

SKILLING AND COMMERCE EDUCATION: A STUDY AMONG POST GRADUATES IN TRIVANDRUM DISTRICT

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Received: 10 Jan 2018

Accepted: 18 Jan 2018

Published: 27 Jan 2018

ABSTRACT

Skills and knowledge are the driving forces of economic growth and social development of a country. The skills challenge becomes acute for India, considering that the country has a large portion of its population below 25 years of age. This young population can be transformed into a productive workforce, giving the Indian Economy a 'Demographic Dividend'. Currently, a major proportion of this population is not productively engaged in economic activities due to a 'skills v/s jobs requirement' mismatch.

As the Indian economy continues to transform and mature, large scale sectoral shifts in the working population are inevitable, particularly from agriculture to other sectors of the economy. These sectors, however, require significantly different and often specialist skill sets, which require training and skill development. This skill gap needs to be addressed through comprehensive efforts, at various levels and catering to different needs of the society and industry. The present study focuses on the need for Skilling in commerce education.

KEYWORDS: Demographic Dividend, Skill Gap, Sectoral Shift

INTRODUCTION

India is one of the few countries in the world where the working age population will be far in excess of those dependent on them and as per the World Bank, this will continue for at least three decades till 2040. This has increasingly been recognized as a potential source of significant strength for the national economy, provided we are able to equip and continuously upgrade the skills of the population in the working age group. In rapidly growing economies like India with a vast and ever-increasing population, the problem is two-fold. On one hand, there is a severe paucity of highly- trained, quality labour, while on the other; large sections of the population possess little or no job skills.

The present competitive, volatile and dynamic economic environment has compelled both the academic and corporate world to be very flexible in the process of providing inputs to the candidates and generating output from them. The academic as well as skilling institutions are becoming much demanded entities in the present service market. To meet the need of the present situation, these institutions are trying to revise their syllabi in the light of the expectations of the corporate world. However, there is a growing gap between the input demand of the workforce of the organizations and

output provided by the educational institutions.

India has a unique window of opportunity for another 20-25 years called the “demographic advantage” (India Skills Report 2016). If India is able to skill its people with the requisite life skills, job skills or entrepreneurial skills in the years to come, the demographic advantage can be converted into the dividend wherein those entering labor markets or are already in the labor market contribute productively to economic growth both within and outside the country. But meeting this objective is a daunting task as India faces the challenge of skilling large labor force that is largely illiterate or below primary and unskilled. Unemployment has thus reached such an alarming situation today that is perhaps considered the most serious of the problem affecting India and one that is steadily worsening as the gap between the rapid rising member pressing for work and the new employment opportunities being created widen and due to the skill mismatch.

OBJECTIVES OF THE STUDY

- To Identify “Skilling Gap” if any and its influence among postgraduates.
- To evaluate the Skilling issues among postgraduates.
- To examine whether there is any difference between skilling issues of Commerce postgraduates and Science post graduates as well as that of Commerce post graduates and postgraduates in Languages.

REVIEW OF LITERATURE

A report (**National Commission on Excellence in Education, 1983**) stated that, ‘employers complain that they are forced to spend millions of dollars for making their employees ready with basic skills such as computation, reading, and writing and spelling.

It was also (**Dewey, 1986**) mentioned in the essay "Experience and Education" that an education system should also embrace more than just the core academic subjects, and must include blend of knowledge, skill and ability (KSA) that prepare individuals for future growth in professional career (**in Educational Forum, Reprint 1986: Dewey, 1986**).

Azami Zaharim, et al. (2009): He concludes in his study is that competition among the graduates has become more aggressive. Engineering graduates worldwide should acquire certain employability skills to be aggressive and competent. They need to embrace themselves with suitable soft skills to stay competitive.

Deyanandan M. N. (2009): He examined different assessment methods under graduate level programmes. He found that multiple choice questions, comprehension only shows knowledge with the subjects. But the problem is to assess the student’s skill. He recommended that university must revise the assessment techniques periodically whether they are matched with the situation or not.

Anitha Thomas & Anirndha Panchal (2010): This article identifies the desired skills sets for each role of meeting organizational goals and objectives. This case study demonstrates, how the approaches and stages if properly weaved can lead to considerable change in the level of competency interpersonal skills, systems thinking, analytical thinking, team leadership all contributes to the competency.

Gokaldas V K (2010): He analyzed that Indian employers’ general dissatisfaction with graduate’s skills, a study needs to be made to understand the preferences of various skills which they seek in a fresh engineering graduates.

Employability is determined according to students' success in campus recruitment drives with IT companies that is, whether they receive an offer of employment.

RESEARCH METHODOLOGY

Primary data were collected through a structured questionnaire from the postgraduates in Commerce, Sciences, and Languages. Secondary data required for the study were collected from the Indian Skill Report 2017, Economic survey Report 2016, National Employability survey Report 2016, published articles, books, reports, Seminar write-ups, websites were also used as sources of secondary data. The total sample for the study consisted of 150 post graduates. For the collection of primary data, the researcher selected Trivandrum district as the area of study. The sample size consists of 150 postgraduates (50 from each domain namely Commerce, Science, Languages) who have completed their course between 2013 and 2015.

The Tools and techniques for Analysis and Interpretation include; Mean, Percentage Analysis, and Frequency Distribution.

GROWING IMPORTANCE ON SKILLS: AN OVERVIEW

Skill India- An Initiative for Skill Development

Currently with one of the highest youth population in the world, India faces its greatest opportunity as well as challenge. It is slated to become the world's youngest nation by 2022. Whereas the population bulge provides for a huge reservoir of manpower, it also draws unprecedented focus towards making this talent pool employable- so that they can contribute towards a developed India. Many new initiatives have been launched – Make in India, Smart Cities, Digital India, Start Up India – all focused towards reviving and scaling various aspects of economy. Skill India is the backbone of all these initiatives as it will create a conducive eco- system for skill development in India.

India Starts Up

While Make in India is making grounds for the foreign investors, Start-up India is helping people and startups to diversify, establish and initiate. The Indian startup ecosystem is rapidly evolving driven by an extremely young, diverse and inclusive entrepreneurial landscape. We have about 12 million graduates joining workforce every year. In order to provide job opportunities to all of them, it is important to have an engine for generating new jobs. Startup India will help in achieving this. Launching of Startup India and Mudra Fund has given a much needed impetus to young entrepreneurs. NASSCOM Report 2014- 15 states that Software Startups are going to create 80000 jobs by next year. India is The Fastest Growing and 3rd Largest Start-Up Ecosystem Globally (Source: NASSCOM) and the Startups if nurtured are going to change the Indian business and jobs landscape.

Matchmaking Skills with Jobs

National Career Service, a model initiative which focuses on connecting all existing employment centers as well as in creating one of a kind of an online employment exchange board has been launched as yet another such project to help India in its progress. With a budget allocation of INR 100 Cr., NCS is expected act as a one-stop platform for both employees and employers and the registration can be done online. Govt. has already initiated talks to include 900,000 privately registered companies into the portal. Applicants would be required to link their Aadhaar Card with the account to filter out genuine applicants and companies who are registering as employers need to submit their registration papers for

authentication. Currently, 2 Cr. job seekers are already on-board and as the database increases, NCS will directly benefit 4.48 crore job seekers who are already registered across 959 employment exchanges nationwide.

Skilling India

Project is yet another major tool of change towards betterment of Indian youth & working group. Skilling India aims to provide skill training to about 120 lakh youth in the country and within a small span of time.

The vision is to undertake skill development at an enhanced scale with a view to make India 'Human Resource Capital' of the world. This is perhaps India's first integrated scheme for developing Skills and challenge of meeting skilled workforce needs depends on these initiatives.

The New Skills policy

The objective of the National Policy on Skill Development and Entrepreneurship, 2015 is to meet the challenge of skilling at scale with speed and standard (quality). It aims to provide an umbrella framework to all skilling activities being carried out within the country, to align them to common standards and link the skilling with demand centers. Between now and 2025 over 250 million young people are estimated to enter the Indian workforce, while only 5% of youth aged 20-24 have obtained vocational skills through a formal training system. Many students drop out of the formal educational system unaware of the alternative educational and employment opportunities available. These students often settle in rural areas and engage in daily wage work, and are not privy to the industry growth evident in urban areas. The national policy is expected to provide clarity and coherence on how skill development efforts across the country can be aligned within the existing institutional arrangements. This policy will link skills development to improved employability and productivity. The National Skill Development Corporation provides skill development funding either as loans or equity, and supports financial incentives to select private sector initiatives to improve financial viability through tax breaks etc.

SKILL DEVELOPMENT: THE CHALLENGE

Based on 12th Five Year Plan

Skill development is critical for achieving faster, sustainable and inclusive growth on the one hand and for providing decent employment opportunities to the growing young population on the other. The demographic window of opportunity available to India would make India the skill capital of world. India would be in a position to meet the requirement of technically trained manpower not only for its growing economy, but also of the aging advanced economies of the world. Hon'ble Prime Minister has rightly indicated that young population is an asset only if it is educated, skilled and finds productive employment. If this happens then our dream of realizing India's potential to grow at 10 per cent or more per annum for a substantial period of time can become a reality. Boston Consultancy Group's study in 2007 had clearly indicated that by 2020 while India will have a surplus of 56 million working people, the rest of the world will encounter a shortage of 47 million working people. However, skilling this large and growing young population from an exceedingly small base would be a big challenge for India. The skill strategy for the Twelfth Plan would have to accordingly model for these skill challenges in terms of outreach, quality, systemic/institutional set ups, current status of skill development efforts and various economic policies proposed in the Twelfth Plan.

Bridging the Skill Gap

There is need for skilling and re skilling the persons entering the labor force to harness the demographic

dividend that India enjoys. While the enrollment in technical higher education has grown, the employers continue to complain about non-availability of the requisite number of skilled persons. This challenge needs to be addressed at the All India as well as the State level in a mission mode manner, as otherwise the benefits of demographic dividend would be lost.

The skill enhancement also leads to increased wages for the people and a positive growth outcome for the economy at large. The employment challenges as reflected above needs to be addressed so as to meet the faster and inclusive growth agenda for the Twelfth Plan. Skill development should, therefore, occupy centre-stage in any employment strategy for the Twelfth Plan.

FINANCING SKILL DEVELOPMENT

In India, currently the training programs both at the Central and the State level are funded from the plan budget. However, the challenge of skilling the youth bulge requires a paradigm shift in the financing pattern of vocational training and skill development involving innovative solutions. Financing of the skill development involves both mobilization of resources and allocating the same. The financing should involve public, private and PPP mode. A successful financing model for vocational education and training depends on factors such as demand driven skill system; sustainable funds; transparent and outcome based fund allocation; competition for funds among training providers and so on. This can be done when the ad-hoc allocation of funds is stopped and institutions are provided funds for training based on some transparent guidelines both at central and state level requiring placement as an end result (that is, as in the NSDC funding model). Creation of training funds is an increasingly common vehicle for financing training in many countries worldwide.

TO SUMMARISE, THE TWELFTH PLAN NEEDS TO FOCUS ON

- Improving the outreach of the skill development, both quantitatively and qualitatively to bridge the divides, namely spatial, sectoral, regional and gender and so on.
- Putting in place an institutional mechanism that is focused solely on skill development.
- Put in place necessary support mechanisms to enable the financial requirements/skill loans for poor students (Credit Guarantee Fund).
- Development of National Skill Qualification Framework, incorporating the standard developed by Sector Skill Councils, and has in place a regulatory framework to oversee the functioning and ensure accountability of Sector Skill Councils.
- Improving quality and quantity by focusing on Training of Trainers.
- Promoting Public Private Partnership.
- Greater interaction encouraged among industry, academia and skill providers to narrow the gap between the demand and supply of skilled manpower.

- Focus on Informal sector by finding a model that reaches out to the people, as the livelihood promoting institutions, panchayat raj institutions and NGOs are engaged effectively.
- Developing ICT based real time labor market information system.
- An outcome based approach which ensures that the employability created is manifested in immediate, measurable and tangible employment/ self-employment of the trainees.
- An online national register of the persons skilled, and their current engagement—to not only provide a national database to employers and all other stakeholders, but also to facilitate a transparent monitoring system.
- Review labor laws which inhibit the hiring of short term interns and trainees.
- All employment exchanges to come online, and act as pro-active counseling and placement centers.
- Activating State Skill Missions and make them nodal points for receiving most of the skill related funding from Centre.
- Setting up of National Skill Registry having facility to link various data bases across Ministries and states to work as a platform to link people seeking training to trainers/sponsoring organizations and people having skills to prospective employers.
- Improving focus of Ministries like Social Justice and Empowerment (SJE), Tribal Affairs (TA), Minority Affairs, Women and Child Development (WCD), Development of North Eastern Region (DONER) and so on, working for disadvantaged sections on skill development programs so that much larger funding for skill development through them may be ensured.

Skilling Initiatives in Kerala

The explosion of modern information technology poses a great challenge to the youth. As a result there is an increasingly emergent competitive global picture. In order to prosper and succeed in the era of technological advance, individuals, and organizations have to be ready to develop and adopt new skills and approaches. Otherwise, the chances of their survival may be at stake. Soft skills are the emotional sine qua non of psychological survival. Hence there are pre requisites to anyone who seeks a job. Soft skills also present one of the fundamental attributes that the new knowledge based economy seems to be demanding of the employers, employees, and organizations. There are different Skilling institutions in Kerala for providing Soft-skills and to reduce skilling gaps which would turn to employability issues. Most of the soft skills are related with Communication skills which includes Listening, Speaking, Reading and writing Skills.

The Skilling Initiatives in Kerala Includes

- Nypunyam 2016 – The International Skill Summit & Skill Fiesta - jointly organized by Directorate of Employment and Training (DET) and Kerala Academy for Skills Excellence(KASE).
- The State government has set up the Kerala Academy for Skills Excellence, a nodal institution which will lead the State's initiative for skill development into the next decades, the note observes.

- ASAP (Additional Skill Acquisition Program)
- Samsung India set up Skill development Initiative in Kerala
- Department of Higher Education, Government of Kerala partners with Wadhvani Foundation.
- Samsung India sets up Skill Development Initiatives through there out lets in Kerala
- Centre for Continuous Education
- Initiatives adopted by NSDC (National Skill Development Corporation) etc.

ANALYSIS OF THE STUDY

A questionnaire was prepared and circulated among 150 post graduate students and this study is restricted to Thiruvananthapuram district.

Distribution of Participants on the Basis of their Gender and Educational Qualification

Majority of the selected postgraduates were females (72.7%) and male post graduates constituted only 27.3%. Educational qualifications for all the respondents were equally from each domain (33.33%). (See Table 1)

Majority of the female postgraduates were from M.Sc. domain (76%) and next were from MA domain (74%) and 68 % of female postgraduates were from Commerce domain. Majority of the Male postgraduates were from Commerce domain (32%) and next were from MA domain (26%) and least were from MSC domain (24%).

Table 1: Distribution of Postgraduates on their Gender and Educational Qualification

Basis	Variables	n	%
Gender	Male	41	27.3
	Female	109	72.7
Educational Qualification (Domain)	M.Com	50	33.33
	M.Sc.	50	33.33
	MA	50	33.33

Source: Primary data

Table 2: Domain wise Gender Distributions among Postgraduates

Gender	Domain					
	M.Com(n)	%	M.Sc.(n)	%	MA(n)	%
Male	16	32	12	24	13	26
Female	34	68	38	76	37	74

Source: Primary data

Table 3: Distribution of Respondents on the Basis of their Agreement on Applicability of Academic Knowledge in their Working Accomplishment

Variables	Domain						Total	%
	M.Com	%	MSc.	%	MA	%		
Yes	28	56	32	64	40	80	100	66.67
No	22	44	18	36	10	20	50	33.33
Total	50		50		50		150	

Source: Primary data

Majority of the students from three stream are of the opinion that the academic knowledge is applicable for working.

Table 4: Distribution of Respondents on the Basis of their Ranking on Causes for non- Applicability of Academic Knowledge in their work Accomplishments

Reasons Variables	Domains						Total	
	M.Com		MSc.		MA		WP	Rank
	WP	Rank	WP	Rank	WP	Rank		
Lack of Knowledge	115	1	87	1	39	4	241	1
Lack of Skills	95	4	69	5	43	3	207	5
Lack of Confidences	91	5	80	3	46	1	217	4
Inability to identify issues in a context	99	3	76	4	44	2	219	2
Inability to identify suitable opportunity	100	2	83	2	35	7	218	3
Working without goal	57	7	60	6	37	5	154	6
Challenging targets	59	6	49	7	36	6	144	7
	N=22		N=18		N=10		N=50	

Source: Primary data

Participants Responses on their Participations in Any Skill Development Program

In this section respondent's status about the participation in any skill development programme or skilling interventions were analysed and interpreted that 59.33 % of respondents have not participated in any skill development programme or any skilling interventions. That is only 40.66 % of respondents have participated in the skilling programs. (See Table 3)

Among the Domains, only 44 % of M.Com Postgraduates have participated in skill development programme and rest of them have not participated in any such programs. But when we compared it with Postgraduates in science and language 42% and 36 % have participated in skilling interventions .For summaries, it is inferred that the level of percentages of postgraduates participated in skill development programme seems to be very less among all respondents. (See Table 3) Data collected from the post graduates who have participated in skilling program were analysed by using **multiple responses** based. By analysis it is inferred that, among M.Com, only 22 (out of 50) have participated in skilling interventions but it is 21 and 18 in numbers among Postgraduates in Science and Languages respectively. Among the Skill development program specified, ASAP (Additional Skill Acquisition Program) can be regarded as the most common skilling program in which most participation are there. (See Table 6) .It is also inferred that there are less participation for the courses and skill development programs like "Investment club"(3.28 %)and "Finishing school"(4.92%).It is also inferred that, there is no participation are recorded in "Courses offered by KASE(Kerala Academy for Skill Excellences)". (See Table 6).

Among the Domain, it is noted that ASAP (Additional Skill Acquisition Program) was the most participated skilling intervention for both M.Com (40.91 %) and MSc. (33.33%) respectively. But as far as MA Postgraduates are concerned "Communication club" (33.33%) was regarded as the most participated skill development program. There was **No Participation** in "Courses offered by KASE (Kerala Academy for Skill Excellences)" among all Postgraduates. The participation in the "Courses offered by IHRD" was highest in MA Postgraduates (27.77%) but it is 9.09% and 4.76 % for M.Com and MSc. Postgraduates respectively. The participation in " Career club" was highest among MSc.

Postgraduates”(14.29%) where it is 13.62 % and 5.56 % in M.Com and MA Postgraduates respectively. The highest participation for Entrepreneurship Development (ED) Cell was from M.Com postgraduates (18.18%), but it is 14.29 % in MSc. Postgraduates. It is also inferred that there is **No participation** for this club from MA postgraduates. There are only slight participation in “Investment club” among postgraduates. It is only 4.55 % and 4.76 % for M.Com and MSc. postgraduates respectively. And from MA postgraduates there is **No participation** in this program. The participation by postgraduates in “Walk With Scholar (WWS)” was highest among MA postgraduates (22.22%), but it is 4.55 % and 19.05 % among M.Com and MSc. postgraduates respectively. There was **No participations** in “Communication club” by M.Com postgraduates while MA postgraduate’s participations are high in this program. 4.76 % of MSc. postgraduates participated in both “Communication club” as well as “Finishing school”. Only 4.55 % of M.Com postgraduates participated in “Finishing School”. There were also participation among M.Com postgraduates in “Courses offered by IT Mission” (4.55 %) which is specified as “**others**”. (See Table 6).

Table 5: Distribution of Respondents on the basis of their Agreement on Participation in Skill Development Programs

Variables	Domain						Total	%
	M.Com	%	MSc.	%	MA	%		
Yes	22	44	21	42	18	36	61	40.66
No	28	56	29	58	32	64	89	59.33
Total	50		50		50		150	

Source: Primary data

Table 6: Distribution of Respondents who have Participated in any Skill Development Programme

Skilling Programs	Domain						Total	
	M.Com		M.Sc.		MA		n	%
	n	%	n	%	n	%		
ASAP	9	40.91	7	33.33	1	5.56	17	27.87
Courses offered by KASE	*	*	*	*	*	*	*	*
Courses offered by IHRD	2	9.09	1	4.76	5	27.77	8	13.10
Career Club	3	13.62	3	14.29	1	5.56	7	11.48
Entrepreneurship Development (ED)Cell	4	18.18	3	14.29	*	*	7	11.48
Investment Club	1	4.55	1	4.76	*	*	2	3.28
Walk With Scholar	1	4.55	4	19.05	4	22.22	9	14.75
Communication Club	*	*	1	4.76	6	33.33	7	11.48
Finishing School	1	4.55	1	4.76	1	5.56	3	4.92
Other	1	4.55	*	*	*	*	1	1.64
Total	22		21		18		61	

Source: Primary data

Participants Agreement on the Importance of Inclusion of Skill Development Program in Present Curriculum

Among the Postgraduates, 74.67 % is in the opinion that skill development program should be included in present curriculum and rest of the opinion (25.33) that it is not necessary. (See table 7) Among the domains 86 % of Commerce Postgraduates, 64 % of Science Postgraduates and 70 % of Language Postgraduates are in the opinion that skill development program should be included in the present curriculum. (See Table 7).

Table 7: Distribution of Respondents on the basis of their Agreement on Inclusion of Skill Development Program in Present Curriculum

Variables	Domain						Total	%
	M.Com	%	M.Sc.	%	MA	%		
Yes	43	86	34	64	35	70	112	74.67
No	7	14	16	32	15	30	38	25.33

Source: Primary data

Findings and Suggestions

- Majority of the selected postgraduates were females
- Educational qualifications for all the respondents were equally from each domain.
- Majority of the Postgraduates agreed that, they work with the knowledge and information acquired in their Academics and they also agreed that “Employability issues are mainly because of the skill gap or Skill mismatch”. Most of the respondents were in the opinion that they need more training and experiences for strengthen their potential. The respondents were not that much aware of skill centers where they can enhance their skills.
- Majority of the respondents were able to apply their academic knowledge in their working accomplishments. Among the Domain it is noted that most of the MA post graduates are able to apply their academic knowledge.
- Majority were in the opinion that “they are not able to apply their academic knowledge and skills to their working accomplishments”. Most of the respondents have identified “Lack of knowledge” as the main reason for the non-applicability of academic knowledge. ”Inability to identify issues in a context” was the next reason they opted for this issue. Inability to identify suitable opportunity, lack of confidence, lack of skill, working without goal, and challenging targets were given proper rank consecutively.
- Among the Postgraduates, Commerce and Science Postgraduates selected “Lack of knowledge” as the reason for this issue. “Working without goal” and “challenging targets” were given the least ranks by all the domains.”
- It is found that percentages of postgraduates participated in skill development program, seems to be very less among all respondents.
- Among the Skill development program specified, ASAP (Additional Skill Acquisition Program) can be regarded as the most common skilling program in which most participation were there. There was No Participation in “Courses offered by KASE (Kerala Academy for Skill Excellences)” among all Postgraduates. There was No Participation from MA postgraduates in “Entrepreneurship Development (ED) Cell” and “Investment Club”. And there was No Participation in “Communication club” by M.Com postgraduates.
- Majority of Postgraduates were in the opinion that “the present curriculum should include some skill development program or interventions”.

On the Basis of the Findings the Following Suggestions are Made

- Present generation students should be given proper facilities and provision for enhancing their skills.

- In order to overcome skill gap issues, proper curriculum should be there in our educational system. It should include Practical oriented classrooms and lectures.
- “Shortage of Talents and skills” can be overcome by proper training and improving soft skills.
- In this present competitive world, “Easily Grasping of Opportunity” is very important. For that purpose there should be much competent force which regard as the “Demographic dividend” with all essential skills and abilities. So it is important to introduce more and more Skill enhancing initiatives from the government.
- The curriculum should be changed in to “job and career oriented” rather than “Exam oriented”.
- The student should be trained even from basic classes to develop their self-confidence and their personality so that they feel flexibility in acquisition of jobs.
- Students should be very active in both Academic and Non- academic Activities in order to strengthen their abilities and soft skills.
- More career guidance should be provided from basic level of Educations.
- It is important to improve vocational education and skill oriented teaching Methods.
- Skill gap can be overcome through complete learning, complete understanding of concepts, excellent teaching and training and finally a better career guidance.
- The curriculum should be updated properly by taking into consideration of the different challenges and prospective. Need to concentrate more on overall development of a person rather than more knowledge exaggeration.
- Include more “Internships and workshops” in present curriculum.

CONCLUSIONS

The challenge for the educational institutions in the country today has been to churn out employable candidates as per the need of the industry. While a lot has been done in this direction still the gap in between the Postgraduates churned out by the institutes and the expectations of the industry has been widening continuously. The primary objective of the study has been to investigate and examine the various factors of skilling of Postgraduates and to draw the differences in issues among Postgraduates in Commerce, Science and Languages. The factors which are identified are Analytical Skills and Self-Understanding, General Management and work Culture, Leadership and Problem solving Ability and Communication having significant impact on the employability of Postgraduates. It is also observed that there are “Employability and skill gap” among the present employees who are recruited recently by the industry.

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APPENDICES

Name (Optional):

Gender: Male Female

Educational Qualification:

M Com (-----)

M.Sc (-----)

MA (-----)

(Specify specifications in Brackets)

Do you think that you can apply your academic learning in your work accomplishments?

Yes No

If “No” What do you think are the reasons?

(Rank your priorities give 1 for most important and so on)

Reasons	Your Rank
Lack of knowledge	
Lack of skill	
Lack of confidence	
Inability to identify issues in a context	
Inability to identify suitable opportunity	
Working without a goal	
Challenging targets	

Have you attended any skill development programme or Skilling interventions?

Yes No

If “yes” which Programme/interventions?

(Tick your answer)

Programmes and Interventions	
ASAP	
Courses Offered By KASE	
Courses offered by IHRD	
Career Club	
Entrepreneurship development(ED) cell	
Investment Club	
Walk With Scholar	
Communication Club	
Finishing School	
Other (Specify)	

Would you like to recommend “Skill development Programme” in present curriculum?

Yes No

Your suggestions to overcome the Skill Gaps:

