

# Review of: "Shaping Tomorrow's Workforce: Adapting University Curriculum to Address China's College Graduate Employment Challenges"

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The author has taken up an important issue in higher education. This problem exists in many developing countries. Many attempts are being made in all developing countries to improve the employment attributes of graduates.

Employment of graduates from Tier II and Tier III institutions depends on the following factors:

1. Planned Outcome-based Curricula, 2. Dual Programs [Planned industrial exposure, On-the-Job Training, undertaking projects from local & national companies, offering credits for company-specific courses undergone, etc.], 3. Involvement of adjunct faculty members from companies to offer industry-specific topics, 4. Establishing Placement Cells, 5. Training the graduates to prepare portfolios that include their industrial projects completed, outcome of industrial training, competencies acquired, problem-solving skills earned, critical skills mastered, papers published in the local seminars, 6. Expertise in "Analysis-Design-Development of Prototypes- Testing- Improving the Prototypes- Planning Mass Production- Marketing- Maintenance- Scrap Management- Innovative product development", 7. Funding for in-house faculty development from the government, 8. Continuous improvement in the curricula based on the improvement and advances in the industrial practices, 8. Closing the gaps between the advances in industrial practices and the curriculum, 9. Input from the tracer studies (Feedback from the alumni on the gaps in the curriculum, gaps in the professional development activities, new job skills needed, etc.) 10. Additional courses through finishing school programs [extra courses not included in the curriculum], 11. Faculty member's skills in planning consultancy programs and generation of revenue, and 12. Continuous improvements in strategic planning of the skills transformation process.
2. The institutions have to develop strategic plans and implement them. Further, the institutes need to conduct academic audits to identify the gaps and process needed to fill up the gaps.
3. The leadership of the institutions in Tier II and Tier III cities need to have appropriate vision and mission.
4. The government has to fund to meet the additional expenditure for faculty and student training, updating the resources, and facilitating fast-growth of the institutions.
5. Institutions (Tier II and Tier III) have to establish Curriculum Development Centers, Industrial Training Centers, In-house Faculty Development Centers, Continuing Education Centers, and Placement Centers.
6. This is a long-term process which involves the government, industries and institutions.
7. There are no shortcuts.

