

A Study on the Employability of LIS Graduates in Karnataka: A survey

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Abstract

The changing needs of users' and rapid development on technological fronts demands new competencies of LIS graduates to enhance employability. The study deals with Employability, Sustainability of course contents with current market needs and Satisfaction to what they have learnt in MLIS/ MLIB. Perception and expectations of library leaders/employers on existing LIS courses and the relevance of the courses with contemporary labour market of professional librarians in Karnataka.

Keywords: Employability, LIS Education, LIS curriculum, LIS graduates, Karnataka.

1. Introduction

Library and Information Science students in India have to compete with other professionals to survive in the information business; they have to be equipped with a curriculum, which can make them function as competent information professionals, Jain & et al (2007)¹. The focus of library and information science (LIS) education is to equip LIS graduates with competencies and skills to meet ever changing needs of the user's in multi-faceted, inter-disciplinary environment. The changing needs of users' and rapid development on technological fronts demands new competencies of LIS graduates to enhance employability. Future graduates need to develop an understanding of competencies and skills required to pursue a career in librarianship. LIS academics should respond to the changing competencies by revising curriculum that equips graduates according to the changing environment, Bharat (2010)². In this context, this study tries to investigate the Employability of LIS graduate in Karnataka.

2. LIS Education in India

The first training course in Library Science in India was established at the Central Library, Baroda in 1911/12 by W. A. Borden and at Punjab University in 1915 by A. D. Dickinson. Gradually other universities and library associations started setting up library schools. Madras Library Association and Bengal Library Association started certificate courses in 1929 and 1935 respectively. Postgraduate courses also started in other universities subsequently, such as Andhra University (1935), Banaras Hindu University (1941) and University of Delhi (1947). The University of Delhi started providing facilities for research leading to doctorate degrees. It was the first institution to start the M.Phil courses in 1977, Williamson³.

In addition to formal teaching courses, many universities have introduced correspondence courses at various levels of education. This provides facilities to library personnel working at the lower level to improve their qualifications and update their limited knowledge and skills and also to those who could not get admission to formal courses earlier. In India, Library Science has almost been recognized as an established discipline now at par with other social sciences courses in the university education system.

In spite of this, LIS education is currently facing a turning point. Various factors have contributed to bring about the change from the conventional to an automated library operation. Today only computerized libraries can participate in networking at the national and international levels. Most of the computerized libraries suffer from paucity of competent personnel at top and middle level managerial positions.

Presently in India, Library and Information Science (LIS) education is imparted through more than 118 universities and institutions. A total of 105 universities provide Bachelor of Library and Information Science (BLIS) courses, 78 universities provide the Master of Library and Information Science (MLIS) courses, 21 are offering two-year integrated courses, 16 universities provide M.Phil in Library and Information Science, 46 universities provide Ph.D in Library and Information Science and 2 Universities provide D.Litt Degree. Besides this, the National Institute of Science Communication and Information Resources (NISCAIR) which was earlier known as the Indian National Scientific Documentation Centre (INSDOC), New Delhi, and Documentation Research and Training Centre (DRTC), Bangalore, provide Associateship courses in Information Science, which are equivalent to the MLIS degree. Presently the following LIS courses are available in India:

- ☒ Certificate course in Library and Information Science (C.Lib.Sc)
- ☒ Diploma in Library and Information Science
- ☒ B.Lib.Sc. /BLIS (Bachelor Degree in Library and Information Science)
- ☒ M.Lib.Sc. /MLIS (Master Degree in Library and Information Science)
- ☒ PGDLAN (Post Graduate Diploma in Library Automation and Networking)
- ☒ M.Phil (Master of Philosophy) in Library and Information Science
- ☒ Ph.D (Doctor of Philosophy) in Library and Information Science

3. LIS Education in Karnataka

The library development and library science education in the state of Karnataka dates back to late 19th and early 20th Centuries, but it received the prolific impetus from mid-1960's, with the enactment of public library act, commencement of LIS education initiated simultaneously by Karnataka University, Dharwad and Documentation Research and Training Centre in Bangalore, both in 1962. The three events, initiated the growth of public libraries, the creating of human resources and the specialization on the documentation and information work and services. On the educational front, the levels of education gradually upgraded to the Master's Degrees and Doctoral Degrees. This saw a gradual growth of literature in LIS. The LIS education spread slowly to other parts of the state, University of Mysore followed up Karnataka University and so on the other Universities in the state, established DLISc subsequently. Today the eight Universities in Karnataka are offering LIS Education at different levels that includes offering Doctoral Degree programs. The Library development in the state has a greater visibility through the network of libraries and also the contributions of the LIS manpower, which is also substantially large and reckoning.

Table: 1: Profile of Universities of Karnataka

Sl.no.	Name of the University	Year of Estd.	Jurisdiction (District - Wise)
01	Indian Institute of Science, Bangalore	1911	Deemed University
02	University of Mysore, Mysore	1916	Mysore, Mandya, Hassan, and Chamarajanagar
03	Karnatak University, Dharwad*	1949	Dharwad, Belgaum, Bijapur, Uttara Kannada, Gadag, Haveri and Bagalkot
04	Bangalroe University, Bangalore	1964	Bangalore(R), Bangalore(U), Kolarand Tumkur
05	University of Agricultural Sciences, Bangalore(Gandhi KrishiVignana Kendra-GKVK)	1964	Agricultural University, Bangalore Urban
06	Mangalore University, Mangalore	1980	South Kanara, Udupi and Kodagu(Coorg)
07	Gulbarga University, Gulbarga**	1980	Gulbarga, Bidar, Raichur, Bellary and Koppal
08	University of Agricultural Sciences, Dharwad	1983	Agricultural University. Dharwad
09	Kuvempu University,		Shimoga, Chitradurga, Davanagere

	Shankaraghatta, Shimoga***	1987	and Chikmagalur
10	National Law School of India University, Bangalore	1987	Deemed University, Bangalore Urban
11	Kannada University, Hampi	1991	Special: for the Study and Research in Kannada, Language, Literature and Culture
12	Manipal Academy of Higher Education (MAHE), & Manipal University****	1993 2011	Deemed University, Manipal, Uddipi
13	The National Institute of Mental Health and Neurosciences (NIMHANS), Bangalore	1994	Deemed University, Bangalore Urban
14	Rajiv Gandhi Health University, (RGHU)	1994	Health University, Bangalore Urban
15	Karnataka State Open University	1996	Open University, Mysore
16	Visweswaraya Technological University	1998	Technical University, Belgaum
17	Swami Vivekanand Yoga Anusandhana Samsthana, Chamarajpet	2002	Deemed University, Bangalore Urban
18	Karnataka State Womens University	2003	Women's University, Bijapur
19	Tumkur University, Tumkur	2005	Ramanagar, Tumkur Urban

Note: * Rani Channamma University, Belgaum was started in the year 2010 and separated from KarnatakUniveristy, Dharwad and introduces LIS Course's from 2011. ** Krishna Devaraya University, Bellary was started in 2010 and separated from Gulbarga University, Gulbarga. *** Davangere University, Davangere was started in the year 2010 and separated from the Kuvempu University, Shimoga, ****Manipal University, Manipal, medical and technological university also started LIS Course's from in the year 2011 and also newly established universities such as Davangere University, Krishna Devaraya University also busy with going to introduce LIS programs in may be coming up years.

Till 1972, none of the Departments had a full-time faculty and the teaching work was mainly undertaken by the University Library Staff. Even the University of Mysore had a full time teacher but the faculty was also heading the University Library. This is the case with only the first two Departments and the situation was also quite different in other University Departments where the full time and full complement of teaching faculty had not been accomplished till early 1980s. The Ph.D. Programs were also started in the 1972 and again the Karnataka University, Dharwad was the first to commence the Ph.D. programs. The M.Phil Course though was on agenda of many LIS Departments, but only three University departments

offered them at any time sparingly. All the Universities made provision for direct admission to Doctoral Programs in LIS, Suresha, GP & et al (2013)⁴.

4. LIS Curriculum

Until the year 2000, most of the library schools in India have adopted the curriculum recommendation of the Report of University Grants Commission Review Committee 1965 (Chairman: Dr S R Ranganathan). In 2001, a Committee was appointed by the University Grants Commission (UGC), Government of India under the Chairmanship of Prof. C R Karisiddappa. This committee included experts, practitioners, teachers and scientists who made an outstanding effort in designing the National Curriculum for LIS Education. The committee, while keeping a practical and feasible approach, framed a modular curriculum keeping in view the contemporary developments in the job market in India suiting the different levels of LIS education. The special features of UGC model curriculum has clearly stated the learning objectives for each module, unitized syllabi, special instructions to emphasize the theoretical and practical aspects, and it also indicates the implied concepts of information literacy in LIS curriculum. The Committee also suggested a 60:40 approach for practical and theoretical sessions respectively. The practical sessions include hands-on experience, assignments, seminar presentation and demonstrations by LIS students during the course of study (UGC Model Curriculum: Library and Information Science 2001 (Chairman: C R Karisiddappa).

With the growth of information technology, LIS Schools have understood the need of periodic examination and analysis leading to necessary changes and improvements in curriculum for the interpolation of new and fast developing areas of information technology and computer science. The objective for training of LIS professionals is to promote library, to educate, to articulate and provide for the need of the clientele to increase productivity and economy.

Curriculum is the core of the reform. Most of the library schools and departments have revised or in the process of re-designing their curricula. In their curricula, courses relating to traditional library science with names such as "History of books" and "Libraries" disappeared. Instead, many computer-related courses were added. Examples of some of the topics included are:

- a) An Introduction to Computers;
- b) Programming Design;
- c) Database Management;
- d) Computerized Information Networks;
- e) Design and Analysis of Computer Application Systems; and
- f) Computerized Information Retrieval.
- g) Required Skills for LIS Professionals

In the Indian context, the scope of the subjects taught varies from university to university and the students who come out of these universities with degrees mostly fail to perform in a technical or a research library. The electronic environment of the 21st century demands a range

of skills from library and information science (LIS) professionals, which include technical skills, IT skills and managerial skills.

Library users are turning towards the LIS Professionals for help and advice on search techniques, database development, quality of online databases, and choice of databases that are available. As a result, LIS professionals need organized training programs, which can be in the form of workshops, conferences, seminars, symposia, and so forth.

5. What is Employability?

“Employability skills are those basic skills necessary for getting, keeping, and doing well on a job”, Robinson, (2000)⁵. He is of the view that employability skills are teachable skills and 4 divides them in three categories: Basic Academic Skills, Higher-Order Thinking Skills and Personal Qualities.

Employability can also be defined 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” ESECT & HE (2004)⁶. It’s “Enables students to acquire the knowledge, personal and professional skills and encourage the attitudes that will support their future development and employment” Sheffield, HU (2008)⁷.

In simple terms, employability is about being capable of getting and keeping fulfilling work. More comprehensively, employability is the capability to move self-sufficiently within the market to realize potential through sustainable employment. For individuals, employability depends on the knowledge, skills and abilities (KSAs) they possess, the way they use these assets and present these to employers, and the context (e.g. personal circumstances and market environment) within which they seek work. LIS profession should be aware of competencies and skills required for getting a job. The changes in library and librarianship are very fast due to interdisciplinary research, fast developments of technological fronts etc., Bharat (2010)⁸.

6. Review of relevant literature

Some studies have focused on the extent of the employability, usually investigating the employment opportunities for LIS graduates. Other studies have focused on the competencies expected by employers.

The Library and Information Management Employability Skills (LIMES) Project in 2005 surveyed representatives from four UK employment agencies specializing in recruitment of LIS professionals with an aim to identify ‘employability’ competencies and skills as employers want graduates with skills that make them more useful when they start work, Hamblin (2005)⁹.

Library directors in Singapore were asked by e-mail for their opinion regarding important competencies needed by librarians in the next five to ten years. Five library directors responded,

and their responses are summarized under nine categories: (i) traditional LIS skills; (ii) information management; (iii) IT skills; (iv) transferable/generic skills; (v) teaching, training and coaching; (vi) management and leadership; (vii) entrepreneurship; (viii) attitudes and professional values; and (ix) other skills/knowledge. It is clear from literature and from responses from library directors in Singapore that employers are increasingly emphasizing transferable and soft skills, especially communication, management, leadership, training and teamwork, Sandra, Hirsh (2015)¹⁰.

Study noted that the information industry was seeking candidates who not only have the requisite technical and operational skills, but also possess the language skills, interpersonal and communication skills, and the breadth of background and knowledge that allow them to operate effectively in the new international marketplace. Library and information education programmes must consciously prepare themselves to educate students to work in the marketplace, Koenig (1993)¹¹. Morgan grouped competencies future academic librarians should possess, in addition to core library skills, into four areas: credibility with academic staff; teaching and training; IT-related skills; and management skills, Morgan, S (1996)¹². In this survey asked 736 alumni of library schools: What competencies were most valuable in their professional lives. The five competencies most highly rated by academic librarians in the sample were: knowledge of sources in all formats; conducting an appropriate reference interview; applying critical thinking to library problems; communicating effectively in writing; and utilizing oral presentation skills to make presentations, Buttlar and Du Mont (1996)¹³.

In this study discussed professional competencies expected and possessed in college libraries in India. Professional competencies were ascertained in terms of knowledge, skills, and attitudes. Findings show that professionals were less aware of the most important professional competencies expected. Communication, time management, and marketing skills were also found lacking. Faculty and senior professionals have an important role in helping new professionals improve their competencies. Sharma felt that appropriate teaching is required to inculcate the competencies expected of professionals, Jaideep, S (2004)¹⁴.

7. Objectives of the study

The major objectives of the study following are:

1. The opinion of LIS professionals, in the state universities of Karnataka will be analyzed about their: Employability, Sustainability of course contents with current market needs and Satisfaction to what they have learnt in MLIS.
2. This study will explore the perception and expectations of library leaders/employers on existing LIS courses in the state universities of Karnataka and the relevance of the courses with contemporary labor market of professional librarians in Karnataka.
3. It will also suggest the possible ways to enhance employability in Karnataka.

8. Methodology

The study population is above 2500; LIS Post Graduates in the state universities of Karnataka, we collected (1000) e-mail addresses for all full-time LIS Professionals those who are working in the different sector and clustered them into three groups: 1) Public, 2) Academic and 3) Special (R&D). Each LIS professional received an e-mail inviting participation in the study. The e-mail provided a link to the anonymous online survey site. The survey was administered using Google drive web application.

The specific survey questions will be displayed on the poster, i.e. LIS-Forum, LIS-Links and Face book etc. They were also asked to identify the most important professional associations for their;

- ☞ Employability, Sustainability of course contents with current market needs and Satisfaction to what they have learnt in MLIS.
- ☞ The perception and expectations of library leaders/employers on existing LIS courses in the state universities of Karnataka and the relevance of the courses with contemporary lab our market of professional librarians in Karnataka.

There were a total of 313 responses but only 240 were, fully completed for a response rate of usable surveys of 24%.

9. Analysis and findings of the study

This study reports the analysis of data gathered through the questionnaire designed for all the LIS graduates in the state universities of Karnataka. The data analysis is based on questionnaire responses of LIS graduates'. The information thus collected is tabulated and presented in the form of tables.

Table-2: Demographic characteristics of respondents

Demography of respondents		Counts (n=240)	%
Gender	Male	160	66.66
	Female	80	33.33
Age	<25	4	1.66
	26-30	68	28.33
	31-35	90	37.5
	36-40	46	19.16
	41-45	28	11.66
	>50	4	1.66
	Professors	20	8.33

Working Sector	Librarians	160	66.66	
	Assistant Librarian	40	16.66	
	Public	20	8.33	
	Academic	210	87.5	
Salary Package (Annual)	Special (R&D)	10	4.16	
	1-2 Lakhs	150	62.5	
	3-4 Lakhs	50	20.83	
	5-6 Lakhs	24	10	
Unemployed after completing M.LIB/M.LISc	>7 Lakhs	16	6.66	
	Months	1-6	103	42.91
		6-11	58	24.16
	Years	1-2	79	32.91

Note: Number given in parenthesis represents the percentage

The data summarized in the table-1 demonstrates the demographic characteristics of respondents. It shows that out of 240 respondents' 66.66% are male respondents and 33.33% are female in that 8.33% of professors, 66.66% of librarians and 16.66% of Assistant Librarians are selected randomly from different working sector i.e. Public(8.33%), Academic (87.5%) &Special (R&D) (4.16%). 28.33% of respondents come under the age group of 26-30 years. 37.5% of respondents come under the age group of 31-35. 19.16% of respondents come under the age group of 36-40.11.66% of respondents come under the age group of 41-45.Equal numbers of (1.66% each) of respondents come under the age group of below 25 years and above 50 years age group.

62.5% of respondent's salary package is 1-2 lakhs, 20.83% of respondents salary package is 3-4 lakhs,10% of respondent's salary package is 5-6 lakhs and lastly 6.66%respondent's salary package is above 7 lakhs.

42.91% of respondents 1-6 months unemployed after completingM.LIB/M.LISc, 24.16% respondents 6-11 months unemployed and 32.91% respondents 1-2 years unemployed after completingM.LIB/M.LISc.

Table -3: Extent of LIS curriculum has played effective role in developing the skills

Statements	Not at all	To a little extent	Just OK	Reasonable extent	To great extent
Course contents are related to Practical approach	26(10.83)	64(26.66)	56(23.33)	68(28.33)	26(10.83)
Interpersonal skills	32(13.33)	47(19.58)	77(32.08)	60(25)	24(10)
Presentation skills	23(9.58)	40(16.66)	87(36.25)	57(23.75)	33(14.75)

Office communication (written)	29(12.08)	74(30.83)	54(22.5)	66(27.5)	17(7.08)
Interview skills	35(14.58)	65(27.08)	70(29.16)	47(19.58)	23(9.58)
Information storage and retrieval	13(5.41)	23(9.58)	87(36.25)	86(35.83)	31(12.91)
Database management	19(7.91)	59(24.58)	88(36.66)	45(18.75)	29(12.08)
Management of info. Centre	17(7.08)	58(24.16)	72(30)	66(27.5)	27(11.25)
Human Resource Management	35(14.58)	56(23.33)	64(26.66)	68(28.33)	17(7.08)
Leadership skills	29(12.08)	50(20.83)	74(30.83)	70(29.16)	17(7.08)
IT skills	26(10.83)	34(14.16)	79(32.91)	71(29.58)	30(12.5)
Advance library Software's	35(14.58)	52(21.66)	66(27.5)	56(23.33)	31(12.91)
Online searching skills	41(17.08)	39(16.25)	49(20.41)	77(32.08)	34(14.16)
Marketing LIS services	47(19.58)	60(25)	66(27.5)	43(17.91)	24(10)
Research skills	23(9.58)	45(18.75)	79(32.91)	58(24.16)	35(14.58)

Note: Number given in parenthesis represents the percentage

The respondents were requested to opinion to what extent LIS curriculum has played effective role in developing the skills. It is evident from the table-3 that to great extent equal (14%) number of respondents reported that LIS curriculum has played effective role on Presentation skills, Research skills and Online searching skills. To reasonable extent 35.83% of respondents reported that LIS curriculum has played effective role on Information storage and retrieval. To a little extent 30.83% of respondents reported that LIS curriculum has played effective role on Office communication (written).

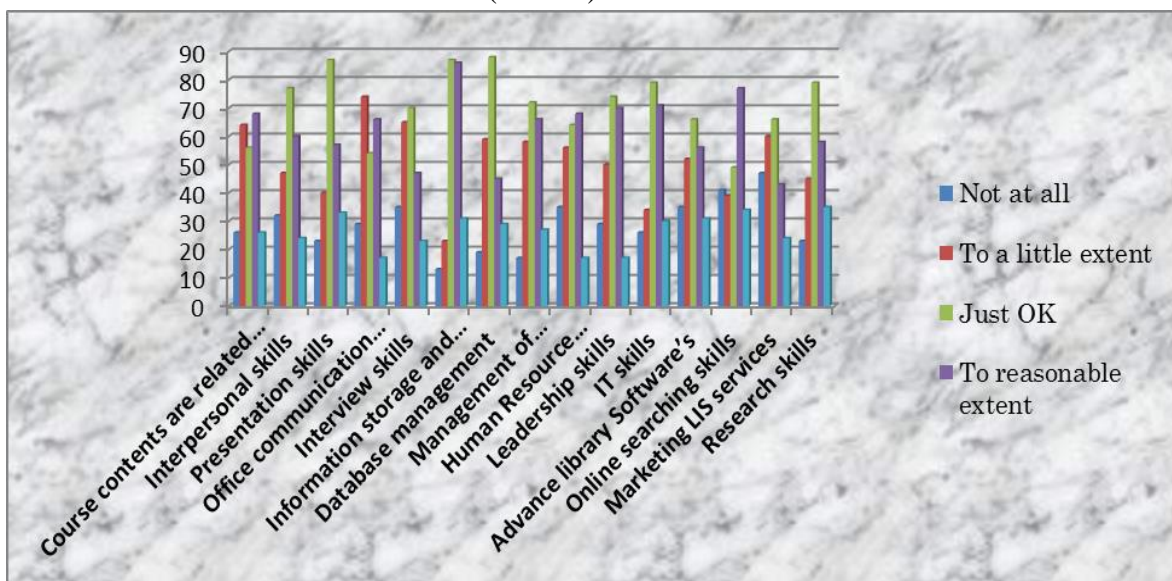


Table-4: Better employability skills in the changing labour market for LIS Graduates

Statements	Strongly Disagree	Disagree	Just OK	Agree	Strongly Agree
Presentation Skills	18(7.5)	8(3.33)	34(14.16)	89(37.08)	91(37.91)
Good academic record	14(5.83)	15(6.25)	59(24.58)	91(37.91)	61(24.41)
Good interview skills	10(4.16)	11(4.58)	43(17.91)	108(45)	68(28.33)
Team work	8(3.33)	4(1.66)	32(13.33)	104(43.33)	92(38.33)
Problem solving aptitude	12(5)	4(1.66)	28(11.66)	101(42.08)	95(39.58)
Good report writing skills	12(5)	9(3.75)	35(14.58)	97(40.41)	87(36.25)
IT skills	14(5.83)	4(1.66)	22(9.16)	70(29.16)	130(54.16)
Online searching skills	19(7.91)	7(2.91)	25(10.41)	68(28.33)	121(50.41)
Friendly attitude	12(5)	12(5)	45(18.75)	93(38.75)	78(32.5)
Learning skills	104.16	11(4.58)	33(13.75)	80(33.33)	106(44.16)
Time Management	15(6.25)	12(5)	43(17.91)	73(30.41)	97(40.41)
Achieving Professional goals	11(4.58)	8(3.33)	27(11.25)	93(38.75)	101(42.08)
Plan and organize independently	20(8.33)	8(3.33)	43(17.91)	74(30.83)	95(39.58)

Note: Number given in parenthesis represents the percentage

Of the total respondents answered for the question on better employability skills in the changing labour market for LIS Graduates, those are 1. Presentation Skills, 2. Good academic record, 3. Good interview skills, 4. Team work, 5. Problem solving aptitude, 6. Good report writing skills, 7. IT skills, 8. Online searching skills, 9. Friendly attitude, 10. Learning skills, 11. Time Management, 12. Achieving Professional goals, 13. Plan and organize independently the respondents reported significantly in different ways. Data in table- 3 shows that 54.16% of respondents have strongly agreed with IT skills. 45% of respondents have agreed with Good interview skills. 8.33% of respondents have strongly disagreed with Plan and organize independently and 6.25% of respondents have disagreed with Good academic record. According to the opinion of majority of respondents, IT skill is one of the main skills of employability which influenced the changing labour market for LIS Graduates. Thus the respondents have strongly agreed with IT skill.

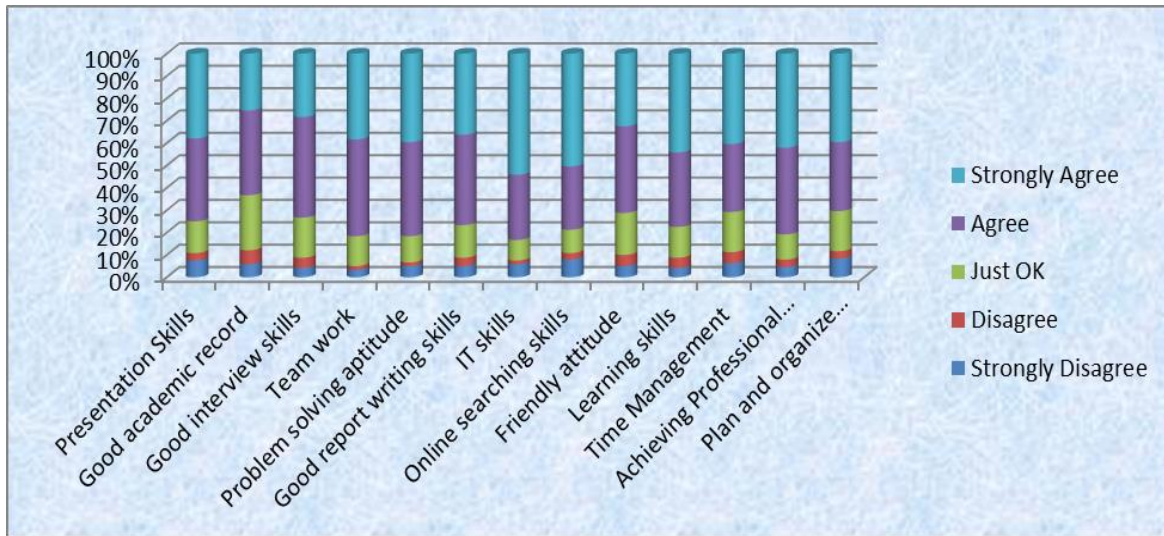
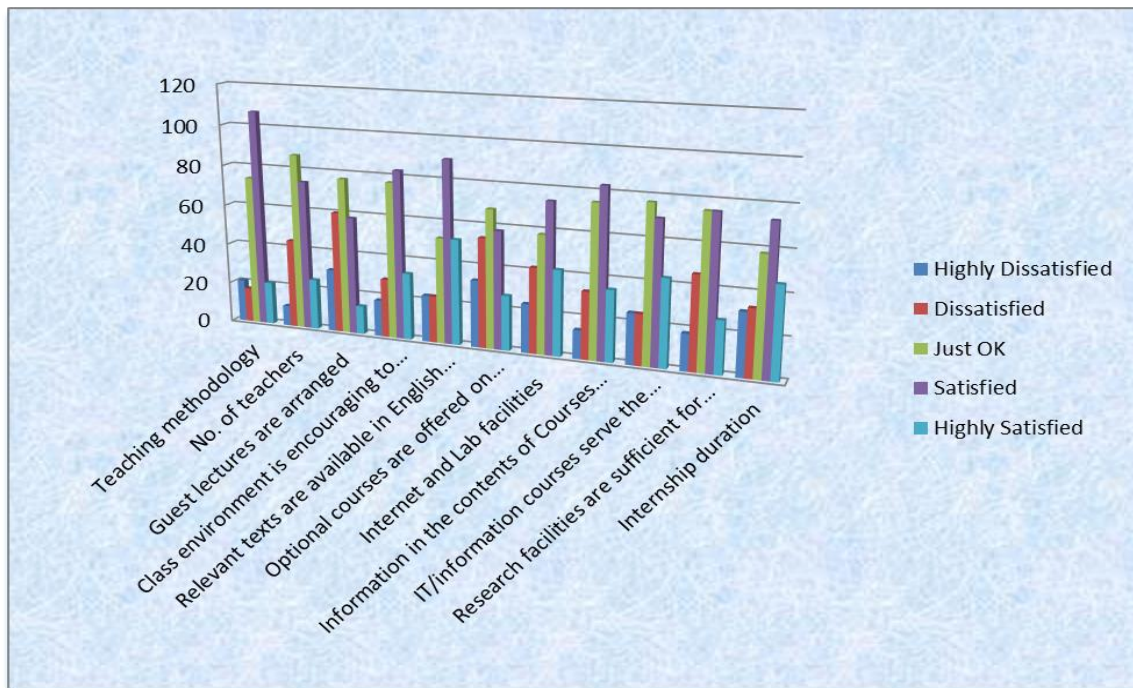


Table-5: Rate of satisfaction level with different aspects of LIS programme and parent department

Statements	Highly Dissatisfied	Dissatisfied	Just OK	Satisfied	Highly Satisfied
Teaching methodology	21(8.75)	17(7.08)	74(30.83)	107(44.58)	21(8.75)
No. of teachers	10(4.16)	44(18.33)	87(36.25)	74(30.83)	25(10.41)
Guest lectures are arranged	31(12.91)	60(25)	77(32.08)	58(24.33)	14(5.83)
Class environment is encouraging to learn	18(7.5)	29(12.08)	77(32.08)	83(34.58)	33(13.75)
Relevant texts are available in English Language	23(9.58)	23(9.58)	52(21.66)	90(37.5)	52(21.66)
Optional courses are offered on students' demand	33(13.75)	54(22.5)	68(28.33)	58(24.33)	27(11.25)
Internet and Lab facilities	24(10)	42(17.5)	58(24.16)	74(30.83)	42(17.5)
Information in the contents of Courses is sufficient	14(5.83)	33(13.75)	75(31.25)	83(34.58)	35(14.58)
IT/information courses serve the market needs	25(10.41)	25(10.41)	77(32.08)	70(29.16)	43(17.91)
Research facilities are sufficient for students	18(7.5)	46(19.16)	75(31.25)	75(31.25)	26(10.83)
Internship duration	31(12.91)	33(13.75)	58(24.16)	73(30.41)	45(18.75)

Note: Number given in parenthesis represents the percentage

The respondents were requested to give the Rate of satisfaction level with different aspects of LIS programme and parent department those are listed below. a) Teaching methodology, b) No. of teachers, c) Guest lectures are arranged, d) Class environment is encouraging to learn, e) Relevant texts are available in English Language, f) Optional courses are offered on students' demand, g) Internet and Lab facilities, h) Information in the contents of Courses is sufficient, I) IT/information courses serve the market needs, j) Research facilities are sufficient for students and k) Internship duration. Table-4 shows that 44.58% respondents have fully satisfied with the teaching methodology and 25% of respondents have dissatisfied with the Guest lectures are arranged.



10. Conclusion and recommendation

Library and Information Science students in India have to compete with other professionals to survive in the information business; they have to be equipped with a curriculum, which can make them function as competent information professionals. In today's competitive world, the theoretical knowledge of academic subject is not enough for LIS graduate to survive. In the networked environment there is a strong need for continuing professional education and training. Library professionals requires training and retraining to use IT-based resources and services, such as e-mail, FTP, telnet, www, search engines, databases, system software, application software, electronic journals, computer conferences, scholarly discussion lists, mailing lists, Usenet newsgroups, websites, CDs and DVDs.

From this study is found that The LIS curriculum offered at the State Universities of Karnataka, they are up to date and well-designed but it is not fully meeting the needs of LIS. LIS

graduates were dissatisfied with employability skills due to lack of implementation of LIS curricula. The employers complained of weak communication, practical and presentation skills. They expect graduates with more multidimensional and market oriented skills.

The graduates will have to develop competencies to meet the challenging as well as changing needs of employers/users. They will have to improve their communication skills, problem solving attitude, good knowledge of IT, presentation skills, and will have to provide services to customers with motivation and commitment. These features will enhance their employability skills.

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