

## Enhancing Employability: Comparing Curriculum Adequacy Vs Need for Skill Development Programme

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### Abstract

**Purpose:** The main purpose of this study is to find out the intensity of relationship between curriculum and employability of the students.

**Design/methodology/approach:** Qualitative approach was used in our study, adopting descriptive research design and purposive sampling method was used to select 100 sampling units from the population of final year under graduate and post graduate.

**Findings:** In Principal Factor Analysis the main factors extracted affecting the relationship of curriculum and the employability are Team development skill, personal development skill and professional development skill. In CFA using structural equation model it's been confirmed with Personal development skill

**Practical implications:** In our economy stake holders like parents are willing to get the maximum benefit from academic curriculum itself, the time and cost are crucial factors for deciding upon the individual skill development programs. In our study we have identified in the curriculum skill-oriented courses are contributing maximum for the employability.

**Originality/value:** We have adopted empirical study for our research. Using questionnaire given to the respondents.

### Keywords

Employability, curriculum, skill, student employability.

## INTRODUCTION:

In this competitive era, every individual should possess skills which is needed for an organisation and their career development. The "Skill" is an ability of an individual to perform and achieve a task or goal with the determined results in a given period of time and resources. The skill acts as a basic essential need for all the individuals to enter and survive in the job market. This study focuses on the skills and its impact on the employability opportunity of the students. The employability which is the ability to gain a job and be successful in the acquired job is directly correlated with skill set of the individual. Students are the pillars of the future nation. They play a crucial role in sculpturing the future and lays a strong foundation in terms of economy of the nation. The main challenges for the students are to satisfy the expectations of the recruiters in terms of skill. Most of the students are good in subject orientated knowledge but regarding the skill part, many fails to achieve on those metrics. The skill is not only essential

to enter the job market and increase the employability opportunity but also required to grow and reach places in the obtained job. The curriculum should provide the fundamental skill training to the students. Not every student can opt for specialized skill training programmes to improve their ability. In order to help in that case, the curriculum's skill development training should upskill their expertness and help them to increase their employability opportunity. This research focuses on the skill trainings given by the educational institutions, colleges and universities. And to find whether they help the students and give them career readiness.

### TRIGGER FOR THE STUDY:

In accordance with the literature review, majority of the skill development programme researches are focused on the employees who are currently working with the organization and their further development, only fewer studies have been focused on the students and their challenges to develop to their skills regarding the future job opportunities. In this study we focus on the factors leading to employability opportunity of the students who are currently studying their graduation/post-graduation. The main focus of the study is on the curriculum which is a root cause for the skill development of the students. For example, if schools provide trainings for NEET many students won't opt for additional trainings. Here the pivot is how effective those curriculum's skill training programmes are and how well they benefit the students regarding their employability without additional trainings. The family's economic status accelerates the additional skill trainings which is required for the individuals.

### OBJECTIVES OF THE STUDY:

- 1) To study the influence of Socio-demographic variables on the employment opportunities of the students.
- 2) To identify the factors affecting the employability of the students.
- 3) To analyse the relationship between the curriculum and employability nature.

### REVIEW OF LITERATURE:

The employability of the post graduate students can be enhanced with their previous educational degree or schooling. **Sokkalingam S R M, Rajendhiran N - 2014**(Study on the employability skills of MBA students in engineering colleges) - The medium of instruction of the students in their previous educational degree or schooling has an impact on the employability skills of the students. The employability skills to be developed by the management with proper coaching. The placement officers of the college should be aware and properly instructed about current job market. There is an impact in the employability skills of the students based on the parent's education, salary and location. The students should be majorly trained on English proficiency, presentation skills and adaptability to gain a job opportunity within India or abroad. The internships and part time jobs will also give a basic idea for the students about the job market and make them to be prepared. Communication is a key parameter for the employability of the students. **Purohit, Asit R – 2016**(A study of coping skills for 21st century at secondary school level) - Many challenges are faced by the students such as lack of bonding with teachers, leisure time, adaptability according to the educational improvisations, pressure for higher achievements. These can be addressed by providing proper

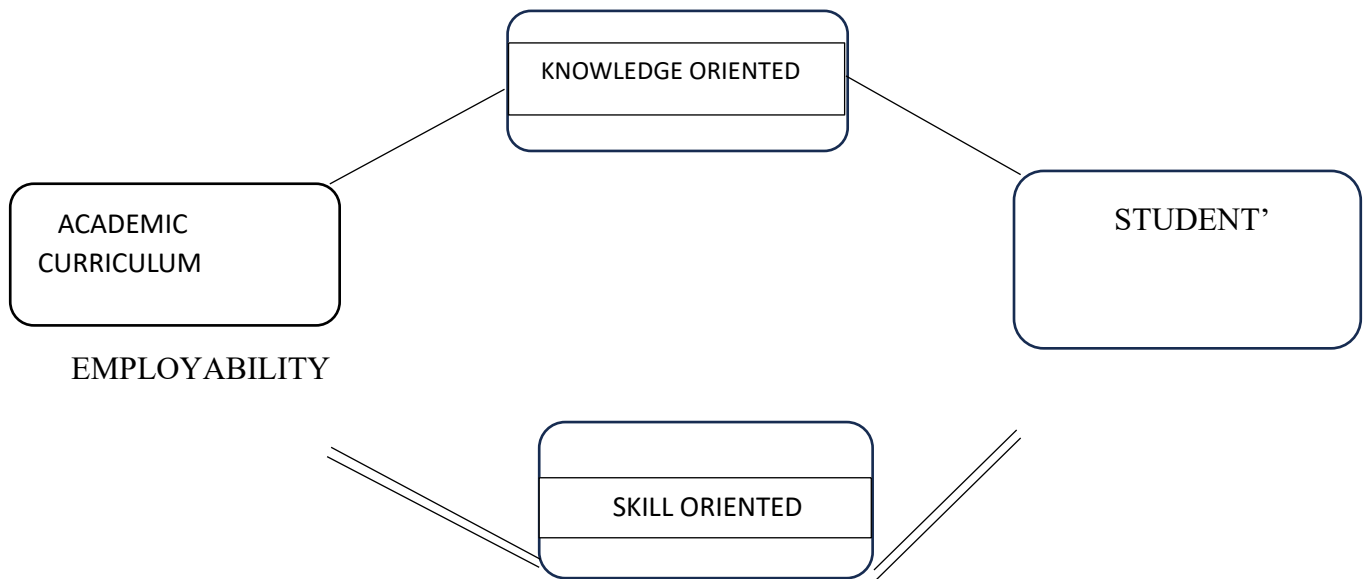
learning environment, respecting and accepting student's point of view. In the current era communication is a key skill, so language learning is must to improve the coping skills of the students. Each student differs from each other and they all possess different skills. For the skill development the location of the students plays a pivotal role, in-turn it affects the employability of the students. **Suman, Madhu Gupta -2017**(Study of academic achievement and study habits among school students in relation to their meta cognitive skills learning and thinking style) - There is a huge difference in the skill sets of the students from urban and rural areas of the nation. The locality and gender are a significant factor affecting the skill set and meta cognitive thinking style of the school students. It is found that, the urban male students tend to perform well than the rural male students, similarly the urban female students perform well comparing the rural. The employability of the students can be improved by giving the sufficient amount of focus on giving the soft skill training as well as personal enrichment **Ezhilan S, Renuga M – 2017**(Enhancing the employability of Engineering students through soft skills training) - The current education system doesn't focus on the self-personal development of the students. The soft skills are very important as technical skills. The employers have the expectations of hiring candidates who have good articulation skills. They are looking for the candidates who perform well from the day one without three to six months training. Soft skill forms a basic layer for a student to excel in the job market. The curriculum must be developed and trainings for good communication and soft skills should be provided to the students. **Madhu Bala Yogi, Subhash Sharma – 2017**(Efficacy of Soft Skills among Management Students with Special Reference to Employ ability and Sustainability in the Industry) - The management student's skill set was not up to the mark of recruiter's expectations. Most of the students have scored less than satisfactory level marks in the skill tests. The HR's felt only few students are good in the soft skills. The training has been provided for the students to enhance the skill set. The outcome of the training has helped many students to improve their skills such as communication, presentations, dressing and grooming. The overall skills have improved up to more than 15% for every student after the training. This implies that every management should undergo specialised trainings to increase their opportunities in the job market. **Priya Kaushik, Ajit Kumar Bansal – 2017**(Correlation between the employability of engineering students and soft skill training) - The current talent pool has very low employability skills. Only 64% of the recruiters feel that the fresh graduates are eligible to work and have good skills to cope up with the work. The rest feel that the fresh candidates need more training apart from the curriculum learning. The technical knowledge is alone not sufficient for a student to crack the interviews and survive in the job. The competition has been increasing tremendously and students need to be self-aware about themselves and improvise them. The main reason for the skill gap is not only technical knowledge but also English and logical reasoning of the students. **Sharmila Mohapatra, BarnanaSarkar, R.N. Bhongle – 2017**(A Study of Business School Students Perception of Employability Skills with Specific Reference to The Role of Communication) - The communication is the heartbeat of every organization. In the current growing job market, the recruiters feel communication skill is considered to be the most significant one. Their expectations from the students are to be a good communicator. The students of B schools feel that they need to improvise their communication and other skills which crucial for the employability opportunity. Some female students they are good in communication and some

male students feel that they are good in critical thinking and confidence. Mostly female students are good in soft skill. The recruiters feel presentation skills are very important for all the genders. Communication skill is vital for both verbal and written purposes. The economic development of the nation is highly dynamic after FDI, the students have to upgrade their skill set with the market demand. **Nirmala K, Govindan M – 2018**(Employability skills of professional college students in relation to their self-efficacy mental well-being and knowledge on labour market) - The current labour market and economic growth of the country are rapidly changing. According to the change, the up-knowledge update and skill update should be imposed on the students. The current colleges, universities and faculty members lack in providing the training as per the current job market. The technical skills are imparted properly but when it comes to communication and employability skills, there is huge gap between the student's capability and employers' expectations. The effective teaching methods should be implicated for the development of students when it comes to employability skills. **Dsouza, Anthony Philip – 2018**(An evaluation of skill development programmes and its impact on employment and self-employment a study with reference to state of Goa) - The students are more confident in choosing their own course without the suggestions or influences of parents. Some get influenced on the factors such as friends, parents, media and publicity. The majority of the students choose their own vocational courses. The students are satisfied with the infrastructure provided by the institutions. But the students are not satisfying with curriculum and tools used in the institution for their knowledge purpose. There must be improvisation from the institution's side on regulating the upgraded equipment, tools and curriculum for the students. The industrialist also expects for skilled candidates to provide internships and on job trainings. **Meenakshi Dhingra, Kundu S C – 2019**(Employability skills a study of perceptions of students of professional courses and their prospective employers) - Some management students feel confident about their communication and presentation skills when it comes to employability but the same students feel less confident about their critical thinking and teamwork ability. The students are good in subject knowledge but to satisfy the recruiter's expectation, they need to be good in critical thinking and self- management. The employability comprised of both subject knowledge and soft skill set. The employers are responsible to recruit the right candidate with the right skill set for the job. To ensure this, students must be trained for more confidence and knowledge. The industry expectation and demand mainly on the skill-oriented education. **Pol, Sanjiv Kumar M – 2019**(A Study on Gap Analysis of Employability Skills of Fresh MBA Graduates in Karnataka) - The expectations of the employers is that colleges and universities should train the students mainly on soft skills and aptitude tests. Many of the MBA graduates have good management skill, creativity and adaptability skill but they lack confidence when it comes to team work and communication. They must be good enough to convey their message and collaborate with all team members for the smooth functioning of the work. Some of the MBA graduate doesn't give much importance to the writing skills thinking they will be assisted by writing software. Listening skills are very crucial for the candidates especially in the team work. **Negi, Shilpi – 2020**(Youth Problem among Higher Education Students in relation their Big Five Personality Traits and Perceived Employability) - The students face problems such as college, social, personal, financial and family problems. These types of problems affect the learning interests of the students. This increases the

insecurity and stress levels of the students which acts as barrier for skill enhancement which leads to employability. Apart from that, skills and knowledge gained by the students who are free of those problems are not up to the mark. **Archna Prasad, K. Nirmala Prasad – 2020**(A Study on Employability Skills of Students of Arts and Science Colleges in the University of Madras Area) - Human resource development plays a significant role in the development of skills and enhancement of employability of the students. The ratio of female gender who opted for arts & science is comparatively greater than male. The majority of the student's parents are less educated or not educated. Only 9.05% of students opted that they have good employability skills. The students should majorly focus on Analytical thinking, presentation skills, Technological adaption, Initiative and team skills. **Ramakrishna, Chandaka – 2020**(A study on the performance evaluation of skill development centres in developing employability skills among educated youth a case study undertaken on students from select colleges in Srikakulam district Andhra Pradesh) - The employability skill centres provide trainings to the students. On successful completion of the trainings, the certificates are provided to the students. But the market requirements for the core skills are not completely met. 48% of the students agree that ESC is useful for them. Many of the students feel confident after attending the Employability skill center trainings. The colleges should give equal importance to the skill training programmes. The recruiters not only look for academic achievements but also skill sets of the students. **Bala, Renu – 2021**(Employability skills of management students a study of academic and industry perspective) - The reputation of the institution, skill matching, updated curriculum and course trainings play a major role in the employability skills. The gap between the required and available skills are major reasons for the lack of employability skills among the management students. The students must be given proper feedback and technological advancement should be practised. Students and stakeholder's expectations from the academic curriculum is to fulfil the employability of the candidates. **Singhal Vikhyat, Saini Ravinder – 2021**(Management Education and Employability an Empirical Study of Management Institutes of National Capital Region) - The curriculum plays a vital role in filling the skill gaps. The recruiters are looking for candidates who already possess certain skill sets without trainings from their side. Only 28.7% employers feels that management candidates have the necessary skill set. These skills can be improvised by participating in events, competitions and networking. The students must be aware of the current industry needs, trends and sculpture them according to that. Majority of the students are not satisfied with curriculum provided by the colleges. **Khurana, Khushbu – 2021**(Employability mapping: a study of employability skill, protean career attitude and mentoring among the engineering students) - Having a versatile learning attitude is pivotal for students to enhance their employability skills. The mentoring of students is very important. The students should possess both soft skills and hard skills to the job. The job market is fluctuating as per the current requirements and students should be well prepared. Lack of mentorship can lead to the failure of attaining employability skills. The students have proper guidance and mentor seems to have proactive personality and self-efficacy. **Agarwal Swati, Dewan Jyoti – 2021**(Study to Improve Academic Performance and Employability Skills Among Students Pursuing Graduation from Colleges Of Uttar Pradesh) - The academic performance of the students is excellent with the current curriculum. The facilities provided by the colleges and universities have a great impact for the development

of academic performance. But students feel that there is not enough training for the improvisation of the employability skills. They need training for English, communication, computer knowledge and emotional intelligence. Students and colleges should give equal importance to the skills development trainings in order to attain good employable skills. They should be trained in over all aspects to crack the expectations of the employers. Skill-oriented education makes a candidate to be more self-confident and self-motivated. **Cherath, Prakash Gopalkrishnan – 2021**(Study to assess impact of focussed skill training on the employability of students in management) - There is a sharp contrast among the students who have gone through skill development trainings and the students who have not gone through the trainings. The confidence level and self-awareness of the students who attended the trainings are more. Many of the students have rated themselves as average when it comes to English communication. The management should focus on providing proper guidance and management skills of to the students apart from academic knowledge. Team performance and assertive behaviour of the students should be improvised by the management to make them more employable in the future. Institutional brand name and its value has a greater impact in the students' employability. **Yasmeen Bano, Vasantha S – 2021**(Influence of Generic Skills Career Development Learning and Emotional Intelligence on Employability of the Students) - The reputation of the universities has a predominant role in the employment opportunities of the students. The universities with good name attract more students and employers. To achieve and sustain the reputation the placement percentage and trainings provided for that should be standardized. The learning outcomes and employability of students are in direct relationship. To boost and enhance, additional skill trainings focusing on self-efficacy, generic skills and emotional intelligence must be provided the students. There is difference between the students of various university who go through these trainings. Students with proper trainings have more opportunities in the job market. **Mohana Sundari V, Praseeda C – 2021**(A Study on Moderating Role of Emotional Intelligence on Students Employability) - Emotional Intelligence of the students are very important for decision making. Workshops related to psychological and behavioural thinkings must be provided by the institutions. Apart from that, the family members should also encourage the students and provide them emotional support to develop their skills and academics knowledge. The emotional intelligence of a student has a greater impact on the employability skills. Apart from the institutions should also revise their curriculum and upgrade as per the current growing job market and its expectations. **Srinivasan, Shruti – 2022**(Role of soft skills development programme on employable skills of management students in Bengaluru) - The communication skill is considered to be one of the highly employable skills by the recruiters in India. Only 7% of the students are employable from the country which has around 5500 business schools. This results that, soft skills are very important for the students to be employable. The B-schools must focus not only on the curriculum but also include these skill development trainings for the enhancement of the employability skills. Apart from communication skills, problem solving and self-awareness also pivotal for the development of the students to be employable and potential candidate. **A Jyothi, R Sampath Kumar – 2022**(A Study on the Factors Affecting Employability Skills of Degree College Students in Hyderabad) - The current curriculum must be restructured for the betterment of the students. Most of the colleges in village as well as cities mainly focus on the

academic subjects and doesn't give trainings to fill the skill gap. The job market is completely different from what is being taught to the students during their college time. The main purpose for which students enrol themselves in the college is to get placed with a right job. But most of the colleges fail to provide trainings related to soft skills. Proper soft skills training to be added as a part of curriculum and proper enlightenments must be provided to the students. Lack of these reduces the employability opportunities of the students. **Chordia Ankur, Chourey Neha – 2022**(Impact of soft skills and personality traits on employability in service industry a study of professional postgraduate students) - The employability skills of the students are more related to their own individual personality traits. The five big personality traits of the students are interrelated with the soft skills. The way how they perceive things and inner value of the individuals also decide the employability skills of the students. The students who are extraverted seems to be more confident about themselves. They will be good team players and communicators. Similarly for the other traits also, students who falls on the positive side of rating scale has the good employment opportunity in the job market. The HR's feel there is gap in the desired and available skills in the students. These should be rectified and improvised with proper trainings and social activities. **P Prabha, K Dhanalakshmi – 2023**(Perception on outcome-based education of university postgraduate students in relation to their cognitive ability and employability skills) - The outcome-based education is very crucial for the development of skills among students. The Students with Internet and communication facilities perform better than those students without ICT facilities. The proper skill trainings should be provided to teachers as well as students of the university. The parents should visit college to know about the progress of their wards. The second-year students have good cognitive skills comparing the first-year students. The occupational status of the parents also plays a part in the skill development of the students. In addition to academic education, separate skill development programs can be provided to the students to enhance their employability. **Rumi Sikdar Rathod, Dr Shubha Chandra – 2023**(Impact of NSQF on skill development of specific domain amongst the secondary and higher secondary school students on employability) - Vocational Education and Trainings are needed apart from academic education. These VET and academic education are interlaced for the improvisation of the student's employability skills. These will help the students to be prepared from the beginning to face the job market in the future. This helps the students to be more progressed in the domain as well as soft skills. There is a difference between the students who opt for Vocational Education Training and Non-Vocational Education Training. National Skill Qualification Framework helps to synergize these for the advancement of students right from schooling. The employability quotient can be uplifted.

**PROPOSED RESEARCH MODEL:****RESEARCH METHODOLOGY:**

In our study, we have adapted qualitative approach using descriptive research design to understand the perspective of the population without having a control over the variables. we have chosen 100 sampling units of population by adapting this Purposive sampling method. The chosen samples for this study are final year under-graduate and post-graduate students.

Demographic Variables	Parameters	Frequency
Age	17-20	40
	21-24	29
	25-28	19
	>28	12
Educational Qualification	Diploma	7
	UG	62
	PG	27
	Others	4
Current Location	Metropolitan	75
	Semi-urban	17
	Small town	4
	village	4
Parent's Income	Less than 25k	21
	25-40k	30
	41-60k	27
	More than 60k	22
Parent's Education	No education	11
	High school/Diploma	33



	UG	42
	PG	14
<b>Parent's Employment Nature</b>	Government	15
	Private	43
	Self-employed	29
	Others	13
<b>Family size</b>	2-3 members	23
	4-5 members	60
	5-6 members	11
	More than 6 members	6
<b>Family Location</b>	Metropolitan	43
	Semi-urban	26
	Small town	22
	Village	9
<b>ST needed for employability</b>	Yes	92
	No	8
<b>Undergone Soft Skill Trainings</b>	Yes	32
	No	68
<b>Aware of NSQF</b>	Not aware	77
	Heard about NSQF	15
	Some Understanding	7
	Well-informed	1
<b>Financially stable to afford NSQF</b>	Yes	43
	No	57
<b>Current curriculum is enough for employability</b>	Yes	39
	No	61
<b>Current curriculum must be updated</b>	No, it is adequate	13
	Yes, only minor updates needed	30
	Yes, significant updates needed	40
	Yes, entire change is needed	17

### **Data Analysis & Findings:**

#### **Reliability Test**

##### Reliability Statistics

<u>Cronbach's Alpha</u>	<u>N of Items</u>
<u>.936</u>	<u>41</u>

Here in the reliability statistics, the value of Cronbach's Alpha is 0.936 which is greater than 0.5. So, the reliability test for this study is successful. The consistency of the questionnaire is valid, indicating the items are very well correlated and they will provide consistent results.

S. No	Test Applied	Hypothesis Test	P Value	Result
1	CHI – SQUARE TEST	There is a relationship between the age and update requirement of the curriculum.	0.956	Hypothesis Rejected
2	Mann-Whitney U Test	There is a relationship between skill training is needed for employability and applied knowledge.	0.045	Hypothesis Accepted
3	Mann-Whitney U Test	There is a relationship between current curriculum is enough for employability and applied knowledge.	0.001	Hypothesis Accepted
4	CHI – SQUARE TEST	There is a relationship between Parent's Income and Undergone soft skill training.	0.005	Hypothesis Accepted
5	CHI – SQUARE TEST	There is a relationship between Parent's income and financially stable to afford NSQF training.	0.000	Hypothesis Accepted
6	CHI – SQUARE TEST	There is a relationship between Parent's education and current curriculum must be updated.	0.682	Hypothesis Rejected
7	CHI – SQUARE TEST	There is a relationship between educational qualification and Parent's qualification.	0.240	Hypothesis Rejected

## FACTOR ANALYSIS

### KMO and Bartlett's Test

Kaiser-Meyer-Olkin Measure of Sampling Adequacy.	.925
Approx. Chi-Square	2279.880
Bartlett's Test of Sphericitydf	300
Sig.	.000

**Communalities**

	Initial	Extraction
Critical_evaluation	1.000	.594
Critical_thinking	1.000	.676
Decision_making_skill	1.000	.683
Future_educational_career_goals	1.000	.721
Academic_skills_and_knowledge	1.000	.761
Higher_employability	1.000	.602
Analytical_skills	1.000	.702
Emotional_intelligence	1.000	.568
Balancing_the_emotions	1.000	.800
Self_efficacy	1.000	.694
Industrial_demands	1.000	.590
Strength_and_weakness	1.000	.721
Clear_understanding_of_capabilities	1.000	.697
intrinsic_motivation	1.000	.747
Team_management_skills	1.000	.673
Team_coordination	1.000	.736
Ability_to_adapt	1.000	.707
Ample_opportunities	1.000	.702
Employee_commitment	1.000	.709
Language_skills	1.000	.740
Continous_learning	1.000	.791
Public_speaking_and_presentation_skills	1.000	.682
Complex_information	1.000	.722
Leverage_information_and_skills	1.000	.698
Technical_skills	1.000	.720

Extraction Method: Principal Component Analysis.

**Total Variance Explained**

Component	Initial Eigenvalues			Extraction Sums of Squared Loadings			Rotation Sums of Squared Loadings		
	Total	% of Variance	Cumulative %	Total	% of Variance	Cumulative %	Total	% of Variance	Cumulative %
1	14.277	57.106	57.106	14.277	57.106	57.106	7.385	29.539	29.539
2	1.875	7.502	64.608	1.875	7.502	64.608	5.039	20.155	49.694
3	1.283	5.133	69.741	1.283	5.133	69.741	5.012	20.047	69.741
4	.928	3.713	73.454						
5	.849	3.396	76.850						
6	.692	2.769	79.619						
7	.640	2.558	82.178						
8	.505	2.020	84.198						
9	.430	1.721	85.919						
10	.415	1.658	87.577						
11	.356	1.423	89.000						
12	.333	1.333	90.333						
13	.317	1.269	91.602						
14	.285	1.141	92.744						
15	.281	1.123	93.866						
16	.254	1.016	94.882						
17	.225	.898	95.780						
18	.222	.890	96.670						
19	.174	.697	97.367						
20	.157	.629	97.996						
21	.141	.564	98.560						

22	.108	.432	98.992						
23	.098	.391	99.384						
24	.094	.377	99.761						
25	.060	.239	100.000						

Extraction Method: Principal Component Analysis.

### Rotated Component Matrix

	Component		
	1	2	3
Critical_evaluation		.650	
Critical_thinking		.632	
Decision_making_skill		.743	
Future_educational_career_goals		.708	
Academic_skills_and_knowledge		.764	
Higher_employability		.696	
Analytical_skills		.754	
Emotional_intelligence			.591
Balancing_the_emotions			.819
Self_efficacy			.709
Industrial_demands			.605
Understanding_your_strength_and_weakness			.742
Clear_understanding_of_capabilities			.636
intrinsic_motivation			.726
Team_management_skills	.753		
Team_coordination	.764		

Ability_to_adapt	.754		
Ample_opportunities	.734		
Employee_commitment	.710		
Language_skills	.691		
Continous_learning	.757		
Public_speaking_and_pres entation_skills	.762		
Complex_information	.781		
Leverage_information_and _skills	.686		
Technical_skills	.733		

Extraction Method: Principal Component Analysis.

Rotation Method: Varimax with Kaiser Normalization.

In the factor analysis, the variables measuring the contribution to employability of the students are entered. The final outcome value of KMO and Bartlett's test analysis is found be 0.925 which is significant. This value represents the sample adequacy to proceed for the factor analysis.

### COMMUNALITIES:

The variances of the variables are measured in this communality test. This measurement of the variables for variances can be done before and after the extraction. Here, before the extraction the initial eigen value of the variables is found be 1.000. Then after extraction, the final eigen value of the variables is found be above 0.5. This is the amount of variance interpreted by the variables.

### TOTAL VARIANCE ANALYSIS:

The total variance analysis table talks about the total variance value. Totally three factors have been extracted in this factor analysis test. Here, 57.106 is the maximum value of the factor extracted in this test. This is followed by the next values such as 7.502 and 5.133. The remaining variables are not found to be significant. Summing up all the three factors value, the final value is found to be 69.741. The other factors are extincted during the data reduction. The cumulative percentage value of the variances is more than 60, it indicates the level of variance from one variable to another variable and it is reasonably good enough to perform the factor analysis.

### ROTATED COMPONENT MATRIX:

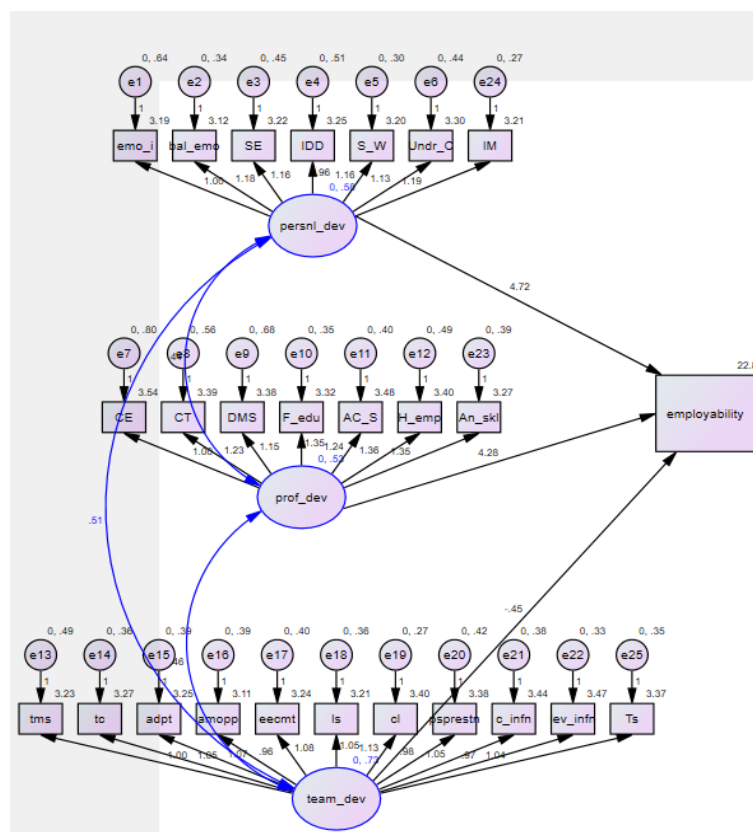
In the rotated component matrix, totally 27 variables have been inserted and majorly three factors have been drawn out of the 27 variables. The factors extracted are Team development

skill, Professional development skill and Personal development skill. In the first factor that is Team development skill there are totally 11 variables. In the second factor that is Professional development skill there are totally seven variables and similarly for the third factor that is Personal development skills there are seven variables. In this test, there are totally 25 variables which are having value above 0.5 and the remaining are extinguished due to the reduction of value.

### CONFIRMATORY FACTOR ANALYSIS:

After principal component analysis, we have continued our analysis with Structural Equation Model (SEM) Using Analysis of Moment Structures (AMOS) for doing the confirmatory factor analysis. This to check whether the three extracted factors such as Team development skill, Professional development skill and Personal Development skills contribute to the employability of the students. Out of these three factors, the major contribution is from the factor Personal development skill. This indicates that personal development skill should be mainly focused by the academic institutions.

### RESEARCH MEASUREMENT MODEL ANALYSIS:



**Notes for Model (Default model)****Computation of degrees of freedom (Default model)**

Number of distinct sample moments: 377  
 Number of distinct parameters to be estimated: 82  
 Degrees of freedom (377 - 82): 295

**Result (Default model)**

Minimum was achieved  
 Chi-square = 752.363  
 Degrees of freedom = 295  
[Probability level = .000](#)

**CMIN**

Model	NPAR	CMIN	DF	P	CMIN/DF
Default model	82	752.363	295	.000	2.550
Saturated model	377	.000	0		
Independence model	52	3026.591	325	.000	9.313

**Baseline Comparisons**

Model	NFI Delta1	RFI rho1	IFI Delta2	TLI rho2	CFI
Default model	.751	.726	.833	.813	.831
Saturated model	1.000		1.000		1.000
Independence model	.000	.000	.000	.000	.000

**RMSEA**

Model	RMSEA	LO 90	HI 90	PCLOSE
Default model	.125	.114	.136	.000
Independence model	.290	.280	.299	.000

**TEST OF MEASUREMENT MODEL:**

In this measurement model analysis, the value of CMIN/DF is found be 2.550 which is significant for the model. The values of Normed Fit Index (NFI), Relative Fit Index (RFI), Incremental Fit Index (IFI), Tucker-Lewis Index (TLI) and Comparative Fit Index (CFI) are



found to be above 0.7. This indicates the model is acceptable for doing the analysis. The value of Root Mean Square Error for Approximation (RMSEA) is 0.114. Value of goodness of fit for the model here indicates a better fit.

### **FINDINGS & SUGGESTIONS:**

In our study we found that age is not a major constraint for the requirement of updating the curriculum. Students of any age can also opt for the change of curriculum. Skill training is need for the knowledge which is crucial in the real time environment. This bridges the gap between availability & need. And enhances the employability of the students who are currently pursuing UG & PG. Totally 39% of the respondents opine that current curriculum is enough for their employability and the remaining 61% of the respondents feel that if there is need for an update in the curriculum, it will lead to higher employability. we found that there is a relationship between variables parent's income and the students undergone skill training. This means that parents of the children who have undergone skill development training has higher income level. We also found that parents with more income can easily afford for NSQF trainings but whereas parents with lower income level expect their children to gain skills from the curriculum itself. In this study, totally 57% of respondents are not financially stable to afford NSQF trainings. It is found that educational status of the parents is not required to opt for change in the current curriculum. Even parents with low level education can understand the industrial demands and opt for change in the current curriculum. It also been found that educational level of the parents doesn't have any influence on the educational qualification of the respondents. In the Factor Analysis, three major factors such as Team development skills, Professional development skills and Personal development skills have been extracted. In these three factors the major contribution to the employability of the students is given by personal development skills. This comprises of skills like emotional intelligence, self-efficacy and clear understanding of their capabilities. This study suggests that the educational institutions should mainly focus on these three main factors which would improvise the employability of the students. Apart from the academic and subject oriented knowledge, students should be trained on job-oriented skills which will boost their confidence and enhance their ability to gain a job after their education.

### **PRACTICAL IMPLICATIONS:**

The current curriculum provided by the educational institutions and universities are sufficient for the students to have clear understanding and completing their education. There were traditional believes that academic skill and subject oriented knowledge is enough for employability but in our study, it is very clear that apart from the academic skills, pivotal input for the high employability of the students is based their personal development skills. NEP [National Educational Policy] 2020 confirms the restructuring the regulation and governance of the Indian education system. It aims to promote the students social, ethical, emotional and critical thinking capacities of the students. This main factor encompasses various skills such as emotional intelligence, self-efficacy, balancing the emotions, understanding the industrial demands, understanding their own capabilities, intrinsic motivation and clear idea about their own strength and weakness. This will enhance continuous learning mindset and will mentally

prepare the students to work in organization. This will also boost the efficiency and effectiveness of the students in the perspective of employability.

## **CONCLUSION:**

Skill development is very essential for the students to get into the job market. Many of the Indian parents want their children to gain skills from the academic institution's curriculum without having any additional skill trainings. This additional training incurs cost and time which is not every parent can afford for the trainings. The educational institutions and universities should integrate skill-oriented trainings along with their curriculum for the development of the students. Most of the educational institutes gives weightage to the subject-oriented knowledge and grades of the students. The practical job skill oriented was not given the main focus. Many of the recruiters validate both soft skills and technical skills. Famous companies like Google and IBM also integrated personality test and mental ability tests as a part of their recruitment process. The American multinational company – Tesla also stated that they look for candidates with higher skill set rather than academic performance. This indicates that not only academic skills and grades of the students leads way to employability but also the soft skills like communication, personal development skills, emotional intelligence, presentation and collaborative skills paves way for the employability. Apart from educational growth, personal growth also acts as a deciding factor for the students' opportunity in the job market. Trainings given for these skills can help the students to meet the expectations of the industry and increase the employability nature.

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