a text message from the College using the contact information on file. Graduates were notified about the Research Project by SMS messages, which encouraged them to visit the College's website and fill out the survey. Although the original survey had 27 items, this study is based on 15 of them:

1. Statistics on the population
2. Concerns about employment
3. How would you rank the university's program in terms of assisting you in developing problem-solving abilities?
4. How effective has the university's program been in assisting you to develop problem-solving skills?
5. How would you rank the university's program in terms of assisting you in developing computer skills?
6. How would you rank the university's program in terms of assisting you in developing interpersonal communication skills?
7. How would you rank the university's program in terms of assisting you in developing entrepreneurial skills?
8. How would you rank the university's program in terms of assisting you in developing research and writing skills? What are your investigating abilities?
9. Please evaluate the strengths and flaws of university instruction in terms of assisting you in finding work.
10. Please evaluate the strengths and shortcomings of university student workload in terms of assisting you in finding jobs.

11. Please evaluate the strengths and drawbacks of university-required courses in terms of assisting you in finding work.
12. Please evaluate the benefits and drawbacks of university-sponsored optional courses in terms of assisting you in your job search.
13. Please evaluate the strengths and limitations of the University's job-search programs, support services, activities, and facilities.
14. Please evaluate the strengths and limitations of university programs that assist you in developing research competence.
15. Please evaluate the strengths and drawbacks of the university's attachment programs that provide you with industry connections.

### **Population and Sample Design**

The poll was aimed at a group of alumni who completed various degrees recently. research, nevertheless, is focused on graduates who responded to the request to submit the online questionnaire. Graduates of master's degree studies were included on the list. B.A. Comp Sci with Administration, B.Sc. Management with Computer Engineering, BA in Business Studies with choices in the financial sector, Human Resources, Marketing and Sales, and a Diploma in Information Technology were among the programs available. MBAs with choices in Business, Accounting, Organizational, Product Development, and Entrepreneurial, as well as MAs in Advertising, Funding, Organizational, Project Planning, and Entrepreneurialism, were among the graduate programs offered.

### **Survey Implementation**

In the second week of August 2019, the questionnaire was released. The survey was posted on the college's portal, and students were reminded to fill out the questionnaires online via Text messages being sent to their contact information registered in the colleges' registry. Answers had been collected, coded, entered, and analyzed in SPSS.

### **Results & Discussion**

Only 2.5 percent of 2019 alumni completed the poll in respect of the year of completion. Graduates required an average of two years to get their first job, according to the survey. Some disciplines of the study looked to be in more demand in the labor market than others. Most students who majored in computer science, finance, or accounting got jobs faster than those who majored in other fields. Coaching, management, and marketing, the IT industry, finance, economics, finance, and clerical work are only a few of the sectors listed. Advertising, media affairs, and connectivity were among the other jobs held by graduates. Graduates working for first administrators accounted for 14% of the total, while those working as mid-level executives accounted for 40% of the total. Graduates occupying non-management roles accounted for 29% of the total, while those holding top-level managerial posts accounted for 17%. 86 percent of graduate respondents said the university's program was excellent in terms of teaching and learning. Eighty percent of graduates feel their core subjects were of high relevancy. Strong ratings are also given to facilities and support services, indicating that they are improving. Graduates are still satisfied that the training they received appropriately prepared them for their jobs.

### **Conclusion**

The study looked at graduates' employability in terms of general skills obtained throughout their university experience following graduation. The value of the University's educational offerings was also investigated. Through an online poll, graduates' employers', legislators', and society's thoughts on their employment conditions and the attributes that have helped them thrive were obtained for society's long-term social and economic prosperity, and high-quality education is essential. The survey was addressed to a group of graduates who graduated recently. Graduates of master's degree programs were included in this article's list. In regards to the year of completion following covid, 2.5 percent of grads completed the question. According to the poll, graduates took an average of two years to find their first job. Following covid, 86 percent of graduates stated the university's program

was outstanding in terms of teaching and learning. University graduates were happy with their employment prospects and pursuits. Covid lockdown pushed the problem-solving skills, reasoning skills, detective skills, communication processes, people skills, goal-setting skills, and bargaining skills to the side. Increased research capability, as well as the formation of new partnerships and connections with the industry, are needed, maybe in ways that would help universities expand their classroom engagement, and practical, and research programs.

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