The Desired Employability Skill and Job-Readiness among Graduating Students

-a study among students of Bangalore City, MBA College's

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Prof. Uma Sharma

Prof. Payal Jindal

Prof. Anitha BM Dsilva

Prof. Sowmya D. S.

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Introduction:

Employability rate of among graduating students is low this is a growing concern across the world; it's the lack of skilled, job-ready graduates that is cited as its primary reason. 'Future of Jobs' - Report 2023- as per this survey conducted by the World Economic Forum over 73 million are unemployed in the world and in India the rate of unemployed is at 25.57% of the population (WEF'22).As per the 'India's Graduate Skill Index 2023'- a report by Mercer a study done in 2023 – as per this report the employable Indian graduate population is only 43% of the total students graduating annually, these are graduates who possess the required job-skills to be aptly employed. Training of transferable skill which are the type of job related skills used in work place; has to be imparted as knowledge or skills resulting in improved performance make-up as a training process of the required job skill (Angadi and Ravanavar, 2014). Effective use or failure in applying any of these skills at the job is presumed to be a lacking in job-skills of any employee and lead to lower the chance of being employable. Corporate Jobs today rests on the employee's ability to be skilled and trained for the job with ample competency to exhibit job readiness.

Employability:

Addressing the lack of job ready skills among graduates becomes the immediate prerogative of all stakeholders of the industry-academia system. Providing training through the graduation programme is the typical solution that has been adopted over the years. Traditionally without refuting the merit of the training process it is adopted at graduation degree colleges this process is accepted but has it always met the needs of the industry - it becomes rather important to include the industry perspective which will bring designated job relevant skill listing and at the same time even if it includes the student perspective an ideal way to learning the skill will make a complete stakeholder perspective to developing a solution.

Accepting this as the best proposed solution to plug the skill gap leads to another challenge of ensuring that the industry -academia collaborate to put together specific job skills requirements from every industry. This has not been a conclusive though in certain vocational job requirements skill profiling has been cone by the industry but majority of the industry job are still lacking any head-way in devising industry relevant skill-based training.

Certain initial efforts from governments around the world and international organizations has begun to address this problem of identify the job relevant skills, especially for the vocational jobs that have large intake. The International Labour Organization (ILO) and the Organisation for

Economic Co-operation and Development (OECD) these agencies have surveyed the job market and released taxonomy of skills for every job in the job market making it the first step to identify the employability skills for jobs that can be universally adopted. Surveys are annually conducted by these agencies to update and put out the trends in jobs-in-demand and the skills that are in demand from the industry, but this taxonomy as of now covers only vocational jobs the blue collared and professional job have yet to include in these institution surveys.

Skill Gap

Gap in skill is the employee's inefficient ways of applying the job-skills at the designated job - this gap is a major reason for low employability among the graduating students. Skill gaps can impact the workplace as there would job-inefficiency with staff struggling to handle their responsibilities or perform assigned tasks. From the employers perspective analysing skill gaps is crucial for organizations to evaluate the effectiveness of their workforce and understand how these gaps impact company performance.

Institute for Competitiveness in their *Skills for the Future: Transforming India's Workforce Landscape*, has conducted a detailed analysis of the current skill landscape. This report has collected unit-level data from the Periodic Labour Force Survey (PLFS), classifying occupations based on the National Classification of Occupations (NCO) and corresponding educational requirements, and assesses the distribution of educational qualifications across different occupational skill categories.

As per this report in India only 8.25% of individuals with a graduate-level education are getting employed in occupations of a corresponding skill level. Over 50% workers with a graduate education are working in jobs meant for lower skill levels, like clerks, shopkeepers, plant operators.

To address this, concern the extent of mismatch of the skill set has to be analysed and remedial actions has to be adopted, in order to reducing the mismatch from both the demand and supply side of the job market (WEF'22). A systematic and strategic approach which integrates the existing education system to a programme that focuses on imparting training and equipping the graduates with essential skill sets as per the requirements of the industry has to be planned and delivered at universities and colleges.

Skill India Mission is one such programme has began addressing these issues as a government initiative. Instituted at the national level to provide job-skill training in 2015, this programme

began at a time when only 4.7 percent of the workforce in India was formally skilled compared to 52 percent in the US, 80 percent in Japan, and 96 percent in South Korea, since its launch skilled workforce percentage has crossed over 56% and (as per the National Policy for Skill Development and Entrepreneurship report).

Skilling- Initiatives:

Skilling capabilities and skill development is considered to be the key to improving the graduate-employability rate. Skilled work force is seen as the major attribute of the employable youth which will enable the world to unlock their potential as the job market for such skilled youth is estimated to be to USD 1 trillion by 2025. The skill deficit in India can be attributed to many factors starting with the lack of integration of skill development and education during schooling for skills to take off. Internationally also the ILO report on Global Employment Trends for Youth 2022 emphasized on graduate job-skilling initiatives.

Government of India has made policy initiatives to improve the employability of the educated population of India by taking several multi-fold policy actions as - set up of National Skill Development Corporation (NSDC) dedicated to skill development for the youth of India it was set up on July 31, 2008, as a not-for-profit public limited company under section 25 of the Companies Act, 1956 (now corresponding to section 8 of the Companies Act, 2013), it operates on a unique Public Private Partnership (PPP) model under the Ministry of Skill Development & Entrepreneurship (MSDE) a ministry that has an objective of Skill Development and Entrepreneurship to bridge this gap.

Skilling programmes are all proposed to be implemented with an integrated approach of - first assessing the extent of skills already possessed by the graduating student and the set of skills to be trained on to meet the required job-readiness. Industry perspective on skills training programme is that graduating students should possess job ready skills this ensures that companies need not invest time and money on re-training employees.

Certain of the job-skills for jobs in emerging area of technology such as the - green economy that addresses solution for environment crisis, skills in area of human well-being and care, digital and internet skills for application to use of digital technology. In Indian colleges most post graduate degree programmes aims to meet the programme outcome of employability of graduating students. Curriculum and the specialization areas taught in the programme are integrated to the developments in the industry. Programme's such as the Master's in Business Administration

assures better rate of employability (as per the India skill report'23) as job ready skill are integrated to the course and the course curriculum where training students with several job-ready skill as per their specialization is one of the programme outcomes.

Employability Skill:

Employability-skills gained by graduating student are an essential qualifying factor sought by every employer. Employability skills are the transferable skills pertaining to the specialization area of study. Each of these skills is invariably learnt by the student based on their career interest and generally they are not integral to the degree they pursue. Honing their skill based abilities has become the prerogative for all graduating students today. Internships, projects, certification courses in specialization areas which provide job-ready skills these are vouched by even the prospective employers.

Job -readiness

Job-readiness among graduating students refers to the job pertinent skill-set they have acquired; which is the primary qualifying factor to be hired. Employees taking ownership of their careers or jobs, being values-driven and self-directed as possibilities arise, is a more positive trend. Job description or JD of every job gives the details of job-ready skill set which is required for any given graduates to be hired for the post. For MBA graduates the job-readiness skills that are required for the graduates to earn as per the requirements of industry are- managerial and management skill. As per the job-readiness framework given by National Association of Colleges and Employers (NACE), identifies 8 job-readiness competencies - self-development, leadership, communication, critical thinking, professionalism, teamwork, equity and inclusion. Despite skill-set being a crucial distinguishing aspect not all graduating students take initiative to self-assess their skill gap and enroll in a required skill development course nor does the Indian colleges and universities degree or the post graduate degree programs curriculum fulfil the job-skill requirements that is required by the industry.

Addressing this skill gap in recent times the government has taken initiatives to ensure most graduating students are employable. As per these initiatives government committees and associations in India lead by NITI Aayog- the Skill Development and Employment Division has been instituted which has set up centres to provide training on all vocational and professional skills across India.

Employability Skills and its relevance to the global job markets:

With the confluence of technological advancement, globalization and economic liberalization has prompted governments in developed and developing countries to priorities skills development as a key strategy for building their economic competitiveness and ensure continued growth. New forms of organizing work with advances in automation and artificial intelligence (AI) have become important implications for the world of work. In this context of rapidly evolving labour markets there is a need for skill development in the global markets too governments, employers and workers all have a stake in skills development. Global labour markets are looking at government's policies that can train relevant skills through education and training systems by taking advantage of new educational technologies and give greater attention to digital skills (Global skills gaps measurement and monitoring: Towards a collaborative framework,IOL,2022).

Policy makers acknowledge the critical role of a strong human resource base in complementing other investments and policies to boost productivity and economic progress. Reskilling the millions of workers that have been impacted by the pandemic and automation means that now, more than ever, the world needs innovative private-public reskilling solutions. Countries see a variety of positive outcomes when they increase the employability pool. A country's skill proficiency is associated with - superior performance on the Global Innovation Index it is inclusive of:

- Higher labor force participation
- Reduced concentration of wealth in the top 10% of earners
- Increased economic output. (Countries that have better employable population show increased productivity the economic indicator of this is the average GDP per capita for the bottom set of countries in this year's ranking is $8,071 versus $44,912 for the top category).

Employable Skills and the Employable Youth of India

Skills of graduating students in yester years was limited to abilities as typing or computer skills but in current job market the industry looks at employable graduating student to have more than the perquisite job related skills. Skills to hone one's own personality and self-development to their reasoning and thinking skills that should enable them to make apt decisions at work place.

Institute for Competitiveness, *Skills for the Future: Transforming India's Workforce Landscape*, conducts a detailed analysis of the current skill landscape. The report employs the unit-level data from the Periodic Labour Force Survey (PLFS), classifying occupations based on the National

Classification of Occupations (NCO) and corresponding educational requirements, and assesses the distribution of educational qualifications across different occupational skill categories.

Ideally, a worker's education level should correspond to the job's skill level. However, this analysis reveals a concerning disconnect: the skills acquired through education and training often do not match the skill levels required in jobs. Only 8.25% of individuals with a graduate-level education are employed in occupations of a corresponding skill level. Over 50% workers with a graduate education are working in jobs meant for lower skill levels, like clerks, shopkeepers, plant operators. These type of job hiring with inherent mismatch with skills is only deterring the employed graduates in their effort towards the job creating a vicious circle of un-ending skill mismatch and low job productivity and attrition.

This skill mismatch makes it imperative to address the issue from the policy standpoint, addressing the mismatch is essential for designing responsive education and employment strategies. Understanding the causes, roots, and aspects of skill mismatch enables training and skilling efforts to align with labour market demands, ensuring that skilling programs lead to improved employability.

Skills today are warranted to engage one's ability to the job on hand with the best of their abilities. As per the India Skill Report of 2023 by NITI Aayoga. NITI Aayog this number unemployable graduates in India in 2023 is at 50% of them are Industry perspective of employability skill is the capability that a prospective employee promises to deliver. Essentially skills are the competencies which a graduating student can propose to showcase secure a job.

NITI Aayog aims to fulfil - building and sharing knowledge for accelerating policy initiatives for making Indian youth and workforce employable, identifying as well as offering solutions to critical issues concerning employment, jobs and livelihood creation. The Division provides advice and policy guidance to key stakeholders involved in skill development, employment generation and social welfare. The Division also collaborates with various research organizations, development partners and experts to advance research oriented towards making an impact on policy and programme initiatives. Skill India Programme is the mega progrmame of this division which aims to equip youth of India with employable skills and make them job-ready. Pradhan Mantri Kaushal Vikas Yojana (PMKVY), Rozgar Mela, Pradhan Mantri Kaushal Kendras (PMKK), Capacity Building Scheme, Udaan, School Initiatives and Higher Education, India International Skill Centers (IISCs), Pre Departure Orientation Training (PDOT).

Skill Mismatch:

Skills mismatch refer to various types of imbalances between skills and qualifications that are typically available on the labour market. The concept is broad and includes a number of distinct types of imbalances, both qualitative and quantitative. The reasons for skill mismatches to occur is due largely to the reasons cited such as- skill shortages, qualification mismatch, skill gaps, skill obsolescence, and over/under skilling. Each of these reasons that lead to skill mismatch can co-exist making the picture of skills mismatches even more complex (ILO, 2019, Montt 2015). Therefore the concerns of dealing with its consequences like the skill mismatch effects on individual's employability which in turn impact's on the level of wage they are hired at, work in compromised work conditions. The extent and nature of skill mismatches vary across countries, depending on country development contexts so there is greater need for country-specific assessments of skill needs.

Need for Skill mapping data base to match the requirements of the Job market

Databases from job markets internationally are collected and comparable measures of skill shortages and surpluses is gathered and a multidimensional skill map is developed giving the details of the extent of surplus and shortage of workers in each of the occupations which is in-turn mapped to the underlying skills requirements. This resulting dataset indicates shortage (hard-to-find) or surplus (easy-to-find) of skills in each country.

The indicator measuring skills shortages and surpluses is constructed following a two-step approach. In the first step, an occupational imbalance indicator is calculated for occupation groups this is based on the labour market information. The second step, the composite occupational imbalance indicator is linked to a mapping of skill requirements for each of the job an aggregate of these date points a skill imbalance indicator is obtained for each country and skill dimension.

O*NET (National Center for O*NET Development. 2019). –is one of the internationally used dataset developed with a view to providing a comprehensive skill and job mapping with skill taxonomies for specific jobs. The taxonomy used to creating this data set under O*NET includes both online job and offline jobs including- population groups, sectors, skills requirements, skill levels, among other aspects. There are a range of factors used- (contextual factors) driving both the supply of skills (skill acquisition) and the demand for skills (skill requirements). These factors' impact on how well skills are obtained through education and training are matched to skills

required in the labour market (matching).This will in turn have an impact on economic performance, labour market outcomes and social outcomes, such as health (outcomes)

Initiatives for Skill Development in India:

The government of India has also recognized the need to provide skill based training. NITI Aayog acknowledges a significant skill mismatch is causing the employability gap in India, where educational outcomes don't align with industry demands and the evolving digital economy. This gap is characterized by a shortage of relevant skills, obsolescence due to technology, a large informal sector, and a lack of accessible, quality, market-linked training for both fresh graduates and the existing workforce. Skill development is an important driver to address skill gap. Skill development aids in improving employability, productivity and helping sustainable enterprise development and inclusive growth. It facilitates a cycle of high productivity, increased employment opportunities, income growth and development.

Central government and state governments have worked together to develop effective skill development programs and have launched the Skill India Mission. National Skill Development Mission was launched by the Ministry of Skill Development and Entrepreneurship on July 15, 2015, with an aim to provide skill training programmes. Coordinating skilling efforts and expedite decision making in identifying the skill-gap is one of the primary objective of the mission. There are around 3,415 training centres along with 721 PMKKs under the registration of NSDM taking the skilling programme to all rural and urban areas of India. Technical Education Quality Improvement Programme (TEQIP) has been initiated by The Ministry of Education it is a programme to boost the technical skills of the youth in India along with aid from the World Bank. As per the first INDIA SKILL REPORT in 2019 to the current skill report of India of 2023 the percentage of employable youth has grown and the percentage of unemployable youth has incrementally reduced to 53% from more than 68%. These initiatives to encourage graduates to invest in skilling has paid off and created a better pool of talented and employable youth. Government of India and the state governments have proposed plan and invested to the tune of government also dedicated Rs. 10 crores for Multidisciplinary Education Research Improvement in Technical Education (MERITE). A total amount of Rs 1648.25 crore was used to provide skilling for the youth of India.

The primary stakeholders involved in ensuring that the graduates are job ready and skill set they are trained on are relevant to the industry definitely is been taken up by the educational institutions. This crucial role that they need to cater to has to be credible and vouched by academic and industry experts. In such scenario there has to be a collaborative effort from both the industry partners who can identify the relevant job-skills as per each industrial sector and the academic partners can engage in devising the pertinent training programmes. Analysis of student's perception towards learning skills and up-skilling is another point that this study is proposing to study which most studies ignore this is dealt in detail in this study.

Review of Literature:

Skill mismatch among employable population:

Deming, D., & Kahn, L. B. 2018- This paper studies USA job market skill requirements among professionals based on the job market requirements. The results of this study are significant as it is one of the early studies analyzing the skills levels required from the job market perspective and the result of the study points at a major variation in skill demands for professionals across firms and labor markets. The data include detailed information about employers' skill requirements for individual jobs, including identifiers and other important observable characteristics such as occupation, industry, and education and experience requirements. Findings from this study gave the categorization of skills drawn from studying the generally available jobs in the job-market. Secondly the study also pointed to the extent of variation in skill levels available among the prospecting employees. The study also found that skills that the employees possess or exhibit and the pay n performance they attain are correlated.

Montt, 2015 - This study states the definition of skill mismatch- as those worker who take jobs for which they are not trained- mostly due to over qualification., the paper also traces one important consequences for the mismatch to occur supply side of the job market that has demand for a type of skilled worker. The Survey of Adult Skills (PIAAC) is the data from the programme for International Assessment of Adult Competencies' Survey of Adult Skills (PIAAC) on analysis of the data the paper shows that although students may choose to specialize in a particular field or course , it is not solely up to them to actually work in that field. Several extraneous factors of the job market influence that are beyond the control of the prospective candidate for the job gets selected for the job and the mismatch effect come to play.

OECD, 2014; ILO, 2018: a degree of "frictional" skill mismatch and skill shortages is to be expected in any dynamic economy. However, persistently high skill mismatch and skill shortages over the longer term can have adverse economic consequences for individuals, firms and the economy as a whole. At the firm level, skill mismatch has been associated with lower productivity, and increased on-the-job search and turnover, while skill shortages have been shown to increase the cost of hiring and hinder the adoption of new technologies (OECD, 2012). Reasons for skills mismatch as per this paper occurs and evolves among existing workers because of skills obsolescence, resulting for example, from the adoption of new technologies or changes in production processes. The skills of workers may also erode if they suffer long-term unemployment and they are not able to use and maintain their skills.

Graduate Skills for MBA Students is - Employability and Job Readiness

Skills that are required for MBA graduate as per the industry is the primary focus of many studies, G. Quintini -2011- in the OECD Publishing, first defined and stated the skills required for employees as per the job roles. Taxonomy of skills required for jobs were proposed. Following this study there are more than 6000 skill taxonomies that have been defined for jobs by the Organisation for Economic Cooperation and Development (OECD).Pauliina Rikala, Greta Braun, Miitta Järvinen, Johan Stahre, Raija Hämäläinen, 2024,Timane, Rajesh and Band, Gayathri and Wandhe, Dr. Priyanka, A Study of Analysis of Gap in the Employability Skills and Attributes of Management Students with Respect to Academic Output and Industry Requirement (April 16, 2024). Employability skills are critical for success in the workplace, even more so in this era of globalisation of economies and advancement in technologies. However, there is ample evidence of the gap between the skills acquired by graduates at universities and the skills expected by employers in the workplace. Applying the modes of grasping and transforming the experience embodied in Kolb's experiential learning theory (ELT) (1976, 1984), the purpose of this paper is to examine the development of employability skills of accountancy students through their involvement in two extracurricular activities: community accounting and an accountancy club.

This paper reviews the data on the type of employer skill needs available in the existing literature with a particular emphasis on those skills required by engineering and manufacturing employers. Statistical data related to skill gaps in engineering and manufacturing in the UK and London/Thames Gateway are presented with the intention to determine whether and how these

relate to the employability skills and competences listed by various organisations. The paper arrives at a number of conclusions. In summary, for the 'engineering and manufacturing workforce skills development' ethos to become widespread in London (and the UK in general), a lot more needs to be done to understand the needs of industry to be able to develop provision that supports Londoners.

Gaps, in turn, have been described and captured in three commonly used terms: skill gaps, mismatches, and shortages. Skill gaps occur when employees do not have adequate skills to perform their tasks (McGuinness et al., 2018).

Skill mismatches among the graduating MBA students of India:

Murali Srinivasa Rao 2011- This paper aims to present a practical approach to the concept of employability, facilitating easy comprehension, implementation in classrooms, and serving as a framework for students to enhance their employability skills. The research, driven by the author's seven years of experience in MBA Higher Education Training, critically addresses the employability concept, focusing on its key determinants—Demand and Supply. Through a comprehensive exploration of the link between employability, demand, and supply factors, the researcher develops a refined employability concept, successfully bridging the gap and contributing to increased campus recruitment**.**

Sarag S Bola 2012- Management education faces challenges in effectively cultivating employability skills and struggles to pinpoint a clear pathway for enhancing the job prospects of students. Additionally, there is a puzzle-like dilemma in selecting the right approach that can offer a multitude of employability alternatives for management students.

Rajanibala J. Shah Nidhi Srivastava 2014- top management institutions should start continuously training work programme and familiarizing students with the current need and market expectations in different sector the students are in a position to do better. Management of the institution's should strive e and do better man power to make students business leaders and change managers. This paper only considers management institutions.

Dr. M. Nishad Nawaz, Dr. B. Krishna Reddy 2013- In the dynamic global landscape, management education plays a crucial role, facing escalating challenges. Corporations, particularly multinational companies, seek MBA graduates who possess adaptability, flexibility, entrepreneurial spirit, and the ability to act as change agents. Bridging the substantial gap between industry needs and the current skill set of students is a pressing concern for universities and

colleges. This research investigates the essential employability skills for management graduates, reviews prior global research on the subject, and assesses the skill sets of management students to align them with future labor market demands. The study is based on an extensive literature survey of educational reports, articles, and both empirical and theoretical research papers, consolidating findings from studies conducted in various countries, including India.

Madhusmita Choudhury 2014-Education can be defined as the collective wisdom comprising information, skills, and practices transferred across generations through mentoring, coaching, guidance, and related activities. It typically occurs during experiences that have a profound impact on individuals' thinking, understanding, or actions. Education serves as a powerful catalyst for growth, contributing to economic development, improved health, gender equality, social harmony, and stability. The ongoing evolution of the education system, driven by economic and social demands, has adapted its programs to remain relevant. In the contemporary era of liberalization, globalization, and privatization, there is a heightened recognition among the younger generation of the crucial role of professional education in addressing the evolving challenges of the corporate landscape.

Dr. Syed Valiullah Bakhtiyari, Dr. Rahella Tabassum 2022-This study aims to assess the skills, qualities, and intellectual capital of final-year students pursuing master's degree programs in business management across diverse colleges in Hyderabad City. Utilizing statistical tools such as the Likert scale, Anova, t-test, and SPSS, the researcher investigates the reasons behind the gap between academic deliveries and industry requirements. Categorizing MBA programs into Private B schools, Minority institutions, and Non-Minority institutions, the research provides insights into the current state of students' employability skills, offering valuable implications for academic institutions in Hyderabad and beyond. The overall conclusion highlights a substantial need for enhancing skills among management graduates to improve employment prospects.

Subashree Pal, Soureen Bhattacharya, Parimal Sarkar 2023-This paper investigates into the collaboration for employability skills lies outside the realm of the Government, leaving the responsibility shared between various stakeholders. The collaboration involves a network of activities, fostering mutual adaptability among higher Institutions, industries the business world and community participation. A systematic and need oriented curriculum framework is essential for long term benefits with the government playing a pivotal role in facilitating changes and helping the employability skills among the graduates.

Measurement and Taxonomy to plug the Skill gap:

ILO-OEDC-Jan'24- This technical paper on Global skills gaps measurement and monitoring: Towards a collaborative framework, presented at the G20 nation's conference by International Labour Organisation and Organisation for Economic Cooperation and Development –proposes an adaptation of a joint conceptual framework to develop a global skill taxonomy (ILO-OEDC-Jan'24). O*NET for a national taxonomy is proposed this supports job-matching platforms, research and analysis as well as to inform up skilling and reskilling policies and job matching.The O*NET is a data base system that is accessible around the world and includes four levels of aggregation that is 23 major groups of occupation, 96 minor groups, 449 broad occupations and 821 detailed occupations are listed alongside the skills required for each.

Fidel Bennett, Verónica Escudero, Hannah Liepmann of (ILO)-2022-

Developing skill measurement taxonomy is the main aim of this study. Skill taxonomy that is comprehensive but succinct, suitable for the labour market realities of developing and emerging economies and easy to adapt to online vacancies and applicants' data. They attained this by using machine-learning techniques which systematically aggregates three broad categories of skills – cognitive, socio emotional and manual – and fourteen commonly observed and recognizable skills sub-categories, we then develop a methodology that allows implementing the skills taxonomy in online vacancy and applicants'. The advantage of the approach proposed by this study is that it is an analysis of currently available jobs (considering the job skills have changed as it now includes access to online technology) and allowing for country-specific analysis without allowing assumption that occupational skills bundles are the same across countries. This is one of the first studies to explore this approach.

Research Gap: **Inference from the Literature Review:**

Reviewing the literature from studies that have investgated graduate programme students' training process using the Google scholar, EBSCO and other literature data base, analyzed the papers on content and collected papers' author details, methodology and results- were analyzed to review the papers. The analysis can be discussed broadly as per the points given below:

The studies on graduate training in employability skill and job skills are primarily defining and identifying the skills that has to be built. Theoretical frame work for adopting the implementable training process is suggested by several studies

Studies have also mapped the skill sets of the relevant jobs that are in-demand in the job market has been investigated in the existing literature.

While majority of the existing literature accept that skill gap is a reality but at the same time these studies also point to the immediate need for investigating into the type training programmes that are offered presently and suggest measures to modify the type of training so the papers propose training frame work pertaining to each course , detailing about both the delivery process and the outcome the training programme needs to match has to be proposed.

There are significant numbers of studies that have proposed solution to educational institutions and there are many studies that have sought major government and government agencies interference in order to see that job relevant skills as mandated by the industry has to be the basis for building the training framwork or modules. The trainingb facility and delivery process can be provided to studrnts with both institution and government participation ad it involves investment in facility building and training content building

Studies have also proposed theories and training framework and most importantly skill taxonomies have been built and suggested for each job, such skill taxonomies are now used to develop a training curriculum for each professional and job-oriented courses offered by universities around the world.

Research –gap identifed is broadly in two category of research studies firstly, those studies that have concentrated on studying the process and type of training offered and they have proposed modification in theoritical framework suggesting the emphasis to be on consistent delivery mode and the outcome of the course they measure on the basis of successful attainment of learning from the course

Secondly, other studies that propose to bring in the importance student's perspective these studies research insights that need to make training more learning oriented than emphasizing attainment of grades. Studies propose changes in the method of training such as using the apprentice type of training, involving hands on learning from subject expert, encourage more practise session rather than one assessment of the students learning through the training session.

The present study is considering the learners or students perspective and since it is a study among the sample group of MBA students in Bengaluru City Colleges this study aims to bring out the students perception of training in MBA programme. Student's perspective regarding the need to

be trainned the types of training they need to be trained on to the levels of attainment they aim to gain are all the points of research that is investigated in this study.

Statement of Hypothesis:

H_0: Employability skill training session duration is not consistent for all specialization area in the MBA Programme .

H_0: Not always all MBA students perceive challenges in learning new skills in the training sessions.

H_0: All MBA students trained on employability skill are not capable of applying the learnt skills.

H_0: Not all MBA students trained on employability skills are job ready.

H_0: Skill gap of MBA students is not reducing due to low ability to apply employability skill and job ready skills at job.

Scope of the Study:

This is a study to profile the extent of employability that a MBA graduates can possess when they are provided with training on employability skill and job readiness skills during the course. Primarily MBA programme being a professional course the emphasizes on placement orientation and training for employability is part of its programme outcome.

This study finds relevance as it gives the student's perspective of skills learnt through the programme. The need to identify and refine training framework for MBA programmes can find insights in this study as students perspective of the type of training and the duration of training is also been covered. Student's perspective being the key insight beyond this the nuances of understanding the student's challenges in learning during the training can be inferred from this study as this can provide answers to improve learning rate and gap reduction in learning and applying the skill.

Methodology

Research Method:

The study uses descriptive research approach with survey research method, primary data from the students of MBA Programme is collected through the survey method. Data is collected on the employability skill training offered to MBA students in the degree programme –the type of training selected in the questionnaire are all generic training topics popularly provided for students of MBA programme (as per the ILO-OEDC'23 skill taxonomy).

Source of Data Collection:

Primary data is collected using questionnaire administered using Google form. Students of MBA of Bengaluru city colleges are the respondents. Secondary Data from government reports, journals and websites of higher education in Bengaluru.

Tool of Data Collection:

Structured questionnaire using google forms has been used in this study. The questionnaire has close-ended questions. The questionnaire collects responses from the PG students of MBA programme from Bengaluru City Colleges on

- First section of questionnaire has questions on details of the student's personal details, affiliating college and PG-Degree they are pursuing,
    - Second section includes questions on all the type of employability skill they got training on during their MBA degree. (The skill items are taken form the ILO-OEDC'23 skill taxonomy).
    - Third section includes questions on the extent of job-readiness skills attained

The Sampling Method:

Non probability sampling method- type of sampling is convenient sampling, is used for the study. Sample population of the study is Post graduate students of MBA course of India colleges. The sample unit is MBA colleges of Bengaluru City. Bengaluru city MBA colleges have been picked for the study from the exhaustive list of MBA colleges announced by Karnataka Examination Board (which is an inclusive list of all MBA private colleges, university affiliated college and autonomous colleges in Bengaluru city), as per the list there are around 300 MBA colleges. **Sample size**: the sample size for the study is 138 MBA programme students from Bengaluru Colleges.

Results and Discussion:

Results from the data analysis of primary data collected is discussed here. The results are presented under four point – *first the profile of the respondents is discussed, second the type of skill training provided in the MBA programme are all listed and the most common training programme is listed, third the analysis of students perception on the extent of skill learnt and their confidence in their ability to apply the skills learnt* is

Sample –description and reliability test

Sample drawn for the study is analysed and firstly it is analysed for descriptive statistics and is tested for reliability. The total sample size is 134 and the mean of the sample is 2.79 and the kurtosis is negative and lesser than -2 so it is inferred that the sample distribution does not show a peaked or spiked distribution but shows a flatter distribution as popularly accepted (Hair J.F,2022).

Table no 1: Showing the descriptive statistics of the sample

	N	Mean	Std. Deviation	Variance	Kurtosis
	Statistic	Statistic	Statistic	Statistic	Statistic
13 Items	134	2.7985	1.42364	2.027	-1.231
Valid N (listwise)	134				

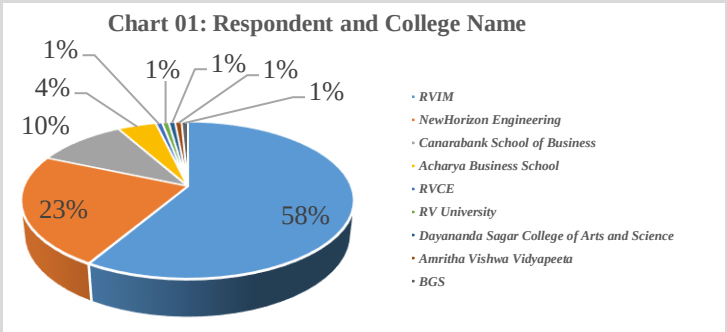
Table 02: Showing the Reliability test using Cronbach Alpha.

Reliability Statistics		
Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
.670	.896	2

As per the test of reliability (as seen in Table 02 given above) the two items of the study namely- employability skill and job readiness for which the sample response is collected has been tested for reliability it shows a Cronbach alpha score of .896 is attained in the test result where an alpha score .08 is considered as acceptable, indicating acceptable consistency on the scale that is both items (employability skill and job readiness skill) used in the study are standardized (George, D., & Mallery, P., 2003).

Profile of Student Respondents:

MBA graduates from Bengaluru City College are the respondent's samples of the study. The chart-01 given below shows the respondents are from prominent MBA College of Bengaluru City are represented in the sample.

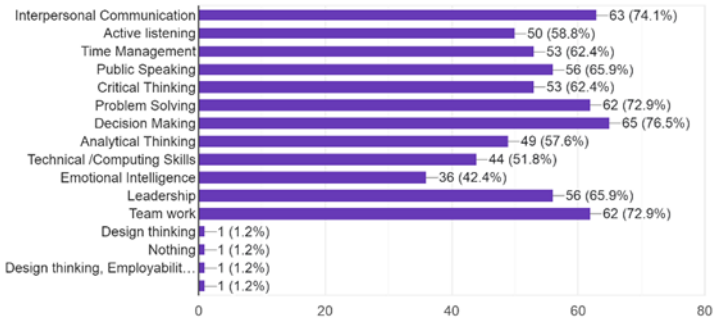


Type of Training provided for students of MBA programme.

MBA programme provides its students training in employability skill and job readiness skill. All colleges are providing the training. As per the data collected and analysed it is seen (as seen in the graph-01 given below) there are more than 15 types of employability skill training provided- among these skills as - Interpersonal communication is one of the commonly mentioned courses by 74% of the respondents, other soft skill training like time management mentioned by 68%, public speaking mentioned by 62% and active listening mentioned by 58%. Decision making, problem solving and team work skills were also mentioned by 76%, 72% and 72% respectively as the other most commonly trained on managerial skills. Analytical thinking, public speaking, technical computing skills, leadership are the other employability skills that are mentioned by the respondents.

Total list of 15 employability skills which is mentioned by the respondents, these are the most commonly trained skills across all MBA colleges of Bengaluru city. These skills are essential skills a per NASCOM- Vision 2030 and the Mecer - Metti report on employability skills in India to ensure job readiness among graduates.

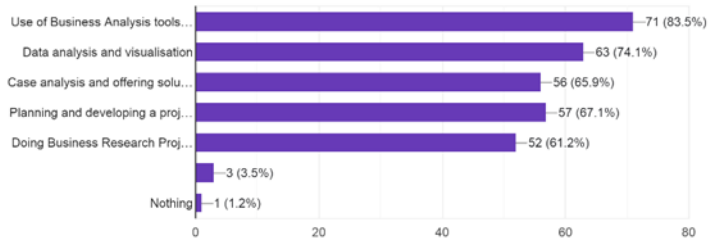
Graph 01: Showing the percentage of students trained on employability skills training module



Job-readiness skills (such as ability to use analytical tools, ability to interpret and visualise data) is learnt by MBA student and the type of skills they have gained from these is given in the below given graph: 02. As per the graph - 74% of the students have reported that they have been trained and learnt job readiness skill of data analysis and data visualization while 71% have gained on the use of business analysis tool and 67% students agree to have been trained on planning and

preparing project report. Skills as case analysis and preparing business project reports are other job readiness skills is gained by 3% of students.

Graph 02: Showing the list of job readiness skills that students have gained through the training



Training and Training duration:

Students of MBA programme from all colleges in Bengaluru City are trained on employability skill and job readiness skills during their two years programme, as it is part of the curriculum as per the university guidelines. Several of the colleges also choose to provide add-on and industry relevant training in order to stay relevant to the needs of the industry and cater to the students' needs of employability. Corporate trainers lead training sessions with emphasis on providing industry exposure, industry trips, expert-talks delivered by invited industry experts, industry domain specific discussions lead by domain experts and career guidance by industry experts – such mode of training is very interactive and participative for students. Secondly, duration of these training sessions and its regularity makes students give priority to learn the skills.

From the analysed data we can infer that training duration and its regularity in training in all areas of specialisation is statistically significant in its relation. The results are inferred based on the test results given in the table no-03 below-'t' test value is 94.4 and the p value is .000 where the assumed level of significance for the test is at 0.05. As the p value is lesser than 0.05 the null hypothesis can be rejected and the alternative hypothesis is accepted inferring that - the duration of training session and the type of training provided is significant.

Implementing training programmes designed to strengthen student's skills in their area of specialisation will find relevance between the learnt skills and industry demanded skills.

Table no-03:'t' Test results showing the relation between duration of training and area of specialisation

One-Sample Test

	Test Value = 0

	t	df	Sig. (2-tailed)	Mean Difference	95% Confidence Interval of the Difference	
					Lower	Upper
Trained on Employability Skill and Job-readiness	94.443	133	.000	1.94030	1.8997	1.9809

Learning challenges during the training

Challenges in learning during the training provided to MBA students could be one of the reasons for the student's inability to apply the skills post their training. Nature of these challenge has to be identified as this could point out at the lacking in training delivery -which could be due to a poorly used training delivery process or lack of time to practice these skills by students, these reasons could have led to low learning rate. As per the results from the study the test results given in the table no-04- shows t-test result where the calculated' test value is 45.76, the p value is .000 where the level of significance set for the test is at 0.05, as the p value is lower than the level of significance the null hypothesis is rejected and the alternative hypothesis is accepted inferring - students of MBA do not face any challenges in learning the new skills they are trained on during their training programme.

India Skill Report also supports the above given study results, specific specialisation-based training skills that is provided consistently through the MBA programme is the need of the industry. The report proposes that skills that are offered in the training programme have to be scheduled and mapped to the job-categories in demand this will ready the students skill as per the job market demand (India Skill Report 2023 and NASCCOM Vision 2023).

Table04: t-Test results of learning challenges and the type of training provided.

	Test Value = 1				
	t	df	Sig. (2-tailed)	Mean Difference	95% Confidence Interval of the Difference

					Lower	Upper
Challenges in Learning during Training	45.768	133	.000	.94030	.8997	.9809

Type of Skills Learnt

Specialization-wise the students from Finance and Marketing specialization show a similar pattern of learning skill that is - fair to satisfactory. Whereas in specialization areas as Business analytics, Human resource and Supply chain show skill learnt is mostly poor –as per the cross tabulation results as given below in the table no-05.

Table 05: Table showing cross-tabulation of -extent of skills learnt and in each area of specialization

		Specialisation					Total	%
		Finance	Marketing	Human Resource Management	Business Analytics	Others		
Learning Attainment	Good	0	1	0	1	0	2	1.4
	Moderate	7	4	0	2	0	13	9.6
	Fair	55	11	3	10	7	86	63.7
	Poor	20	5	2	6	1	34	25.1
Total		82	21	5	19	8	135	100

Training offered in specialization area has to be been improved by adding all industry relevant skills, it would be beneficial and improve the employability of students if skill training is offered in all new areas of specialization. As per the Sector Skills Council of NITIAAYOG - most desirable sectors for generating employment in India are in industry as- BFSI, Healthcare, Software/Hardware and Manufacturing sectors. Employability skills that will find more demand from hiring agencies are AI and automation-driven skills (as per the India Skill Report'25)

Considering the study results the need for updating and adding new skill training modules as discussed above has become necessary, this study has further analyzed the data to understand if

the students extent of learning the skills they are trained on is it influenced by the type of specialization skill training they are offered.

Table 06: Table showing extent of learning skills as per each of the area of specialization

ANOVA						
Source of Variation	***SS***	***df***	***MS***	***F***	***P-value***	***F crit***
Between Groups	61.89223058	11	5.626566	3.268282	0.000193	1.7946821
Within Groups	2726.962406	1584	1.721567			
Total	2788.854637	1595				

From the table no6-the results on one way anova – shows that the f test value is 3.26 at a p value of 0.0001 which is lesser than the level of significance set for the test is at 0.05 and the f test value is higher indicating that these two variables are having a variance , so the null hypothesis is rejected and the alternative hypothesis is accepted inferring that –students' extent of learning from skill training and the influence of training in area of specialization - is statistically significant so it is inferred that extent of learning from the skill training of MBA students is influenced by the type of skill training provided in their area of specialization.

Specialization based skill training will be more effective in ensuring better job readiness among these students, as reported in the India's Graduate Skill Index 2023-published by Mercer and Mettl – that among the graduating students of India more than 48% of graduates applying for AI&/ML roles are job-ready with the industry AI/ML skills and 37% are employable for sales and business development roles.

Job readiness among students

Job readiness is the ability of students to be knowledgeable and skilled by demonstrating their ability to learn and apply transferable skills. Job readiness among MBA graduates in India is at a rate of 37% of the graduating population. The reasons for job readiness is in the match of job skill that the students gain and the industry needs from a prospective employee. Job readiness in today job market gets measured on the students ability to use digital tools, adapt to new technologies, and solve problems in technology-driven environments. Core digital skills, including communication, collaboration, creativity, and productivity, have become essential in the evolving labor market (Tariq et al., 2024; van Laar et al., 2020).

Table07: Test result of one -way ANOVA of Job readiness among students as per Specialisation

ANOVA						
Source of Variation	***SS***	***df***	***MS***	***F***	***P-value***	***F crit***
Between Groups	204.0965	6	34.01608	21.85935	7.32E-24	2.110024
Within Groups	1230.902	791	1.556134			
Total	1434.999	797				

As per the above table no-7 the test results from one way ANOVA shows the F test value is 21.8 at a F critical value is 2.11, the test p value is 7.3 higher than the assumed level of significance set for the test is at .05 as the p value is higher we fail to reject the null hypothesis -inferring that not all students trained on employability skill are job ready and also that specialisation based training does not have any statistically proven significance on improving the job readiness of MBA students.

As the previous test is showing that each of the training provided to students does not have any significant effect on their job readiness. This data of skill levels attained on each of employability skill and job readiness was analysed using confirmatory factor analysis to assess which of the items in each of the employability skill and job readiness factors have lower loading creating the lower significance on job readiness.

As per the CFA results given the table-08 below shows the all the factor loadings of items for each of the factor 1 that is Employability skill (which is measured by 12 items, these are the 12 types of employability skill that MBA students are trained on -as per the India Skill Report) and Factor 2 Job readiness (which is measured by the five items, as per India Skill Report) are all having a loading above.05 showing moderate fit and close to 1.00 showing good fit it is particularly items 10,9 and 8 (that is - Emotional Intelligence, Technical Skills and Analytical skills) attained weights 0f .795,.789,.792 showing these items are not contributing as they have lesser attainment among students, and in the formation of the factor - employability skill. Which infers that employability skills as - Emotional Intelligence, Technical Skills and Analytical skills- are skills

that students perceive the extent of training received in these skills is comparatively less and is lacking in their ability to apply these skills.

Table -08- Showing the Model fit of Confirmatory Factor Analysis of Employability Skill and Job readiness among the respondents.

Label			Estimate	S.E.	C.R.	P
ES12	<---	F1	1.000			
ES11	<---	F1	.949	.045	20.864	***
ES10	<---	F1	.795	.047	17.011	***
ES9	<---	F1	.789	.048	16.571	***
ES8	<---	F1	.792	.048	16.379	***
ES7	<---	F1	.920	.044	20.883	***
ES6	<---	F1	.846	.046	18.215	***
ES5	<---	F1	.815	.046	17.877	***
ES4	<---	F1	.809	.048	16.841	***
ES3	<---	F1	.942	.047	20.211	***
ES2	<---	F1	.880	.045	19.459	***
ES1	<---	F1	.846	.043	19.807	***
JR1	<---	F2	1.000			
JR2	<---	F2	.888	.075	11.833	***
JR3	<---	F2	1.025	.068	15.135	***
JR4	<---	F2	1.086	.068	15.924	***
JR5	<---	F2	1.061	.068	15.586	***

From the below given model fit graph -03 and the model fit indicators shows that the factor loading is between the significance level of .8 to 1.00 indicating to moderate fit to good fit .The model has achieved good factor loading on all items except for three which has been explained earlier as they lower than the other items loading but still show moderate loadings between .83 and .89 which is

still moderate and acceptable. The co-variance between the two factors -employability skill and job readiness- is 1.2 indicating that the relation between these two factors is highly inter-related and any change in employability skill factor can influence similar changes in the other factor -job readiness .

This is a pointer to the importance of employability skill training to be highly aligned to the in-demand job skills. As only when in-demand employability skill are the training provided to students only this will ensure students to achieve job readiness, any dilution in the skills trained on will only result in low job readiness.

Graph-03-: Showing the graph of model fit of CFA analysis:

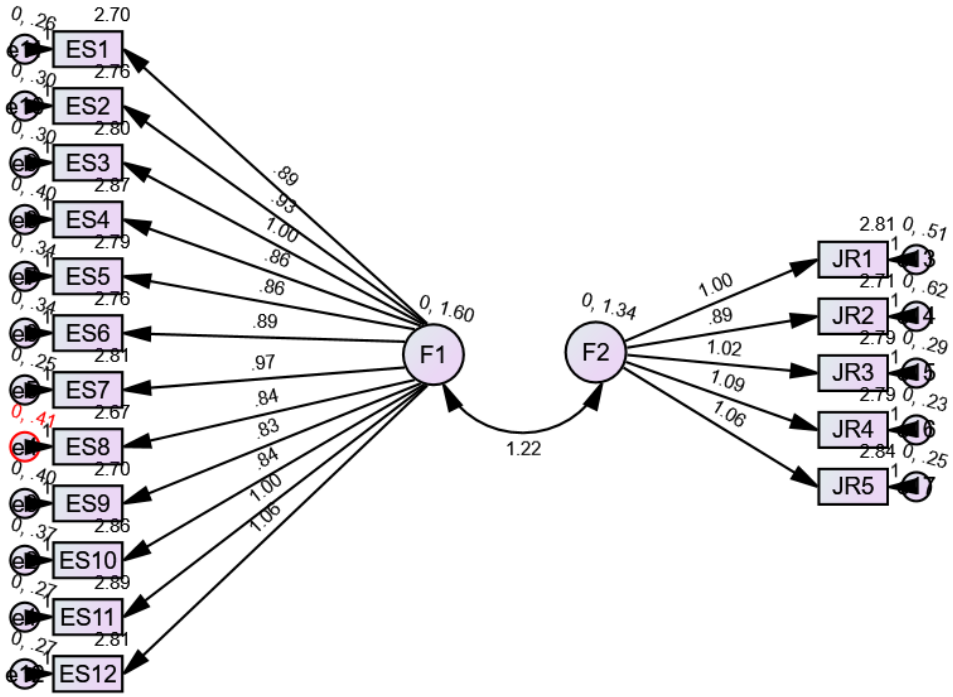


Table 09: Showing the model fit indicators of CFA analysis for the two factors employability skill and Job readiness

Model Fit Indicators	Test Results
CMIN - CMIF/DF	2.101

Base line indicators of the model	.955
Parsimony-Adjusted Measures	.737
RMSEA	.000

Based on the CFA results a SEM model for the factors from the CFA was obtained. The model fit shown here in the table no 09 – and the model fit graph given below in graph -04 a shows the two factors of employability skill and job readiness are a total of 12 items under employability skill and 5 items of job readiness is tested and the results given in the table above shows high significance and model fit- inferencing that all the 12 types of training and the 5 types of job readiness skill that it provided to MBA graduates to make them employable is significant. The two model fit was obtained the first model has and has high likeliness of being the proven set of training skills to meet the employability requirement. With the CMIN –the goodness of fit /Chi-square of the model of the model has achieved 2.101(*Kline, R. B., 2005)* this indicates a good fit. CFI is .95, PCFI is at .737 and RMSEA is at .000 which is less than the.05 (Fidell,2007, Browne and Cudeck 1993), these indicators show high model fit .

Skill Gap-the extent of skill gap among MBA students

From the tableno.10 given below the factor loadings of the three factors –employability skill and the job readiness and its relation with skill gap has been obtained. All items have achieved loadings of 1.00 and greater than .5 so the items of each of the two factors of employability skill and job readiness is proving that the two factors are having significant variance and so influence each items performance.

The third factor that is the skill gap is tested and the loading for this is lower than 1.00 at .041 showing very low loading lesser than .05 showing a very poor fit suggesting that the skill gap between the two factors does not achieve any significant relation stating that skill gap is an latent factor between the first two factors of employability skill and job readiness which has a unidirectional relation, as per this result the null hypothesis cannot be rejected and the inference will that -Students lower ability to apply the employability skill and job readiness skill is always the reason for the skill gap is accepted – that is the factor loadings are not permissible for the third

factor that is skill gap but the two factors that is employability skill and job readiness have on their own gained good factor loading indicating that the employability skill is influenced by skill gap and job readiness is also influenced by skill gap but all the three factors put together do not show any inter relation or variance with each other, there by stating that skill gap is a latent factor having uni-directional relation with factor- employability skill and factor-job readiness.

Table-10 –Showing the factor loadings of the items in the SEM model

			Estimate	S.E.	C.R.	P	Label
F2	<---	F1	.802	.064	12.543	***	W15
VAR00012	<---	F1	1.000				
VAR00011	<---	F1	.951	.049	19.476	***	W1
VAR00010	<---	F1	.808	.049	16.574	***	W2
VAR00009	<---	F1	.791	.050	15.970	***	W3
VAR00008	<---	F1	.808	.051	15.821	***	W4
VAR00007	<---	F1	.917	.047	19.339	***	W5
VAR00006	<---	F1	.847	.050	17.047	***	W6
VAR00005	<---	F1	.822	.048	17.206	***	W7
VAR00004	<---	F1	.805	.052	15.479	***	W8
VAR00003	<---	F1	.954	.050	19.201	***	W9
VAR00002	<---	F1	.878	.048	18.143	***	W10
VAR00001	<---	F1	.797	.052	15.365	***	W11
VAR00013	<---	F2	1.000				
VAR00014	<---	F2	.889	.098	9.088	***	W12
VAR00016	<---	F2	1.041	.099	10.558	***	W13
VAR00017	<---	F2	1.018	.097	10.479	***	W14
VAR00015	<---	F2	.987	.096	10.252	***	W16
VAR00018	<---	F3	1.209	.041	29.394	***	M1

Implying that the skill gap is still existing and the employability skill and job readiness though they relate but it is the effectiveness of its application that is yet to be achieve, so there is a desired gap.

Skill gap is existing - Skill gap as per the recent report by Mercer | Mettl. -on Indian Graduate Skill index has emphasized that employers are increasingly focusing on graduates who possess soft skills like critical thinking, communication skills and learning agility. Indian graduates demonstrate an employability of 46% in learning agility, as against the overall employability of 50% in soft skills. At 46% employability, Indian graduates are highly proficient in the technical skills required for AI and ML job roles. Institute for Competitiveness, *Skills for the Future: Transforming India's Workforce Landscape.*

Graph 04-: Showing the path diagram of the SEM model of employability factors and skill gap.

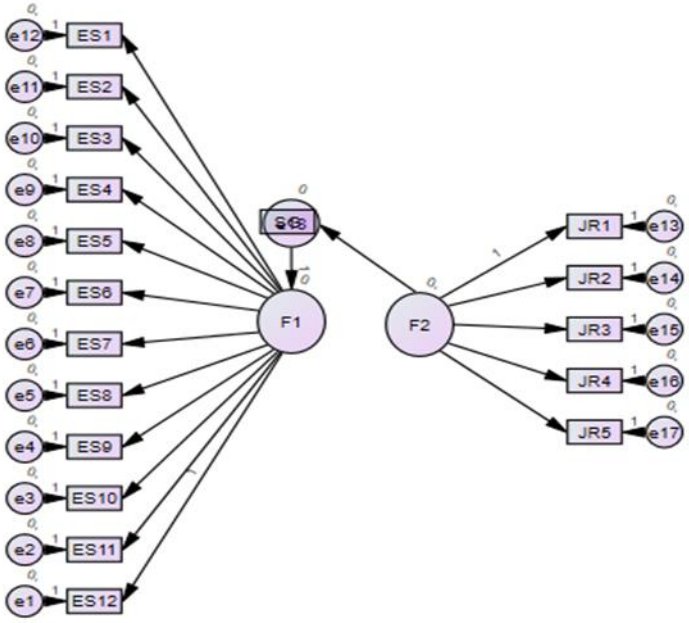


Table-11 Showing model fit indicators of the SEM model

Model	Model Fit Indicators	Test Results
Model 1	CMIN -CMIF/DF	
	Base line indicators of the model-CFI	1.00
	Parsimony-Adjusted Measures/PCFI	.000
	RMSEA	.000
Model 2	CMIN- CMIF/DF	3.617
	Base line indicators of the model/CFI	.878
	Parsimony-Adjusted Measures	.698
	RMSEA	.000

The SEM model fit indicators also show a unidirectional path relation between the third factor skill gap –suggesting that employability skill gained by students relates to skill gap and job readiness also relates to skill gap but they do not show any interrelation nor co-variance. The table shows two models the first model did not achieve the model fit as the covariance relation established between the three factors did not exist as per the model. The second model fits with only unidirectional path relation being established with the three factors this has obtained moderate to permissible model fit indicators. The model has achieved p value of .000 and good ness of fit at 3.617 which is a moderate fit (as per standard test value it is good fit if it is>2), CFI is .87 is permissible, PCFI is also at permissible level and RMSEA is at .000 which indicates a good fit. For all the items the standard regression weights shows positive and significant relation between each of the items of the three factors –Between factor 1-employaybility skill and factor2- job readiness the 1.00 indicating a significant relationship. Considering the third factor- skill gap has attained a regression weight at .041 indicating there in lesser than permissible significance between the third factor –skill gap with the other two factors- employability skill and job readiness. Implying that the first two factors employability skill and job readiness skill though significant in relation it does not add value to the students training skill as their skill gap is not significant, meaning the gap has to be reduced. Implication of this result is that employability skill if trained as per the job market can exclusively enhance the skilling abilities of the student and job readiness can complement it to reduce the skill gap.

Discussion and Conclusion

Students of MBA graduate programme pursue the degree with an aim to eventually graduate with a prospective good career. This study brings out the students perspective towards employability skill training their perception on the types of training offered during the degree programme has been gathered and analyzed to get more insights into what the graduating students gain in terms of career preparedness.

Type of training and method of training are more important to be assessed about each colleges training programme. Training of all employability skill in MBA programme of all university

colleges in Bengaluru is curriculum driven making it evident that all students in the programme are trained on these skills. Beyond being trained it is important to assess if all colleges aims at delivering a consistent training programme, as this is not mandatory it is exclusive discretion of each college. As per the results from the study that duration of training and method of training becomes important the results show that students perceive that though the duration of study is similar in most colleges that were sampled while it's the type of training offered which is not consistent, as certain of the training topics (such as – technical skills, analytical skills, emotional intelligence) have seen to be given lesser preference, resulting in students lacking in efficient use of these skills. Contrary to this inference students perceive that they do not face any challenges in learning the new skill thought to them in the training progamme. Training topic and module can be rigorous as student have a positive intent to get skilled.

Technical skills, analytical skills and emotional intelligence are the employability skills that students perceive to be less trained and they are less confident on applying these skills while most of the commonly accepted employability skills such as- communication skills, Interpersonal communication Skills, leadership, teamwork, time management skills, active listening, public speaking, critical thinking, problem solving have all been offered in the training session and students have reported high level of confidence in using these skills and they report that they have been trained on these skills for appropriate amount of time.

Specialization area relevant training is also perceived by students to be satisfactory to poor, in most of the major area of specialization such as finance, marketing and business analytics but in the specialization areas as supply chain management, operations management and human resource management student's perceive the training modules has to be improved as it is presently poor.

Skill gap is also addressed in the study by taking responses of the students. As per students response they perceive that if the specialization area training is provided more importance by providing in-demand, industry relevant skill the skill gap can be reduced, presently the students perception as per the study results is there is no significant positive relationship between employability skill and job readiness so the skill gap is significant .

Results from the test analysis identifies that students perceive that employability skill and job readiness are skills they learn yet students do not find enhanced skill levels to get employed, this is explained as the skill gap in the test model.

Skill gap has occurred and in present times is still occurring due to the mismatch in employability skill that students are trained on and job readiness skills they exhibit are all not relevant to the current job market. As per the study results it is suggested to reduce this skill mismatch by involving interactions with industry stakeholders and by adopting training methods as internship, apprentice, live projects driven by experts and hands on learning method as students lack in specialization area based technical skills.

Implications

As skill –gap has been persistent and it is proven through several research reports that it is primary reason low employability among the employable graduates cross the world. This only requires an earnest effort to put the academia-industry to collaborate and initially propose the skill taxonomy for all jobs, as currently it is limited to vocational jobs.

Secondly, in India especially for the MBA graduates, as this study focuses on them this study results has to be consider as it offers students perspective towards making training more learning oriented as per the study students are positive and have a keen intent to learn the skills they are thought.

Results from this study propose two major suggestions – students look forward to be trained in technical skills of their specialization area, in all those specialization relevant skills that are in-demand. As per student's perspective training methods that are used should give them maximum exposure to real time learning and decision making.

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- *India's Graduate Skill Index 2023, report by Mercer –Mettl.*
- *India Skills Report 2023- tenth edition, CII.*