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SIGNIFICANCE OF EMPLOYABILITY SKILLS IN SKILL DEVELOPMENT PROGRAMMES: A REVIEW

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ABSTRACT **DOI No: 10.36713/epra18055** **Article DOI: https://doi.org/10.36713/epra18055**

The constantly evolving industrial environment requires on advanced expertise, in the employment market, a job seeker's skill set is their most valuable asset. Job seekers are required to continually improve their abilities because industries are working to achieve sustainable development through innovations. However, Higher Education Authorities and universities emphasize the need to transform unmarketable university students into marketable students because the output's quality does not meet industry standards. That is contributing to unemployment. Policymakers need to address the unemployment issue with the appropriate course of action before things deteriorate further.

On the other hand, there are not enough qualified candidates in the market with the most recent competences and skills. Industries are very concerned about the time and money invested in employee skill-upgrading training and development programmes. Thus, this paper will attempt to investigate the value of talents in the workplace and investigate the employability gap. The present study will examine existing literatures that addressed creating more employment opportunities through skill enhancement training activities.

KEYWORDS: ***Employability, Skills, Employees, Development***

INTRODUCTION

Being employed in an employment market has become competitive task in the past decades. Graduate degree or post-graduate degree is now only the pathway to the job market; it no longer guarantees a job. The time when receiving appointment order copies only needed the graduation certificate is long in the past. India holds the 5th position in the global economy by means of the GDP of $2.94 trillion. Based on the 2011 census country's population is more than 120 crores and constant improvement in all fields, the nation's most problematic issue is unemployment. Throughout the financial year 2023, the rate of unemployment climbed to 7.45%, as reported by the CMIE.

With this view, the both state governments and central government of India have developed and implemented different skill enhancement training programmes throughout the past years. Amidst governments' valiant efforts, the unemployment crisis is worsening. There is a requirement to evaluate the numerous skill enhancement programmes that are run by various governmental and non- governmental regulatory authorities are need to find areas for improvement and inconsistencies in these enhancement programmes.

OBJECTIVES OF THE STUDY

1. To understand the necessity of employability traits
2. To investigate the discrepancy between anticipated and indoctrinate skills

REVIEW OF PREVIOUS STUDIES

Md Jahangir Alam et al (2022), Employment after Graduation is a many-sided concept that is closely linked with the Sustainable Development Goals. The development of skills and employability is crucial in determining future job accomplishments. However, there has been more prominence and worries on graduate employability in country and world employment markets, especially increasing number of

unemployed individuals, exacerbated by the COVID-19 pandemic. This research work aims to investigate the present requirements in designing skill enhancement initiatives in Bangladesh and understand the insights of higher education students relating to skill enhancement for their employment opportunities. The research adopts mixed-method design and uses surveys and in-depth interviews to collect data. Selection of sample consists of various methods and a total of 437 respondents were responding to the study. The results of this study revealed that higher education students are aware of the importance of skill enhancement for their future employment, but they face several problems in acquiring the required skill enhancement training opportunities. Therefore, the regulatory authorities and companies must cooperate to remove these obstacles. The study also suggested some ideas for creating a paradigm for skill enhancement activities and initiatives in Bangladesh that can better support higher education students and ensure their employability.

A.M. Gurav (2020), Human skills are essential in all sectors of life and are in high demand. However, there is an insufficiency in the required skills which are compared to the requirement of job market skills. This is where Commerce and Management studies play a vital role.

The National Skills Development Corporation (NSDC) in India has started a public-private partnership (PPP) to upgrade the skills of Indian workers, with the mark of upskilling 500 million human resources by 2022. To better understand the potential for employability through skill-building, the researcher conducted interviews with a sample of 52 students at the Department of Commerce and Management at Shivaji University in Kolhapur, MS, India. The present study also recommended several activities such as practical teaching, self-learning, ICT-based teaching, and finishing school concepts, among others.

Krunal K Punpurijani (2019), the authors of this paper relied solely on secondary data sources to examine the issue of skilled human resources and formal training programs in India. According to the 11th 5year plan formulated by the Planning Commission of India, 10% of Indian workers have received professional training, while the country's training capacity stands at 4.3 million, leaving a vast difference between the supply and requirement of skilled human capital in the nation. The authors also looked at skill enhancement activities in other economically sound countries and decided that the establishment of development councils for individual sectors is necessary to overcome this difference.

Yasmin Bano, Dr. S. Vagantha (2019), Core skills are just as essential as practical knowledge and skills developed in the course of formal education, according to the authors of this article. To address the employability skill gap, the authors proposed several recommendations such as improving the quality of education, developing industry interactions, enhancing infrastructure, and improving vocational and technical education. They suggest that these shortfalls can be addressed through work experience, auditing the curriculum, career guidance, and industrial training records of achievements.

Ajt Bansal (2018). In this paper, the present study collected the required primary data from 60 industries and 325 MBA graduates to examine their perceptions of employability skills and industry expectations. The findings highlighted a significant gap between the learned employability skill set of MBA graduates and what the industry expects. The average mean score for employability requirements perceived by the students was 4.0, while the score provided by the industry was only 3.59. Additionally, the average mean score for learned traits by MBA graduates was 4.25 and the mean score of existing grade of employability qualities among MBA graduates as perceived by Industry was 3.59. The author suggests that this gap may be due to the obsolete curriculum of business schools.

DISCUSSIONS

For an industry to attain the goal of organisational productivity, human resources must have the desired qualities of knowledge, skills, competences, and talent. Upgrades happened with each of the different phases that industries went through as they evolved.

Traits, Skills are the vital aspects for the justifiable growth and attaining ambitious benefits for the businesses. India, the youngest nation in the world based on average population age and with a diverse geography and demographics, lacks the ability to produce skilled human capital, which will have a negative impact on the policymakers' strategic decisions.

There is a contradiction between students' perceptions and industry expectations; the curriculum is not the sole element influencing skill development programmes. According to 2011 census of India, the population of youngsters (18-35 years old) in India accounts for 65% of the overall population of 120 crores. Nevertheless, the facts referring to unemployment difficulties released by Assocham (2022) was frightening.

There is a need of more-focusing on the unemployment problem. Traditional training programmes needs to be revised and human resource

can be employed in entrepreneurial actions. The government needs to adopt top-notch talent development programmes that are frequently reviewed to ensure they are in line with international industry standards in order to compete with the world's best industries. As the skill enhancement process is intricate and dynamic, it is challenging to suggest a context or paradigm. Therefore, the skill enhancement initiatives taken by both governmental and non-governmental authorities and other stakeholders can implement tailored skill enhancement training programmes to slake the requirement of employable skill sets.

The responsibility of creating skilled human capital for modern industries lies with various stakeholders such as the governmental, non-governmental authorities, education institutions and occupational training institutes. A governmental and non-governmental format may bring the difference in the skill enhancement initiatives. In line with this, the central government of India under NSDC has established industry need-based skill enhancement training initiatives in the country.

The government's prestigious project named "Make in India" has resulted in the establishment of many startups and enterprises, which requires skilled human resources. This challenge can be resolved by efficient development training programs.

However, the country's training capacity is relatively trivial, by increase the number of skill enhancement centres of training centres and utilizing existing educational institutions, higher education institutions, professional training centres. The both central government and state government’s vision to make India a treasure of skills is quite impressive, and it has already initiated skill enhancement initiatives through SANKALPA, UDAAN, PMKVY, NAAN MUDHALVAN and other initiatives.

CONCLUSION

The development of skill enhancement programs by both public and private entities has experienced significant changes. Government authorities can focus on industry required vocational or continuous training programs to improve overall skill development. In order to achieve this, it is important to clarify the roles of central and state governments as well as universities in designing an integrated framework for skill development programs. Given the rapid advancements in technology, instilling and honing skills among younger generations has become a challenging and complex effort.

Effective collaboration among key stakeholders including candidates, governments, educational institutions, and training partners can significantly boost employment prospects. The alignment of infrastructure improvements with prospectus upgrades can be attained through industry-institutes partnerships. Funding, control, and review mechanisms for skill enhancement initiatives can be effectively realized through public-private partnerships.

India's diverse geography and demographic profiles require assessing existing skill levels and identifying deviations or gaps compared to established standards. This difference can be connected using appropriate training, education, and industry required short-term courses. While all possible efforts have been made, there is still ample potential to transform abandoned knowledge into valuable skills. Achieving the government's prestigious goals, such as Make in India and the quest for a 5-trillion-dollar economy, requires a collective effort.

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