Embedding Skills for Sustainable Employability: Role of Kaushal Kendra in Kerala

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By

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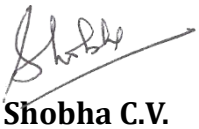
I, Shobha C.V., hereby declare that the work presented in the thesis entitled **Embedding Skills for Sustainable Employability: Role of Kaushal Kendra in Kerala** is based on the original work done by me under the guidance of Prof. (Dr.) B. Johnson, Professor (Rtd.), Department of Commerce and Management Studies, University of Calicut and has not been included in any other thesis submitted previously for the award of any degree. The contents of the thesis are undergone plagiarism check using iThenticate software at C.H.M.K. Library, University of Calicut and the similarity index found within the permissible limit. I also declare that the thesis is free from AI generated contents.



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Shobha C. V.

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List of Abbreviations

AGFI	The Adjusted Goodness of Fit
CFI	Comparative Fit Index
GFI	Goodness of Fit
IFI	Incremental Fit Index
RFI	Relative Fit Index
RMSEA	Root Mean Square Error of Approximation
TLI	Tucker Fit Index
AA	Assessment Agency
ASAP	Additional Skill Acquisition Programme
ASEEM	Aatmanirbhar Skilled Employee Employer Mapping
AVE	Average Variance Extracted
CAC	Common Assessment Centres
CD	Career Development
CFA	Confirmatory Factor Analysis
CR	Composite Reliability
CS	Communication skill
CSCM	Centrally Sponsored Centrally Managed
CSR	Corporate social responsibility
CSSM	Centrally sponsored State Managed
DDUGKY	Deen Dayal Grameen Kaushal Yojana
Df	Degree of Freedom
DGT	Directorate General of Training
DS	Digital skill
DSC	District Skill Centre
EB	External Branding

EI	Emotional Intelligence
F	Faculty
IB	Internal branding
ILO	International labour organisation
IS	Infrastructure
IT	Information Technology
ITI	Industrial Training Institute
KASE	Kerala Academy for skill Excellence
K-DISC	Kerala Development and Innovation Strategic Council
K-KEM	Kerala Knowledge Economy Mission
KLM	Knowledge About Labour Market
KMO	Kaiser-Meyer-Oilkin Measure of Sampling
KS test	Kolmogorov-Smirnov test
Max R(H)	Maximum Reliability
MCP	Multiple country Publications
MHA	Ministry of Home Affairs
MoHFW	Ministry of Health and Family Welfare
MSDE	Ministry of Skill Development &Entrepreneurship
MSV	Mean Square Variance
NOS	National Occupational Standards
NP	Number of Publication
NPSDE	National Policy on Skill Development and Entrepreneurship
NSDC	National Skill development Corporation
NSQF	National Skill qualification Framework
OECD	Organisation for Economic Co-operation and Development
One-Way Anova	One Way Analysis of Variance
PMKVY	Pradhan Mantri Kaushal Vikas Yojana
PRISM	Preferred Reporting Items for Systematic Reviews and Meta-Analyses.

PY	Publication Year
QP	Qualification Packs
RP	Recruitment Process
SCC	Skill course content
SCP	single country publication
SEM	Structural Equation Modeling
SF	Self-efficacy
SHRM	Strategic Human Resource Management
SMS	Self-management skill
SPEM	State Poverty Eradication Mission
Sqrt Of Ave	Square Root of Average Variance Extracted
SSC	Sector skill council
SSDM	State Skill Development Mission
TC	Total citation
TVET	Technical and Vocational Education and Training
V	Vitality
VW	Valuable Work

Embedding Skills for Sustainable Employability: Role of Kaushal Kendra in Kerala

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Abstract

Skill development programmes have undergone spectacular changes since 2015, when Skill India Mission was implemented. Skill is a life-long process, and it is a key driver of any economy. Policymakers worldwide are focussing on job creation, which contributes towards increased productivity and the country's GDP. India which is enjoying a demographic dividend when compared to other nations, is witnessing a job environment where people are joining the workforce without being skilled. Therefore, it becomes essential to develop a skill-based eco-system in the country. With the introduction and implementation of the skill development programmes in 2015, there has been a spillover effect on the skill eco-system in India. Flagship skill programmes such as PMKVY and DDUGKY have been introduced to skill the youth at scale by establishing skill centres with good facilities, known popularly as Kaushal Kendra, with zero fees for the course. A structured questionnaire is used to collect the data from the respondents. Statistical tools such as SPSS and AMOS have been applied to analyse the study's objectives. The research work is a descriptive and analytical study based on samples selected from Kaushal Kendra. The present research work analyses the influence of self-perceived individual skills, organisational factors and labour market factors on sustainable employability dimensions of career development, vitality and valuable work. The study also identifies the influence of these four constructs on type of scheme, gender and districts. The findings of the study reveal that there is a significant positive influence of constructs on the sustainable employability dimensions such as career development, vitality and valuable work of the trainees who completed their skill training from Kaushal Kendra in Kerala. The proposed employability framework will provide insights to the important stakeholders of Kaushal Kendra. The study has contributed to the existing employability framework and has designed a modified employability model to be considered for creating skill training policies. The research work is expected to direct academicians and policymakers to consider dimensions such as career development, vitality and valuable work while formulating policies related to skill development and training.

Keywords: Employability Skills, Self-perceived Individual Skills, Organisational Factors, Labour Market Factors, Sustainable Employability, Emotional Intelligence, Self-efficacy, Career Development, Organisational Branding, Vitality, Valuable Work.

Embedding Skills for Sustainable Employability: Role of Kaushal Kendra in Kerala

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സംഗ്രഹം

സ്കിൽ ഇന്ത്യ മിഷൻ 2015 - ൽ നടപ്പിലാക്കിയ സ്കിൽ ഡെവലപ്മെന്റ് പ്രോഗ്രാമുകൾ ശ്രദ്ധേയമായ മാറ്റങ്ങൾക്ക് വിധേയമായിട്ടുണ്ട്. വൈദഗ്ധ്യം ആജീവനാന്ത പ്രക്രിയയാണ്, അത് ഏതൊരു സമ്പദ്വ്യവസ്ഥയുടെയും പ്രധാന ചാലകമാണ്. മറ്റ് രാജ്യങ്ങളുമായി താരതമ്യം ചെയ്യുമ്പോൾ ജനസംഖ്യാ ഡിവിഡൻഡിന്റെ ആനുകൂല്യം അനുഭവിക്കുന്ന ഇന്ത്യയിൽ ആവശ്യമായ നൈപുണ്യമില്ലാതെ ആളുകൾ തൊഴിൽ മേഖലയിലേക്ക് പ്രവേശിക്കുന്ന പ്രവണതയുണ്ട്. ഈ നിർണായക ഘട്ടത്തിൽ, രാജ്യത്ത് നൈപുണ്യത്തെ അടിസ്ഥാനമാക്കിയുള്ള ഇക്കോ സിസ്റ്റം വികസിപ്പിക്കേണ്ടത് അത്യാവശ്യമാണ്. 2015-ൽ നൈപുണ്യവികസന പരിപാടികൾ നടപ്പിലാക്കിതോടെ, രാജ്യത്തെ നൈപുണ്യ ആവാസവ്യവസ്ഥയിൽ ഇതിന്റെ സ്വാധീനം രാജ്യത്തുടനീളം കാണാൻ സാധിച്ചു. കോഴ്സിന് ഫീസ് ഇല്ലാതെ 'കൗശൽ കേന്ദ്ര' എന്നറിയപ്പെടുന്ന ആധുനിക സൗകര്യങ്ങളുള്ള നൈപുണ്യകേന്ദ്രങ്ങൾ സ്ഥാപിച്ച് കൂടുതൽ യുവാക്കളുടെ കഴിവ് വികസിപ്പിക്കാൻ ആയി PMKVY, DDUGKY തുടങ്ങിയ നൈപുണ്യ പരിപാടികൾ ആരംഭിച്ചു. ഈ ഗവേഷണം, കൗശൽ കേന്ദ്രത്തിൽ നിന്ന് പരിശീലനം പൂർത്തിയാക്കിയ വിദ്യാർത്ഥികളുടെ സുസ്ഥിരമായ എംപ്ലോയബിലിറ്റിയെ പരിശോധിക്കുന്നു, കൗശൽ കേന്ദ്രത്തിൽ നിന്ന് തിരഞ്ഞെടുത്ത സാമ്പിളുകളെ അടിസ്ഥാനമാക്കിയുള്ള വിവരണാത്മകവും വിശകലനപരവുമായ പഠനമാണ് ഈ ഗവേഷണം. ഗവേഷണ രീതിശാസ്ത്രം, ആവേദകരിൽ നിന്ന് ഡാറ്റ ശേഖരിക്കുന്നതിന് ഘടനാപരമായ ചോദ്യാവലി ഉപയോഗിക്കുന്നു. പഠനത്തിന്റെ ലക്ഷ്യങ്ങൾ വിശകലനം ചെയ്യാൻ SPSS, AMOS എന്നിവ പോലുള്ള സ്റ്റാറ്റിസ്റ്റിക്കൽ ടൂളുകൾ പ്രയോഗിക്കുന്നു. ഈ പഠനം സ്വയം കണക്കാക്കിയ വ്യക്തിഗത കൗശലങ്ങൾ, സംഘടനാത്മക ഘടകങ്ങൾ, തൊഴിൽ വിപണി ഘടകങ്ങൾ എന്നിവയുടെ കരിയർ വികസനം, വൈറ്റാലിറ്റി, മൂല്യവത്തായജോലി എന്ന സുസ്ഥിരമായ തൊഴിൽക്ഷമതയുടെ ഘടകങ്ങളിലേക്കുള്ള സ്വാധീനമാണ് വിശകലനം ചെയ്യുന്നത്. ഇതിന് പുറമേ, ഈ നാല് ഘടകങ്ങൾ പദ്ധതിയുടെ തരം, ലിംഗഭേദം, ജില്ലകൾ എന്നിവയെ അടിസ്ഥാനമാക്കി, ഘടകങ്ങളുടെ സ്വാധീനം തിരിച്ചറിയാനും പഠനം ശ്രമിക്കുന്നു. ഇത് നിലവിലുള്ള എംപ്ലോയബിലിറ്റി മോഡലിന് സംഭാവന നൽകുകയും നൈപുണ്യ പരിശീലന നയങ്ങൾ സൃഷ്ടിക്കുന്നതിന് പരിഗണിക്കുന്നതിനായി പരിഷ്ക്കരിച്ച എംപ്ലോയബിലിറ്റി മോഡൽ രൂപകൽപന ചെയ്യുകയും ചെയ്തിട്ടുണ്ട്. നൈപുണ്യവികസനവും പരിശീലനവുമായി ബന്ധപ്പെട്ട നയങ്ങൾ വികസിപ്പിച്ചെടുക്കുമ്പോൾ കരിയർ വികസനം, വൈറ്റാലിറ്റി, മൂല്യവത്തായ ജോലി തുടങ്ങിയ മാനങ്ങൾ പരിഗണിക്കാൻ ഈ ഗവേഷണം അക്കാദമിഷ്യന്മാരെയും നയരൂപീകരണക്കാരെയും നയിക്കുമെന്ന് പ്രതീക്ഷിക്കുന്നു.

താക്കോൽവാക്കുകൾ: തൊഴിൽ കഴിവുകൾ; സ്വയം തിരിച്ചറിയാവുന്ന വ്യക്തിഗത കഴിവുകൾ; സംഘടന ഘടകങ്ങൾ; തൊഴിൽ വിപണി ഘടകങ്ങൾ; സുസ്ഥിര തൊഴിൽ; വൈകാരിക ബുദ്ധി, സ്വയം പ്രാപ്തി, സ്ഥാപന ബ്രാന്റിംഗ്, കരിയർ വികസനം, വൈറ്റാലിറ്റി, മൂല്യവത്തായ ജോലി.

Chapter I
Introduction

1.1 Introduction

The word skill means one's ability, aptitude, practice, competency, and excellence in performance. Skill is a lifelong process, as it is a key driver of any economy. Creating job and increasing productivity are the top priority for the policymakers across the world. In the recent Human Capital Ministerial conclave 2023, one of the main focuses of the discussion was how to create good jobs and empower entrepreneurs to fuel job growth. Investing in people for long-term human capital development becomes crucial in these evolving challenges like instability, war, climate change and pandemic recovery (World Bank, n.d.). In India, millions of people join the workforce each year comprising highly skilled, skilled, semi-skilled and unskilled, among which the unskilled workforce constitutes the most. (Rolle & Crump, 2023) India is the youngest country in the world, with 62% of its people under the age group of 15-59 and more than 54% below 25 years of age. (National Policy on Skill development, 2024) During the next 20 years, the labour force in the industrialised world is expected to decline by 4%, while in India, it will increase by 32% ("OECD Employment Outlook 2019," 2019). India has tremendous potential to increase skill-based learning not only to cater to domestic job requirements but also to serve as an effective hub globally. India which is in a formidable position in terms of economic development, technology and market potential needs a skilled workforce in the global framework. According to the economic survey though 63% of the population is economically active only 2% of the country's total population make up its skilled workforce. In countries like South Korea and Japan the skilled workforce is 96% and 80% respectively. As per the report on the Annual Employment-unemployment Survey 2015-16, conducted by labour bureau, it was found that, many of the graduates

and post-graduates are not able to get jobs matching their skills, which is one of the reasons for India's unemployment situation (Sundar, 2019). The marginalised, vulnerable and women workforce which contribute the major part of the demographic dividend has to be brought under the skilling ecosystem to develop their potential and capacities as agents of social change through proper policies of skill development and entrepreneurship.

In this evolving global economy, India can become a reservoir of skilled workforce. This can be achieved only if proper policies are designed by Governments in terms of training provision, mobilising public financing for training, creating proper awareness about the training services and by the economic outcome that will be generated from these initiatives to various key stakeholders. These aspects will influence people and businesses to invest in skill training and deliver effective training for re-skilling and upskilling the Indian workforce. Till 2015, in India, skill formation was broadly through general education and vocational education. Within vocational training, there are both formal and informal training which is under the Government, private companies and non-government agencies. To scale up the skilling workforce, the Government encouraged the private sector to take the challenge by initiating training centres both in the form of profit-making firms as well as non-profit organisations. Many corporates have set up their own trusts and foundations for developing local communities to be more self-reliant through skill development programmes as part of their corporate social responsibilities. Skill development programmes are undertaken by various Ministries, departments, commissions, councils, autonomous bodies and public-private partnership bodies. Ministry of Skill Development and Entrepreneurship (MSDE), Ministry of Human Resource Development, Ministry of Labour and Employment, Ministry of Micro Small and Medium Enterprises are the four major Ministries responsible for skill development. In the twelfth five-year plan (2012-2017) on skill development, one of the main focus areas was to improve the outreach of the skill development programme in terms of space, sector, region, gender and so on. The five-year plan also insisted on the institutional mechanism especially for skill development through setting up the National Skill Development Corporation

in 2008. Accordingly, the first step in this direction was taken by launching the Deendayal Upadhyay Grameen Kaushal Yojana (DDU-GKY) in 2014. The basic objective behind this scheme is to transform the rural youth economically independent and globally relevant workforce. It was started as a part of the National Rural Livelihood Mission. To reap the benefit of the demographic dividend, the Government launched the Skill India Mission during the first ever youth skill day on July 15, 2015, thus creating a skilling eco-system in the country. The four important landmark initiatives of the MSDE during this initiative were: a) national skill development mission, b) National Policy on the Skill Development and Entrepreneurship, 2015 c) Pradhan Mantri Kaushal Vikas Yojana and d) skill loan scheme. As in India, the major workforce is under the informal and unorganised sector the skill eco-system has to be designed considering the specific characteristics of the workforce. With the flagship scheme of PMKVY, it was expected to provide skills to 24 lakh youth who lack formal certification from the unorganised sector. Two categories of the workforce need to be given more focus, one is the marginalised and vulnerable groups and the other is the women workforce. Through these schemes, the Government has tried to give opportunities to these groups to take part in skill training. After the successful implementation of PMKVY successfully in the first year, the Union Cabinet approved the Scheme for another four years (2016-2020) to impart skilling to 10 million youth of the country by allocating 12,000 crores by starting Pradhan Mantri Kaushal Kendra (PMKK) centres at all the parliamentary constituencies under this scheme. A total of 14, 265716 candidates were enrolled in the scheme, about 11,040,991 have been certified and 2,184,565 among them were placed (NSDC, 2024) These multi-skill centres have been started as the benchmark institution that demonstrate competency-based skill development training.

Kerala's position is not different from the national numbers when the skilled workforce is concerned. The percent of the rural population in Kerala is 52.30 and the unemployment rate is 12.5% as against the all-India average of 5%. The youth population accounted for 23% of the state population. The unemployment rate among young rural is 21.7% and 18% in urban areas. Despite being top in the literacy rate

and in standard of living, Kerala youth's absorption to the various job opportunity both at national level and international level is less. The only reason is the lack of required skilled workforce in the ever-evolving job market. Sixty five percent of the total population constitutes the working age population, under the age category of fifteen to fifty-nine making it essential for policy makers to seriously implement skilling programmes to transform the labour force (skill Gap Report 2012-22).

Skill Development Project in Kerala is implemented jointly by the Labour (Employment & Training), General Education, Higher Education and Local Self Government Departments to cover 14.8 lakh people under the twelfth five-year plan. Additional skill acquisition Programmes were started in 2012 in higher secondary schools and in arts and science colleges at the undergraduate levels with the target of skilling 11.7 lakh trainees in 2017 -2022 (Kumar, 2012). When Deen Dayal Upadhyaya Grameen Kaushalya Yojana was launched during 2014, by the central government, it was handed over to Kudumbashree, which is one of the largest poverty eradication and women empowerment mission in Kerala. Kudumbashree has been a major contributor in the skill development activities with the effective implementation of DDU-GKY in Kerala. In 2015 when the PMKVY scheme was launched in India it also became a vehicle for the skilling ecosystem in Kerala. The state government established the Kerala Academy for Skill Excellence (KASE) as the Nodal agency for conducting skilling activities in the state. PMKVY schemes were implemented in two forms; one centrally sponsored and centrally managed and the other centrally sponsored state managed. PMKK multi-skill centres were centrally sponsored and centrally managed schemes. PMKVY schemes are ITI centres and other privately owned centres were managed by KASE. A total of 2, 72,794 candidates were enrolled in all three schemes among which 24, 898 were placed. The present study is to analyse the role of these skilling centres (Kaushal Kendra) in providing employability skills of the participants in the training programme. (NSDC, 2024)

Employability skill simply means the qualities and competencies required to get a job. The main objective of launching the skill programmes is to make unemployed youth

acquire employability skill. The concept of employability skills was first coined during the 21st century. Employability skill is the interaction between individual factors and other factors in the labour market (Gazier, 2001). Employability skill is also related to the organisational approach as it is the psychological contract between the employer and the employee (Garavan, 1999). This research work analyses four concepts of employability skill such as perceived self-perceived individual skills, organisational factors, labour market factors and sustainable employability among the participants certified and placed from Kaushal Kendra

1.2 Significance of the Study

Skill development in India as against the developed nations in the world was highly fragmented till 2015. There arose a need for speedy reorganisation of the skill ecosystem to suit the needs of the industry and enable to contribute to the productivity of the country. Skills are at the core of improving employment outcomes of individuals and increasing productivity and growth of countries. Skill development is relevant today as the country is developing and seeking higher sustained growth rates. As the proportion of the working age group of 15-59 years will increase this policy initiative of the government will help India to gain the advantage of the demographic dividend. MSDE has introduced various flagship, demand-driven, reward-based skill training schemes like PMKVY and DDU-GKY for achieving skill development among the youth. Unlike other states in India, Kerala is unique in terms of literacy rate, low mortality, social upliftment of communities etc. As the economy in Kerala is more service-oriented, the State Government has also partnered with the central government to address the most needed skilling environment by establishing the Kerala Academy of Skill Acquisition as the nodal agency for the skilling activities in the state and providing quality training programs. The present study is undertaken to know how far these schemes are favourable in bringing employability of the individual who participated in the training programme. This study is analysing constructs like self-perceived individual skills, organisational factors, labour market factors and sustainable employability. The impact of these skill centres is analysed

by understanding the influence of Kaushal Kendra on these constructs. Employability skill comprises many factors, all which has been grouped into four main constructs. The study analyses the cause-effect of each dimension of the independent variable such as self-perceived individual skills, organisational factors, and labour market factors with the dimensions of the dependent variable; sustainable employability. The study is expected to contribute to the existing employability concepts and will help different stakeholders of the skill ecosystem to understand the cause-effect of various factors on the employability skills of the participants of the skill programme and design the skill courses considering the results of this research work. Thus, the present study gains importance as it tries to understand the present role of 'Kaushal Kendra' (multi-skill centres) in imparting sustainable employability among youth.

1.3 Statement of the Problem

Skill development and skill acquisition programmes have undergone spectacular changes since 2015 after the implementation of the Skill India Mission. The basic tenet of this mission is to equip youth to acquire multi-faceted skills in various sectors so as to fill the gap of skilled manpower. As the existing skill development programmes especially from educational institution is insufficient, the Central Government and the State Governments have introduced multiple skilling programmes as part of the skill India mission and have allocated crores of money for this. One such initiative is the Kaushal Kendra (multi-skill centres) which were started to provide multiple skill training with world class facilities at low cost. Despite these efforts, the skill ecosystem is faced with many challenges such as perception towards skill development, (still remains as to be imbibed from schools or colleges or for dropouts, for those pursuing blue-collar jobs), issues related to NSQF, lack of awareness, shortage of trained teachers, mismatch in the existing and required skilled workforce for the industry, increase in the demand for skilled manpower after the 'Make In India' initiatives, skill training and entrepreneurship education in the rural areas, skilling and women empowerment etc. In this situation, an analysis of how far these Kaushal Kendra have contributed towards the required skilling needs of youth

is to be investigated. The present study is an attempt to know the effectiveness of the Kaushal Kendra operating in the state of Kerala in the creation of sustainable employability. It analyses the influence of the major factors viz., self-perceived individual skills, organisational factors and labour market factors in building sustainable employability.

1.4 Scope of the Study

Skill eco-system of any country is one of the driving forces for their economic and social progress. Nations with skilled population can easily adapt to the challenges and opportunities that come in the world of work. Skill development programmes are meant to enhance employability skills of the participants. The scope of the present study is to measure the factors that influence the employability skills of the trainees who were certified from the multi-skill centres run under the PMKVY and DDU-GKY schemes. The scope of the study covers constructs like self-perceived individual skills, organisational factors, labour market factors and sustainable employability. The study is focussed on those who were certified and placed under the PMKVY and DDU-GKY schemes from Kaushal Kendra from select districts across Kerala. The respondents included in the study are those who were trained and placed from Kaushal Kendra from 2017-22.

1.5 Research Questions

The present research work attempts to investigate the following research questions:

What are the factors that define employability skills?

How do self-perceived individual skills influence the sustainable employability of the trainees of Kaushal Kendra?

How do organisational factors impact the sustainable employability of the trainees of the Kaushal Kendra?

How do labour market factors impact the sustainable employability of the trainees of Kaushal Kendra?

How does the influence of the constructs; self-perceived individual skills, organisational factors, labour market factors and sustainable employability among trainees of Kaushal Kendra differ in terms of scheme, gender and districts?

1.6 Research Objectives

1. To analyse the influence of self-perceived individual skills on sustainable employability of Kushal Kendra
2. To examine the effect of organisational factors on sustainable employability of Kaushal Kendra
3. To investigate the effect of labour market factors on sustainable employability of Kaushal Kendra and
4. To identify the influence of self-perceived individual skills, organisational factors, labour market factors and sustainable employability based on scheme, gender and districts.

1.7 Research Hypotheses

1. There is a significant positive influence of self-perceived individual skills on sustainable employability.
2. There is a significant positive effect of organisational factors on sustainable employability.
3. Labour market factors have a significant positive effect on sustainable employability.
4. Influence of self-perceived individual skills, organisational factors, labour market factors and sustainable employability differs significantly in terms of scheme, gender, and districts.

1.8 Research Methodology

The present research work is a descriptive and analytical study designed to analyse participants' perceptions about the employability skills they acquired from PMKVY and DDU-GKY skill schemes which were established as part of the Indian government's skilling the youth initiative. Participants of these two schemes form the population of the study. A total of 440 samples were selected for the study. A structured questionnaire was used to collect the primary data. Statistical methods such as the mean, standard deviation, independent t-test, Lavene's test for equality of variance, one-way ANOVA, confirmatory factor analysis and structural equation modeling were used for data analysis. IBM AMOS 24 was used to do structural equation modeling for evaluating the cause-effect relationship between the independent and dependent constructs selected for the study.

1.9 Operational Definitions

The important terms used in the study and its operational definitions are given below:

Kaushal Kendra

Kaushal Kendra means multi-skill centres under PMKVY and DDU-GKY

Employability skill

Employability skill means skills, abilities and competencies required to get a job.

Self-perceived individual skills

Self-perceived individual skills mean skills or abilities perceived by an individual by undergoing skill training from the Kaushal Kendra. It includes emotional intelligence, self-efficacy, self-management skill, digital skill and communication skill.

Sustainable employability

Sustainable employability means the ability and skills acquired from Kaushal Kendra to function in the working environment, healthy working conditions, growth in job/career.

Organisational Factors

Organisational factors mean support and facilities provided by Kaushal Kendra while undergoing training which include infrastructure facility, faculty, skill course, internal and external branding of the skill centre.

Labour market factors

Labour market factors mean the perception of the trainees of the Kaushal Kendra about job market factors. Here the two dimensions are knowledge about the labour market and recruitment process

1.10 Synoptic View of the Thesis

The entire research report is divided into seven chapters. The summarized form of all the chapters is given below:

Chapter 1

The chapter gives an introduction to the research work; which include significance of the study, scope of the study, statement of the problem, research questions, objectives of the study, research hypotheses, operational definitions and organisation of the thesis.

Chapter 2

The chapter gives a comprehensive review of literature on various dimensions of employability skills. The chapter also discusses the bibliometric analysis of the topic under study.

Chapter 3

Here theoretical framework of the study is discussed in detail. The chapter has two sections. The first section discusses on the skill development initiatives and the second section discusses on the employability concepts and theories.

Chapter 4

The chapter narrates the methodology used for the study. It explains research methods, data collection methods, variables, conceptual model, sample design, instrument used for the study, validity, normality and data analysis tools.

Chapter 5

Here the data analysis and interpretation of the study is discussed. It is divided into four sections. The first section deals with the analysis and interpretations of the self-perceived individual skills and their influence on sustainable employability. The second section deals with the results and interpretation of organisational factors and their influence on sustainable employability. The third section deals with the results and interpretation of labour market factors and their influence on sustainable employability. The fourth section discusses the influence of self-perceived individual skills, organisational factors, labour market factors and sustainable employability based on scheme, gender and districts.

Chapter 6

This chapter gives an overall summary of the study, findings and conclusions.

Chapter 7

This chapter includes a discussion on the recommendations of the study, contributions from the study, implications of the study, limitations and scope for further research.

1.11 Chapter Summary

A brief introduction about the background of the topic is discussed initially, followed by the relevance of the topic, statement of the problem, research questions, objectives of the study and hypothesis of the study. The chapter also gives a brief outlook on the constructs and dimensions used in the study. The operational definitions of the various terms used in the study are also explained. The chapterisation of the thesis is also given here.

Chapter II

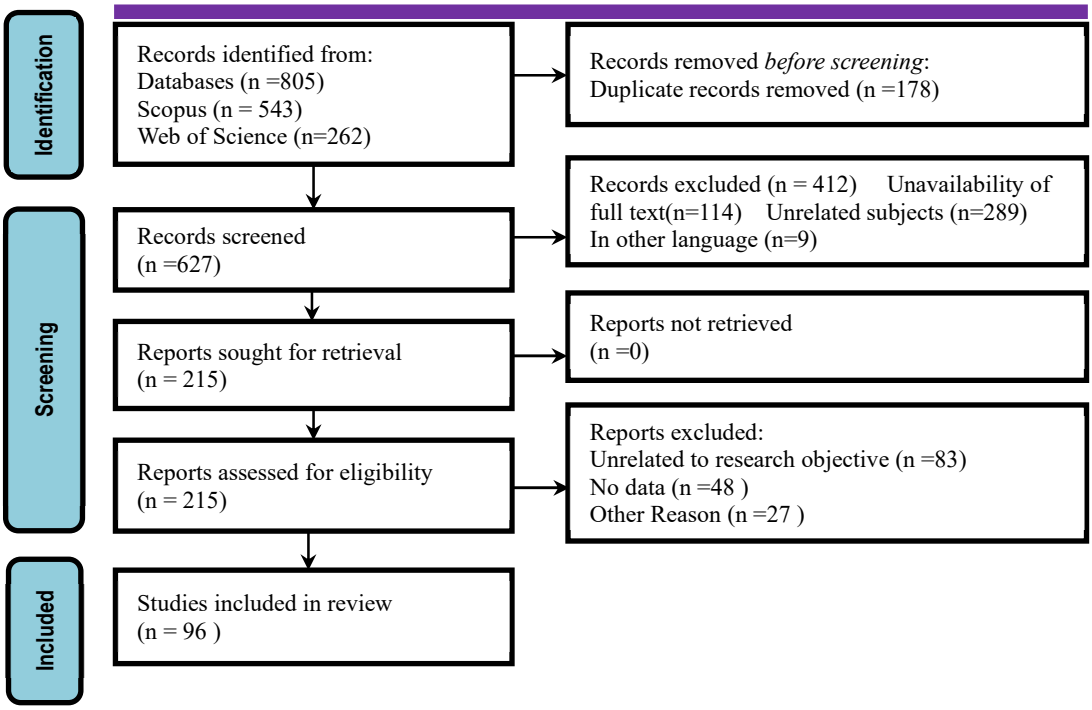
Review of Literature

2.1 Introduction

A review of existing literature helps the researcher to gather various information about the research topic in detail, tries to summarize the studies to find out the research gap and further focus on future research projects. There are different methods available for conducting a review of the literature. In the current study systematic literature review and bibliometric analysis are conducted to get an idea of the research gap. PRISM is applied to arrive at the final number of studies to be taken for systematic review. PRISM involves a five-step process as shown in Figure 2.1 below. A total of 805 documents were identified initially which include 543 documents from Scopus and 262 documents from Web of Science. Among these documents 178 documents were identified as duplicate documents and were removed, finally selecting 96 studies for final systematic review.

Figure 2.1

Prism Model



An attempt has been made to make a brief review of research work undertaken in the field of employability skills, to identify the major constructs under this concept, identify dimensions under each construct and develop a conceptual framework for the study. Many articles, theses, reports, conference proceedings and source books were reviewed from the period 1993-2024. The literature review was conducted by classifying the literature into five sections

1. Employability
2. Self-perceived Employability skills
3. Organisational factors and employability skill
4. Labour market factors and employability skill
5. Sustainable employability

2.2 Employability

The emerging technological business revolution has changed the significance of employability and has become the most critical requirement not only for individuals and organisations but as well to the goal of achieving sustainable economic development in the world. The term 'employability was first introduced by William Beveridge, in his book "Unemployment: A Problem of Industry (1909) in which he discussed that unemployment is caused due to the problems of organisations.

(Gazier, 2001) In his early studies in 1960, employability was simply explained in a dichotomous way where employability was simply classified as employed and unemployed. Gazier, viewed that the concept of employability is around the concept of interactive employability reflecting that employability is also about overcoming the barriers that individual face while working, therefore labour market policies should be aligned in such a way that it enhances employability. Thus, Gazier opines, employability should be understood as an interaction between individuals and labour market factors.

(Confederation of British Industry (CBI),1999) defined employability as the possession of an individual with qualities and competencies to meet the challenging needs of employers and to raise his potential in work.

(Hillage and Pollard, 1998) emphases employability more towards the supply side. His concept of employability is based on three components such as asset, deployment and presentation which operated within the individual perspective but is also influenced not only by labour market factors but also by other external factors within the context. The context of external factors may differentiate between personal circumstances, institutional, infrastructural and labour market barriers.

(Fugate et al., 2004) the Creation of occupational expertise and employability of employees becomes beneficial to both individual and firm outcomes. He also identified that In earlier times careers occurred within the walls of a single or limited number of organisation

(Fugate & Ashforth, 2003) gave importance to career identity. As the career environment has become boundaryless demanding individuals to adopt a variety of role transition, career identity becomes one of the key drivers of employability. "Career identity acts as a cognitive compass that motivates one to actively adapt in order to realize (or create) opportunities that match one's aspirations".

(Forrier & Sels, 2003) defined employability as an "Individual's chance of a job on the internal and /or external labour market". His employability framework considers not only the supply side but encompasses the other factors (which he defined as internal and external factors) influence an individual's employability.

(Gilbreth et al., 2016) employability needs to be a multi-dimensional and more integrated approach which undertakes in itself different stakeholders like Government, Organisation, Individual attributes Society and Culture

(Rothwell, 2015) identified four perspectives (political, educational, human resource management and individual) from which employability is studied. Rothwell et al. (2008) Self-perception of employability is relevant in the context when a student is in the transition from education to work. He suggested a four-factor model which comprise of the "individual, course of study, status of the institution and general state of the labour market".

(Bernston & Marklund, 2007) employability is considered as the individual perception of his or her abilities/skills, health and well-being for getting new job. Perceived employability was positively significant with health and mental well-being.

(Van der Heijden et al., 2009) define employability as the "continuing fulfilling acquiring and creating of work through optimal use of competence". He explained that employability is highly linked to workplace learning.

(Suleman, F. 2021) proposes a notion of contingent employability based on social economic and personal factors and graduate employability depends upon human capital, skill, skill and cultural matching, social background, personal images and labour market conditions.

(CV, S., & Johnson, B. 2021) proposed an employability framework in two dimensions; one, internal and external parameters and second individual and workplace/organisational environment. The employability framework is based on Four Quadrant Model of human knowledge by Ken Wilber. (Wilber, K.,2000) The study explains the relationship between individual's inner skills and perception towards employability and how it is connected with the labour market conditions. The study also explains the relationship of creativity and innovation skills for solving business problems and how policy reforms will bring a collective outcome for sustainable society.

Thus, a more comprehensive framework of employability integrating multiple factors will help different stakeholders to create effective labour market policies for the sustainable development of economies

2.3 Self-perceived Employability Skills

(Bridgstock, 2016) discusses that there should be a mapping of generic competencies into the existing curriculum while graduate employability is analysed. Stakeholders should give importance to programmes of career management competencies including career building and self-management skills.

(McQuaid, R. W., Green, A., & Danson, M.,2005) A broad concept of employability considers individual related factors and environmental factors as having an impact on the employability of people in a specific job market.

(Berntson, E., & Marklund, S.,2007) investigates the relationship between perceived employability and work-related health and well-being, while controlling for baseline health, background factors, and work environment exposures, within the framework of a yearlong longitudinal investigation. The study supports the idea that employability is a useful concept in health promotion both at the individual and organisational levels.

(Rothwell, A., Herbert, I., & Rothwell, F., 2008) analyses the internal and external employability factors that contribute to the concept of employability. Variables like university brand image, field of study, organisational commitment, and challenges in the labour market were measured. Self-perceived employability showed a positive correlation with organisation commitment and ambition scale.

(Wu, 2019) in his study on immigrant women participating in vocational training in Taiwan found that social welfare resources played an important role and positively contributed to the self-perceived employability.

(Botha, 2021) investigates the self-perceived employability of undergraduate trainees at a South African University. The results found that students who grew up in big cities were more positive about their academic engagement and students who grew up in rural areas were less confident about their skill abilities opportunities in the external labour market.

(Pitan & Muller, 2019) found that experimental learning influences the relationship between university reputation and self-perceived employability. The study also stated that university reputation was a key factor that enhances their exposure to the External Labour market, which, in turn, substantially boosts their Self-Perceived Employability.

(Neneh, 2020a). found in this study that open to new experience in the work has a positive impact and is significantly related with self-perceived employability. The

study also revealed that job market value has an important role in predicting self-perceived employability.

(Neneh, 2020b) examines how entrepreneurial self-efficacy (ESE) and self-perceived employability (SPE) influence students' selection of his entrepreneurial career path. Partial Least Square Structural Equation Modeling was used to analyse the data. Self-Perceived Employability showed positive association with the intention to engage in hybrid entrepreneurship.

(Hillage & Pollard, 1998) employability is a two-sided equation its not about having vocational or academic skills but also requires individuals to get relevant and usable information about the labour market to make the correct decision on the opportunity available. there are four components to employability such as 1. Assets: individuals' employability assets contain knowledge skills and attitudes. 2. Deployment: skills required to get adaptable to the labour market such as career management skills, and job search skills, etc., 3. Presentation: ability to demonstrate employability assets and present them in the market. 4. Personal circumstances and labour market. Thus 'employability' depends on the inter-relationship between the four components.

(Dania et al., 2014) analyses the acquisition of employability skills by vocational students in Malaysia. A step-wise multiple regression was used to determine the variables that predict students' acquisition of employability skills. The results reveal that self-concept, participation in career development activities and industrial training influenced employability skills.

(Fugate et al., 2004) wrote employability is a psycho-social construct which includes individual characteristics like adaptive cognition, and behaviour, which affect, and enhance the individual work (Symington, N., 2012). He said the employability construct is a multi-dimensional factor including career identity, personal adaptability, and social and human capital.

(van Dam, 2004) examined employees' attitude in developing their employability while working in an organisation or firm. The cause-effect relationship of various factors influencing employee orientation was analysed. The results supported and

predicted, that employees were willing to enhance their employability when they showed receptive to new experiences and were taking initiative towards it.

(Bandura 1999) in his social cognitive theory, human agency is traditionally conceptualized as individual agency. Social cognitive theory widens the concept of human agency towards a collective agency. Group performance is the product of the interaction and coordination of its members. A group operates through the behaviour of its members

(Rothwell et al., 2009) developed a self-perceived employability scale consisting of 16 items where factors like university reputation, individual self-confidence and proactivity, external labour market factors, and individual engagement with study and academics were analysed. This scale of self-perceived student employability previously tested with undergraduates when again tested with a post-graduate sample showed a stronger internal reliability from the construct university commitment.

(Yusof et al., 2012) uses and validates the employability skills measurement model which was given to a sample of 280 engineering students. The study is based on final year engineering students of a technical institution. The variables used for the study include Employability skills, critical and problem-solving ability to pursue lifelong learning and information, communication skills, teamwork, technology utilizing skills, entrepreneurship skills, leadership and social skills.

(Oladokun & Gbadegesin, 2017) analyses the influence of essential knowledge and interpersonal skills held by professional employees in Nigerian real estate organisations. The results shows that performance of the employees was correlated with their soft skills.

(Sachdeva, 2018) examine the problem of employment and employability, of technical personnel working in the IT sector in India. The study revealed that the technical workforce in India suffers from serious skill-gap, resulting in low employability. The largest skill gap lies in 'good command in English', followed by 'oral communication'; and 'willingness to learn and take risks'. The lowest gap is in 'entrepreneurial skills'. The main cause of skill-deficit and hence low employability

lies in 'deficiency in problem-solving skills' 'lack of time-management skills', and 'inadequacy of personal, organisational and multi-tasking skill.

(Mason et al., 2008) conducted a study to know the impact of higher education employability skill initiative on graduates' labour market performance. The study found that work experience and employer participation in the course design of graduate course has a positive effect on the performance of graduate in securing graduate level jobs.

(Bakar et al., 2013) conducted a study on the employability skill of students from industrial training institute, indigenous people's trust council (MARA) and skills training institutes (IKM) in Malaysia. The results confirmed the relevance of TVET institutions in developing employability skills of high school graduates.

(Van Dijk, 2020) focuses on the possession of digital skills. The study concludes that digital skill is necessary informational skill and strategic skill in a digital environment, but it is not sufficient enough to perform in a digital work environment.

(Van Laar et al., 2019) examines the twenty first century skills and digital skill and develops a framework for the same. The results showed that there are seven core skills required in the twenty first century which include information management, creativity, communication, problem solving skill and collaboration. Some contextual skills like flexibility, cultural awareness, ethical knowledge and life-long learning are also needed.

(Engelbrecht, 2019) examines the relationship between career adaptation concerns and self-perceived employability of a sample of professionally qualified knowledge workers. The study results reveal that career resilience, self-management skills and proactivity showed a higher influence on the relationship between career adaptation and self-perceived employability. The study also identified that that supportive career development activities among knowledge workers will contribute to their employability skills.

(Miah T. A., 2016) in his study related to the development of an employability skill scale found that, skills such as self-management, subject knowledge, listening ability,

depth of knowledge, safety working skills are prioritised by employers whereas, students gave more importance to skills such as problem solving skill, team and leadership skill, type of university, image of the university, strength of reference, etc.

(Clokie & Fourie, 2016) in his study in determining the relevance of communication skills as relevant employability skill finds that employers highly value communication skills as one of the required employability skills while recruiting young graduates.

(Chan et al., 2017) discusses how important is generic skills among engineering students. The main purpose of this paper is to investigate students' perceptions of generic skills on a disciplinary basis. A 'Generic Skills Perception Questionnaire' was developed to understand the perception of engineering students towards possessing generic skills. The results of the confirmatory factor analysis indicated the reliability of the scale.

(Picatoste et al., 2017) explains the importance of training in ICT to get a job and also discusses how fourth industrial revolution in having an impact in the labour market. An empirical study with EUROSTAT data was carried out among youth between sixteen and twenty-four years old. The Structural Equation Modeling analysis results indicated that training in ICTs has an impact on the employment and computer management.

(Chhinzer & Russo, 2017) studies employers' perception of graduate students' employability. The findings of the study reveal that soft skills such as problem-solving skill, professional maturity, continuous learning has a positive relationship with employers' perception of employability skills of graduates from Canadian university. Generic skills such as subject-specific knowledge mental ability, willingness to work, working in team, responsiveness to feedback, attitude and behaviour has a influence on the graduate employability.

(Green, 2013) investigates the role of soft skill in enhancing the employability of engineering students and finds that skills like communication skills and self-management skills is more in demand. He also finds that due to the technological changes there is a more need for generic skills among engineering students.

(Miah T. A. 2016) develops an employability skill index especially for entry level employees. The results revealed local firms gave more importance to reliability skill and integrity skill where as corporate companies gave importance to interactive skills and academic skills

(Maxwell et al., 2010) identifies that employers prefer graduate to have skills that are relevant in the changing working environment. The study says that graduates are going to be in a competitive workplace where employers need skills in graduates as required by them. The study also justifies the policy investment in this area.

(Morley 2001) identifies the nature of employability skill expected by employers at HRM programme at Glasgow Caledonian University; Placement employers wanted skills like pre-experience, communication, independent working, and problem solving, personal learning and development, teamwork, decision making skill as core skills

(Igwe, P. A., Lock, D., & Rugara, D. G. 2022) explored the role of higher education institutions of Nigeria in bringing employability skills among its students. The results showed that there is no connection between theoretical knowledge taught in the institutions and employability skills. The study suggests that policies and measures should be adopted for developing digital literacy ICT knowledge and thereby develop employability skills.

(Okada, 2012). undertakes a study related to the skill development system in Karnataka, one of India's most industrially developed states. The paper identifies that youth entering the labour market are not having required vocational skills. This has resulted in a unstable informal and low wage employment among them. The study requires to start more industrial training institutes especially in rural areas to develop skilled labourers.

(Ahmed, H., Nawaz, S., & Rasheed, M. I. 2019) conducts a study among banking insurance and health care sectors employees to analyse the role of breadth self-efficacy and organisation-based self-esteem and their cause- effect relationship with career success. The findings of the study reveal that there is a positive relationship

between employability skills and breadth self-efficacy, organisation based self-efficacy and career success.

(Gerçek, M. 2024) seeks to investigate the links between career competencies and job search self-efficacy. Relationships between career competences, career adaptability, self-efficacy in the job search, and self-perceived employability were substantial and positive. Further, career adaptability and self-perceived employability acted as serial mediators in the link between career competencies and job search self-efficacy.

(Sánchez-Queija, M. I., Sánchez-García, L., Rothwell, A. T., & Parra, A. 2023) the current study analyses differences in Spanish university and vocational education and training students' self-perceived employability (SPE). It also seeks to find out whether SPE is affected significantly according to the training pathway selected, relying on variables like gender, work experience, and thinks of the vulnerability of the labour market. The findings show that self-perceived employability among VET students is higher than university students. Gender-wise analysis showed that female student's performance was lower than male students' performance among university students which was not seen in VET students.

(Monteiro, S., Ferreira, J. A., & Almeida, L. S. 2020) uses career construction theory to investigate the relationship between career adaptability and perceived employability in higher education. It suggests that academic competencies are crucial for employability. The graduates should be supported with career management resources for their smooth transition into the labour market.

(Jeswani, S. 2016) the goal of the project is to create, identify, and evaluate the best model that captures the employability skills of recent engineering graduates (FEG). The data was analysed using structural equation modelling, confirmatory factor analysis, and exploratory factor analysis approaches via a structured questionnaire from 305 firms who hire FEG from engineering schools and universities in the Indian state of Chhattisgarh and recruit FEG on campus. The findings showed that, in the eyes of employers, communication and technical abilities are the most crucial, followed by managerial skills. The findings also imply that employers are more satisfied with communication abilities, technical skills, and management skills

(Clarke, M. 2018) developed a concept of employability consisting of six dimensions such as individual attributes, behaviour, human capital, perceived employability and labour market factors. All these dimensions are required employability skills variables.

2.4 Organisational Factors and Employability Skill

(Kluytmans & Ott, 1999) argues that policy of organisation should focus to increase its employee's employability skill which will contribute to maintain the expertise of the company. They argued that one of the answers is to bring job security of its employees by developing employability skills. The paper suggests that there is a need to develop internal and external employability.

(Wittekind et al., 2010) in a longitudinal study explores determinants of perceived employability. The important variables include job related qualifications, willingness to develop new competencies, knowledge of labour market opportunity awareness, and self-presentation skills, influence perceived employability. The study found that job-related skills, employers support for career and education is associated with perceived employability.

(Anindo, J. 2016). investigated the institutional factors influencing employability skills of TVET, teachers. The study identified that academic qualification, proper availability of teaching equipment's, teaching methods adopted and adequacy of TVET teachers has an influence on the employability skill.

(Bausch, 2017) analysed a youth centred skill training programme to identify whether and how monetary rewards influence trainees in the completion of the skill training course and to understand the reasons for drop outs from the training programme. The findings imply that skill training should be combined with programmes that address the financial constraints of the participants in order to tap the potential employability skills.

(Sharma et al., 2022) examines the influence of sustainable human resource management practices and industry 4.0 technological adoption in an organisation on the employability skill of its employees. The important sustainable human resource

management practices include training, employee participation, flexibility and employee empowerment. The results reveal that there is an influence of all the sustainable human resource management practices and industry 4.0 adoption on the employability skill. SHRM will help in developing competencies among their employees which future organisations must require to follow.

(Raybould & Sheedy, 2005) discusses employability skill of graduates from the employer's perspective. The study identified that transferable skill is the skill that employers demand from graduates. A proper training and development activities like internship should be conducted in organisations as it is their responsibility to upgrade the skill of its workforce.

(Rothwell & Arnold, 2007) has done a psychometric analysis of self-perceived individual's employability by developing a sixteen-item measurement scale which included statements to measure an individual attributes within and outside the organisation in which he works. A sample of two hundred human resource professional from UK were administered the questionnaire and after analysis they retained eleven out of sixteen items from the questionnaire. The study concluded that self-perceived employability can be related to internal and external employability.

(Wilton, 2014) argues that employers while selecting applicants, they not only look generic employability skills among the candidates but they also give equal importance to specific competencies required for a job role or specific requirement of organisations, general labour market environment, and recruitment process,

(Galloway et al., 2014) in a study of usefulness of job placement among IT students by the employers from IT sectors, students perceived academic skill and university has contributed to their employability, soft skills like communication skill became very important for being selected. Employers were consistent with the perception of skills developed through internship. The paper suggest that universities have an obligation to prepare students for work, which can be done through internship programmes.

(Doherty, N. 1996) argues that training and development of employees is fundamental to the success of organisations. The study concludes that due to the changing environment in the work culture, companies need to focus on human resource policies which should aim on developing skills relevant to the industry.

(Thang, P. V. M. & Wongsurawat, W.,2016) job placement support from institutions is positively related to graduates' employability. A Higher Education Institution's program reputation has a positive relationship with graduates' employability. So, curriculum fitness is positively related to graduates' employability

(Judson, Aurand, Gorchels, & Gordon, 2008) identified that administrators' internalisation of the higher education institution's brand image had a major impact on their job functions or otherwise, employability related to external stakeholders and on other staff members' perceptions of the brand.

(Sudarshan, S., & Xavier, P., 2024). investigates how traits of emotional intelligence (EI) affect the efficacy of organisations in South India's IT sector. The results demonstrate how important it is to develop emotional intelligence in the workforce in order to raise the effectiveness and performance of organisations. The study shows that emotional intelligence (EI) is correlated with dimensions like, social awareness, self-awareness, relationship management and , self-management.

2.5 Labour Market Factors and Employability skill

(Forrier & Sels, 2003) employability, defined as "an individual's chance of a job on the internal and /or external labour market" and further stated that it is the way forward to deal with job insecurity.

(Fugate, Kinicki & Ashforth, 2004) explains the importance of job opportunities in the labour market. When enough alternatives jobs are available then employees will not face job insecurity. When opportunities are less it creates job insecurity among the employees.

(Tomlinson, 2007) investigated the way in which students understand their future work and employability. Fifty-three students from different disciplines were

interviewed from higher education institute in UK. The study identified that labour market is one of the most important factor that influence students employability.

(Nilsson, S. 2017) focuses on the employability of different groups of higher education graduates and how they have established themselves in the labour market. Employability has been emphasized as the difference between the match and mismatch between higher education and labour market. The paper highlights there is a structural imbalance in the labour market due to the varied course from which students graduates and due to the labour policies.

(Tomlinson et al., 2022) develops a psychometric scale "Graduate Capital Scale" based on a sample of thousand five hundred and one students. The findings of the study reveal that the scale developed show good reliability and validity for variables like social networking, perceived job market fit, subject related skills and extra-curriculum activities.

(K.A et al., 2020) studies the influence of job search behaviour on perceived employability. The study explains that perceived employability is affected by job search behaviour. The findings of the study show the moderating role of work experience in perceived employability and job search.

(De Grip, A., Van Loo, J., & Sanders, J., 2004) conceptualises the various relevant aspects of workers' employability and are integrated into an employability index which helps to make a comparison about the employability skill among the workforce under different sectors. The paper argues that the employability index relates to the skills required from both supply and demand side providing skill determination of workforce for industries.

(Forrier, A., & Sels, L. 2003). offers a framework for the 'employability process' which explain the various factors that determine labour market transition of individuals. This model describes various components that influence employability skill under both external and internal labour market conditions. The paper also clarifies the role of society and Government in creating skilled workforce.

(Hall,1991) explains that: "the career, to an increasing extent, will consist of a series of important transitions. Some of these will be job and role transitions, and others will be changes in work caused by transitions in one's personal life". The author tries to depicts that how changes in job and individuals' personal factors influence the concept of transitional labour market.

(Schmid, G.1998) discussed about the transitional labour market. Schmid sees the transitional labour market as a means of guaranteeing employability. He argues that "the borders between the labour market and other social systems have to become more open for transitory states between paid work and gainful non-market activities which preserve and enhance future employability".

(Hillage & Pollard, 1998) employability is a two-sided equation it's not about having vocational or academic skills but also require individual to get relevant and usable information about labour market to take the correct decision on the opportunity available. There are four components to employability such as 1. Assets: individuals employability asset contain the knowledge and skill and attitude. 2. Deployment: skills required to get adaptable to labour market such as career management skill, job search skill etc.3. Presentation: ability to demonstrate employability asset and present them in the market. 4. Personal circumstances and labour market: 'employability assets' means a personal factors as well as external factors and their inter-relationship.

2.6 Sustainable Employability

(Dwicahyani et al., 2021) conducted a research study to determine the cause-effect relationship of career adaptability and competencies on self-perceived employability. The paper also explains the role of career success as a mediating factor for self-perceived employability. The study showed a positive indirect effect of career adaptability on self-perceived employability and an indirect negative effect of career competencies on self- perceived employability

(Monteiro et al., 2020) examines the role of career adaptability as a mediator for perceived employability and self-competencies. The findings of the study reveal that career adaptability plays a mediating role on both self-perceived competency and self-

perceived employability. The study also suggested that although students have their higher education degree but are not adopting any career management techniques which is necessary for a smooth transition to the evolving labour market.

(Udayar et al., 2018) in his study among a sample of Swiss university students explains the relationship of career adaptability with emotional intelligence, career decision making difficulties and self-perceived employability. The findings of the results explain career adaptability variable mediated the effect of emotional intelligence on self-perceived employability and career decision-making difficulties.

(Dražić et al., 2018) investigates the relationship between locus of control, ambition and student self-perceived employability. The study found that students career ambition has a major role in the perception of employability. The paper explains that individual capabilities and ambition are internal strength of an individual and lack of ambition relates to weakness of capabilities. Developing career ambition is necessary for developing a better perception of employability.

(Ugwu et al., 2021) conducts a study among the bank employees to identify the effect of psychological well-being on the self-perceived employability. The findings of the study reveal that employees with high self-perceived employability were having good psychological health and those with low influence of job insecurity. The paper thus explains that if self-perceived employability among employees is good it will reduce their job insecurity and psychological distress.

(Atitsogbe et al., 2019) investigates the cause-effect relation between career adaptability and general self-efficacy on the dimensions of career outcome and self-perceived employability inn a developing economy of West Africa. The results discussed that general self-efficacy and career adaptability have positive influence on the self-perceived employability. The variable career adaptability showed a high influence on the self-perceived employability.

(Wu et al.,2014) the study examines the influence of career guidance on self-perceived employability. The study was conducted among three hundred and thirty-six science graduates from selected Taiwanese universities. The results of the analysis showed

that the variable career guidance influenced both directly as well as indirectly on self-perceived employability.

(singh, 2018) attempts examine the role of skill development programmes on the sustainable livelihood of rural youth in India. The findings of the study reveal that skill development initiatives should be targeted to specific groups based on their societal circumstances and that skill development programmes should be linked with the financial institutions, self-help groups and micro credit institutions.

(McQuaid et al., 2005) developed an employability model which can be used for analysing labour market and related labour policies. The framework explains different factors such as career development knowledge about labour market and recruitment process. The framework also explains the importance of personal circumstances of an individual like his physical health and mental health and other external factors which influence the employability of a candidate in a specific job market.

(Glyn Mather, 2011) analyses how to develop graduate sustainable skill practices among Australian graduates. The paper is related to a project report conducted among seven universities in Australia. The study identified that there is a lack of training towards developing sustainable practices among the graduates. The is no much teaching models and materials related to train sustainable skill practices among graduates.

(Rita Chiesa, 2019) explain the relationship between job-seeking networking and career planning and self-perceived employability. The study finds that there is a positive influence of political skill in strengthening career planning and self-perceived employability. The Results showed that those who are having stronger political strength influenced job seeking networking and thereby self-perceived employability.

(Melinde Coetzee, 2015) examines the factors that influence graduate employability capacities and career adaptability. The results showed that problem solving skills, interactive skills, decision making skill and life-long skills influence graduates career confidence, career curiosity and career control.

(Berntson & Marklund, 2007) investigates the relationship between subsequent health and perceived employability. A sample of one thousand nine hundred and eighteen respondents from a cohort in Sweden was surveyed. The findings suggest that perceived employability was positively associated with physical and mental health. Those respondents who showed higher perceived employability showed better health and well-being.

(Coetzee, M., & Engelbrecht, L.2020) investigates the cause-effect relationship between career adaptability concerns and self-perceived employability among professionally qualified knowledge workers. The results shows that proactivity, career self-management and career resilience have a significant influence on career adaptation concerns and self-perceived employability.

(Hazelzet, E., Picco, E., Houkes, I., Bosma, H., & de Rijk, A.,2019) sustainable Employability is related to four variables such as vitality (health and well-being), productivity and valuable work (positive attitude, motivation, and right competences for one's work). The findings showed significant influence on the factors for sustainable employability.

(Picco, E., Houkes, I., De Rijk, A., & Miglioretti, M., 2022) developed and validated MAartricht instrument of sustainable employability for low skilled jobs with five scales Health, productivity, job control social work climate and self-efficacy scale. The reliability and validity of the instrument were good. The results showed that employees with low education showed higher influence on productivity, health social connection and job control related to employees with highly educated employees.

(Jabeen Q, Nadeem M, Raziq M et al., 2022) reveal that sustainable employability is related to three components such as employability, vitality and work ability. The paper also explains the relationship between variables like emotional intelligence, career competencies and self-evaluation when sustainable employability of employees are concerned.

(Van Scheppingen, A. R., de Vroome, E. M., Ten Have, K. C., Zwetsloot, G. I., Wiezer, N., & van Mechelen, W. 2015) conducted a cross -sectional research from a

Dutch dairy company to analyse the cause-effect relationship between employees' vitality and personal factors on sustainable employability. The results also showed association of vitality towards self-determination and organisation cultural.

(Courchesne et al., 2024) conducted an exploratory investigation of four focus groups with network coordinators. The main aim of the study was to identify how inter-organisation networks help in attaining sustainable employability. The results reveal that organisation environment and culture, interpersonal factors and mechanism contribute to inter-organisation networks. A successful inter-organisation network will contribute to the sustainable employability of its employees.

(Irfan, S. M., Qadeer, F., Abdullah, M. I., & Sarfraz, M. 2023) the main goal of the study is to determine the relationship between variable managerial support for job crafting and sustainable employability. The findings suggest that there is a direct positive effect of managerial support for job crafting on sustainable employability of employees.

2.7 Bibliometric Analysis

Bibliometric analysis study is a quantitative cross-disciplinary science which allow the researcher to understand the trend s in a particular research area based on the results of a published literature database (sweileh w. m., et., al.,2017). The scholar provides specific bibliometric information to enhance comprehension of the research topic. The bibliometric analysis was conducted utilizing the Scopus database by the researcher. The investigator employed specific search terms and executed a query in the Scopus database, resulting in the retrieval of 543 documents. The research employed biblioshiny, an extensive feature of the Bibliometric R package (Aria & Cuccurullo, 2017), which effectively conducts bibliometric analysis (Moral-munoz et al., 2020). Additionally, the study utilized the VOS Viewer software due to its exceptional visualization capabilities (Moral-munoz et al., 2020).

2.7.1 Main Information about Data

Data mining was carried out using the Scopus database and web of science database. The studies main interest centers around research articles and journals with titles and

abstracts and keyboards of employability skills. The search results were refined into specific items such as publication years, source, authors, affiliation, country/territory, subject area and journal or article type for ranking purpose. Bibliometric information such as total publication trend, most frequent words, co-occurrence of authors keywords, most relevant country collaboration, most relevant affiliation, most relevant authors, trend topics in the current study.

Table 2.1

Information About Data

Description	Results
Main Information About Data	
Time span	1968:2023
Sources (Journals, Books, etc)	299
Documents	543
Average years from publication	15.4
Average citations per documents	12.67
Average citations per year per doc	1.021
Document Types	
Article	543
Document Contents	
Keywords Plus (ID)	975
Author's Keywords (DE)	1250
Authors	
Authors	1016
Author Appearances	1073
Authors of single-authored documents	177
Authors of multi-authored documents	839
Authors Collaboration	
Single-authored documents	197
Documents per Author	0.534
Authors per Document	1.87
Co-Authors per Documents	1.98
Collaboration Index	2.73

Source: Retrieved from Biblioshiny

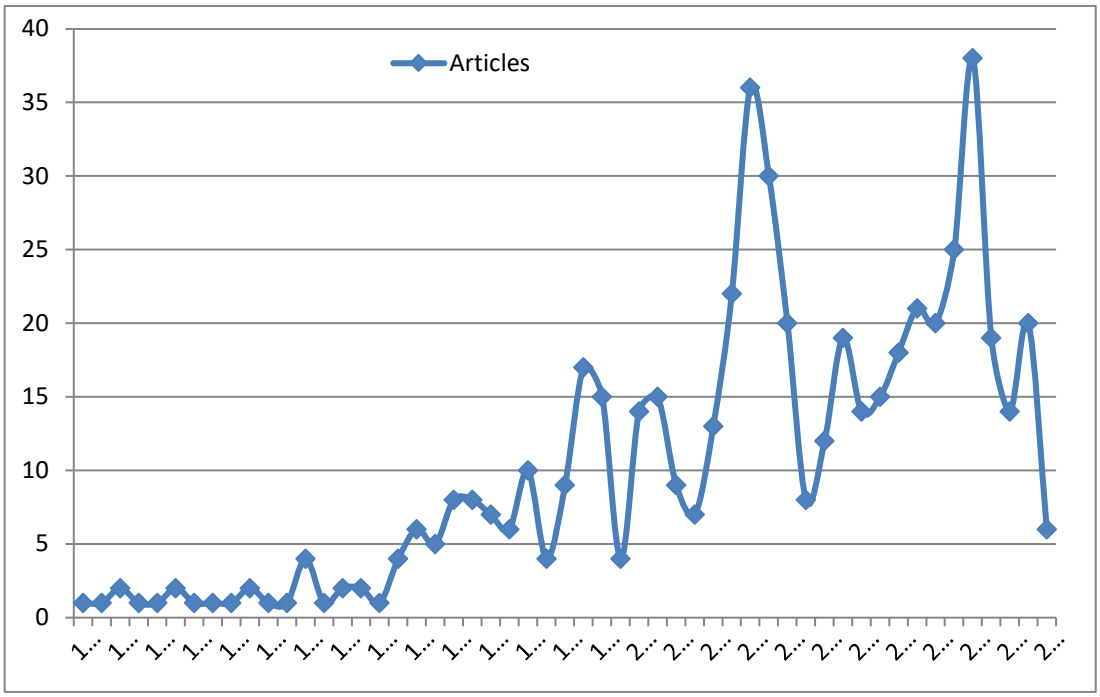
The bibliometric data presented in Table 2.1 reveals pertinent information regarding the emergence of papers in the field of 'employability skill ', which can be traced back to the year 1968. According to the data retrieved from Scopus, a total of 543 documents were obtained from 299 distinct sources. Various sources, including scholarly articles, books, book chapters, and conference papers, serve as references to indicate the origin of documents. The majority of the documents, specifically 64 percent, consist of multi authored documents, whereas the remaining 36 percent are comprised of single authored documents. On an average of 15 documents were produced every year, which is an indication of authors interest and contribution towards the subject concerned.

2.7.2 Publication Trend

This section explains the analysis of publication output on the research topic from 1968 to 2022. It shows the publication trend on the topic in these years. The results showed that publication trend has shown a rise in the annual publication trend figures thus indicating significant growth on the topic of literature under study. Figure 2.2 illustrates the trend in publishing within the field of employability skill. The initial publication was released in 1968. The subject demonstrates a spontaneous growth in the year 1998 and 1999 again in the year 2005 to 2009 later the number of publications shows a declining trend. There has been a consistent upward trend in the quantity of publications since the year 2011 to 2019. The general trend observed in publications indicates a growing acceptance of the research theme among scholars.

Figure 2.2

Publication Trend



2.7.3. Most Frequent Words

The word cloud depicted in Figure 2.3 illustrates the most frequently occurring terms in the field of ‘Employability skill’. The analysis of the figure and accompanying statistics reveals that the term 'training' is the most commonly utilized keyword, with 'education', 'innovation', 'labor market', and 'skills' following closely behind. The prevalent vocabulary denotes the domains that have been extensively investigated by prior scholars or where their research endeavors are primarily concentrated. The infrequent lexical items in the user's text include health care, higher education, development, and human capital. This implies that the aforementioned regions have received relatively limited attention from scholars, thereby suggesting that future researchers may wish to focus their efforts on these areas for further research.

Figure 2.3

Word Cloud of Most Frequent Words

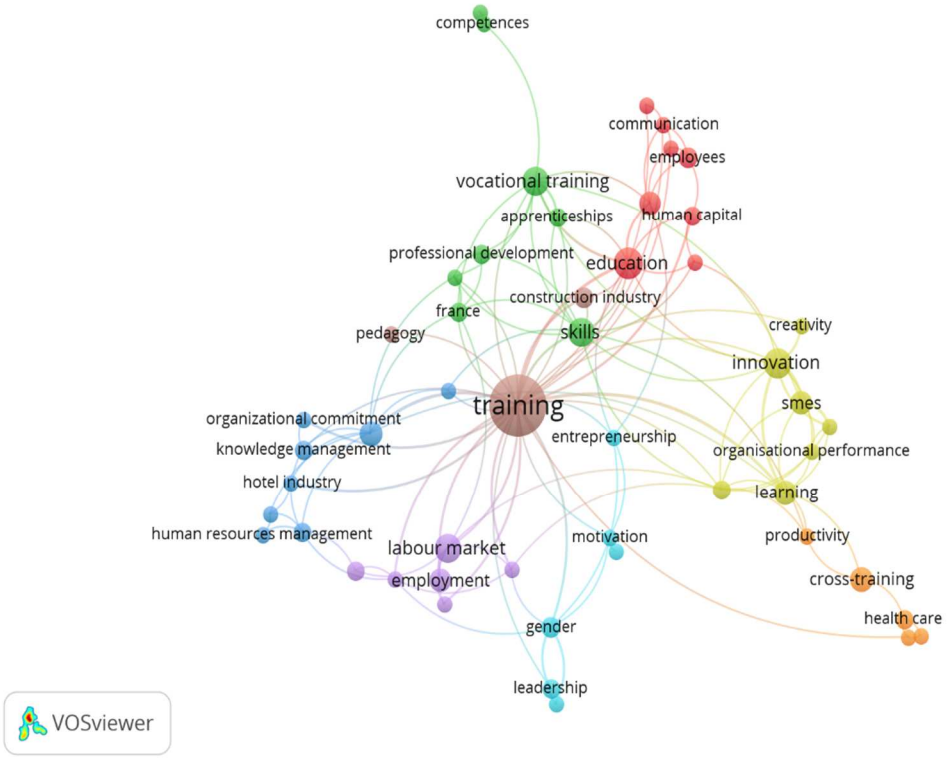
Source: Retrieved from Biblioshine

2.7.4 Co-occurrence of Author Keywords

Co-occurrence of author keywords helps the researcher to identify the keywords which appear together, indicate the related publications from specific area by an author or group of authors. Eight clusters were identified from above figure. Cluster 1 includes the keywords related to employability skill, which includes communication, development, education etc. Keywords in cluster 2 were related to skill and training policy and 3rd cluster includes the keywords related to employee's skill and organisation performance. Other clusters are skill in the digital technology& innovation, labor market and employment, gender and cultural influence in entrepreneurship, cross-training and effectiveness in health sector and skill acquisition in construction industry from fourth cluster to eighth cluster respectively.

Figure 2.4

Co-occurrence of Author Keyword



Source: Retrieved from VOS viewer

2.7.5 Most Relevant Countries and Country Collaboration

The geographical area in terms of different countries in the world is vital to show the highly searched articles related to the topic of employability skill. This will help to identify the most contributing countries to the area of research**.** Table 2.2 presents a systematic arrangement of nations according to their respective publication counts. The top three countries, as determined by the countries of the corresponding authors, are the United Kingdom, United States, and Spain. In the realm of authorship and collaborative writing, a majority of articles are produced through collaborations within a single country, also known as intra-country collaborations (SCP). Authors from India, Brazil, Lithuania and Norway are published articles only through intra country collaboration (SCP). Hong Kong exhibits a high Inter-country collaboration (MCP) ratio relative to other nations. Several prominent nations exhibit a suboptimal

MCP ratio. The figure depicted as Figure 2.5 illustrates the visual representation of collaboration among authors originating from diverse nations. Based on the country collaboration map presented below, it can be inferred that a majority of the research articles are generated by researchers from the same country, with limited instances of collaboration. This suggests a pressing need for increased international collaboration among researchers from diverse countries, which may serve to enhance the quality of research articles. Figure 2.5 stands below shows the graphical representation of country collaboration map. From graph it could infer scholars from Australia, USA and some European countries has collaboration with other countries. Majority of the actively engaged in publication process has no collaboration with scholars from other countries. Country collaboration map has fully supported the relevant countries table given above.

Table 2.2

Most Relevant Countries

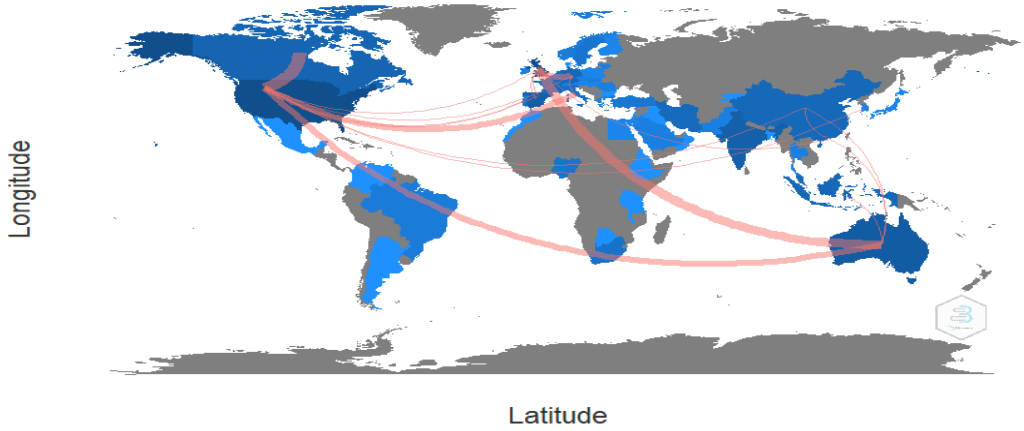
Country	Number of Articles	Frequency	SCP	MCP	MCP Ratio
United Kingdom	28	0.12613	21	7	0.25
Usa	25	0.11261	20	5	0.2
Spain	20	0.09009	16	4	0.2
India	16	0.07207	16	0	0
Australia	12	0.05405	8	4	0.3333
Iran	11	0.04955	10	1	0.0909
Germany	7	0.03153	6	1	0.1429
Malaysia	7	0.03153	6	1	0.1429
Canada	6	0.02703	2	4	0.6667
China	6	0.02703	3	3	0.5
France	6	0.02703	5	1	0.1667
Indonesia	6	0.02703	5	1	0.1667
Hong Kong	5	0.02252	1	4	0.8
Netherlands	5	0.02252	4	1	0.2
Portugal	5	0.02252	3	2	0.4

Country	Number of Articles	Frequency	SCP	MCP	MCP Ratio
Italy	4	0.01802	1	3	0.75
Brazil	3	0.01351	3	0	0
Lithuania	3	0.01351	3	0	0
Norway	3	0.01351	3	0	0
Slovakia	3	0.01351	2	1	0.3333

Source: Retrieved from Biblioshiny

Figure 2.5

Country Collaboration Map



Source: Retrieved from Biblioshiny

2.7.6 Most Relevant Affiliations

The universities that are deemed most significant in their contributions to the domain under study are discussed here. Twenty-two articles have been produced by researchers affiliated with the University of Alicante. Griffith University has secured the second position with a total of eight articles. There is a great gap between the university secured first position and second position. University of Seville, Chongqing University, University of Cologne, Federal University of Santa Catarina (UFSC), Swinburne University, University Kuala Lumpur, University of Tehran etc. are the universities/ institutions standing in the following positions. These institutions may be regarded as universities that are actively engaged in research on " employability

skill." The list of universities with the number of articles published in this topic is shown in the following table below

Table 2.3

Most Relevant Affiliations

Affiliations	No. of Articles
University of Alicante	22
Griffith University	8
University of Seville	7
Chongqing University	6
University of Cologne	6
Federal University of Santa Catarina (FUSC)	5
Swinburne University	5
University Kuala Lumpur	5
University of Tehran	5
Allameh Tabatabaei University	4
Indian Institute of Technology Roorkee	4
Tehran University of Medical Sciences	4
Universidad Complutense De Madrid	4
Universitas Sebelas Maret	4
University of Coimbra	4
University of Isfahan	4
University of The Basque Country	4
University of Valladolid	4
Wageningen University and Research	4

Source: Retrieved from Biblioshiny

2.7.7 Most Prominent Authors

A comprehensive list of prominent authors who have made significant contributions in the field of employability skill is shown n the table 2.3. The h-index is used to rank the top 20 authors. The evaluation of an individual's performance can be carried out through the utilization of the h-index, which takes into account both the number of publications and the frequency of citations received (Donthu, Kumar, Mukherjee, et al., 2021). According to Egghe (2006), the g-index encompasses all the attributes of the h-index and beyond. Additionally, the m-index is an alternative version of the h-

index that exhibits the h-index per annum since the initial publication. Marco-Lajara B holds a prominent position in the field, as evidenced by his h-index of 3 and high rankings in the g-index and number of publications (NP). It is surprising that he began publishing in this area only in 2013. The authors following Marco-Lajara B in terms of h-index ranking are Hoque k, Berntson e, Marklund s, Sverke m, Hoang dt, Igel b and so on. Mr. Berntson e, Marklund s and Sverke m have the highest and same total citation.

Table 2.4

Most Influencing 20 Authors

Element	h_index	g_index	m_index	TC	NP	PYstart
Marco-Lajara B	3	5	0.273	101	5	2013
Hoque K	2	2	0.095	96	2	2003
Berntson E	1	1	0.056	266	1	2006
Marklund S	1	1	0.056	266	1	2006
Sverke M	1	1	0.056	266	1	2006
Hoang DT	1	1	0.056	253	1	2006
Igel B	1	1	0.056	253	1	2006
Laosirihongthong T	1	1	0.056	253	1	2006
Tambe P	1	1	0.1	213	1	2014
Arvonen J	1	1	0.03	161	1	1991
Ekvall G	1	1	0.03	161	1	1991
Hardie M	1	1	0.067	148	1	2009
Jewell S	1	1	0.067	148	1	2009
Rothwell A	1	1	0.067	148	1	2009
Feldman Dc	1	1	0.04	143	1	1999
Turnley WH	1	1	0.04	143	1	1999
Brusco MJ	1	1	0.038	126	1	1998
Chang SE	1	1	0.056	126	1	2006
Ho CB	1	1	0.056	126	1	2006
Johns TR	1	1	0.038	126	1	1998

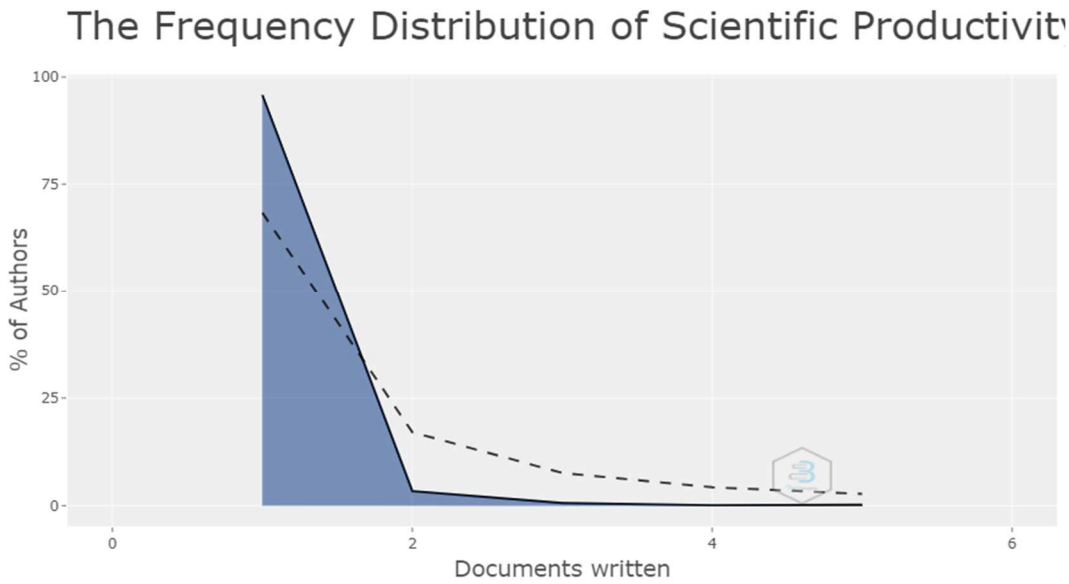
Source: Retrieved from Biblioshiny

2.7.8 Lotka Law

The Lotka Law is a mathematical expression that delineates the correlation between the quantity of authors and their output in a specific discipline. Lotka's Law posits that there is an exponential decrease in the number of authors who have generated a particular quantity of publications as the number of publications increases. Stated differently, a significant proportion of publications are produced by a select group of authors who exhibit high levels of productivity, whereas the majority of authors demonstrate comparatively lower levels of productivity. Figure 2.6 provides empirical evidence in favor of the aforementioned law, which posits that a small subset of authors is responsible for a significant proportion of publications in the field of employability skill.

Figure 2.6

Author Productivity Through Lotka's Law



Source: Retrieved from Biblioshiny

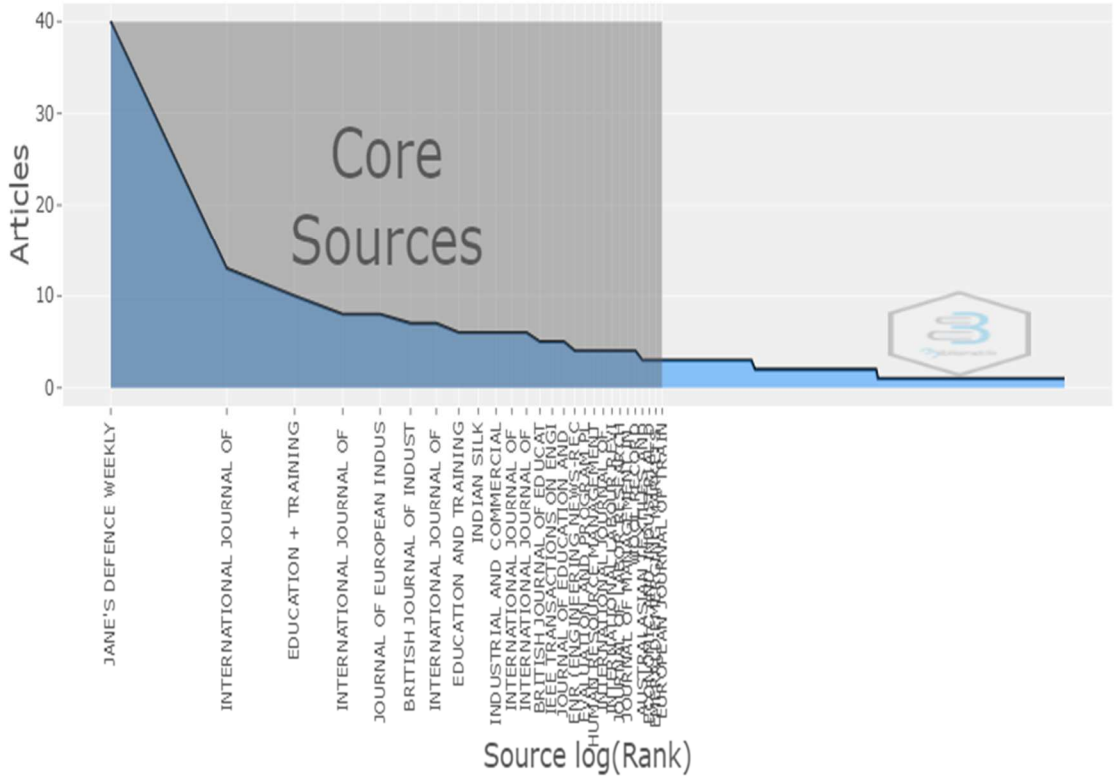
2.7.9. Bradford Law

Bradford's Law categorizes scientific journals or publications within a particular discipline into three distinct zones or components. The initial region, referred to as the "core," encompasses a limited quantity of exceptionally influential academic journals that disseminate a substantial proportion of the most significant research within the

discipline. The subsequent category, denoted as the "closely related" or "near-core," encompasses a greater quantity of scholarly periodicals that address interconnected subject matters and disseminate pertinent findings, albeit with a marginally reduced level of importance. The third zone, commonly referred to as the "periphery," encompasses a considerable number of journals that disseminate articles pertaining to the subject matter, albeit with comparatively lower significance and influence in contrast to the core and near-core journals. The figure presented below illustrates that several journals, including the Jane's Defense Weekly, International Journal of Manpower, Education and Training, International Journal of Training and Development, Journal of European Industrial Training, British Journal of Industrial Relations International Journal of Human Resource Management etc. fall within the core region and have made significant contributions to the field of employability skill.

Figure 2.7

Bradford Law



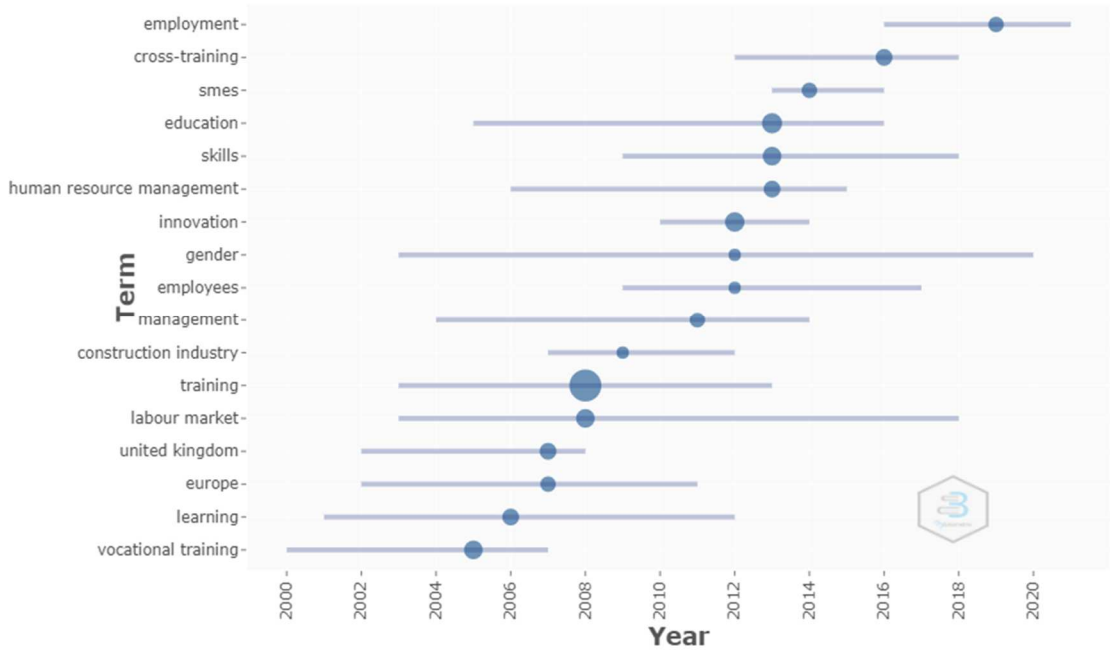
Source: Retrieved from Biblioshiny

2.7.10. Trend Topics in Employability skills

The trending topics in employability skill during different period of time is shown in the figure 2.9. Employability skill and gender is considered as trend topic from 2003 onwards and continued till 2020 and mostly studied in 2012. Training is a major topic in 2008, but it has continued up to 2012 only. The importance of employability skills in getting employed is one of the hot topics in recent times. Cross-training is also an emerging research topic. Labor market is also one of the major recent topics, which is highly researched by scholars in 2018.

Figure 2.9

Trend Topics



Source: Retrieved from Biblioshiny

2.8 Research Gap

The detail review of literature revealed that employability skills, self-perceived individual employability skills, organisational factors, labour market factors and sustainable employability have been studied across countries, under different corporate environment, under vocational training institutes, under various universities but a very little study and research work is available in relation to the perceived

employability skill concepts among the participants who completed their skill training and were placed from 'Kushal Kendra' in Kerala; which are skill centres set up as part of the skill policy of the Government in India. This gap was identified and a small attempt is initiated in this direction to analyse the impact and effect of employability skills of the participants. The study is expected to contribute to the existing knowledge on the concept of employability which is evolving from time to time across countries, under different labour market conditions and under tremendous technological changes.

2.9 Chapter Summary

This chapter gives an overall picture of the existing literature under study. The literature review is carried out under five sections 1 Employability 2. Self-perceived Individual employability skill 3. Organisational factors and employability skill 4. labour market factors and employability skill 5. Sustainable employability. Review on employability mainly explained the definition of employability which were in different perspectives. Review of literature based on self-perceived employability skills discussed about the perceived individual skills that contributed towards employability skills. The literature discussed the influence of generic skill like communication skill, self-management skills, problem-solving skills, emotional intelligence and self-efficacy on the employability skills. Review based on organisational factors and employability skills discussed how organisation's role can increase the employability skill of the employees. Studies argued that there should be policy which focus on increasing its employee's employability and variables like job related qualifications, willingness to develop new competencies, strategies of external and internal branding influence perceived employability. Review based on labour market factors and employability skills analysed employability in terms of labour market factors like knowledge about labour market, labour market opportunity, labour market policy, recruitment process and job search. Finally, the review of literature on sustainable employability is discussed where variables like heath and employability, career development, career management, work life satisfaction and employability were reviewed. A bibliometric analysis was also carried out as part of

review of literature and it was identified that how employability skill has been extensively studied across counties, at different time periods, the publication trend of the topic, contribution of prominent authors towards the employability skill related concepts and most frequent word in the field of employability skills.

Chapter III

Kaushal Kendra – An Overview

3.1 Introduction

The term skill refers to the ability to do something well from the economic point of view the term skill is related to skilled worker or employee. There has been a long debate on the meaning of `skill' which has now expanded nearly exponentially to encompass a vast array of "soft," "generic," "transferable," "social," and "interactional" skills that are often indistinguishable from personal traits, behaviours, and attitudes that were rarely thought of as skills in the past (Mayhew, 2010). Indian economy which is estimated to 7 % this fiscal year 2022-23 amidst challenging global environment (Dev, 2023) need to convert its human capital as a global reservoir of skilled employees. In an increasingly global economy, there is a great possibility for cross-broader outsourcing which India in the coming years can be a catalyst in providing skilled human resources.

In India skill formation is basically through general education, vocational education, vocational training and sector specific programs. Both government and non-government agencies are involved to cater these training needs. Vocational training is provided both in formal and non-formal sectors. Skill development programmes are undertaken by various ministries, autonomous bodies, institutions and various government department as well as through public-private partnership organisations. In India Ministry of Skill Development and Entrepreneurship (MSDE) is extensively involved in skill development activities. The history of skill development can be traced in 1969 when first Industrial Training Institute (ITI) was established by the then Ministry of Labour and Employment, Government of India. The major paradigm shift happened in 2008 when a significant step was taken to accomplish the 11th plan target of inclusive growth through skill development programs. A three-tier institutional structure was set up in the same year which include Prime Ministers' National Council

on Skill Development for policy direction supported by National Skill Development Coordination Board and National Skill Development Corporation (NSDC). Later in 2009 National Policy on Skill Development was formulated under the ministry with the primary goal of developing a workforce that is empowered, knowledgeable, and productive in both the organized and unorganized sectors. (Ministry of skill and entepreneurship, Government of India).

3.2 National Policy for Skill Development and Entrepreneurship (NPSDE), 2009

National policy on skill development was formulated by the ministry of labour and employment on February 23, 2009. (Ministry of skill and entrepreneurship, Government of India). The policy was formulated with the objective to develop Indian workforce with competent and relevant skill sets globally and secure India's competitive advantage in the world labour market. The important features of the then policy was to reduce the skill mismatch, develop national vocational qualification framework, to develop competencies in line with national and international recognised standards, focus on new emerging occupations, pe-employment training, life-long learning, adequate participation of women and other privileged section of the society, stress on research planning and monitoring, using modern technology like web-based learning, skill upgradation of the trainers etc. This national Policy on skill development in 2009 was later superseded by national policy for skill development and entrepreneurship in 2015. (Ministry of skill and entepreneurship, Government of India)

3.2.1 National Policy on Skill Development and Entrepreneurship (NPSDE), 2015

NSPDE is a comprehensive framework for all the skill development activities in India. It focuses on creating a skilled workforce, and promoting entrepreneurship in India. The policy aims to develop a skill-ecosystem and encourage innovation-based entrepreneurship, that will create employment and wealth for a sustainable livelihood in the country. The core objectives include providing vocational training, outcome-based approach towards skilling, increasing the capacity and quality of training infrastructure as well as of trainers, aligning the supply of skilled workforce to

relevant industry, aligning the supply of skilled workers with industry requirements, establishing an IT-based information system, promoting national standards for skill education, leveraging technology and recognizing the importance of on-the-job training, ensuring skilling the need of privileged group of the society and inculcating commitment and ownership of various stakeholders towards skill development. The thrust areas have been given through eleven key paradigms to achieve the goal of skill development (Ministry of skill and entepreneurship, Government of India).

Table 3.1

NPSDE 2015 Policy Framework Thrust Areas

• Aspiration and Advocacy	• Outreach
• Capacity	• ICT Enablement
• Quality	• Trainers and Assessors
• Synergy	• Inclusivity
• Mobilization and Engagement	• Promotion of skilling among women
• Global Partnerships	

Source: msdegov.in

3.2.2 Monitoring and Evaluation of Policy of Skill development and Entrepreneurship

To monitor and evaluate the National skill development and entrepreneurship policy of 2015, the Government decided to start PIU (policy implementation unit) under Ministry of skill development and entrepreneurship (MSDE) with secretary as the chairperson and representation from the NITI Aayog or the purpose of impact assessment. The monitoring indicators include the following:

- No. of registered youths interested in skilling
- No. of youths registered in training programmes
- No. of youths assessed and certified
- Placement rate of skilled trainees
- No. of accredited/affiliated training centres

- No. of certified trainers, sector-wise
- No. of certified assessors, sector-wise
- No of job roles with QPs and NOS
- Existing infrastructure for training
- No. of skilled persons employed abroad
- Gap between the supply and demand for skilled workforce
- Amount of private fund mobilized for skill development and entrepreneurship
- Percentage of socially and geographically disadvantage groups enrolled in training programmes
- Percentage of skilled youth that are self- employed
- Infrastructure dedicated for entrepreneurship support
- Number of schools running skills and entrepreneurship courses

Source: www.anilkumarjainca.blogspot.com

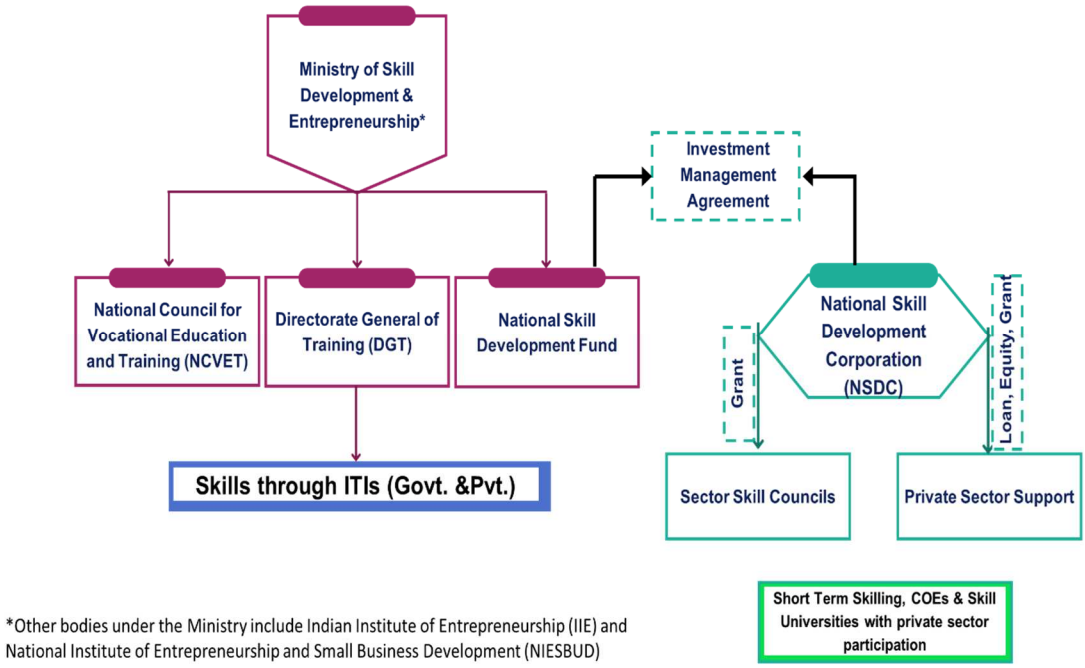
3.2.3 Governance Structure (MSDE)

Ministry of skill development and Entrepreneurship (MSDE) is established by the Government of India to fulfil the vision of skill India. MSDE is responsible for the coordination and development of an appropriate skill development framework. The important objective behind the formation of MSDE include 1) to reduce the gap in the supply and demand of skilled workforce, 2) Re-skill workforce 3) up-skill the workforce 4) supporting creativity and innovation to attract talent for existing and future jobs. MSDE is one of the major players in implementing national policy for skill development and entrepreneurship 2015. The important stakeholders of MSDE include central ministries and departments, State Government and industries / employers. As part of the implementation of the NSDEP in a mission mode approach, key institutional mechanism functions with a three-tier structure consisting of a governing council at the apex level, a steering committee and a mission directorate as the executive committee of the mission. At the state level every state is encouraged to create their own skill development mission in consistent with the framework of national skill development mission with sterling committee and mission directorate at

state level and district committees. Mission directorate of MSDE is supported by three other institutions such as National Skill Development Agency, National Skill Development Corporation, and Directorate General of Training; all of which have horizontal / vertical linkages with skill India mission to facilitate smooth functioning of these national institutional mechanism. (MSDE,2015). The following diagram shows the organisational structure of the MSDE

Figure 3.1

Organisation Structure of MSDE



Source: Annual Report MSDE 2023-2024

3.3 National Skill Development Agency

National Skill Development Agency (NSDA) an autonomous body registered as a society under the Ministry of Skill Development and Entrepreneurship is responsible for the quality mechanism of the skill eco-system in the country. It anchors National Skills Qualifications Framework (NSQF) and allied quality assurance mechanisms for synergizing skill initiatives in the country (MSDE, 2015). NSDA is mandated to discharge the following functions:

- Take steps to meet skilling targets as per the 12th Five Year Plan
- Coordinate and harmonize skill development activities among various Central Ministries/Department, State Governments, NSDC and the private sector.
- Develop NSQF to ensure that quality and standards to meet sector specific requirements.
- Act as the nodal agency for state skill development missions.
- To raise financial assistant for skill development from sources such as international agencies, including multi-lateral agencies, and the private sector.
- Evaluate existing skill development schemes and suggest corrective action to make them more effective.
- Establish a national data base related to skill development and also to start Labour Market Information System (LMIS).
- Take affirmative action for advocacy.
- Ensure that the skilling needs of the disadvantaged and the marginalized groups like SCs, STs, OBCs, minorities, women and differently- abled persons. (Ministry of Skill Development and Entrepreneurship, 2015)

3.4 National Skill Development Corporation (NSDC)

On July 31, 2008, National Skill Development Corporation (NSDC), a public limited corporation that does not operate for profit, was established under section 25 of the Companies Act of 1956 (which corresponds to section 8 of the Companies Act of 2013). The Ministry of Finance established NSDC as a Public Private Partnership (PPP) model where, 49% of the share capital of NSDC is held by the Indian government through the Ministry of Skill Development & Entrepreneurship (MSDE), and the remaining 51% is owned by the private sector.2020 (Pilz, 2016). The main goal of NSDC is to support skill development by encouraging the establishment of sizable, high-calibre, for-profit vocational institutions. NSDC contributes money to the development of scalable and successful projects for vocational training Additionally, it offers a support system that emphasizes quality control, information

systems, and train the trainers either directly or through private partnership. NSDC act as the nodal organisation for all the skilling activities in India. NSDC is the major architect of the skill ecosystem in India. It aims to become "World's largest platform for Skills, Jobs, and Entrepreneurship" (*About Us | National Skill Development Corporation (NSDC)*, n.d.) To achieve the aim, the NSDC is guided by "4Is" considered as the core values which are explained below:

Figure 3.2

4I's of NSDC

Source: www.nsdc.org.in

Vision

NSDC was set up as part of a national skill development mission to fulfil the growing need in India for skilled manpower across sectors and narrow the existing gap between the demand and supply of skilled manpower. The vision of NSDC is to scaled up skilling activities all over the country (Vision & Mission | National Skill Development Corporation (NSDC), n.d.).

Mission

- Upgrade skills to international standards through significant industry involvement and develop necessary frameworks for standards, curriculum and quality assurance.
- Enhance, support and coordinate private sector initiatives for skill development through appropriate Public-Private Partnership (PPP) models.

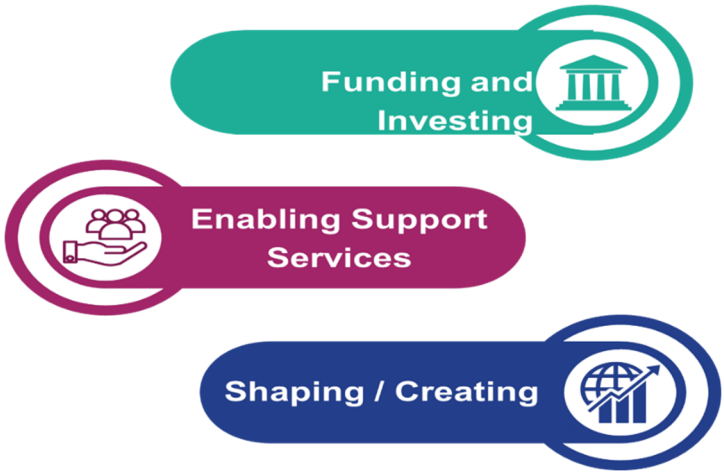
- Play the role of a 'market-maker' by bringing funds, particularly in sectors where market mechanisms are ineffective or missing.
- Prioritise initiatives that can have a multiplier or catalytic effect as opposed to one-off impact. (*Vision & Mission | National Skill Development Corporation (NSDC)*, n.d.)

Objective

To contribute significantly to the overall target of skilling up of people in India, mainly by fostering private sector initiatives in skill development programmes and to provide funding. (National Skill Development Corporation, 2016)

Figure 3.3

Key roles of NSDC



Core activities of NSDC includes:

Scheme implementation

- **National Apprenticeship Promotion Scheme**: Engaged 3 million apprentices with 25 million registered establishments since 2018-19
- **Pradhan Mantri Kaushal Vikas Yojana**: Enrolled 23 million candidates, trained 84 million as of May 2024
- **Pradhan Mantri Kaushal Kendra**: Model Training Centres in every district for high-quality, industry-driven skill training

- **PM Vishwakarma Scheme**: Supports traditional artisans and craftspeople, with 45 million registered and 43 million trained as of May 2024. (Annual Report MSDE, 2024)

Skill India Digital Hub:

An API-based platform integrating all skilling initiatives, offering courses, job opportunities, and support for entrepreneurship with over 88 lakh app downloads and 82 lakh registered candidates (*National Skill Development Corporation | Ministry of Skill Development and Entrepreneurship | Government of India*, n.d.).

NSDC International:

Facilitated deployment of over 58,000 candidates across multiple countries including Israel, UK, Germany and Gulf Cooperation Council (GCC) to name a few (*National Skill Development Corporation | Ministry of Skill Development and Entrepreneurship | Government of India*, n.d.).

NSDC Academy:

Established in 2023 to provide industry-aligned courses, enhancing students' employ ability by bridging the skill gap between education and industry demands (*National Skill Development Corporation | Ministry of Skill Development and Entrepreneurship | Government of India*, n.d.).

Industry Partnerships and Corporate Social Responsibility:

NSDC has Collaborated with 64 partners, 574 training partners, and operates 1,019 training centres to facilitate skill training under initiatives like "Skill India Mission" (*National Skill Development Corporation | Ministry of Skill Development and Entrepreneurship | Government of India*, n.d.).

Skill Impact Bond:

NSDC with the initiative of Skill Impact Bond which is India's first development impact bond, to leverage private sector capital to benefit 50,000 young Indians, with sixty percent women, through outcome-based financing and skilling initiatives

Sector Skill Councils:

Sector Skill Council was established to develop National Occupational Standards and Qualification Packs for addressing current skill gaps and to facilitate industry needs, by establishing 36 SSCs.

Skill Competitions:

NSDC's also encompasses the management of prestigious events like India Skills and World Skills competitions further elevating the nation's skill ecosystem.

NSDC has been pioneering in initiating the skilling ecosystem in the country. NSDC under the aegis of MSDE, along with SSCs, focuses on development of skills in emerging technologies. With the view to upskill and re-skill the IT professional it has established 'Future of Work' initiative in association with the IT sector skill council (NASSCOM) and has developed qualification packs across nine emerging technologies such as cyber security, big data analytics, artificial intelligence, cloud computing, blockchain technology robotic process automation, Internet of Things, Virtual Reality, and Social & Mobile Application (*National Skill Development Corporation | Ministry of Skill Development and Entrepreneurship | Government of India*, n.d.). The following figure 3.4 explains the major activities of NSDC

Figure 3.4

Major Activities of NSDC

Source: www.nsdc.org

3.5 National Skill Development Fund

Skill development in India can be successfully implemented only if there is a proper financial resource available for it. One of the major steps towards this is National Skill development Fund which was set up by Government of India with the objective to encourage all the skilling activities in the country. To channelize the interest of organisations towards skill India mission, 'A Resource Optimization for skilling at scale platform' was developed by the Government to serve as the vehicle for pooling the funds from organisations, companies, foundations, NGO and Individuals. To attract fund from the industry, companies will be encouraged to spend at least 25% of their CSR funds on skill development initiatives directly through NSDF. Further the policy also demanded the industry to earmark at least 2% of its payroll bill for skill development initiatives in their respective sectors. The government encourages to use at least twenty percent of the fund to skill youth from local regions in required sector. For financially poor students Government has ensured Direct Benefit Transfer which will be used as a mechanism for payment disbursement. Credit Guarantee fund for skill development and a National Credit Guarantee Trustee Company is also set up to support the skilling initiative through loan facilities. (*National Skill Development Corporation | Ministry of Skill Development and Entrepreneurship | Government of India*, n.d.)

3.6 Directorate General of Training

The Directorate General of Training (DGT) is one of the major institutions under the Ministry of Skill Development and Entrepreneurship plays as the apex organisation at the national level for development and coordination for the programmes relating to vocational training including Women's Vocational Training. Its large institutional framework consisting of ITIs, ATIs, RVTIs will act as an tool for implementing the Skill India Mission The administrative and financial responsibilities of these institute are vested upon the State Government and its local authorities. DGT also runs vocational training programmes through field institutes that are directly under its authority. The DGT is also responsible for developing Vocational Training Programmes at the national level, particularly in the areas of common rules of training,

standards, and processes, instructor training, and trade testing (*Directorate General of Training (DGT) | Ministry of Skill Development and Entrepreneurship | Government of India*, n.d.).

3.7 Sector Skill Council (SSC)

In order to ensure that skill development efforts of all the stakeholders are in accordance with the actual need of the industries SSC are established as the industry-led and Industry-governed bodies which creates the link between skill requirement of industry and the appropriately trained human resource. NSDC Board has approved 36 Sector Skill Councils. Sector skill councils are set up as an autonomous industry led organisation under NSDC. There are over 600 Corporate Representatives in the Governing Councils of these SSC. SCC creates occupational standards and qualification packs QPs are a set of NOS (National Occupational Standards) aligned to a job role, called Qualification Packs. These job roles would be at various proficiency levels and aligned to the NSQF. (*Sector Skill Councils (SSC) | Ministry of Skill Development and Entrepreneurship | NSDC*, n.d.)

Major functions of SSC are explained below:

- Identification of skill development needs like type and depth of skill needs.
- Sector skill development plan and maintenance of skill inventory.
- skills/competency standards and qualifications notified as per NSQF
- Standardization of affiliation, accreditation, examination and certification process in accordance with NSQF as determined by NSQC
- Participation in the setting up of affiliation, accreditation, examination and certification norms for their respective sectors.
- Plan and facilitate the execution of training of trainers along with NSDC and states.
- Promotion of academics of excellence

- Special emphasis on the skilling needs of ST-SC, differently-abled and minority populations
- SSC shall also ensure that the persons trained and skilled in accordance with the norms laid down by them are assured of employment at decent wages (*Sector Skill Councils (SSC) | Ministry of Skill Development and Entrepreneurship | NSDC*, n.d.)

3.8 National Skill Qualification Framework

A competency-based qualification framework was developed with the view to organise all qualifications according to a fixed standards for skills, aptitude, and knowledge. The learning outcomes are designed in terms of levels from one to ten in accordance with the learning outcome. NSQF was developed by NSDA and is implemented by national skill qualification committee. The main job of NSQF is to develop qualification packs and national qualification standards. In addition to it also engages itself with the job of approving accreditation norms, create guidelines, review inter-agency disputes and align NSQF with international qualification frameworks (*Sector Skill Councils (SSC) | Ministry of Skill Development and Entrepreneurship | NSDC*, n.d.).

Qualification Packs (QP) And National Occupational Standards (NOS)

NOS specify the standards of performance knowledge and understanding when carrying out a particular activity in the workplace. Qualification packs are "a set of national occupational standards (NOSs) aligned to a job role, called qualification packs". These job roles would be at various proficiency levels and aligned to NSQF. Example; QP of sales Associate. Sector skill council are responsible for creation of QPs and NOSs. (National Council for Vocational Education and Training, 2023)

3.9 Skill India Mission

On 2nd July 2015, the union cabinet chaired by the prime minister gave its approval for introduction to common norms for all the skill development schemes with the introduction of Skill India Mission. Through this skill mission government has taken

the initiative to provide formal certification to lakhs of workers working in the unorganised sector. Government has initiated and implemented skilling programmes with guideline for eligibility criteria, duration of training, cost of training, outcome monitoring and tracking mechanism which is undertaken with the help of various organisations under the ministry of skill development and entrepreneurship. The flagship, demand-driven, reward-based skill training scheme of the ministry of skill development and entrepreneurship include the PMKVY. Another skilling programme which has been in the same line is the DDU-GKY skill scheme. All the schemes of Government of India are being implemented through various ministries/departments, including the state Governments (*Skill India Digital Hub (SIDH) - Upskilling, Reskilling, Career Growth and Lifelong Learning*, n.d.).

3.9.1 Pradhan Mantri Kaushal Vikas Yojan (PMKVY)

Pradhan Mantri Kaushal Vikas Yojana (PMKVY) is the flagship scheme of the Ministry of Skill Development & Entrepreneurship (MSDE) implemented by National Skill Development Corporation was started in 2015. India was facing a large shortage of skilled manpower. Ony a small proportion of India's workforce had formal skill training and therefore several sectors in the economy faced shortage of skilled workforce. Many industries suffered low productivity levels with poor quality of workforce. The objective of this Skill Certification Scheme is to enable a large number of Indian youths to take up industry-relevant skill training that will help them in securing a better livelihood. Individuals with prior learning experience or skills will also be assessed and certified under Recognition of Prior Learning (RPL). Under this scheme monetary reward was also given to trainees who successfully completed their programme, thus helping to boost the productivity of the country's workforce by enabling them to acquire high quality skill training across different sectors. The Government aim was to bring about a paradigm shift from input-based to outcome-based skill training in the country and significantly scale up skill training activities in the country and to enable skill training at a faster pace without compromising quality. Institutional arrangements were made which include the National Skill Development Corporation (NSDC), Sector Skill Councils (SSCs), Assessing agencies and Training

Partners are already in place for implementation of the scheme. PMKVY has two components a) Centrally Sponsored Centrally Managed (CSCM) or 'Central Component' being implemented by National Skill Development Corporation (NSDC). b) Centrally Sponsored State Managed (CSSM) or State Component being implemented by State Skill Development Missions of the States/ Union Territories. · The first phase of the scheme was implemented under the Central Component, while the latter two phases (i.e. PMKVY 2.0 and PMKVY 3.0) were implemented under both the Components. Under all the three phases of PMKVY (i.e. PMKVY 1.0, 2.0 and 3.0) total 1.37 Crore candidates have been trained/oriented and 1.10 Crore are certified across the country. Total reported placement (under STT and Special Projects) is 24.36 lakh as per details on Skill India Portal till 31st December 2022 (*Pradhan Mantri Kaushal Vikas Yojana (PMKVY)*, n.d.-a)

A summary on physical progress under the scheme is shown in the following table.

Table 3.2

Summary of Achievements of the Skill Development Programmes

Scheme	Component	Trained				Total certified	Total reported placed
		STT	RPL	Special project	Total trained		
STAR	-	14,00844	No RPL in STAR	No special project in STAR	14,00844	8,68,880	NA
PMKVY 1.0	CSCM + CSSM	68,01,833	65,86,385	3,35,978	1,37,24,196	1,10,89,025	24,36,040
PMKVY 1.0	CSCM	18,04,206	1,81,810 0	No Special Project	19,86,016	14,51,636	2,53,296
PMKVY 2.0	CSCM	38,11,857	61,41,870	2,13,844	1,01,67,571	84,96,472	19,11,182
	CSSM	8,26,350	N/A	6,787	8,33,137	6,56,881	2,30,393
PMKVY 3.0	CSCM	2,94,873	1,76,491	1,08,702	5,80,066	3,79,421	30,951
	CSSM	64,547	86,214	6,645	1,57,406	1,04,615	10,218
GRAND TOTAL		82,02,677	65,86,385,	3,35,978,	1,51,25,040	1,19,57,905,	24,36,040

Source: www.skillindiadigital.gov.in

The above table explains the summary of the various skill initiative of the skill development programme. The total trained and total placed under each skill programme is shown here. There are two components to each scheme one is CSCM

which is centrally sponsored centrally managed the other component is CSSM which is centrally sponsored state managed. Almost 24,36,000 individuals were placed under the four schemes

Participants of PMKVY 1.0, PMKVY 2.0 and PMKVY 3.0 under different stages such as total number of participants enrolled, trained assessed and certified is explained in the table 4.4. below

Table 3.3

Participants of PMKVY Programmes Under Each Stages

Stages	PMKVY 1.0		PMKVY2.0		PMKVY 3.0		Total
	India	Kerala	India	Kerala	India	Kerala	
Enrolled	1,986,016	15,339	11,484,724	2,36,059	7,94,976	21,396	14,265,716
Trained	1,986,016	15,339	11,000708	2,20,753	7,37,502	18,482	13,724,226
Assessed	1,951,487	15,098	9,920,742	1,90,483	5,82,629	14,829	12,454,858
Certified	1,451,636	11572	9,157,547	1,76,288	4,31,808	10,679	11,040,991
Placed	-	-	2,141,575	24,099	42,990	799	2,184,565

Source: www.skillindiadigital.gov.in

The above table shows the number of participants enrolled, trained assessed, certified and placed under PMKVY 1.0 PMKVY 2.0 and PMKVY 3.0 both in India as well as in Kerala. For PMKVY 1.0 there is no placement as in the first programme placement was not supported by the PMKVY centres. For the PMKVY 2.0 schemes which was initiated through PMKK centres the placement in India is 21, 41, 575 and in Kerala it is 24099 and under PMKVY 3.0 the number of placements stood at 42,990 in India and 799 in Kerala.

3.9.2 Key Components of PMKVY

- **Short Term Training**: Providing 60 lakh youth with the opportunity to get trained, assessed and certified.
- **Recognition of Prior Learning**: Aligning the competencies of 40 lakh individuals from the un-regulated workforce with the NSQF. Government has

initiated SANKALP project and SAMARTH projects under the recognition of prior learning.

- **Special Projects:** Enabling a platform that will facilitate training in special areas and premises of Government bodies and corporate
- **Kaushal and Rojgar Mela**: organize every six months by training partners to ensure schemes reach and success far and wide.
- **Placement Assistant**: Linking the aptitude, aspiration and knowledge of PMKVY candidate to potential employers.
- **Continuous Monitoring**: Using technology driven methodologies to ensure high standards of quality are maintained by PMKVY training centers.
- **Standardized Branding and Communication**: Ensuring greater visibility and the accurate communication of the scheme on ground. (*Pradhan Mantri Kaushal Vikas Yojana (PMKVY)*, n.d.-a)

The first version of Pradhan Mantri Kaushal Vikas Yojana (PMKVY) scheme was launched in 2015 to encourage and promote skill development in the country by providing free short duration skill training and incentivizing this by providing monetary rewards to youth for skill certification. The overall idea was to boost employability of youth corresponding to the industrial demand. After the successful implementation of PMKVY 1.0 (2015-16) and learnings from the past, PMKVY 2.0 (2016-20) was launched by scaling up sectors, geographies and by greater alignment with other missions / programs of Government of India such as 'Make in India', 'Digital India' and 'Swachh Bharat Mission'. The scheme has been extended for one year for skilling of migrant workers. Based on the learnings of PMKVY 2.0 and to reorient the scheme to be in sync with the present scenario of policy changes and changing priority in different sectors, it was decided to speed up the skilling with the implementation of PMKVY 3.0. The scheme was implemented in two phases: 1st phase was implemented on pilot basis during the year 2020- 21 known as PMKVY 3.0 (2020-21). The second phase of the scheme was scheduled from 2021 to 2026. The scheme also support other schemes run by the central government and state

government like National Apprenticeship Promotion Scheme (NAPS), MUDRA loans under Pradhan Mantri MUDRA Yojana (PMMY), Deendayal Antyodaya Yojana-National Rural Livelihoods Mission (DAY-NRLM) / Deendayal Antyodaya Yojana-National Urban Livelihoods Mission (DAY-NULM), Mahatma Gandhi National Employment Guarantee Act (MGNREGA) and other similar programs that had goals similar to PMKVY 3.0 for generation of livelihood opportunities for the candidates trained under the scheme. (*Pradhan Mantri Kaushal Vikas Yojana (PMKVY)*, n.d.-a)

3.9.3 Implementation of the PMKVY

This scheme has two components:

1 Centrally Sponsored Centrally Managed (CSCM) known as the Central Component which is to be implemented by the National Skill Development Corporation (NSDC). CSCM component of PMKVY is managed and controlled by NSDC. All PMKK centres are under the management and control of NSDC.

2 Centrally Sponsored State Managed (CSSM) known as the State Component is implemented by the State Skill Development Missions (SSDMs) / respective Departments of the States / UTs. CSSM component of PMKVY is implemented by State Skill Development Missions (SSDMs) of the States / UTs, the targets would be given to SSDMs state-wise.

3 Total target of the scheme will be divided approximately in the ratio of 75:25 between Central and State Components respectively (*Pradhan Mantri Kaushal Vikas Yojana (PMKVY)*, n.d.-a)

3.9.4 Method of Training

The modes of training that may be adopted under PMKVY

1. 100% classroom-based approach: Both theory and practical classes are conducted physically at PMKVY 3.0 affiliated Training Centres.

2. Blended approaches: Theory portion of course may be delivered through digital / online mode and the practical portion are delivered at the affiliated Training centres (*Pradhan Mantri Kaushal Vikas Yojana (PMKVY)*, n.d.-a)

3.9. 5 Brand Building

Branding of skill development programmes are necessary requirement as per the guidelines issued with respect to skill development programmes. As per the guidelines all the training centres need to brand their centres with collaterals for promotional activities in accordance with the guidelines. The Training centres shall also promote activities conducted at their centres on various social media platforms. The Branding and Communications Guidelines of the scheme are issued separately (*Pradhan Mantri Kaushal Vikas Yojana (PMKVY)*, n.d.-a)

3.9. 6 Affiliation and Accreditation of Centres

Training centres or training providers are empanelled through a digital platform. Verification of availability of premises and trainers is carried out through centre accreditation and affiliation guidelines. DSC's support is sought for field verification. Through Skill India Portal, automatic onboarding of the following entities as training provider is initiated under PMKVY (*Pradhan Mantri Kaushal Vikas Yojana (PMKVY)*, n.d.-a)

a) Government ITIs

b) Private ITIs with grading 3.0 & above in participation with Industries

c) NSTI / NIESBUD / IIE

d) Government Institutions / Institutions Identified by the State

e) Training Providers meeting the accreditation and affiliation protocols and in receipt of Letter of Recommendation by SSDM.

Apart from this active participation from universities and colleges, reputed industrial establishments and NGO who has reputation of conducting training programs are also

encouraged to participate as training providers. (*Pradhan Mantri Kaushal Vikas Yojana (PMKVY)*, n.d.-a)

3.9.7 Mobilisation of Candidates

Since PMKVY is a need and demand driven programmes especially for drop-out youth and unemployed youth, the registration, enrolment and selection of candidates are done through digital platforms which is managed and controlled by NSDC. District Skill Centres and State Skill Development Missions are actively involved for mobilization under both Central and State components of the schemes. They utilize the service of Banking Correspondents, Asha Workers and Nehru Yuva Kendra, Volunteers from other ministries and department. In case, the DSCs are not able to mobilize and register adequate number of training aspirants (at least 1.5 time of district-level target) within 30 days of target allocation to TP, the mobilization and registration activity is carried out by the training providers themselves to meet the given target. (*Pradhan Mantri Kaushal Vikas Yojana (PMKVY)*, n.d.-a)

3.9.8 Counselling

One of the major challenges in the implementation of skill development programmes is that there is a lack of aspirations among the young population especially those coming from the rural and poor background. It is therefore, essential that proper counselling is given so that needy youth will be motivated to join the skill programmes. Hence, a good counselling eco-systems are established under PMKVY which include, online information centres, counselling platform, counselling helpline, district-level skill information centres, extensive media campaign to sensitize and create awareness of skilling. (*Pradhan Mantri Kaushal Vikas Yojana (PMKVY)*, n.d.-a)

3.9.9 Registration of Candidates and Formation of Batches

PMKVY is trainee-centric scheme and therefore, candidates is encouraged to self-register on a the skill India portal / app according to their choice of job role and training centre. Aadhaar is mandatory for the registration. Once the counselling of the candidate is complete, the candidate will be provided preferences for trades /

courses out of the identified list for the preferred district or state. Each stakeholder such as trainees, training providers, SSDM, DSCs, SSC and MSDE will be given a dedicated login credential to access the Skill India Portal. Entire candidate lifecycle from registration to placement is captured and monitored under Skill India Portal. The integrated Skill India Portal provides unified and assimilated training information on real-time basis to all the stakeholders. (*Pradhan Mantri Kaushal Vikas Yojana (PMKVY)*, n.d.-a)

3.9.10 Training of Candidates

Training is be done in accordance to the following guidelines:

1. Job Roles approved by NCVET and should be compliant with NSQF.
2. Job Roles at NSQF level 3, 4 and 5. Other NSQF level job roles may be considered basis approval from Executive Committee / Steering Committee. Any exceptions may be considered in case of PWD, special groups with the approval of the executive committee.
3. Job Roles aligned with the identified skill gaps captured in the skill gap study.
4. Job Roles having the potential of employment wage and self.
5. The training hours is as per the approved hours of NCVET
6. Curriculum and content for the respective Qualification Packs (QPs) developed by awarding bodies (including SSCs).
7. Add-on bridge courses and language courses for making schemes compatible internationally and to provide international employment opportunities to the Indian youth. (*Pradhan Mantri Kaushal Vikas Yojana (PMKVY)*, n.d.-a)
8. It is mandatory for the candidates to have an Aadhaar ID during the enrolment process. It is also mandatory for the students to maintain 70% attendance to be eligible to appear in the assessments

9. All candidates must be provided with the participant handbook along with the induction kit. Use of digital content to supplement classroom training shall be encouraged.

   NSDC shall curate the digital content on e-Skill India portal (*Skill India Digital Hub (SIDH) - Upskilling, Reskilling, Career Growth and Lifelong Learning*, n.d.).

10. The training program during the Covid pandemic shall be conducted as per the social distancing and hygiene Guidelines / Standard Operating Procedures (SOP) issued by Ministry of Health and Family Welfare (MoHFW) and Ministry of Home Affairs (MHA). (*Pradhan Mantri Kaushal Vikas Yojana (PMKVY)*, n.d.-a).

11. Details of the training program should be communicated by the DSCs and the Training Provider to people's representatives such as Member of Parliament and Members of Legislative Assembly.

12. Additional support to improve the outcome of the scheme shall be provided to the candidates, including special groups in the form of:

    1. One-time incentive to all certified candidates
    2. Boarding and lodging cost support
    3. Conveyance cost
    4. Post Placement Stipend
    5. Additional supports to physically challenged candidates
    6. Accidental insurance
    7. Induction kit and participant handbook
    8. Yearly incentives to Training Provider
    9. One-time placement travel cost
    10. Career progression support

11. Special Incentive for foreign placements
12. Post Placement Tracking Allowance (*Pradhan Mantri Kaushal Vikas Yojana (PMKVY)*, n.d.-a).

3.9.11 Training of Trainers and Assessors

To ensure the quality assurance in skill training under PMKVY, training and assessment is delivered through certified trainers and assessors only. These trainers and assessors should be certified by awarding bodies through a training and assessment program outlined in the Training of Trainer and Training of Assessor Guidelines (*Pradhan Mantri Kaushal Vikas Yojana (PMKVY)*, n.d.-a).

3.9.12 Assessment and Certification of Candidates

The assessment and certification process is implemented in coordination with NCVET. The skill assessment is the prime responsibility of the Sector Skill Council or by Awarding Bodies and is conducted by an empanelled third-party organisation called as Assessment Agency (AA) (*Pradhan Mantri Kaushal Vikas Yojana (PMKVY)*, n.d.-a). The Following guidelines are adopted to increase quality of assessments and transparency in assessments:

- Assessment & Certification will be the responsibility of NCVET approved Awarding Bodies and Assessment Agencies.
- Online assessment system and proctored assessment will be prioritized for theoretical and practical assessment (wherever possible).
- As far as possible, endeavour will be made to establish Common Assessment Centres (CACs) to ensure quality and transparency during the assessment process. The CACs shall be responsible for hosting assessments as per the requirements laid out by the Awarding Body / SSCs
- Assessment fees – Assessment fees should be funded under the scheme.
- 2nd chance shall be provided to unsuccessful candidates under STT who have > 70% attendance. Assessment fees for these candidates shall also be paid under the

scheme. Certificates shall be made available to the candidates in Digital Form. (*Pradhan Mantri Kaushal Vikas Yojana (PMKVY)*, n.d.-a).

3.9.13 Placement and Post Training Support

Placement and post training support such as providing wage employment, self-employment and apprenticeship facilities are provided. PMKK centres act as the nodal centres at districts for providing placement support. District skill Centres and State Skill Development Mission with the support of NSDC and SSC actively help the placement process of candidates. Rozgar Melas are organised on regular interval. Three- month monitoring is done for all the placement and self-employments. All certified candidates are registered under ASEEM portal so that potential employers can search available workforce at the click of the mouse (*Pradhan Mantri Kaushal Vikas Yojana (PMKVY)*, n.d.-a).

3.10 Deen Dayal Upadhyaya Grameen Kaushalya Yojana:

DDU-GKY scheme was started on 25th September 2014, as part of the national rural livelihood mission (NRLM) with the dual objective of adding diversity of rural poor families and to satisfy their career aspiration of the rural poor youth, as part of the skill India campaign it plays an instrumental role in supporting other schemes such as Make in India, digital India, smart cities and stand-up India campaigns. Over hundred and eighty million or sixty-nine percentage of the country's youth population between the ages of 18 and 34 years, live in its rural areas. of these, the bottom of the pyramid youth from poor families with no or marginal employment numbers is about fifty-five million (Nations, 2020). DDU-GKY encourages to build the skill capacity at scale all over the country. DDU-GKY is present in 27 States and 04 UTs. Currently 1891 projects being implemented with 877 partners, in more than 616 trades from 37 industry sectors. Over 13.88 Lakh candidates have been trained and over 8.24 Lakh candidates have been placed in jobs as on 28th February, 2023 (*Deen Dayal Upadhyaya Grameen Kaushalya Yojana| National Portal of India*, n.d.)

Table 3.4

Participation in DDU-GKY, Kerala

Year	Commenced	Completed	Appointed	3 months Job completed
Cumulative	76616	65821	47286	37809
2022-23	2618	3819	3128	2128
2021-22	5664	5664	1568	3143
2020-21	3358	3358	1787	2931
2019-20	15221	15221	9957	9100
2018-19	16428	16428	10972	9656
2017-18	12998	12998	9196	5093
2017-16	10722	11630	8232	5077
2016-15	9607	4261	2446	681

Source: compiled by the researcher from the Kudumbashree website

Features of DDU-GKY

- Multi-partner Approach: DDU-GKY is a project which is implemented in Public Private Partnership model. Curriculum framing and assessment support is through NCVET (National Council on Vocational Education Training) or SSCs (Sector Skills Councils). Soft skills training, spoken English training and training basic computers, in residential as well as non-residential is provided. Placements are provided through the support of their training partners. ((*Deen Dayal Upadhyaya Grameen Kaushalya Yojana| National Portal of India*, n.d.)

- Focus on sustainability: DDU-GKY has made it mandatory to complete at least 160 hours of training in computer literacy, functional English, and soft skills. It is also advised to include a final session called work readiness training to equip trainees to start working without any hesitation. Free training, free uniform, free course materials, free room and board for residential programmes, reimbursement for out-of-pocket expenses for non-residential programmes are provided. Trainees are placed with a monthly salary of Rs. 6000 monthly for two to six months following placement, and placement for at least 70% of all trained with a

minimum salary of Rs. 6,000/-per month are among the benefits offered to candidates.

- Quality Assurance Framework: This framework consists of Standard Operating Procedures (SOPs) and Guidelines. There is a Public Financial Management System (PFMS) implemented for fund disbursals and audits. DDU-GKY also helps private sectors training institutes by investing their capacity building, also help PIAs to purchase high-quality training facilities. A Tablet PC is provided to each candidate at the training centre in order to create a Geo-Tagged Time Stamped Biometric Attendance Record. E-learning with good computer labs is available at training centres. (*Deen Dayal Upadhyaya Grameen Kaushalya Yojana| National Portal of India*, n.d.)

3.11 Skill Development in Kerala

In Kerala skilling initiative is implemented by various departments both under the Government of India and the State Government. The 13th Plan Schemes on employment and skills development provided an initial step towards moving forward in respect of skills development and employment. The 14th Plan Scheme further highlighted the need to enhance skill development and increase employment of the youth. Some of the recommendation of the working group committee of the state planning board of the 14th plan include the following;

- Strengthen the Technical and Vocational Education and Training (TVET) in the state
- New kinds of skills which are more in tune with the new technology.
- Skilling in Health Care Sector
- New opportunities and lifelong learning
- Focus on service sector:
- For providing livelihood security to the weaker sections

- Arts and Science Colleges, Professional Colleges, Polytechnic colleges, ITIs, to undertake skill courses
- Provide internship for educated candidates in IT and other industrial institutions
- Initiate STEM education programmes across selected institutions
- Universities should offer financial assistance for technology-based skill modules

The youth make up about 23% of the people in Kerala. The youth unemployment in Kerala is significantly greater than overall unemployment for all age categories. The unorganised sector plays a major role in terms of employment opportunity in Kerala. There are various programmes which contribute to the implementation of the skill initiative in the state. One such skill initiative is Additional Skill Acquisition Programme (ASAP) which is under the higher education department, Government of Kerala, that focuses on skilling college-going students and the general community to enhance their employability through industry-relevant training programs. Along with the implementation of central scheme of skill development such as PMKVY and DDU-GKY, the state Government launched Kerala Knowledge Economy Mission (K-KEM) in 2021 with the objective of transforming the state into a knowledge-based economy and aims to provide employment opportunity of twenty lakh over a five-year period. It operates under the Kerala Development and Innovation Strategic Council (K-DISC).

3.11.1 Kerala Academy of Skill Excellence

The Kerala academy for skill Excellence (KASE) is the nodal agency established by the government of Kerala in 2012 for implementing the skill development initiatives in the state. The main aim of KASE is to create employable workforce by providing industry elevate skill training fostering innovations, and creating a skilled talent that meet both local and global workforce demand. Important function includes the following:

- Skill development
- Centre of Excellence

- Public-private partnership
- Certification and Accreditation
- Promotion of Innovation
- International Collaborations

3.11.2 Kudumbashree and Skill Development

Kudumbashree is the nodal agency for the skilling initiative of DDU-GKY Programme. Kudumbashree was established as poverty eradication and women empowerment programme implemented by the State Poverty Eradication Mission (SPEM) of the Government of Kerala in 1997, following the recommendations of a three-member task force appointed by the State government. Kudumbashree is essentially a community network that covers the entire State of Kerala. It consists of a three-tier structure with Neighbourhood Groups (NHGs) as primary level units, Area Development Societies (ADS) at the ward level, and Community Development Societies (CDS) at the local government level. It is one of the largest women's networks in the world (Kudumbashree, n.d.)

Kudumbashree has deployed a dedicated full-time team for DDU-GKY in the state, district and sub district levels. The skills team in a State is led by a full-time person in the State Headquarters with the rank and powers of a Chief Operating Officer. (Kudumbashree, n.d.)

The skilling ecosystem in the India is continuing upskilling and re-skilling youth since the inception of skill India mission. Skill India Mission has been an instrumental policy in addressing the skill gap in the country. As per the economic survey 2024, the skill India mission has skilled fourteen crore youth, upskilled and reskilled fifty-four lakh individuals. Implementation of Skill India Mission for addressing the skill gap has created an awareness for the need of a skilled workforce for a developed economy. This policy has laid a strong foundation for the future India.

3.12 Employability Models

The term 'employability' was first introduced by William Beveridge in his book 'Unemployment: A problem of Industry' in 1909 (Gardiner, 2000b). The confederation of British industry, 1999 has defined "employability as the possession by an individual with qualities and possession by an individual with qualities and competencies required to meet the changing needs of employers and customers and thereby help to realise his aspiration and potentials in work". Gazier, one of the pioneers in developing the concept of employability has identified seven stages such as dichotomous employability, socio-medical employability manpower policy employability, flow employability, labour market performance employability, initiative employability and interactive employability (Gazier, 2001). Gazier explains employability as an "interaction between individuals and other factors in the labour market". (Gazier2001). The meaning of employability has undergone many changes over decades according to the changing labour market conditions and government policies of the time (De Grip et al., 2004). The concept of employability is used in different context and has more than one meaning (Alvarex et al.,2017). Employability has four perspective first is political perspective focussing on topics like unemployment and social disadvantages, second perspective is education and participation in labour market, third perspective is human resource management where employer led employability strategies were focussed, fourth perspective is perspective of individual skills (Rothwell, 2015). Individual perspective of employability concept is different from the organisational and governmental policy focus as they treat it as a human resource strategy (Pascale, 1995; Rothwell, 2015). Employability is "one's ability to identify and realise career opportunities (Fugate et al; 2004). Other argument debated by Garavan, (1999) is employability in terms of organisational approach. According to him employability refers to "the new form of psychological contract between employers and employees" Cole and Tibby, (2013) studied employability as the ability to obtain and maintain employment through their career. Van der Heijden et al, (2009) defines employability as the continuous fulfilling, acquiring or creating of work through optimal use of competencies". Recently pandemic has re-directed the worlds focus on the employability concept which is now relatively directed to technological skills and generic skills like

resilience adaptability etc. Basically, they are four sides of the employability concepts which is researched in this study; the proposition that employability is built upon a number of attributes seems to be widely accepted which include Individual skills, organisational support factors, labour market factors, and sustainable employability (Hillage and Pollard, 1998). In this study the four sides of employability concepts have been analysed. These four areas were based on the previous employability theories and models which are explained below:

3.12.1 Human Capital Theory

During 1960's economist Gary Becker and Theodore Schultz found that education and training were investment that could add to productivity (Gary Becker, 1964**).** Becker 1964 developed a model of individual investment in human capital. According to him investing in human means "all activities that influence future real income through the embedding of resources in people". Human capital investments are related to costs on education, training, health, information, and mobility of labour (Weisbred, 1966). Human capital is defined as knowledge, skill, attitude, aptitude and other required traits contributing to production (Goode, 1959). According to this theory the investment in human capital happens in three ways formal schooling, on the job training and off the job training (lynch, 1991). The return from education can be identified with two inter-related channels, increased earnings for the employee and higher productivity for the employer as well as increased employment probabilities (Bloch and smith 1977). The key element in this theory is that education is an investment of time and an opportunity cost. In a broader sense employability can be identifies as individuals' ability or human capital to move into new employment on the labour market. (McQuaid et.al, 2005)

3.12.2 Social Cognitive Theory

Within the fields of psychology, education, and communication, the social cognitive theory (SCT) suggests that an individual's knowledge can be closely associated with their observation of others within social interactions, experiences, and external media influences. Albert Bandura (2009) initially conceived this theory as an extended form of his social learning theory. The theory proposes that, when individuals witness a 'model' engaging in a particular behaviour and subsequently experience the resulting

outcomes, they internalize the chronology of events and apply it to direct their future behaviour. In other words, individuals do not simply acquire new habits through trial and error; rather, the existence of humanity is dependent on the replication of others' behaviours. Bandura asserted in his 1977 article that Social Learning Theory reveals a direct correlation between an individual's perceived self-efficacy and their behavioural change. Self-efficacy arises from four sources: "performance accomplishments, vicarious experience, verbal persuasion, and physiological states". As Bandura argued, human behaviour is caused by personal, behavioural, and environmental influences. While most scholars agree that, the environment one grows up contributes to their behaviour, the individual person (cognition) is similarly significant. People learn through observing others, within the environment, behaviour, and cognition serving as primary factors that influence the individual as a whole. Each behaviour witnessed can alter an individual's way of thinking (cognition), and the environment in which one is raised may also impact subsequent behaviours. Bandura elucidates the core concepts of this theory through a schematic representation of triadic reciprocal causation. The schema demonstrates how reproducing an observed behaviour is influenced by the individual's belief in their personal abilities to perform the behaviour correctly. The theory encompasses three primary aspects: behavioural, environmental, and cognitive. Behavioural factors pertain to the response an individual receives after performing a behaviour, such as providing opportunities for the individual to experience successful learning by performing with the correct behaviour. Environmental factors consist of aspects of the environment or setting that affect the individual's ability to complete a behaviour successfully, such as creating environmental conditions that are conducive to improved self-efficacy by providing adequate support and materials. It should be noted that learning can occur even without any change in behaviour. According to J.E. Ormrod's general principles of social learning, "while a visible change in behaviour is the most common evidence of learning, it is not necessarily required". Social learning theorists believe that, people can learn through observation alone, but their learning may not be reflected in their performance. These factors are interdependent, and their influence are directly associated with individual or group psychological behaviour. It is essential to understand that the relative influences exerted by one, two, or three interacting factors

on motivated behaviour will vary depending on different activities, individuals, and circumstances (Alex Stankovic and Fred Luthans (1998).

3.12.3 Employability Factors and Linked Abilities (Hillage and Pollard, 1998) -.

This model proposed by Hillage and Pollard suggest that "employability is about being capable of getting and keeping fulfilling work". More comprehensively, employability is the ability of an individual to move self-sufficiently within the labour market to acquire potential benefits through sustainable employment. According to this framework, employability consists of four main elements. The first is an individual's "employability assets" which consists of their knowledge, skills and attitudes. The second is "deployment", which includes career management skills, such as job search skills. Third is, "presentation" which is concerned with "job getting skills", for example CV writing, work experience and interview techniques. (Pollard & Hillage, 2001)

Table 3.5

Framework of Employability Factors and Linked Abilities

Employability Factors	Linked Abilities
Assets	Reliability and integrity Communication and problem solving Team working, self-management, commercial awareness, etc.
Deployment	Career management skills Job search skills Strategic approach-being adaptable to labour market developments
Presentation	The presentation of CVs The qualifications individuals possess References and testimonies Interview technique Work experience/track record

Source: Hillage and Pollard (1998)

Hillage and Pollard (1998) also make the important point that for a person to be able to make the most of their "employability assets", depends also on their personal

circumstances and external factors (for example; opportunity within the labour market). This paper contributes to the field of employability by providing a framework for policy analysis. It also highlights the importance of career management skills and ability to present 'employability assets' to the market in an accessible way

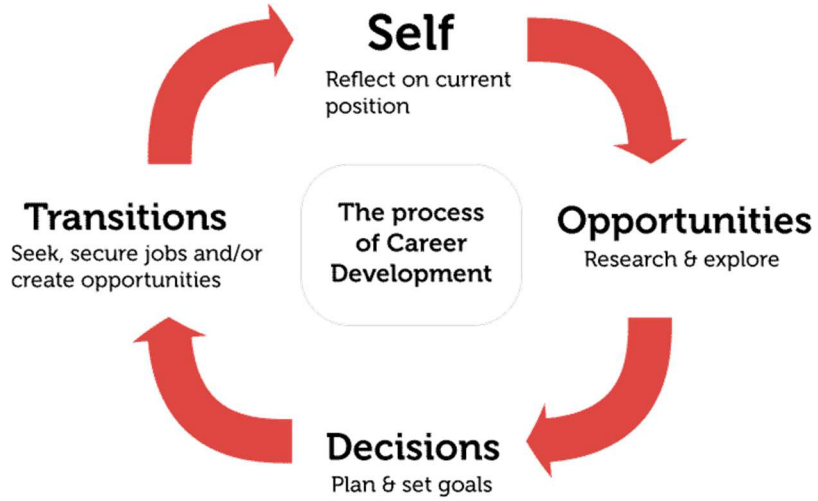
3.12.4 DOTS Model (Law & Watts, 1977)

Bill law and tony Watts in 1970, developed a framework for career education and guidance which is called DOTS Model. This framework of employability consists of four components such as decision learning, opportunity awareness, transition learning and self-awareness. According to this framework, all the four components ae essential for taking a correct decision while choosing career. This model can be used for career planning and guidance. The following are the four components

- Decision learning – decision making skills
- Opportunity awareness – knowing what work opportunities exist and what their requirements
- Transition learning – including job searching and self- presenting skills
- Self -awareness – in terms of interests, abilities, values, etc." (Watts, 2006, p 9/10)

Figure 3.5

DOTS Model



Source: Law & Watts, 1977

Dots model is beneficial in developing more self-confidence and will helps individuals to take correct decisions related to their career. This model explains complex concepts into an easy and manageable framework for career planning. One of the criticisms of the model is that they are incapable of developing and learning about more sophisticated analysis through their introductory framework (Lorraine Dacre Pool and Peter Sewell, 2007)

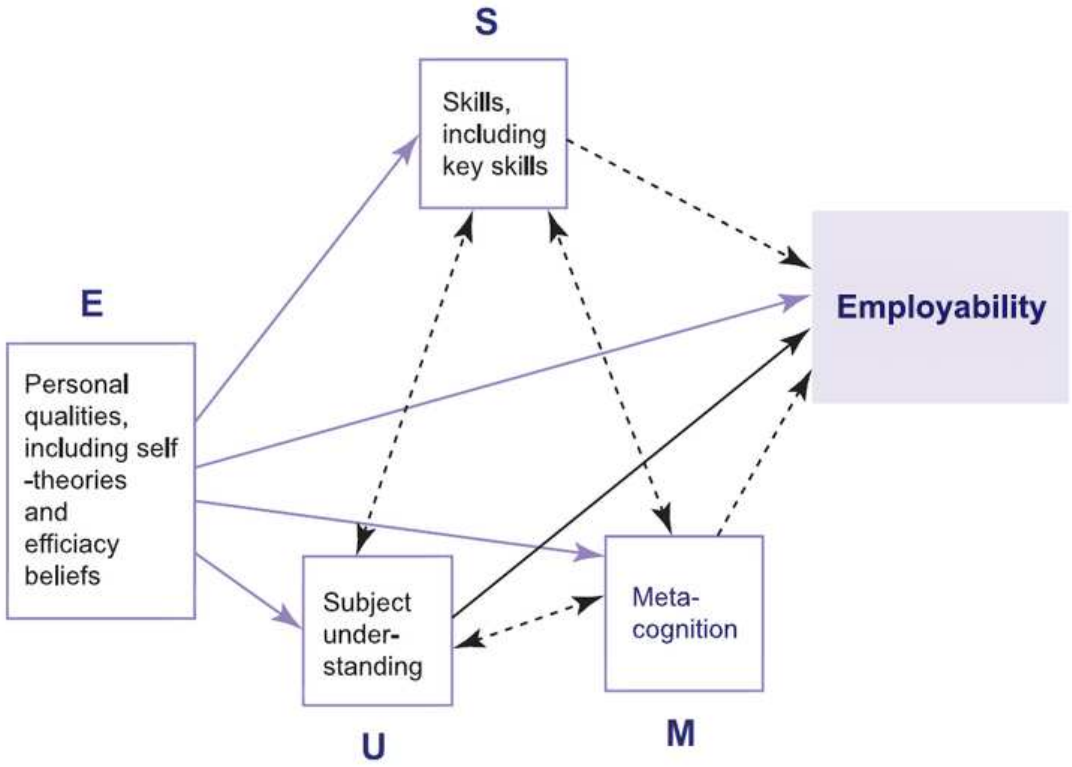
3.12.5 USEM Model (Yorke and Knight, 2004)

The Undergraduate Skills for Employability Model (USEM) is a paradigm for integrating employability into curricula in higher education. Yorke and Knight explore this approach in their paper, "Employability through the curriculum." By emphasising practical feasibility over reaching the full potential of employability through the curriculum at this point, the USEM model offers a low pain, high gain approach to curriculum improvement. The approach places a strong emphasis on the growth of students' capacities, such as their self-assurance and capacity to act decisively, articulate their objectives, collaborate well with others, and pursue lifelong learning in a multicultural and dynamic society. The USEM model can naturally develop into current curricula as it is made to be adaptive and versatile to a variety of academic areas. The USEM paradigm has the capacity to expand beyond its limitations and it is probably the most well-known and respected model in this field. USEM is anacronym for four inter-related components of employability such as

(1) understanding;
(2) skills;
(3) efficacy beliefs; and
(4) metacognition

Figure 3.6

USEM Model



Source: Yorke and Knight, 2004

The USEM model is one of the most researched works on employability. Figure shows a network of interconnections between the relevant variables. Understanding, skills and metacognition can be mutually supportive and development. However, this strength could also be perceived as a weakness, as it does not assist in explaining to non-experts in the field, particularly the students themselves and their parents, exactly what is meant by employability.

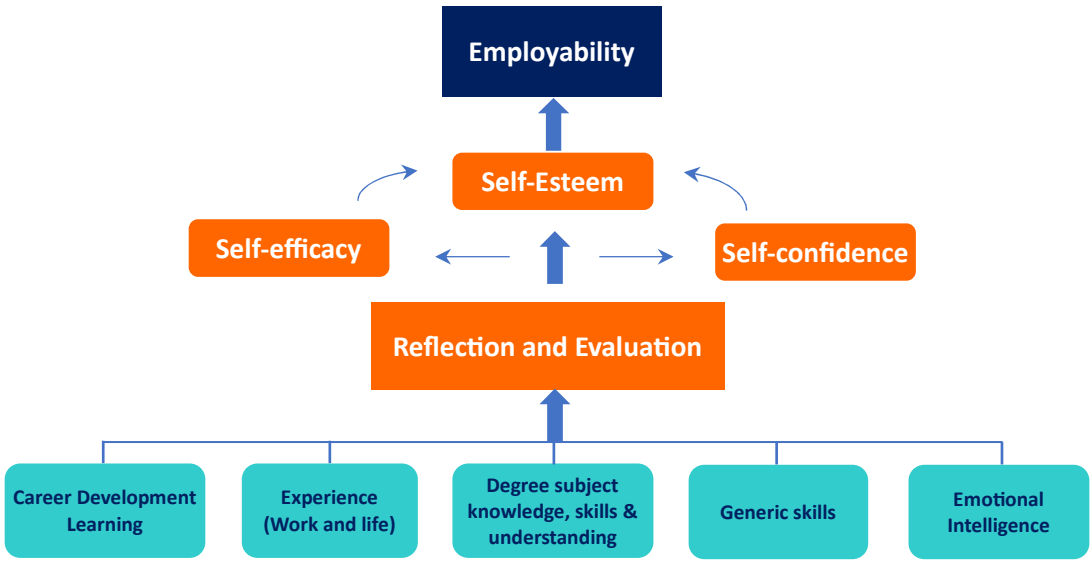
3.12.6 Career Edge Model (Dacre- Pool & Peter Sewell, 2007)

It is a structured employability framework which explains the factors that contribute towards the employability of individuals. It consists of core skills which employers need from employees. This model was developed by Dacre- Pool and peter Sewell in 2007. The career edge model approaches employability from the same perspective of Yorke (2006) where employability is described as a multi-facet characteristics and attributes of individuals as (Dacre-Pool, Lorraine, 2020). This model is a in-depth

and rigorous research into the concept of graduate employability which explains employability competencies like career development competencies and other traits like generic skills, emotional intelligence, degree of subject knowledge, skill and understanding.

Figure 3.7

Career Edge Model of Employability



Source: Dacre- Pool & Peter Sewell 2007

This theory states that all elements of this model are essential. The omission of any element will result in severe decrease in graduates' employability (Dacre-Pool, 2007). There are two layers in this model. The lower layer consists of five basic elements that students can work on to approach their employability. The middle layer, is reflection and evaluation on what students have already acquired and at the higher level how these contribute to their self-esteem, self-efficacy and self-confidence. The benefit of this model is its fullness and ease of understanding which enlarges its practicability in the field of employability research. The following are the Components of the models:

Degree subject knowledge and skills: This is the central concept in the model. Individuals prefer to study a specific subject in higher education in order to gain more deep knowledge on ta subject and to secure a degree, get higher qualification and get an employment or a higher employment opportunity. (Johnes, 2006).

Generic skills: Many employers refer graduates to possess generic skills /transferable skills (Harvey et al, 1997). Important generic skills include imagination/creativity, adaptability/flexibility, ability to manage, work in team, good oral communication, numerical knowledge and skill, ability to use digital technologies etc (The pedagogy of employability group, 2004 p5)

Emotional Intelligence: Goleman (1998) strongly supports the influence of emotional intelligence in any model of employability. Emotional intelligence is the ability to accurately perceive emotions, to assess and generate emotions to have emotional knowledge and regulate and promote emotions for a good emotional and intellectual growth (Mayer et al, 2004, p197)

Career Development Learning: In order to grab the job opportunities in the labour market it is necessary that graduates be given education regarding career development. Career development learning has not been highlighted in higher educational institution and while designing employability strategies (Watts, 2006). Career development learning in this model is based on the DOTS model (law and watts, 1977) some examples of career development activities include internship, job search, interaction with employers etc. Career development activities will develop self-awareness, self-confidence and motivate to do research the job markets to understand how much opportunities are no available for the job position.

Reflection and Evaluation

Employability related activities should be allowed for reflection nd evaluation. Reflection allows the students to evaluate the experiences to contribute towards effective learning. Reflection towards employability activities including their emotional reaction will help to get a much deeper understanding of themselves and others, also needed to survive in the workplace (Finch, peacock, lazdowski and hwang, 2015). Reflection and evaluation can be seen as a key contributor to employability and other employability achievements (Moon, 2004)

Self-Efficacy, Self-Confidence and Self-Esteem

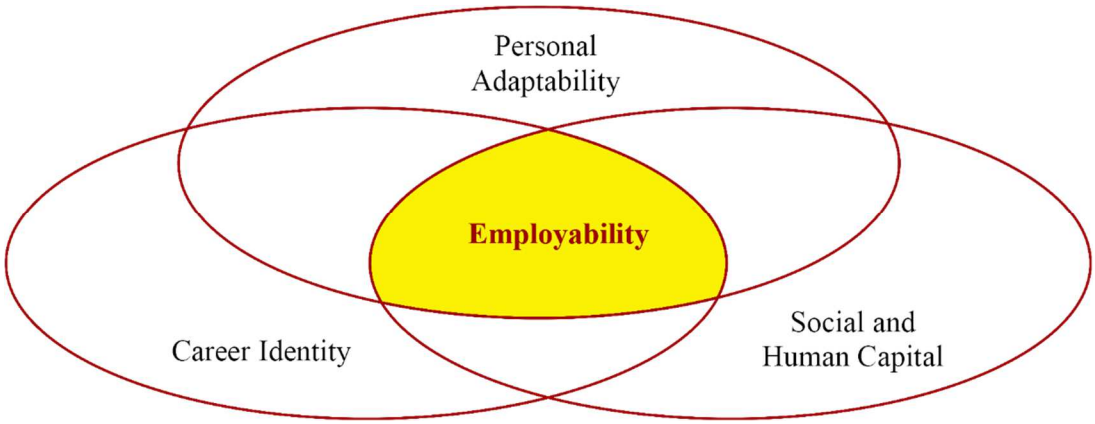
The three components which are the essence of Career-Edge Model is self-efficacy, self-confidence and self-esteem. A strong positive relationship between self-efficiency and work-related performance was identified (Stajkovic & Luthans, 1998**).** Self-efficacy and self-esteem, are key contributor towards job satisfaction and job performance (judge & Bono 2001). Perceived self-efficacy is defined as a person's ability to successfully perform a particular behaviour (Bandura 1977,1995). According to Bandura, mastery experiences are effective way of creating a strong sense of self-efficacy and is vital to the concept of employability. If self-efficacy is the belief to do the performance, self-confidence is the way to project it to the outside world. (Dacre, pool & swell, 2007). "People with self-esteem have self-respect and a feeling of worthiness but are realistic in their evaluation of themselves" (Ovens, 1993). Without once self-evaluation, a person cannot bring improvement which is inevitable to the process of lifelong learning.

3.12.7 Psycho-Social Construct of Employability (Fugate, M., Kinicki, A. J., & Ashforth, B. E., 2004).

Psycho-social construct of employability examines the idea of employability as a psycho-social construct and argues that an individual's employability is based on many factors which are individual centred constructs, which will help workers to adapt a wide range of work-related services. This model is a multi-dimensional construct where the concept of employability is explained in terms of three dimensions. These three dimensions include career identity, personal adaptability, and social and human capital. The following diagram explains model:

Figure 3.8

Psycho-Social Construct of Employability



Source: Fugate & Kinicki et. al

1. **Career Identity**: career identity is an individual's sense of his career, including his values, interests, and goals.

2. **Personal Adaptability:** it refers to a person's capability to adjust himself to the work environments and demands, including his willingness to learn new skills and take on new challenges.

3. **Social And Human Capital**: It refers to an individual's network of social relationships and resources that can be used to enhance their employability, including their knowledge, skills, and abilities. This framework illustrates the relevance of employability to organisational behaviour as it explains how employability skill becomes beneficial to employees in labour market transitions such as coping with career loss and job search and emphasizes the important role of employability in individual's characteristics in adaptation at work in pursuing his career path.

3.12.8 Employability Framework (McQuaid, R. W., & Lindsay, C., 2005)

The paper 'Urban Studies' by McQuaid and Lindsay gives a conceptual analysis of the concept of employability and its role in labour market policy. This framework presents a broad framework for analysing employability skills which includes

dimensions such as individual factors, personal circumstances, and external factors, and considers both supply-and demand-side factors. (McQuaid et al., 2013)

The following chart shows the main variable of the framework

Table 3.6

Employability Framework McQuaid, R. W., & Lindsay, C.

Individual Factors	Personal Circumstances	External Factors
Employability skill and Attribute: -Essential attributes, personal circumstances, basic transferable skills	Household circumstances	Demand factors- labour market factors, macro-economic factors, vacancy factors, recruitment factors
Demographic characteristics	Work culture	Enabling support factors-employment policy factors
Health and Well-being	Access to resource	
Job seeking		
Adaptability and mobility		

Source: Mc Quaid & Lindsey 2005

3.13 Chapter Summary

The chapter discusses the skill ecosystem in India. How India has focused on skill development. The chapter discusses in details the initiative which Government of India and State government has taken in developing the skilling environment. Various agencies like NSAD, NSDC role, their functions, sector skill council, its main functions details about the PMKVY scheme and DDU-GKY scheme and departments which are entrusted with the skilling implementation has been discussed. The chapter also discusses on the various theories /model/framework of employability. These theories and models have been the base for the conceptual model of the current study.

Chapter IV
Research Methodology

4.1 Introduction

The main purpose of this chapter is to discuss the various procedures and methods adopted for the research work. "Research design is a master plan specifying the methods and procedures for collection and analysing the needed information." (William Zukmund, 2000). It is a systematic process of designing collecting and analysing data to find answers to the research questions developed. The previous chapter has given an overview of Kaushal Kendra and important employability theories and models on which the present research study is developed. This chapter explains the various stages involved in the research methodology such as data collection method, sampling technique, sample size, and data analysis method, to fulfil the following objectives.

1. To analyse the influence of self-perceived individual skills on sustainable employability of Kaushal Kendra
2. To examine the effect of organisational factors on sustainable employability of Kaushal Kendra
3. To investigate the effect of labour market factors on sustainable employability of Kaushal Kendra
4. To identify the influence of self-perceived individual skills, organisational factors, labour market factors and sustainable employability of Kaushal Kendra based on scheme, gender and districts.

4.2 Research Design

This is a descriptive and analytical study which examines the relationship between various dimensions and constructs and their cause-effect within variables. Here four constructs are studied; self-perceived individual skills, organisational factors, labour market factors and sustainable employability.

4.3 Data Collection Method

Both Secondary and primary data were used for the study.

Secondary Data

The secondary data source of the study includes the following:

- Skill India Reports
- Skill India Portal
- PMKVY SOP
- DDU-GKY SOP
- Kudumbasree, Kerala
- Annual Report MSDE
- Annual Report of NSDC
- RTI from NSDC
- NSDC Impact Assessment Report
- World Bank Report
- Niti Aayog Report
- ILO Reports
- United Nations Development Report
- Reports from various News channels
- Research Theses and Dissertations
- Books Related to the Study
- Journal Publications, Periodicals, Research Papers and Various Skill Related Websites etc.

Primary Data

Primary data was collected from trainees who completed their training programme under the PMKVY scheme as well as DDU-GKY scheme and were placed. A pre-tested questionnaire was used for collecting the primary data.

4.4 Constructs and Dimensions of the Study

Based on the Literature review and discussion with the project coordinators, the following constructs and dimensions were identified. The constructs used in the research work are self-perceived individual skills, organisational factors, labour market factors and sustainable employability. Dimension of self-perceived individual skills, organisational factors, labour market factors and sustainable employability are discussed in the following headings:

Dimensions of Self-Perceived Individual Skills

Kaushal Kendra is providing skill training every three months to the candidates who enrolled for the training. Self-perceived individual skills are studied with five dimensions viz., emotional intelligence, self-efficacy self-management skills, digital skills, and communication skill. Through these dimensions, the researcher has tried to understand the major generic skill which the candidate has acquired after the training.

Dimensions of Organisational Factors

Kaushal Kendra was started as a training centre with all the necessary infrastructure for providing skill training. Therefore, this construct is discussed using variables like a) infrastructure; where the facilities provided were analysed, b) faculty; whether adequate and qualified trainers are there in the skill centre, c) skill course; where the syllabus and course topics are adequate for the course d) internal branding; branding strategies are adopted inside the skill centres and e) external branding; branding strategies adopted outside the centre as a marketing strategy.

Dimensions of the Labour Market Factors

Kaushal Kendra provides placements for their candidates. This construct is discussed using two dimensions knowledge about the labour market and recruitment process.

There is a placement cell and officer who takes the responsibility of recruiting the candidates from these centres.

Dimensions of Sustainable Employability

Kaushal Kendra provides skill training to rural and unprivileged youth. To understand how this training is becoming a base to grow their employability throughout their life. To analyse these, three dimensions are used which include a) career development b) vitality and c) valuable work. The following table gives details about the constructs and dimensions used for this research work.

Table 4.1

Constructs and Dimensions of the Study

Constructs	Dimensions
Self-Perceived Individual Skills	Emotional Intelligence
	Self-Efficacy
	Self-Management skill
	Digital skill
	Communication Skill
Organisational Factors	Infrastructure
	Faculty
	Skill Course Content
	External Branding
	Internal Branding
Labour Market Factors	Knowledge about Labour Market
	Recruitment Process
Sustainable Employability	Career Development
	Vitality
	Valuable Work
Demographic Variables	Type of Scheme
	Gender
	Districts

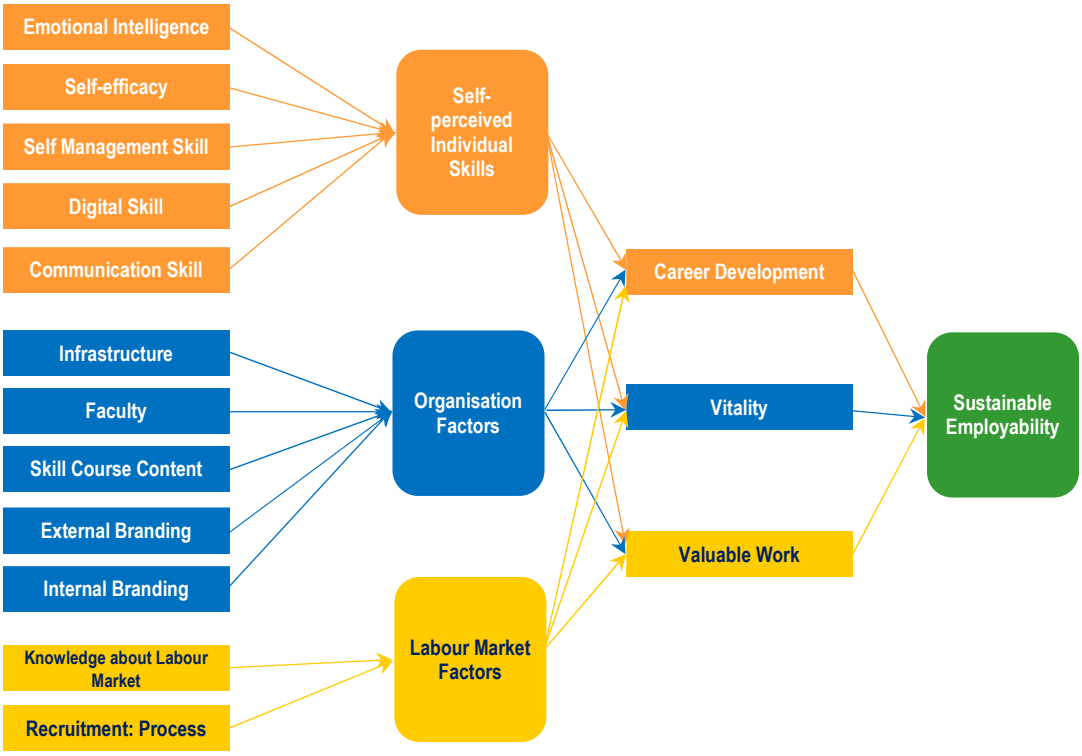
Source: Compiled by the Researcher

4.5 Conceptual Model of the Study

The conceptual model was developed with the help of the constructs and dimensions mentioned above. The conceptual model is shown in the figure 4.1

Figure 4.1

Conceptual Model of the Study



The conceptual model of the 'Embedding Skills for Sustainable Employability: Role of Kaushal Kendra in Kerala' shows the influence of various dimensions of the constructs self-perceived individual skills, organisational factors and labour market factors towards the dimension of sustainable employability which are career development, vitality and valuable work.

4.6 Sample Design

The population of the study includes the students/trainees from various institutes of PMKVY and DDU-GKY centres under various districts in Kerala. The sampling method adopted is multi-stage sampling. List of students who completed their course

under various skill courses was collected from the training centres and samples for the study were selected. The two schemes of PMKVY and DDU-GKY which are selected for the study are functioning in every district, therefore the researcher selected eight districts on the basis of largest number of students participation in the training programme. The eight districts selected are Trivandrum, Kollam, Alappuzha, Pathanamthitta, Palakkad, Malappuram Kozhikode and Kasargod.

The samples were selected under different stages:

Stage 1: Selection of Schemes under Skill India Mission

Among the various skill development programmes, the schemes which are extensively mobilised by unemployed youth in Kerala include PMKVY and DDU-GKY.

Stage 2: Selection of Training Partners

Samples are selected from the training centres from eight district in Kerala. The major training partners include four corporate companies 1. Edu jobs Private Limited and 2. Excelus learning solutions, Quess Corp Ltd., 3. Nalanda Educational trust. These companies were selected as they share the major training centres under the both schemes during the period of the study. Respondents of PMKVY Schemes were selected from Edu Jobs Private Limited Kerala and Excelus Learning Solutions Kerala and respondents from DDU-GKY were selected from Edu Jobs Private Limited and Nalanda Educational Trust Kerala.

Stage 3: Selection of Districts

As part of the Skill India Mission, PMKK centres are started in all parliamentary constituency under the PMKVY 2.0 announced by MSDE in 2016. ((Skill India Digital Hub (SIDH) - Upskilling, Reskilling, Career Growth and Lifelong Learning, n.d.) DDU-GKY Scheme in Kerala is undertaken by Kudumbasree under Public Private Partnership model in all districts (Kudumbashree, n.d.). The samples selected from eight districts under two schemes are shown in the following table.

Table 4.2

District-wise Distribution of Sample Based on Scheme.

Districts	Number of respondents		
	PMKVY	**DDU-GKY**	**Total**
Trivandrum	51	12	63
Kollam	32	16	48
Pathanamthitta	38	13	61
Alappuzha	28	16	44
Palakkad	37	12	49
Malappuram	33	19	52
Kozhikode	49	39	78
Kasaragod	22	23	45
Total	**290**	**150**	**440**

Source: Survey data

4.7 Determination of the Sample Size

The sample size of the research study is calculated by using the statistical equation for determining sample size through the approach based on precision rate and confidence level.

1. Sample Size Based on Precision Rate and Confidence Level: The following formula is used to calculate the sample size. Precision is $\pm.10$ and the confidence is 95%. The variable with the largest standard deviation out of the respondents in the pilot study was selected.

$$N= \left(\frac{z\sigma}{e}\right)^2$$

N = number of sample size

Z= Standardized value corresponding to a confidence level (1.96) for 95% confidence level)

σ = sample standard deviation or estimate (1.01726)

e = acceptable magnitude of error (assumed as.10)

$$n = \left\lceil \frac{1.96\ x\ 1.069433.}{.10} \right\rceil = (20.9608868)2 = 439.35$$

The calculated sample size is 439.35 which is rounded to 439. The researcher was able to collect 454 from which outliers were removed and was finally decided the sample size at 440.

4.8 Data Collection Instrument

On the basis of the variables, identified through literature review, an initial draft of the questionnaire was developed and evaluated with the help of experts in the field including the projects coordinators of the scheme as well as faculties from the training's centres. Later needed corrections were made and the final questionnaire was drafted. The scaling technique adopted in the questionnaire is five-point Likert scale. The respondents were asked to tick mark for each item in the scale ranging from strongly agree (5) to strongly disagree (1)

4.8.1 Pilot Study

The pilot study was carried out to find out the precision of the questionnaire. A well-structured questionnaire was distributed to the sample students selected for the study. The researcher selected 50 sample from two districts viz., Malappuram and Palakkad. The pilot study was conducted during the months of October, November and December 2022. Reliability of the data collected was verified using Cronbach's alpha and the statements where the coefficient value is less than 0.7 was eliminated from the questionnaire. Based on the reliability statistics, three variables creative behaviour, analytical and problem-solving skill, adaptability skill was deleted from the construct self-perceived individual skills. After the pilot study suitable modification were incorporated in the questionnaire thus pre-tested and finalized.

4.8.2 Structure of the Questionnaire

The questionnaire consists of five sections

1. Demographic profile of the respondents
2. Self-perceived individual skills
3. Organisational factors and employability skill
4. Labour market factors and employability skill
5. Sustainable employability

The first section of questionnaire measures the demographic profiles of the respondents. The second section measures self-perceived individual skills which consists of five constructs with 21 statements. Third section is organisational factors which include 5 constructs with 25 statements. The fourth section is labour market factors which has two dimensions with 10 statements. The fifth section is sustainable employability with three dimensions and has 13 statements. The questions are closed ended and were designed using 5-point Likert Scale. The scales for the constructs emotional intelligence and self-efficacy were developed based on already established tools for the constructs. Self-efficacy scale was developed from New General Self-Efficacy Scale of (Chen, G., Gully, S. M., & Eden, D. (2001). Emotional intelligence scale with five statements was developed based on (The Trait Emotional Intelligence Questionnaire-Short Form (Cooper & Petrides, 2010).

4.9 Reliability Analysis

Reliability analysis measures the extent to which an item, scale or instrument yield same score when administered in different times, location or population (Adams & Wieman, 2010). Reliability coefficients are forms of correlation coefficients which measures the consistency and stability of a measurement scale. Cronbach alpha is the most common form of reliability coefficient and is expressed as a correlation coefficient. Its value ranges from 0 to +1 and Alpha should be 0.70 or higher to retain an item in a scale. (Cronbach and Meehl, 1955). The Cronbach Alpha values obtained for each dimension are higher than 0.7 which indicates that internal consistency of the scale is good and the instruments can be considered as reliable.

Table 4.3

Reliability Statistics and Cronbach Alpha

Constructs	Dimensions	No. of Items	Chronbach Alpha
Self-perceived individual skills	Emotional Intelligence	5	0.946
	Self-Efficacy	5	0.946
	Self-Management Skill	4	0.903
	Digital Skill	4	0.855
	Communication Skill	3	0.772
Organisational factors	Infrastructure	5	0.895
	Faculty	5	0.89
	Skill course Content	5	0.877
	External Branding	5	0.883
	Internal Branding	5	0.888
Labour market factors	Knowledge about Labour Market	5	0.936
	Recruitment Process	5	0.934
Sustainable employability	Career Development	5	0.882
	Vitality	4	0.708
	Valuable Work	4	0.816

Source: Survey data

4.10 Validity

Validity of an instrument is measured by using confirmatory factor analysis. "Validity is an integrated evaluative judgment of the degree to which empirical evidence and theoretical rationales support the adequacy and appropriateness of interpretations and actions based on test scores or other modes of assessment" (Messick, S. ,1990**).** There are three different types of validity namely Face Validity, Content validity, Construct validity (Convergent validity and Discriminant Validity)

4.10.1 Face Validity

Face validity was ensured with the help of the experts including both academician as well as project co-ordinators of the schemes. The degree to which a test seems to

measure what it is supposed to measure is known as face validity. Strong face validity would be shown by a test where the respondents agree that the test items seem to measure the things the test is supposed to evaluate. (Johnson, E. 2021).

4.10.2 Content Validity

To ensure the validity of instrument, the constructs and the indicating statements in the questionnaire was reviewed by the project co-ordinators and trainers of PMKVY schemes as well as DDU-GKY scheme. The questionnaire was also reviewed by academicians and statistician. Required modifications were incorporated in the questionnaire and thus content validity was ensured.

4.10.3 Construct Validity

When a measure validates projected relationships with other theoretical notions, it is said to possess construct validity (Kothari, 2004). It refers to a measurement used to test the theoretical concepts of a research design. Confirmatory factor analysis has been used to test the convergent validity and discriminant validity which together form construct validity.

4.10.4 Convergent Validity

Convergent validity reflects the extent to which two measures capture a common construct. If two measures are hypothesized to represent the same construct, a strong correlation between these measures suggests that the measures capture the construct. (Carlson, K. D., & Herdman, A. O. (2012). There are two norms recommended as the basis for concluding that a measurement model has acceptable convergent validity 1. p values associated with the loadings should be lower than 0.05 and 2. The loadings for the indicators of all respective latent variable must be 0.5 or above. (Hair et al., 2009). The factor loading associated with the latent variables on all the four scales were found to be above 0.5. Hence convergent validity of the measurement model is ensured.

4.10.5 Discriminant Validity

The researchers are often required to assess the discriminant validity of their measurements. Discriminant validity tests whether concepts or measurements that are not supposed to be related are actually unrelated. (Campbell and Fiske (1959). A measurement model has acceptable discriminant validity if the square root of the average variance extracted (AVE) for each latent variable is higher than the correlation between the latent variable and any of the other latent variable. If the AVE for each construct is greater than its shared variance with any other construct, discriminant validity is supported. (Fornell & Larcker, 1981). Here, for all the constructs under study, the discriminant value is more than the correlation values, hence discriminant validity is ensured. In addition, to confirm discriminant validity, the inter construct correlation were calculated and compared with average variance extracted (AVE). The AVE estimates were larger than the squared inter construct correlation estimates and discriminant validity was confirmed.

4.11 Data Cleaning

Data cleaning is the process of removing the outliers and the missing data in the questionnaire collected. A total of 454 questionnaire were collected out of which 14 responses were removed due to outlier finally taking 440 responses for the analysis.

4.12 Normality Test

Most of the statistical methods used for data analysis make assumption about normality. There are various methods available to test the normality. Most popular among them include Shapiro-wilk test (used for small sample size), Kolmogorov-Smirnov test, skewness and kurtosis and mean with standard deviation. In multi-variate statistics, the assumption is that the combination of variables follows a multivariate normal distribution. Since there is no direct test for multivariate normality, we generally test each variable individually and assume that they are multivariate normal (Zimek & Filzmoser, 2018). One sample Kolmogorov-Smirnov test was done, but the p values were less than 0.5 and it was found that none of the variables are normally distributed. The researcher then used skewness and kurtosis

tests for assuming the normality of the variables. Skewness refers to the symmetry or no symmetry of a distribution and kurtosis talks about the peakedness of a distribution. A distribution is said to be normal if the values of skewness and kurtosis are equal to zero (Tabachnick & Fidell, 2007)**.** However, there are some clear guidelines which explains how much non-normality is problematic. The normality assumption is not fulfilled when the skewness coefficient is outside the range of ±3 and kurtosis coefficient outside the range of ±10 (Chou and Bentler, 1995); (Kline (2011)**.** The following table explains the descriptive statistics like mean standard deviation, skewness and kurtosis values.

Table 4.4

Descriptive statistics: Mean, Standard deviation, Skewness, Kurtosis

Constructs	N	Mean	Std. Deviation	Skewness	Kurtosis
Emotional Intelligence	440	3.565	0.99188	0.164	-1.35
Self-efficacy	440	3.5705	0.98116	0.07	-1.242
Self-management Skill	440	3.0619	1.13948	0.079	-1.081
Digital Skill	440	3.4142	0.98575	0.011	-0.237
Communication Skill	440	3.0023	0.69873	-0.067	-0.732
Infrastructure	440	3.3123	0.7897	0.329	-0.32
Faculty	440	3.1268	0.65148	-0.157	-0.856
Skill Course Content	440	3.4177	0.76837	0.28	-0.238
External Branding	440	3.1686	0.64375	-0.093	-0.649
Internal Branding	440	3.0491	0.63758	-0.127	-0.849
Knowledge about Labour Market	440	3.5568	0.94097	0.209	-1.267
Recruitment Process	440	3.5641	0.94432	0.063	-1.183
Career Development	440	3.3105	0.52464	0.442	-0.426
Vitality	440	3.2506	0.49643	0.27	-0.319
Valuable Work	440	3.1108	0.68901	0.016	-1.234

Source: Survey data

The above table explains the descriptive statistics. The mean summarizes an entire dataset into a single value. The standard deviation (SD) is a single number which summarizes the variability in a dataset. Both mean and standard deviation are two

important measures which explains the distribution of the dataset. Among the dimensions of self-perceived individual skills, the mean score of self-efficacy (3.57) is the highest which means this dimension describes more of the construct self-perceived individual skills. The third construct; labour market factors, includes two dimensions, knowledge about labour market (3.55) and recruitment process (3.56) which is also showing the high mean score stating its contribution to the construct labour market factors. The highest standard deviation was seen with dimensions like self-management skill, digital skill, emotional intelligence and self-efficacy for the construct self-perceived individual skills and for the construct labour market factors, both the dimensions; knowledge about labour market and recruitment process has the highest standard deviation which explain the spread of the dataset. According to (Garson, 2012), the accepted range of absolute value of skewness and kurtosis is -2 and +2. The skewness values reveal that all the variables under each construct fall under the range of -0.127 to 0.442 and the kurtosis value is between -1.267 to -0.319 as shown in table 4.4. Thus, it is inferred that the skewness and kurtosis values are not problematic confirming that the normality assumption were not violated and parametric test can be used for the analysis.

4.13 Tools Used for Data Analysis

Data analysis is the process of collecting, modeling and analysing data using various statistical, logical methods and techniques. Appropriate data analysis technique was chosen by considering the research questions framed by the researcher. The data collected from the respondents was scrutinized carefully and processed using the SPSS 24 Software and AMOS 24. The data analysis was carried out using both descriptive and inferential statistics as follows;

Descriptive Statistics

Mean, Standard Deviation, Skewness, Kurtosis and Percentage analysis was performed to analyse the data.

Confirmatory Factor Analysis

Confirmatory factor analysis was done to investigate the relationship between the observed variables or indicators and the latent variables. (Brown, T. A., & Moore, M. T., (2012). CFA was performed using AMOS-24

Structural Equation Modeling (SEM)

Structural equation model is a multi-variate statistical analysis that go beyond ordinary regression models to incorporate multiple independent and dependent variables as well as hypothetical latent constructs that clusters of observed variables might represent. They also help to test the specified set of relationships among observed and latent variables as a whole, and allow theory testing. (Savalei, V., & Bentler, P. M. (2006). In this study structural equation modeling is used to find the influence of self-perceived individual skills on the sustainable employability, effect of organisational factors on the sustainable employability and effect of labour market factors on the sustainable employability.

Regression/Path Coefficients

A regression coefficient also called path coefficient which indicates the effect of independent variable on the dependent variable while taking account of the effects of other variables in the model. Path coefficients are standardised coefficient which facilitate comparison across different paths in the model. It represents the direction and strength of relationship between two variables in a causal model. Path Coefficient can be positive or negative indicating the direction of relationship between independent variable and dependent variable. A positive coefficient suggests that as the independent variable increases, the dependent variable also increases, conversely, a negative coefficient indicates an inverse relationship.

Lavene's test for equality of variances

Lavene's test for equality of variances is used to find the equality of variance for a variable calculated for two or more groups (Keselman et al., 1998). Lavene's test was used to analyse the influence of self-perceived individual skills, organisational factors, labour market factors, and sustainable employability significantly differ in terms of type of scheme.

Independent t- Test

Independent sample T test is applied to analyse the influence of self-perceived individual skills, organisational factors, labour market factors and sustainable employability based on scheme and type of gender.

One -Way ANOVA

A one-way ANOVA (analysis of variance) compares the means of two or more groups for one dependent variable. A one-way ANOVA is required when the study includes more than two groups. (Ross, A., & Willson, V. L. (2017). One way ANOVA is used in this research work to investigate the influence of the four constructs, self-perceived individual skills, organisational factors, labour market factors and sustainable employability based on districts selected for the study.

4.14 Period of the Study

The period of the study is between 2019-2024

2019-2020: Literature review and research gap identified

2020- 2021: Developed conceptual model of the study and questionnaire designed

2021-2022: Conducted the pilot study and finalised the questionnaire

2023- 2024 Data collection (February 2023 to September 2023)

2023-2024: Data analysis and report drafting

4.15 Chapter Summary

The chapter discussed the research design adopted for the study, sources of data, sample design, variables identified, conceptual model, instruments used for the data collection, reliability and validity of the instruments and tools used for the data analysis.

Chapter V

Results and Discussion

5.1 Introduction

The revolutionary changes that are happening in the nature of work, career/job, and work-related behaviours have been at the forefront of research in organisational behaviour and work psychology (Arnold, 1997). The concept of employability has undergone changes depending on the labour market conditions and Government policies (Sanders & Grip, 2004). As stated by (Hillard and Poland,1998), employability is about the capability of individuals to move self-sufficiently within the labour market and realise his or her potential through sustainable employment. In the previous chapter, the research methodology adopted for the research work has been discussed. Here, a detailed analysis report based on primary data is presented. The following are the specific objectives of the study.

1. To analyse the influence of self-perceived individual skills on sustainable employability of Kaushal Kendra
2. To examine the effect of organisational factors on sustainable employability of Kaushal Kendra.
3. To investigate the effect of labour market factors on sustainable employability of Kaushal Kendra and
4. To identify the influence of self-perceived individual skills, organisational factors, labour market factors and sustainable employability of Kaushal Kendra based on scheme, gender and districts.

Based on the above objectives the following research hypothesis have been formulated:

1. There is a significant positive influence of self-perceived individual skills on the sustainable employability

2. There is a significant positive effect of organisational factors on sustainable employability

3. Labour market factors have a significant positive effect on sustainable employability

4. The influence of self-perceived individual skills, organisational factors, labour market factors and sustainable employability of Kaushal Kendra significantly differs in terms of scheme, gender and districts.

The tools used for the analysis are descriptive statistics, confirmatory factor analysis, regression coefficient, independent t-test and lavene's test for equality of variance, and one-way ANOVA. The present chapter is divided into five sections. The first section A, deals with the profile of the respondents who completed their training under the two schemes of Skill India Mission, such as PMKVY and DDU-GKY; section B analyses the influence of self-perceived individual skills of these trainees towards sustainable employability. Section C examines the role of organisational factors on sustainable employability among the trainees. Section D investigates the effect of labour market factors on sustainable employability, and section E discusses the analysis of the variables like type of scheme, gender and district wise difference of the perception of trainees on the four constructs of self-perceived individual skills, organisational factors, labour market factors and sustainable employability.

Section -A

5.2 Profile of the Respondents

This section explains the demographic profile of the respondents. The trainees of Skill India schemes PMKVY and DDU-GKY are the respondents of the study. The study includes 440 trainees, out of which 150 include DDU-GKY Centres and 290 PMKK centres in Kerala Viz., Trivandrum, Kollam, Pathanamthitta, Alappuzha, Palakkad, Malappuram, Kozhikode and Kasaragod. The data is collected using a structured questionnaire. The demographic profile of the respondents is presented below:

Table 5.1

Profile of the Sample Respondents

Variables		Frequency	Per cent
Scheme	PMKVY	290	65.9
	DDUGKY	150	34.1
	Total	**440**	**100**
Gender	Male	175	39.8
	Female	265	60.2
	Total	440	100
Age	15-20	74	16.8
	20-25	254	57.7
	25-30	69	15.7
	30-35	43	9.8
	Total	**440**	**100**
Educational Qualifications	SSLC	53	12.0
	+2	227	51.6
	Graduate	93	21.1
	Post Graduate	10	2.3
	Diploma courses	57	13.0
	Total	**440**	**100**
Area of Residence	Rural	415	94.3
	Urban	25	5.7
	Total	440	100
Community	General	195	44.3
	OBC/OEC	188	42.7
	SC/ST	57	13.0
	Total	**440**	**100.0**
Average Monthly Income	No Income	39	8.9
	5000 & below	61	13.9
	5000 - 10000	125	28.4
	10000 - 20000	197	44.8
	20000 - 30000	13	3.0
	Above 30000	5	1.1
	Total	**440**	**100**

Source: Survey data

The study includes two schemes under Skill India Mission 1. PMKVY 2. DDU-GKY. The respondents of the study include students who completed their training during the period 2017 to 2022 under these two schemes from various training institutes from the selected districts for the study. Among the total respondents, almost 60% were female and 40 % represented male. As this Scheme was introduced by the government with the idea of skilling the youth, the majority of the respondents fall under the age category of 20 to 25, which is almost 58%; 17% come under the category of 15-20, and 16% age is between 30 and 35. Regarding educational qualification, out of the 440 total sample, 52% have two qualifications, 21% are graduates, and 13% have completed a diploma course. This scheme was introduced with a focus towards skilling rural youth, and therefore, most of the respondents belong to the rural area, which is almost 94% of the entire sample, and only 25% of the sample belongs to urban areas. when respondents were classified under community basis, 44% belonged to the General category, 43% were OBC/OEC, and 13% were under the SC/ST category. Most of the respondents earned an average monthly income of up to Rs. 20,000 (49%), 20% of the sample respondents earned up to 10,000, and 9% were unemployed. Among the total 440 samples, 290 respondents included were under the schemes of PMKVY and 150 were under the scheme of DDU-GKY, which is 65.9% and 34%, respectively

5.2.1 Skill Course and Sector

NSDC initiated Sector Skill Councils (SSC) in 2015 established as an autonomous body to meet the skill needs of the industry. SSC has identified various priority sectors based on the skill gap analysis (Sector Skill Councils (SSC) | Ministry of Skill Development and Entrepreneurship | NSDC, n.d.). These sector skill councils have categorized different skill courses under each service sector. Trainees from nine service sectors with a total of nineteen skill courses are surveyed for this research work.

Table 5.2

Classification of Respondents Skill Course and Sector's Employed

Service Sector Employed	Skill Course Completed	Number	Percentage
Fashion technology sector	Apparel and Fashion	15	3.41
	Sewing machine operator	14	3.18
	Total	**29**	**6.59**
Tourism and hospitality sector	Housekeeping	4	0.91
	Customer relationship management	38	8.64
	Customer care Executive	23	5.23
	Facility management	42	9.55
	Front office cum receptionist	23	5.23
	General Duty Assistant	59	13.41
	Technical support Executive-Non-voice	9	2.05
	Total	**198**	**45**
Electronic sector	CCTV	24	5.45
Industrial fabrication	Fitting & Welding	33	7.50
Retail service sector	Retail service associate	62	14.09
Health sector	Covid frontline worker	6	1.36
	Hospital front desk executive	6	1.36
	Nursing Assistant	29	6.59
	Total	**41**	**10.25**
Supply chain management sector	Logistic management	21	4.77
Telecom sector	Mobile phone Handset Repair engineer	29	6.59
Gem and jewellery	Jewellery Designing	3	0.68
	Grand Total	**440**	**100.00**

Source: Survey data

The above Table 5.2 exhibits the classification of the respondents who completed different skill certification from both the schemes and got employed under different service sectors. Among the total number of sample respondents, 45 % were employed in the tourism and hospitality industry. In the retail service, sector14% of the candidates were employed, 10.25% were employed in the health service sector, 7.5% in the Industrial fabrication, 5.45% in the electronics sector, 4.8% in the supply chain management sector, 6.5% in the telecom sector, 6.59 %in the fashion technology sector and 3 % in the gem and jewellery sector.

5.2.2 District-wise and Scheme-wise Sample Distribution

The geographical coverage of the study includes eight districts in Kerala, which includes Trivandrum, Kollam, Pathanamthitta, Alappuzha, Palakkad, Malappuram, Kozhikode and Kasaragod**.** Samples are selected from training institutes in these nine districts under the PMKVY and DDU-GKY schemes which is explained in detail in the table given below:

Table 5.3

Distribution of Sample Based on District and Scheme

Districts	Number of respondents		
	PMKVY	**DDU-GKY**	**Total**
Trivandrum	51	12	63
Kollam	32	16	48
Pathanamthitta	38	13	61
Alappuzha	28	16	44
Palakkad	37	12	49
Malappuram	33	19	52
Kozhikode	49	39	78
Kasaragod	22	23	45
Total	**290**	**150**	**440**

Source: Survey data

Among the 440 sample respondents, 63 belong to Trivandrum, 78 are from Kozhikode, 44 are from Alappuzha, 48 are from Kollam, 52 from Malappuram, 61 from Pathanamthitta, 49 from Palakkad and 45 from Kasaragod.

Section – B

5.3 Influence of Self-Perceived Individual Skills on Sustainable Employability of Kaushal Kendra

The previous section discussed the demographic details of the respondents. This section explains the analysis of the influence of self-perceived individual skills on sustainable employability. Here the construct of self-perceived individual skills is taken as an independent variable and the construct of sustainable employability is taken as the dependent variable. The five dimensions of self-perceived individual skills include emotional intelligence, self-efficacy, digital skill, self-management skill and communication skill. Sustainable employability is analysed using three dimensions career development, vitality and valuable work. The tools used for data analysis are descriptive statistics, sampling adequacy and correlation matrix confirmatory factor analysis, and structural equation modeling.

5.3.1 Self-perceived Individual Skills

There are different perspectives on employability concepts. Rothwell, (2015) identified four perspectives from which employability is studied, the political perspective, which focuses on reducing unemployment through skill development in the labour market, the second perspective focuses on education which gives access of graduates and professionals to the labour market, the third one is that of human resource management which focuses on the employer-led employability. The fourth perspective is the individual one, which focuses on each person's own capacity to find and keep a job. Self-perceived employability skills focus on abilities within the individual both internal personal factors and external factors like the relevance of their qualification, their capabilities and skills and perception of external market influence on one's own capability (Batistic & Tymon, 2017). In the current study, the self-perceived individual skills construct is examined using five dimensions, like

emotional intelligence, self-efficacy, digital skill, self-management skill and communication skill. There is enough literature which discusses the relation between these dimensions. Rothwell et al. (2008) have reported a significant association of generic skills, such as oral communication and critical thinking, as a significant predictor of undergraduates' self-perceived employability. Employability skills refer to such cognitive abilities to learn, analytic and problem-solving, innovation, and communication (Suarta, et al., 2017). Many employers consider the ability to handle complex information and communicate it effectively is more important (Knight & Yorke, 2002). Individuals with high emotional intelligence have more success than individuals with low emotional intelligence (Tan & French-Arnold, 2012**).** Employers show their interest in recruiting those graduates who possess subject knowledge, leadership quality, better communication skills, teamwork, problem analysing skills and self-management skills. **(**Cherniss & Goleman;2001**).** Digital competence is the "creative use of ICT to achieve goals relating to job, employability, learning, leisure, inclusion, and/or participation in society" (Anusca, 2013). The fourth industrial revolution has disrupted the entire corporate setting and has created an employment market, making it essential to have digital skill sets to be employable, (Rahmat, A.M. et. al., 2022). The following research questions was developed on this background:

How does self-perceived individual skills influence the sustainable employability of the trainees of Kaushal Kendra?

The analysis of the data collected is done using statistical tools like descriptive statistics, confirmatory factor analysis and structural equation modeling which is presented below

5.3.2 Dimensions and Indicators of Self-perceived Individual Skills

As self-perceived individual skills can be attributed to the skills mentioned in the above-cited literature, the researcher has selected five dimensions to analyse self-perceived individual skills, which includes emotional intelligence, self-efficacy, self-management skill, digital skill and communication skill. The following Table 5.4

explains the selected dimensions and indicating statement of self-perceived individual skills.

Table 5.4

Self-Perceived Individual Skills Dimensions and Indicators with Codes

Dimensions	Indicators	Codes used
Emotional Intelligence	I am responsible for my behaviour in a work environment	EI1
	I can manage my emotions effectively and also understand others emotion	EI2
	I am a highly motivated person and always take initiative	EI3
	I accept challenges and I'm not worried to handle work related issues	EI4
	I am flexible at responding to change	EI5
Self-Efficacy	While facing difficult task, I am certain that I will accomplish them	SE1
	In general, I think that I can obtain outcomes that are important to me	SE2
	I believe I can succeed at most endeavours I set my mind to	SE3
	I am confident that I can perform effectively in many different tasks	SE4
	Compared to other people I can do most tasks very well	SE5
Self-Management Skill	I have planning and organisational skills.	SMS1
	I can work independently and take decisions confidently and I accept the responsibilities that arise.	SMS2
	I believe for today's working environment self-managing skills are necessary.	SMS3
	The self-management skills I have achieved will help me in my career for a long time.	SMS4

Dimensions	Indicators	Codes used
Digital Skill	I know basic computer software like MS Word Excel and PowerPoint	DS1
	I know how to use the internet and mobile applications and collect information for developing my employability skills	DS2
	I am active on social media networks and it has helped to develop my career	DS3
	I know how to create and upload my CV online and search for jobs online	DS4
Communication Skill	I am comfortable with different channels of communication such as oral, written and online	CS1
	I believe my communication skills are better than my friends and colleagues	CS2
	My communication skills have become better over time	CS3

Source: Compiled by the researcher

5.3.3 Sustainable Employability

Sustainable employability relates to employee ability to function adequately at work and in the labour market throughout their working lives. In these present economic and environmental changes, sustainable employability has become an important aspect in the workplace "Sustainable employability means, throughout their working lives workers can achieve tangible opportunities in the form of a set of capabilities." (Van der Klink et al., 2016). Sustainable employability is an individual's ability to function at work in the labour market, not negatively, preferably positively affected by that individual's employment over time (Fleuren et al., 2020). It is an extent to which workers are able and willing to remain working now and, in the future, (Van Vuuren et al., 2012). In this analysis, sustainable employability is considered as the dependent variable. This construct has three dimensions 1) Career Development 2) Vitality and 3) Valuable work. The first dimension is Career development. Career development in terms of employability refers to the continued learning and development in one's career or profession. Studies have identified that self-perceived individual skills acts conducive for the development of the career of individuals. The

second construct to define sustainable employability is vitality. Vitality at work is seen as an important factor for employees' functioning and for their sustainable employability. (Van Scheppingen, A. R., et al., 2015). It is one of the important mechanisms which brings an unavoidable effect on work behaviours. (Zhou, W., Pan, Z., Jin, Q., & Feng, Y. , 2022). A well-known definition of vitality at work which is used in the organisational setting is: 'high levels of energy and mental resilience while working, the willingness to invest effort in one's work, and persistence even in the face of difficulties. (Schaufeli WB, Bakker AB , 2003) A vital person is energetic and feels physically and mentally well (Carmeli A, Ben-Hador B, Waldman DA, Rupp DE, 2009). The third dimension is valuable work. In the present-day working environment value of work is considered to be an important aspect of the quality of work life and to say that there is sustainable employability. For individuals a set of opportunities are necessary for achieving their important value or goals in their work life, even though their content as well as context may differ. In the field of work, (Van der Klink et al., 2016), hypothesised that in many capabilities; freedom to achieve value in work add to employee sustainable employability thereby increase well-being of employees. The capability approach says "what is valuable to an individual is which focus subjective well-being on the availability of means to good life." (Amartya Sen,1980).

5.3.4 Dimensions and Indicators of Sustainable employability

The above cited literature discusses various dimensions related to the concept of sustainable employability. The dimensions selected for analysing the sustainable employability of the respondents of Kaushal Kendra, researcher has selected three dimensions such as career development, vitality and valuable work. The following table 5.5 explains the dimensions and indicators of sustainable employability.

Table 5.5

Dimensions and Indicators of Sustainable Employability with Codes

Dimensions	Indicators	Codes used
Career Development	I have the confidence to change my job if the need arises.	CD1
	I make sure that I get information about the opportunities in my field of work.	CD2
	I have a strong belief in my skill competency.	CD3
	I take initiative in job search and I have a dream job position.	CD4
	I try to learn new skills to adapt to new technological changes.	CD5
Vitality	I am physically and mentally fit to perform my job role.	V1
	I feel happy to work and feel energetic in working with my team.	V2
	I am confident to face any challenges in my work	V3
	I keep good relationships with my colleagues.	V4
Valuable work	There is autonomy and flexibility in my job.	VW1
	I feel excited and proud of doing my job.	VW2
	I am satisfied with the working hours and can even take overtime in my work.	VW3
	I am highly motivated to do my job, therefor I prioritize my work than my family.	VW4

Source: Compiled by the Researcher

5.3.5 Assessment of Sampling Adequacy and Correlation Matrix

KMO measure of sampling adequacy and Bartlett's test of sphericity-chi-square is carried out to know whether dataset is appropriate for factory analysis. The Sampling adequacy measurement of the constructs of self-perceived individual skills (independent variable) and sustainable employability (dependent variable) are done together. KMO test and Bartlett's test of sphericity-chi-square is done on 21 items of self - perceived Individual skills and 13 items of sustainable employability.

Table 5.6

KMO measure of Sampling Adequacy and Bartlett's test of Sphericity

Construct	No of Variables	Kaiser-Meyer-Oklin Measure of Sampling Adequacy	Bartlett's Test of Sphericity –Chi-Square	df	Sig.
Self-Perceived Individual Skills & Sustainable Employability	34	0.878	11614.927	780	<0.001

Source: Survey data

The components were identified based on the existing theories and frameworks of employability. The suitability of data for factor analysis was assessed by using the Kaiser-Meyer-Olkin test and Bartlett's Test of Sphericity. KMO test is done to know the sampling adequacy and Bartlett's test is done to examine the matrix is not an identity matrix. Inspection of the correlation matrix revealed the presence of many coefficients of 0.3 and above. The Table 5.6 explains the model fit of the factors determining the self-perceived individual skills and sustainable employability skills variables. The Kaiser-Meyer-Olkin sampling adequacy test value obtained is 0.878 which exceeds the recommended value of 0.6 and Bartlett's Test of Sphericity value with 11614.927 reached statistical significance at (<0.001) supporting the factorability of the correlation matrix.

5.3.6 Descriptive Statistics - Self-Perceived Individual Skills

Descriptive statistics is a method which gives an overview of the dataset. It summarizes and gives main features like a dataset's central tendency, variable, distribution, etc. The mean and standard deviation of each of the indicators under each dimension were calculated which is shown in Table 5.7 below:

Table 5.7

Descriptive Statistics of Self-Perceived Individual Skills

	Descriptive Statistics		
Variables	**Codes**	**Mean**	**Std. Deviation**
Emotional Intelligence	EI1	3.53	1.147
	EI2	3.53	1.069
	EI3	3.60	1.098
	EI4	3.63	1.061
	EI5	3.53	1.094
Self-Efficacy	SE1	3.51	1.155
	SE2	3.57	1.098
	SE3	3.57	1.048
	SE4	3.67	0.989
	SE5	3.53	1.113
Self-Management Skill	SMS1	3.10	1.301
	SMS2	3.19	1.142
	SMS3	3.14	1.045
	SMS4	3.12	1.127
Digital Skill	DS1	3.41	1.026
	DS2	3.30	0.944
	DS3	3.28	0.927
	DS4	3.41	1.078
Communication Skill	CS1	2.98	0.835
	CS2	3.11	0.697
	CS3	3.16	0.753

Source: Survey data

There are five dimensions which include emotional intelligence, self-efficacy, self-management skill, digital skill and communication skill. The dimension emotional intelligence has five statements. Among the five statements the fourth statement has the highest mean (3.63) in which the majority of the respondents have agreed that they are highly motivated and take initiative in their work and career. Similar to emotional intelligence the dimension self-efficacy has five statements among which the highest

mean is for the third statement Mean (3.57) with standard deviation (1. 048) which shows that trainees who have undergone training have confidence that they can do tasks very well when compared to others. The dimension self-management skill, the highest mean (3.19) with a standard deviation of (1.142) is for the statement "I can work independently and can take decisions confidently and I accept the responsibilities that arise." The lowest mean for the statement "I have planning and organising skills". The dimension digital skill has four statements among which the first and the fourth statement shows the same mean (3.41) with a standard deviation of 1. Communication skill has three statements among which the third statement is "My communication skill has become better over time." Has the highest mean (3.16) with a standard deviation (0.753) which explains that trainees agree that their communication skills have improved over time.

5.3.7 Descriptive Statistics - Sustainable Employability

The descriptive statistics of sustainable employability are explained in Table 5.8. Sustainable employability has three dimensions such as career development, valuable work and vitality. Each dimension includes various indicators with associated mean scores and standard deviations.

Table 5.8

Descriptive Statistics of Sustainable Employability

Descriptive Statistics			
Variables	**Codes**	**Mean**	**Std. Deviation**
Career development	CD1	3.3	0.521
	CD2	3.28	0.67
	CD3	3.33	0.644
	CD4	3.33	0.659
	CD5	3.3	0.674
Vitality	V1	3.35	0.569
	V2	3.23	0.716
	V3	3.27	0.556
	V4	3.28	0.704

Descriptive Statistics			
Variables	**Codes**	**Mean**	**Std. Deviation**
Valuable work	VW1	3.12	0.922
	VW2	3.12	0.936
	VW3	3.09	0.786
	VW4	3.11	0.776

Source: Survey data

The dimension of career development is explained by five indicating statements. The means of all the statements are almost 3.3, which means that all the statements have equal influence on the dimension of career development. The second dimension of sustainable employability is vitality which is explained by using four statements. The first statement "I am physically and mentally fit to perform my job has the highest mean (3.35) with a standard deviation (0.569). for the dimension valuable work, the first and second statement has the highest Mean (3.12) with a standard deviation (0.9) which means the respondents agree that there is autonomy and flexibility in their job and they are excited and proud of doing their job.

5.3.8 Confirmatory Factor Analysis of Self-Perceived Individual Skills and Sustainable Employability

Confirmatory factor of analysis is a statistical method used to determine the ability of a proposed factor model to fit the observed data. Here confirmatory factor analysis is done to validate the measurement model for the constructs of self-perceived individual skills and sustainable employability. The CFA results are explained with the help of validity and reliability results in the following tables 5.9 and 5.10 below

Table 5.9

Confirmatory Factor Analysis–Reliability of Self-Perceived Individual Skills

Dimensions	**Indicators**	**Factor Loading**	**Cronbach Alpha**
Emotional Intelligence	EI1	.953	0.946
	EI2	.844	
	EI3	.882	
	EI4	.878	
	E15	.892	

Dimensions	Indicators	Factor Loading	Cronbach Alpha
Self-Efficacy	SE1	.974	0.946
	SE2	.904	
	SE3	.861	
	SE4	.739	
	SE5	.940	
Self-Management Skill	SMS1	.838	0.903
	SMS2	.725	
	SMS3	.706	
	SMS4	.724	
Digital Skill	DS1	.779	0.855
	DS2	.711	
	DS3	.654	
	DS4	.913	
Communication Skill	CS1	.846	0.772
	CS2	.650	
	CS3	.680	

Source: Survey data

The above table explains the factor loading of each dimension of self-perceived individual skills along with the alpha values. The first factor identified was emotional intelligence. The factor loading of all five items is all above 0.5 with alpha 0.946 which explains the strong relationship of the dimension of emotional intelligence. The second factor identified was self-efficacy, which has five items, and all the item's factor loading is more than 0.5 with alpha 0.946, which shows a strong relationship between the self-efficacy factors. The third factor identified is self-management skill. The factorability of four items was examined, and the alpha score was 0.903. The factor loadings were all above 0.5, which shows a strong relationship between the self-management skills. The fourth factor identified was digital skill. The factorability of the four items was examined, the factor loadings were all above 0.5, with alpha 0.855., which shows a strong relationship between all items of digital skills. The fifth factor identified was communication skill, which has three items. The factor loading

was all above 0.5, showing strong perceived communication skill with an alpha score of 0.772.

Table 5.10

Confirmatory Factor Analysis - Reliability of Sustainable Employability

Dimensions	Indicators	Regression coefficient / Factor Loading	Cronbach Alpha
Career Development	CD1	.921	0.882
	CD2	.743	
	CD3	.776	
	CD4	.741	
	CD5	.749	
Vitality	V1	.842	0.708
	V2	.669	
	V3	.651	
	V4	.679	
Valuable work	VW1	.671	0.816
	VW2	.740	
	VW3	.787	
	VW4	.741	

Source: Survey data

Table 5.10 above explains the factor loadings and alpha values of each dimension of sustainable employability. The first factor which is identified under this construct is career development which has 5 indicators and the factor loadings of all the indicators are above 0.5 and alpha 0.882, showing a strong relationship between the items. The second factor identified is vitality which has four indicators and the factor loadings of all the items were above 0.5 with an alpha score of 0.708. The third factor identified is valuable work. The factorability of all four indicator was examined, and the factor loadings were all above 0.5 with alpha 0.816, which indicates a strong relationship between the indicators of valuable work. Thus, the indicators identified for the each of the dimensions of career development, vitality and valuable work displays a strong relationship.

5.3.9 Validity of the Measurement Model - Self-perceived Individual skills and Sustainable employability

The validity of an instrument is crucial to a research work. Validity is defined as the accuracy of an outcome of a test (karakaya-ozer, 2018). It measures how far an instrument can cover the actual information for the collected dataset. It is, therefore, essential to establish validity (Taherdoost, 2018). The validity of an instrument is assessed by examining two types of validity measurement such as convergent validity and discriminant validity. Convergent validity is based on the value of Average Variance Extracted (AVE), which should be greater than 0.5. Discriminant validity is the validity that contributes towards differentiating one construct from another (Taherdoost, 2018). If the correlation value is less than its square root of AVE, discriminant validity exists.

Table 5.11

Validity of Self-Perceived Individual Skills and Sustainable Employability

Dimensions	CR	AVE	SQRT of AVE	MSV	Max.R(H)
Emotional Intelligence	0.946	0.779	0.883	0.297	0.957
Self-Efficacy	0.948	0.788	0.887	0.252	0.972
Self-Management Skill	0.837	0.563	0.751	0.241	0.847
Digital Skill	0.852	0.594	0.771	0.064	0.890
Communication Skill	0.771	0.533	0.730	0.182	0.807
Career Development	0.891	0.622	0.789	0.326	0.921
Vitality	0.804	0.510	0.714	0.326	0.834
Valuable Work	0.825	0.543	0.737	0.182	0.835

Source: Survey data

Table: 5.11 explains the Composite reliability, Average Variance Extracted, Square root of AVE, Maximum shared variance (MSV) and Max R (H) of the constructs. The AVE values of the constructs were found above 0.5, and the composite reliability values of the construct were found above 0.7 and the values of Composite Reliability was found greater than the values of AVE for all the constructs, which reflected convergent validity. The square root of AVE is greater than the inter-construct

correlation. MSV values are higher than the AVE values which proves the discriminant validity of the scale. Max R (H) values are also observed greater than the values of CR which also reflects good construct validity. The following table shows the discriminant validity of the constructs.

Table 5.12

Discriminant Validity of Self-perceived Individual skills on Sustainable Employability

Construct	EI	SE	SMS	DS	CS	CD	V	VW
EI	**0.833**							
SE	0.142	**0.887**						
SMS	0.088	0.186	**0.751**					
DS	0.158	0.210	0.116	**0.771**				
CS	0.141	0.122	0.066	0.156	**0.730**			
CD	0.545	0.436	0.491	0.254	0.217	**0.789**		
V	0.517	0.502	0.187	0.244	0.23	0.571	**0.714**	
VW	0,207	0.281	0.240	0.231	0.426	0.266	0.403	**0.737**

Source: Survey data

The squared correlation for each construct is less than the square root of the average variance extracted (AVE) indicating the measure has adequate discriminant validity.

Thus, the measurement model demonstrated adequate reliability, convergent validity and discriminant validity and confirms that each selected dimension leads to the construct of self-perceived individual skills and sustainable employability.

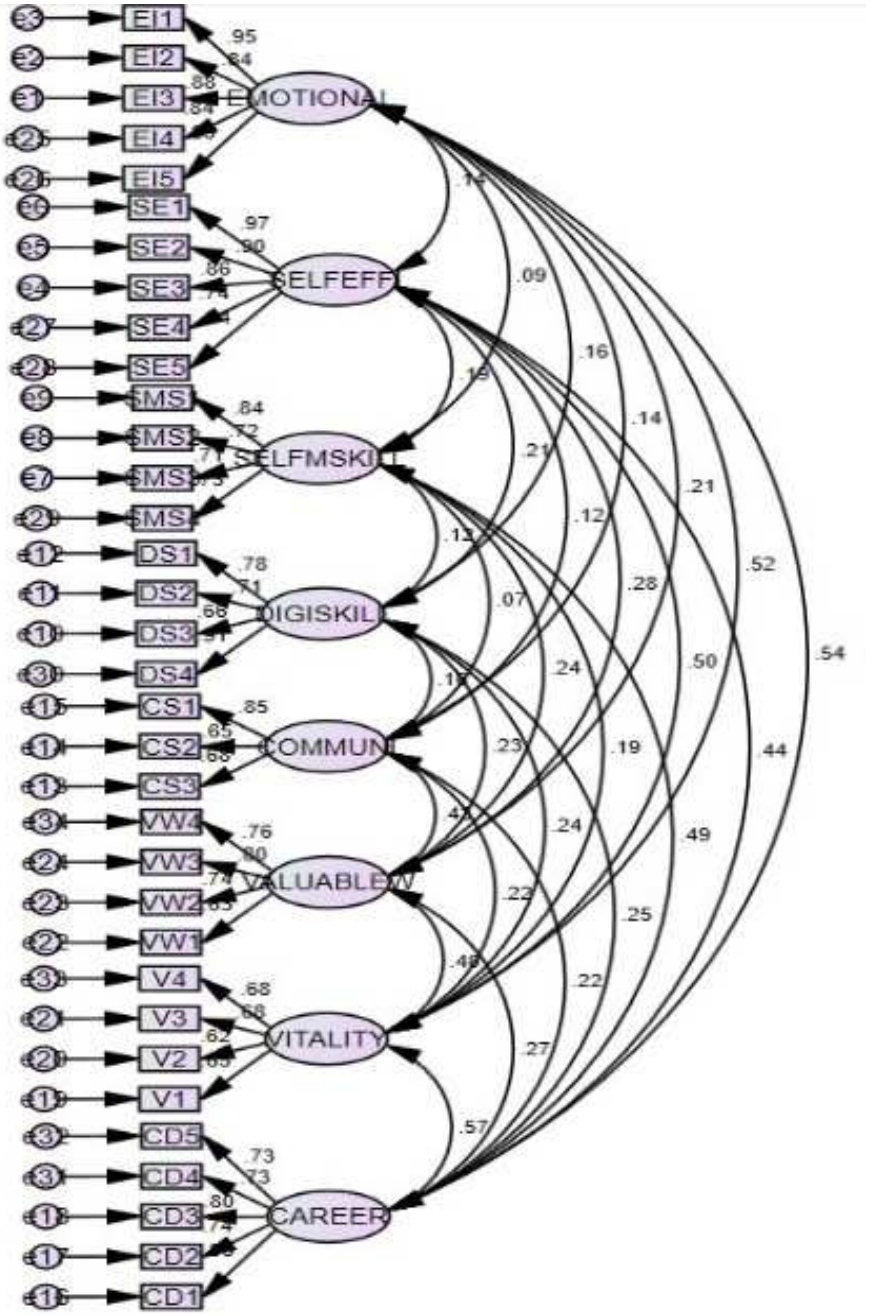
5.3.10 CFA-Measurement Model of Self-Perceived Individual Skills and Sustainable Employability

The measurement model for self-perceived individual skills and sustainable employability (fig 5.1) was tested by confirmatory factor analysis using AMOS 24. This measurement model is developed to assess the relationship between the indicators and the latent variables. The reliability of the scale developed was confirmed with Cronbach's alpha value. Here, the measurement model consists of a total of eight dimensions along with its indicators, which include emotional

intelligence, self-efficacy, self-management skill, digital skill and communication skill, which are five dimensions of the construct of self-perceived individual skills, valuable work, vitality and career development which are three dimensions of the construct sustainable employability. The following figure explains the measurement model

Fig: 5.1

CFA Measurement Model-Self-Perceived Individual Skills and Sustainable Employability



The measurement model in above figure shows the relationship between the latent variables (dimensions of self-perceived individual skills); emotional intelligence, self-efficacy, self-management skill, digital skill, communication skill, career development, vitality and valuable work, and the observed indicators. Here the latent variables are represented by ovals and the indicators are represented by rectangles. The measurement models shows that the factor loadings are all above 0.5 which shows observed variables are strong indicators of the latent variables. The correlation values between the latent variables are below 0.9 which indicates there is no multicollinearity between the constructs. Further the fit of the measurement model is evaluated using model fit indices which is explained in the table below:

Table 5.13

CFA Model Fit Indices for Self-Perceived Individual Skills

Indices	Value	Recommended value of goodness of fit
Normed chi-square (CMIN/df)	1.634	< 0.05 (Hair et al., 1998)
Goodness of Fit	0.906	>0.90 (Hair et al., 2006)
The Adjusted Goodness of Fit	0.923	> 0.90 (Hu and Bentler, 1999)
Relative Fit Index	0.910	> 0.90 (Hu & Bentler, 1999)
Incremental Fit Index (IFI)	0.967	> 0.90 (Hu and Bentler, 1999)
Tucker Fit Index (TLI)	0.963	> 0.90 (Hu and Bentler, 1999)
Comparative Fit Index (CFI)	0.967	> 0.90 (Hu & Bentler, 1999)
Normed Fit Index (NFI)	0.920	> 0.90 (Hu & Bentler, 1999)
Root Mean Square Error of Approximation (RMSEA)	0.038	< 0.08 (Hair et al. 2006)

Source: Survey data

The Confirmatory Factor Analysis is measured with the help of the above-specified modification indices. Here, the important measures, GFI, IFI, TLI CFI, AGFI, and NFI, are within the recommended limit of being a good fit. Similarly, CMIN/df, and RMSEA are also within the limit of a good fit of the model. Therefore, the model used to measure the influence of self-perceived individual skills on sustainable employability skill validates the scale.

5.3.11 Analysis of Influence of Self-Perceived Individual Skills on Sustainable Employability of Kaushal Kendra

The objective of this section of the study is to analyse the influence of self-perceived individual skills constructs like emotional intelligence, self-efficacy, self-management skill, digital skill, communication skill on sustainable employability. Here we use structural equation modeling to evaluate the effect of these constructs on the sustainable employability. Structural Equation Modeling is a comprehensive statistical method used in testing hypotheses about causal relationships among constructs. Structural equation modeling has helped in developing theoretical constructions for research problems (Reisinger & Turner, 1999). The proposed model was developed based on theoretical relationships among the two constructs, Self-perceived Individual skills and sustainable employability. This theoretical model was tested empirically using the Structural Equation Model. The following hypotheses were set to test for the theoretical relationship of constructs using SEM Analysis:

1. There is a significant positive influence of self-perceived individual skills on career development of Kaushal Kendra
2. There is a significant positive influence of self-perceived individual skills on vitality of Kaushal Kendra
3. There is a significant positive influence of self-perceived individual skills on valuable work of Kaushal Kendra

5.3.12 Model Fit Indices -- Self-Perceived Individual Skills Influence on Sustainable Employability

One of the important criteria of structuring equation modeling is to evaluate the goodness of fit for the proposed model. The Goodness of Fit Index (GFI) measures how much better the model fits compared with no model (Joreskog & Sorbom, 1989). Although higher values indicate a better fit, no threshold levels for acceptability have been established. Root Mean Square Error of Approximation (RMSEA) is representative of goodness-of-fit when the proposed model is estimated in the population. Tucker-Lewis Index (TLI), Normed Fit Index (NFI), Relative Fit Index (RFI) and Comparative Fit Index (CFI) represent a comparison between the proposed

model and the null independent model. TLI value of 0.9 or above is an indication of strong convergent validity (Siebert & Siebert, 2005). Although the calculations of these fit indices and their underlying assumptions may be somewhat different, they range between zero (a fit that is no better than a null model) and one (a perfect fit). The following table 5.14 shows the model fit values of the structural equation model.

Table 5.14

Model Fit Indices- Self-perceived Individual Skills Influence on Sustainable Employability

Indices	Value	Recommended value of goodness of fit
Normed chi-square (CMIN/df)	1.670	< 0.05 (Hair et al., 1998)
Goodness of Fit	0.901	>0.90 (Hair et al., 2006)
The Adjusted Goodness of Fit	0.883	> 0.90 (Hu & Bentler, 1999)
Relative Fit Index	0.908	> 0.90 (Hu and Bentler, 1999)
Incremental Fit Index (IFI)	0.965	> 0.90 (Hu and Bentler, 1999)
Tucker Fit Index (TLI)	0.961	> 0.90 (Hu & Bentler, 1999)
Comparative Fit Index (CFI)	0.965	> 0.90 (Hu and Bentler, 1999)
Normed Fit Index (NFI)	0.918	> 0.90 (Hu and Bentler, 1999)
Root Mean square residual	0.037	<0.80 (Hu and Bentler, 1999)
Root Mean Square Error of Approximation (RMSEA)	0.039	<0.80 (Hair et al., 2006)

Source: Survey data

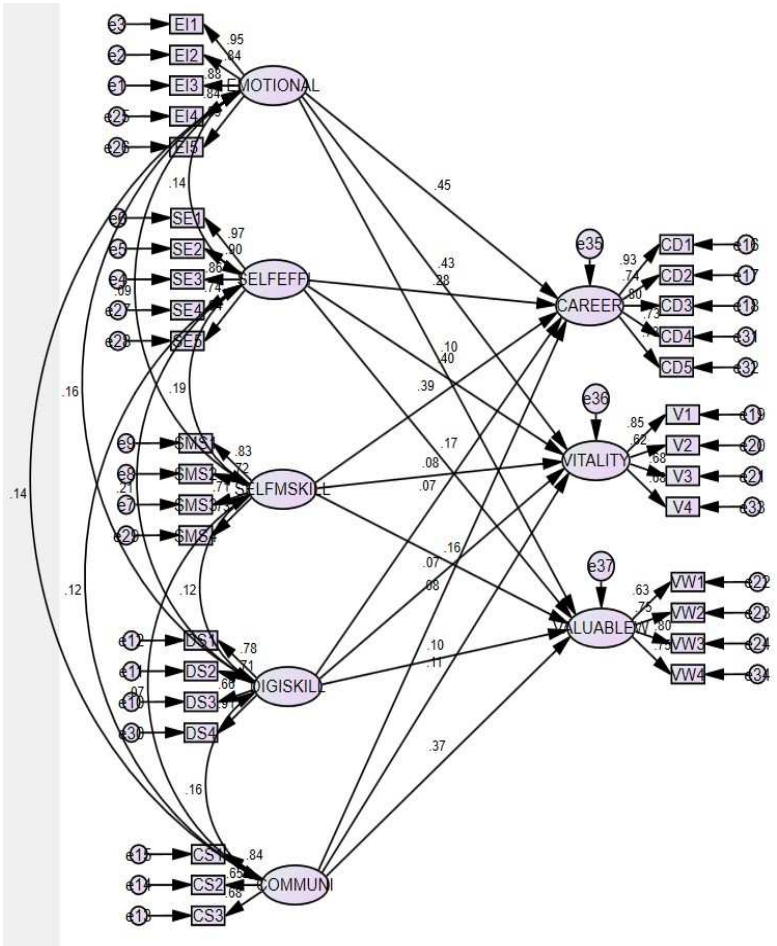
The model fit indices results show that the value of model fit indices like Goodness of Fit Index (GFI =0.901) Tucker Fit Index (TLI=0.961) Comparative Fit Index (CFI=0.965), Root Mean Square Error of Approximation (RMSEA=0.039), Root mean square residual (RMR=0.037), Adjusted GFI (AGFI=0.883) Incremental Fit Index (IFI=0.965), Normed Fit Index (NFI=0.918) are following the recommended value. The acceptability of the measurement model is based on the Model Fit Indices (structural model assessment) of the proposed model. Here all the values show a good fit of the model.

5.3.13 SEM Model-Influence of Self-Perceived Individual Skills on Sustainable Employability

The following SEM Model shows the influence of self-perceived individual skills on sustainable employability. Here the model shows the effect of each of the dimensions of self-perceived individual skills on the dimensions of sustainable employability. The dimensions of self-perceived individual skills include emotional intelligence, self-efficacy, digital skill, self-management skill and communication skill and the dimensions of sustainable employability include career development, vitality and valuable work.

Fig. 5.2

Structural Equation Model of Self-Perceived Individual Skills on Sustainable Employability.



5.3.14 Self-perceived Individual Skills and Career Development

The above structural equation model explains the cause-effect relationship between self-perceived individual skills and career development. Here the self-perceived individual skills is the independent variable and career development is the dependent variable. The dimensions of self-perceived individual skills include emotional intelligence, self-efficacy, self-management and digital and communication skill. Table 5.15 shows the results of the path coefficients.

Table 5.15

Influence of Self-perceived Individual Skill on Career Development

Hypotheses	Path	Path Coefficient	P(sig.)	Result
1	Emotional Intelligence→ Career Development	0.45	<0.001**	Sig.
2	Self-Efficacy → Career Development	0.28	<0.001**	Sig.
3	Self-management Skill → Career development	0.39	<0.001**	Sig.
4	Digital Skill → Career Development	0.07	<0.083	Not Sig.
5	Communication Skill → Career Development	0.09	<0.041*	Sig.

Source: Survey data
** Significant at 1%,
* Significant at 5%

Table 5.15 depicts the hypothesis testing results of the structural equation model to explain the relationship of constructs; emotional intelligence, self-efficacy, self-management skill, digital skill and communication skill on career development. The table shows the path coefficient of emotional intelligence is .45, self-efficacy is .28, self-management is .39 digital skill is .07 and communication skill is .09. The results also show that the p value of emotional intelligence, self-efficacy and self-management is less than 0.01 and that of communication skill is less than .05. Thus, the hypothesis of emotional intelligence, self-efficacy and self-management is significant at 1% level and that of digital skill and communication skill is significant

at 5% level of significance. The path coefficient of career development to digital skills is not significant at 5% level of significance. The four dimensions of self-perceived individual skills contribute towards the dimension of career development except for the variable digital skill. Emotional Intelligence (.45) and self-management skill (.39) contributes the most towards career development. Thus, it is inferred that every one-unit increase in emotional intelligence (0.45) self-management (0.39) self-efficacy (0.28) and communication skill (0.09) will contribute to career development.

5.3.15 Self-perceived Individual Skills and Vitality

Vitality at work is an important factor that influences employees' functioning and sustainable employability (Van Scheppingen, A. R. et el., 2015). The structural equation model in Fig. 5.2 shows the cause-effect relationship between self-perceived individual skills and vitality. Table 5.15 shows the path coefficient between self-perceived individual skills and vitality dimension.

Table 5.16

Influence of Self-Perceived Individual Skills on Vitality

Hypothesis	Path	Path Coefficient	P(sig.)	Result
1	Emotional Intelligence → Vitality	0.43	<0.001**	Sig.
2	Self-Efficacy → Vitality	0.40	<0.001**	Sig.
3	Self-Management Skill → Vitality	0.08	<0.073	Not Sig.
4	Digital Skill → Vitality	0.07	<0.083	Not Sig.
5	Communication → Vitality	0.12	<0.001**	Sig.

Source: Survey data
** Significant at1%,

Table 5.16 depicts the hypothesis testing results of the structural equation model to explain the relationship of dimensions; emotional intelligence, self-efficacy, self-management, digital skill and communication skill on vitality. The table shows the path coefficient of emotional intelligence is 0.43, self-efficacy is .40 self-management

skill is .08 digital skill is .07 and communication skill is 0.12. The results also show that the p value of emotional intelligence, self-efficacy and communication skill is less than 0.01 and that of digital skill and self-management skill is not significant at 5% level of significance as its p value is greater than 0.05. Thus, the hypothesis of emotional intelligence, self-efficacy and communication skill is significant at 1% level and that of digital skill and self-management skill is not significant at 1% and 5% level of significance. Thus, the three dimensions of self-perceived individual skills viz., emotional intelligence, self-efficacy and communication skill contribute towards the dimension of vitality among which emotional intelligence and self-efficacy contribute the most towards vitality whereas, dimension of digital skill and self-management skill failed to show the relationship towards vitality.

5.3.16 Self-perceived Individual Skills and Valuable work

The Influence of self-perceived individual skills on valuable work is assessed using the structural equation model which is shown in Fig. 5.2. Here self-perceived individual skills are the independent variable and valuable work is the dependent variable. Table 5.17 explains the cause-effect relationship between the constructs with the obtained path coefficient values.

Table 5.17

Influence of Self-Perceived Individual Skills on Valuable Work

Hypotheses	Path	Path Coefficient	P(sig.)	Result
1	Emotional Intelligence → Valuable Work	.10	<0.041*	Sig.
2	Self-Efficacy → Valuable Work	.18	<0.001**	Sig.
3	Self-Management Skill → Valuable Work	.16	<0.001**	Sig.
4	Digital Skill → Valuable Work	.10	<0.040*	Sig.
5	Communication Skill → Valuable Work	.37	<0.001**	Sig.

Source: Survey data
** Significant at1%,
* Significant at 5%

The Table 5.17 shows the results of the structural model which explain the relationship between the dimensions of self-perceived individual skills and valuable work. The path coefficient of emotional intelligence (.10), self-efficacy (.18) self-management skill (.16) digital skill (.10) and communication skill (.37) on valuable work shows that communication skill influence on valuable work is more than other variables. The p values of self-efficacy, self-management skill and communication skill are significant at a 1% level, whereas the p value of emotional intelligence and digital skill is significant at 5% level. The results explain that the construct of valuable work is predictable by all the dimensions of self-perceived individual skills.

The impact of self-perceived individual skills on sustainable employability is analysed using structural equation modeling. The results showed that the dimensions like emotional intelligence, self-efficacy, self-management skill and communication skill of the construct self-perceived individual skills have a positive and significant impact on the dimension of career development. The analysis of the influence of self-perceived individual skills on vitality was significantly positive in terms of the dimensions of emotional intelligence, self-efficacy, and communication skill. All the dimensions of self-perceived individual skills positively predicted the dimension valuable work.

SECTION C

5.4 Effect of Organisational Factors on Sustainable Employability of Kaushal Kendra

The previous section analysed the influence of self-perceived individual skills on sustainable employability. This section analyses the effect of organisational factors on sustainable employability. Van Dam (2004) used the concept of 'employability orientation' where he emphasized increasing the company's flexibility by the development and maintenance of workers. He further discussed the 'employability activities' including activities like the development of work knowledge and experience, career management and active search for a job. Eby et al. (2003) noted that companies can offer their employees ''opportunities to develop new skill sets, build internal and external networks'' and encourage ''mentoring relationships''.

Nauta et al. (2009) included the term organisational environment while defining employability stressing the involvement of organisation in employee's development. Here, the construct organisational factors are the independent variable that includes five dimensions such as infrastructure, faculty, skill course content external branding and internal branding and sustainable employability is the dependent variable which includes dimensions like career development, vitality and valuable work. The following research questions was developed in this respect:

How do organisational factors impact the sustainable employability of the trainees of the Kaushal Kendra?

The important tools used for analysis include descriptive statistics, confirmatory factor analysis and structural equation modeling which are further presented below.

5.4.1 Dimensions and Indicators of Organisational Factors

The important dimensions selected for analysing organisational factors include infrastructure, faculty, skill course content, external branding and internal branding. In a study on graduate employability, graduates believe that the academic environment provides them with the skill that they require (Matsouka, K., & Mihail, D. M. 2016). Employers believe that the development of the necessary skills is the responsibility of higher education institutions (Cassidy,2006). Lack of institutional infrastructure has a profound impact on the individual's employability. McQuaid, R. W., & Lindsay, C. (2013). If a student takes a particular degree course solely based on its subject content, that student will, by the delivery of that subject, acquire a range of employability skills (Stubbs, M., & Keeping, M. 2002). Internal and external branding of the institute also has an important role in employability skills. The following table 5.18 gives a detailed account of the indicators under each dimension selected under the study.

Table 5.18

Dimensions and Indicators of Organisational Factors with Codes

Dimensions	Indicators	Codes used
Infrastructure	My institute has a smart classroom and a separate computer lab	IS1
	My institute is located near/close to public transport facility	IS2
	My institute has an Aadhaar-enabled biometric attendance system	IS3
	My institute provides sufficient washroom facilities separately for men and women	IS4
	My institute provides separate rooms for trainees counselling and has a separate placement cell	IS5
Faculty	Faculties in my institute have minimum academic qualifications and experience	F1
	There is sufficient number of trainers in my institute to handle classes	F2
	There is at least one trainer for practical classes in our institute	F3
	My institute provides trainers, especially for soft skill training	F4
	My institute has at least one placement counsellor	F5
Skill Course Content	My courses are aligned with NSQF	SCC1
	My institute provides workshops and seminars relating to the content of the course	SCC2
	My skill course includes digital course content and provides virtual skill training	SCC3
	My institute provides onsite/on-the-job training to the participants of the skill course.	SCC4
	My institute provides life skill and soft skill training	SCC5

Dimensions	Indicators	Codes used
External Branding	My institute has a consistent display of PMKK/DDU-GKY banners on the building and has a direction board outside the institute	EB1
	My institute has its own website where trainees can get access to their academic matters	EB2
	My institute uses marketing techniques like advertisements whenever a skill course begins	EB3
	My institute maintain a good communication network with its students/trainees	EB4
	My institute has displayed training provider banners outside the institute	EB5
Internal Branding	My institute displays PMKK/DDU-GKY logo along with its mission and values at the reception desk	IB1
	My institute displays testimonials posters, placements and success stories of trained participants.	IB2
	My institute provides a suggestion box near the reception desk to collect feedback	IB3
	My institute has a safety instructions poster in the laboratory and CCTV cameras in key location	IB4
	My institute has appropriate notice board /display boards on training schedules, trainers' profiles etc,.	IB5

Source: Survey data

5.4.2 Dimension and Indicators of Sustainable Employability

The dependent variable, sustainable employability, includes three dimensions, namely career development, vitality and valuable work were already measured and presented under section B table 5.5. (in page no.113).

5.4.3 Assessment of Sampling Adequacy and Correlation Matrix

Kaiser-Meyer-Olkin test and Bartlett's test of sphericity is assessed to know the suitability of the data for factor analysis. The construct organisational factors have five dimensions infrastructure, faculty, skill course content, external branding and internal branding and the construct sustainable employability has three constructs career development, vitality and valuable work. The sampling adequacy and

correlation matrix of construct organisational factors and sustainable employability was done together and the values are exhibited in the table 5.18 below

Table 5.19

KMO test and Barlett's test of sphericity for Organisation Factors and Sustainable Employability.

Construct	No. of Indicators	Kaiser-Meyer-Oklin Measure of Sampling Adequacy	Bartlett's Test of Sphericity – Chi Square	df	Sig.
Organisation factor & Sustainable employability	38	0.758	10406.875	703	<0.001

Source: Survey data

The suitability of data for factor analysis was assessed by using the Kaiser-Meyer-Olkin test and Bartlett's Test of Sphericity. KMO test is done to know the sampling adequacy and Bartlett's test is done to examine the matrix is not an identity matrix. Inspection of the correlation matrix revealed the presence of many coefficients of 0.3 and above. The Kaiser-Meyer-Olkin sampling adequacy test value obtained is 0.758 which exceeds the recommended value of 0.6 and Bartlett's Test of Sphericity value with 10406.875 reached statistical significance at (<0.001) supporting the factorability of the correlation matrix.

5.4.4 Descriptive Statistics-Organisational Factors

Descriptive statistics refer to a branch of statistics which summarises a given set of data. Here descriptive statistics are used to describe the characteristics of the variables under study such as the mean and standard deviation of the various dimensions and indicators of the construct organisational factors. Important dimensions under the construct organisational factor include infrastructure, faculty, skill course content, internal branding and external branding. Descriptive statistics of each of these dimensions along with the indicating statements are shown in the table below.

Table 5.20

Descriptive Statistics of Organisation Factors

Descriptive Statistics			
Variables	Codes	Mean	Std. Deviation
Infrastructure	IS1	3.31	0.969
	IS2	3.24	0.93
	IS3	3.32	0.872
	IS4	3.32	0.943
	IS5	3.37	0.988
Faculty	F1	3.07	0.79
	F2	3.03	0.763
	F3	3.18	0.743
	F4	3.07	0.781
	F5	3.28	0.83
Skill course Content	SCC1	3.46	0.968
	SCC2	3.31	0.956
	SCC3	3.38	0.83
	SCC4	3.36	0.959
	SCC5	3.57	0.973
External branding	EB1	3.2	0.763
	EB2	3.1	0.747
	EB3	3.21	0.776
	EB4	3.16	0.797
	EB5	3.17	0.812
Internal branding	IB1	3.06	0.781
	IB2	3.01	0.739
	IB3	3.11	0.748
	IB4	2.95	0.759
	IB5	3.11	0.808

Source: Survey data

The above Table 5.20 gives details about the descriptive statistics of all the variables analysed in this objective. There are five dimensions for the construct organisational

factors which include infrastructure, faculty, skill course content, external branding and internal branding. Among the indicators of the dimension of infrastructure, there are five statements in which the statement mentioning the institute having separate student counselling and placement cell has the highest mean (IS: 5 Mean 3.37, S.D 0.988). The respondents agree with the third and the fourth statement (IS 3 & IS 4: Mean 3.32,) about the institutes Aadhar enabled biometric attendance system and proper washroom facilities separately for men and women. The dimension of faculty has five statements among which the third statement "there is at least one faculty for practical classes has the highest mean (Mean 3.18; S.D 0.743) and the fourth statement (faculty 4, mean 3.07; S.D. 0.781) has the least mean with 3.07 and standard deviation of 0.781. The next dimension is skill course content which has again five statements among which the statements number 5 and 1 have the highest mean with 3.57 and 3.46 respectively with standard deviation of 0.973 and 0.968 where respondents have respondents positive to the statement that skill courses of Kaushal Kendra are aligned to NSQF and they provide life skill and soft skill training also. For the dimension of external branding, the third statement has the highest mean (Mean 3.21; S.D. 0.776) which states that Kaushal Kendra uses marketing techniques like advertisements whenever a new skill course is started. The fourth and fifth statements, state whether the institute has good communication network among its trainees and the institute displays the training providers' banners outside the institute also have an average response of 3.16 and 3.17 with a standard deviation of 0.797 and 0.812 respectively. The fifth dimension of organisational factors is internal branding in which the third indicating statement and fifth statement have the highest mean of 3.11 where participants of the training programme agree on the statements that the institute provides a suggestion box near the reception for feedback and the displays training schedule and trainers profile in the notice board.

5.4.5 Descriptive Statistics - Sustainable Employability

The descriptive statistics of the three dimensions of sustainable employability such as career development, vitality and valuable work was already measured and presented under section B in table 5.8 (in page no 117).

5.4.6 Confirmatory Factor Analysis of Organisational Factors and Sustainable Employability

Confirmatory factor analysis is a special form of factor analysis used in social science research to know whether the measure of a construct is consistent with the researcher's understanding of the factor. It helps the researcher to know whether data fit a hypothesized measurement model or not. Here confirmatory factor analysis is done to validate the measurement models for the latent construct of organisational factors and sustainable employability. The CFA results of organisational factors and sustainable employability are explained separately with the help of validity and reliability results and model fit indices. The following table shows the factor loadings of each indicator and alpha value of each dimension's infrastructure, faculty, skill course content, internal branding and external branding under the construct organisational factors.

Table 5.21

Confirmatory Factor Analysis – Reliability of Organisational Factors

Constructs	Indicators	Regression Coefficient/ Factor Loading	Cronbach Alpha
Infrastructure	IS1	0.864	0.895
	IS2	0.827	
	IS3	1.023	
	IS4	0.857	
	IS5	0.825	
Faculty	F1	0.868	0.890
	F2	0.953	
	F3	0.732	
	F4	0.925	
	F5	0.811	
Skill Course Content	SCC1	0.887	0.877
	SCC2	0.984	
	SCC3	0.878	
	SCC4	0.991	
	SCC5	0.895	

Constructs	Indicators	Regression Coefficient/ Factor Loading	Cronbach Alpha
External Branding	EB1	0.836	0.883
	EB2	0.793	
	EB3	1.021	
	EB4	0.729	
	EB5	0.885	
Internal Branding	IB1	0.939	0.888
	IB2	0.863	
	IB3	1.008	
	IB4	0.858	
	IB5	0.893	

Source: Survey data

The first factor under the constructs is infrastructure which has 5 items. All the factor loadings are above 0.5 which indicates a good factorability of the dimension infrastructure. The alpha value is 0.895. The second factor is faculty which has 5 items with factor loading more than 0.5 with alpha value 0.890. The third factor is skill course content which has 5 items and all the factor loadings are above 0.5 with an alpha value above 0.7 showing a strong relationship between the items. The fourth and fifth dimensions are external branding and internal branding with 5 indicators each. The factorability of these dimensions also shows a strong relationship as all the factors were above 0.5 with alpha values of 0.883 and 0.888 respectively.

Confirmatory factor analysis of sustainable employability was confirmed depending on the factor loadings and Alpha value of the three dimensions of sustainable employability which include career development, vitality and valuable work. The following table 5.22 gives an explanation of the factor loadings of each dimension of the construct along with its Alpha value**.**

Table 5.22

Confirmatory Factor Analysis – Reliability of Sustainable Employability

Constructs	Indicators	Regression coefficient / Factor Loading	Cronbach Alpha
Career development	CD1	.915	0.772
	CD2	.734	
	CD3	.801	
	CD4	.734	
	CD5	.753	
Vitality	V1	.626	0.903
	V2	.710	
	V3	.812	
	V4	.721	
Valuable work	VW1	.898	. 0.855
	VW2	.683	
	VW3	.642	
	VW4	.701	

Source: Survey data

The above table 5.22 explains the factor loading of each dimension of sustainable employability. The first factor which is identified under this construct is career development which has 5 items and the factor loadings of all the items is above 0.5 and alpha 0.772, showing a strong relationship between the items. The second factor identified is vitality which has four indicating statements and the factor loadings of all the indicators are above 0.5 with an alpha score of 0.903. The third factor identified is valuable work. The factor loading of all four items was examined, and were all above 0.5 with alpha 0.885 which indicates a strong relationship between the indicators of valuable work.

5.4.7 Validity of the Measurement Model-Organisational Factor and Sustainable Employability

The validity of measurement scale states the accuracy of the dataset in a research work. The validity of an instrument is examined by two types of validity measurement

viz., convergent validity and discriminant validity. Convergent validity is based on the value of Average Variance Extracted (AVE), which should be greater than 0.5. Discriminant validity differentiates one variable from another variable. If the correlation value is less than its square root of AVE, discriminant validity exists. Here the validity of the measurement model of organisational factors and sustainable employability is examined, the following table shows the validity measurements.

Table 5.23

Validity Analysis of the Measurement Model - Organisational Factors and Sustainability Employability

Dimensions	CR	AVE	SQRT of AVE	MSV	Max R(H)
Infrastructure	0.946	0.778	0.882	0.145	1.087
Faculty	0.935	0.743	0.862	0.136	0.961
Skill course content	0.969	0.861	0.928	0.110	0.997
External branding	0.931	0.731	0.855	0.040	1.182
Internal branding	0.962	0.836	0.914	0.266	1.015
Career development	0.891	0.623	0.790	0.327	0.919
Vitality	0.810	0.518	0.720	0.327	0.832
Valuable Work	0.825	0.543	0.737	0.163	0.835

Source: Survey data

Table: 5.23 explains the Composite reliability, Average Variance Extracted, Square root of AVE, Maximum shared variance (MSV) and Max R (H) of the dimensions of the construct organisational factors. The Composite Reliability of all the constructs showed > 0.7. The AVE values of the constructs is greater than 0.5. The square root of AVE was found greater than the inter-construct correlation and the values of composite reliability of all constructs showed greater than the values of AVE which reflects convergent validity. MSV values are higher than the AVE values which proves the discriminant validity of the scale. Max R (H) values are also greater than the values of CR which reflects good construct validity. The following table shows the discriminant validity of the constructs.

Table 5.24

Discriminant Validity of Organisational Factors and Sustainable Employability

Construct	IS	F	SSC	EB	IB	CD	V	VW
IS	**0.882**							
F	0.001	**0.862**						
SSC	0.030	0.036	**0.928**					
EB	0.079	0.108	0.032	**0.855**				
IB	0.020	0.105	0.064	0.040	**0.914**			
CD	0.381	0.153	0.234	0.115	0.516	**0.790**		
V	0.112	0.141	0.332	0.199	0.479	0.572	**0.737**	
VW	0.182	0.368	0.114	0.176	0.200	0.267	0.404	**0.720**

Source: Survey data

The above table shows the discriminant validity of the latent constructs of the measurement model. Diagonals represent the square root of the average variance extracted and the other values shows the squared correlations. The squared correlation for each construct is less than the square root of the average variance extracted (AVE) indicating the measure has adequate discriminant validity.

Thus, the measurement model demonstrated adequate reliability, convergent validity and discriminant validity and confirms that each selected dimension leads to the construct of organisational factor and sustainable employability.

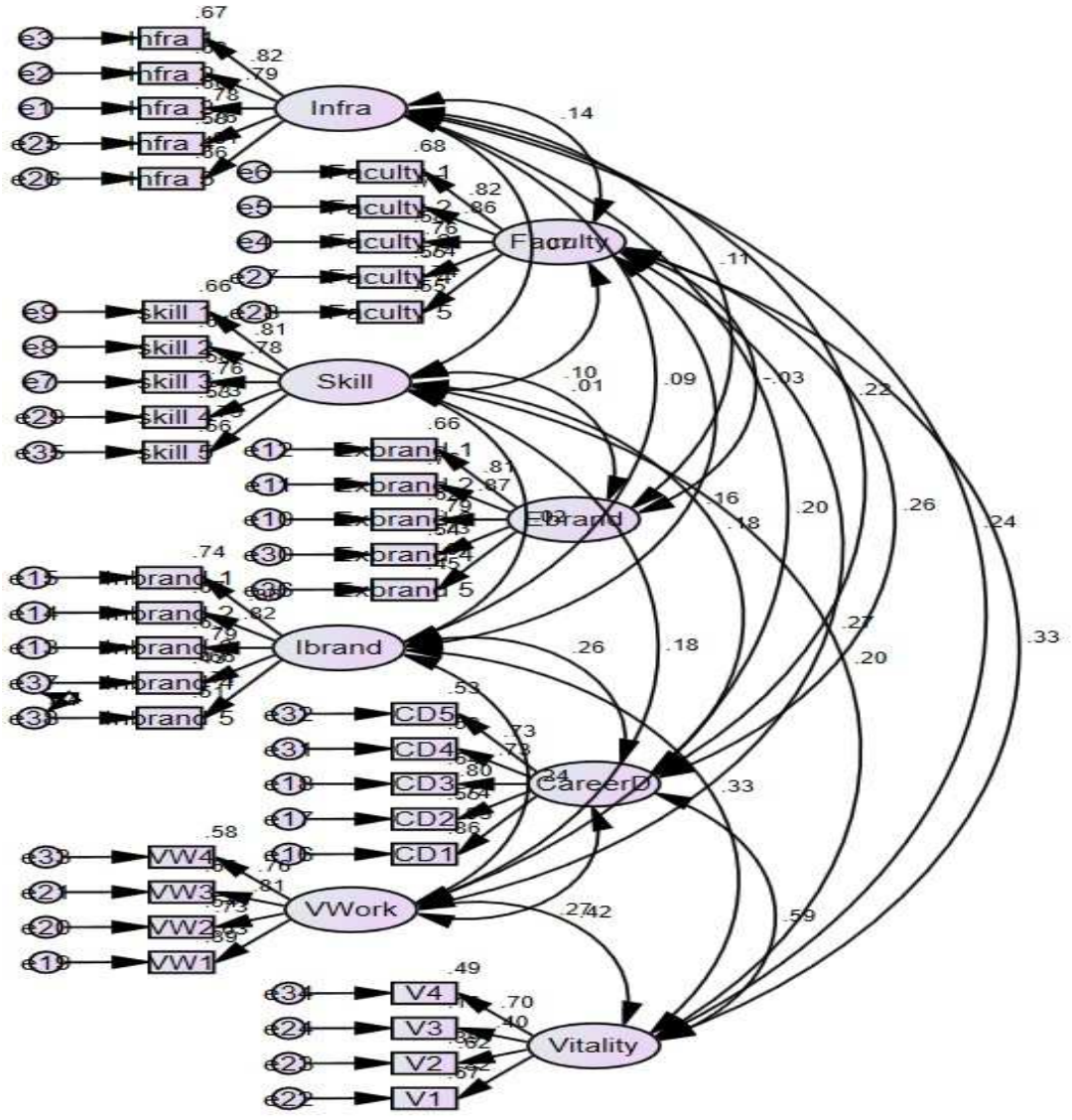
5.4.8 CFA -Measurement Model of Organisational Factors and Sustainable Employability

The measurement model for organisational factors and sustainable employability (fig 5.3) was tested by a confirmatory factor analysis using AMOS 24. The measurement model was developed to assess the relationship between the indicators and each dimension under the construct organisational factors. The reliability of the scale developed was confirmed with Cronbach's alpha value. Here, the measurement model consists of a total of eight dimensions which include five dimensions of organisational factors and three dimensions of sustainable employability. Five dimensions of organisational factors include infrastructure, faculty, skill course content, internal

branding and external branding. The dimensions of sustainable employability are career development, vitality and valuable work. The following figure 5.3 explains the measurement model.

Figure 5.3

CFA model of Organisational Factors and sustainable employability



The measurement model in above figure shows the relationship between the latent variables (dimensions of organisational factors); infrastructure, faculty, skill course content, external branding, internal branding, career development, vitality and valuable work, and the observed indicators. The measurement models shows that the

factor loadings are all above 0.5 which means observed variables are strong indicators of the latent variables. The correlation values between the latent variables are below 0.9 which indicates there is no multicollinearity between the constructs. Further the fit of the measurement model is evaluated using model fit indices which is explained in the table below:

Table 5.25

CFA Model Fit Indices-Organisational factors and Sustainable Employability

Indices	Value	Recommended value of goodness of fit
Normed chi-square (CMIN/df)	3.059	< 0.05 (Hair et al., 1998)
Goodness of Fit	0.87	>0.90 (Hair et al., 2006)
The Adjusted Goodness of Fit	0.89	> 0.90 (Hu and Bentler, 1999)
Relative Fit Index	0.83	> 0.90 (Hu & Bentler, 1999)
Incremental Fit Index (IFI)	0.83	> 0.90 (Hu and Bentler, 1999)
Tucker Fit Index (TLI)	0.81	> 0.90 (Hu and Bentler, 1999)
Comparative Fit Index (CFI)	0.88	> 0.90 (Hu & Bentler, 1999)
Root Mean Square Error of Approximation (RMSEA)	0.07	< 0.08 (Hair et al. 2006)

Source: Survey data

The important measures GFI and AGFI are showing relatively a good fit. The comparative fit Index is 0.88 also showing a relatively good fit. RMSEA is within the recommended value of 0.08. Therefore, the measurement model used to measure the influence of organisational factors on sustainable employability validates the scale.

5.4.9 Analysis of the Effect of Organisational Factors on Sustainable Employability of Kaushal Kendra

Structural equation modeling (SEM) is a tool used to analyse multivariate data to test its appropriateness for theory testing (Bagozzi, 1980). These are advanced regression models which go beyond to incorporate multiple independent and dependent variables by taking into account the potential latent constructs (Savalei, V., & Bentler, P. M.

(2006). In this section, the effect of organisational factors on sustainable employability is analysed using structural equation modeling. In this analysis, organisational factor is the independent variable and sustainable employability is the dependent variable. The five dimensions of organisational factor include Infrastructure, faculty, skill course content, external branding, and internal branding and the three dimensions of sustainable employability include career development, vitality and valuable work. Here the proposed model is developed based on the theoretical relationships among the two constructs of organisational factors and sustainable employability. This theoretical model is tested empirically using the Structural equation model. The following hypotheses were set to test the theoretical relationship among the constructs using SEM Analysis:

1. There is a significant positive effect of organisational factors on career development of Kaushal Kendra
2. There is a significant positive effect of organisational factors on vitality of Kaushal Kendra
3. There is a significant positive effect of organisational factors on valuable work of Kaushal Kendra.

5.4.10 Model Fit Indices -Organisational Factor on Sustainable Employability

A crucial aspect of designing structural equation modeling is assessing the suggested model's fit of the data. There is no set threshold for acceptance; nevertheless, greater scores do suggest a better fit. When the suggested model is estimated in the population, the Root Mean Square Error of Approximation (RMSEA) serves as a good indicator of goodness-of-fit. The other model fit indices used for analysing the comparison between the proposed model and the null independent model include Tucker-Lewis Index (TLI), Normed Fit Index (NFI), Relative Fit Index (RFI), and Comparative Fit Index (CFI). Strong convergent validity is indicated by a TLI score of 0.9 or higher (Siebert & Siebert, 2005). The following table 5.26 shows the model fit values of the structural model.

Table 5.26

Model Fit Indices-Organisational Factors on Sustainable Employability

Indices	Value	Recommended value of goodness of fit
Normed chi-square (CMIN/df)	3.007	< 0.05 (Hair et al., 1998)
Goodness of Fit	0.88	>0.90 (Hair et al., 2006)
The Adjusted Goodness of Fit	0.85	> 0.90 (Hu and Bentler, 1999)
Relative Fit Index	0.92	> 0.90 (Hu & Bentler, 1999)
Incremental Fit Index (IFI)	0.96	> 0.90 (Hu and Bentler, 1999)
Tucker Fit Index (TLI)	0.96	> 0.90 (Hu and Bentler, 1999)
Comparative Fit Index (CFI)	0.96	> 0.90 (Hu and Bentler, 1999)
Normed Fit Index (NFI)	0.93	> 0.90 (Hu and Bentler, 1999)
Root Mean Square Error of Approximation (RMSEA)	0.07	< 0.08 (Hair et al., 2006)

Source: Survey data

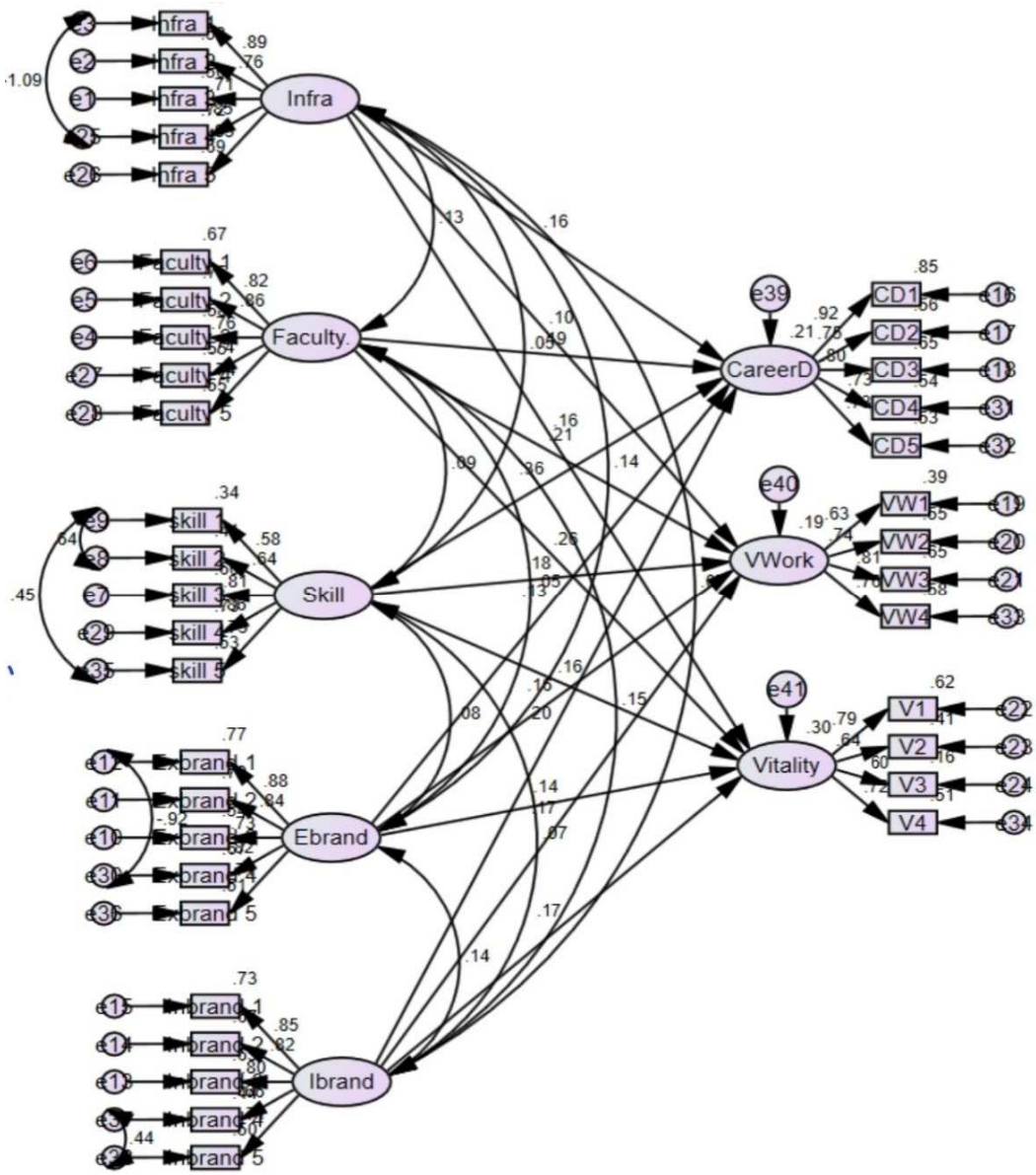
The acceptability of the measurement model is based on the Model Fit Indices (structural model assessment) of the proposed model. The above table shows that model fit indices obtained are following the recommended values. The various model fit indices such as Goodness of Fit Index (GFI), Tucker Fit Index (TLI), Comparative Fit Index (CFI), Adjusted GFI (AGFI), Incremental Fit Index (IFI), Normed Fit Index (NFI) and Normed chi-square (CMIN/df) are above 0.9 and Root Mean Square Error of Approximation (RMSEA), is 0.07 which suggest that the model developed is valid and is reasonably good fit

5.4.11 Structural Equation Model-Effect of Organisational Factors on Sustainable Employability

The following SEM Model shows the effect of organisational factors on sustainable employability. The model shows the influence of each dimension of organisational factors on each of the dimension of sustainable employability. The dimensions of organisational factors include infrastructure, faculty, skill course content, external branding and internal branding. The dimension of sustainable employability are career development, vitality and valuable work.

Figure 5.4

SEM Model for Organisational Factors on Sustainable Employability



The above structural equation model explains the cause-effect relationship between organisational factor and career development; organisational factors and vitality and organisational factors and valuable work.

5.4.12 Organisational Factors and Career Development

The structural equation model in Fig. 5.4 shows the cause-effect relationship between organisational factors and career development. The following table explains the path

coefficient and the significant relationship between each dimension of organisational factors and career development.

Table 5.27

Effect of Organisational Factors on Career Development

Hypotheses	Path	Path Coefficient	P(sig.)	Result
1	Infrastructure → Career development	0.16	<0.001**	Sig.
2	Faculty → Career development	0.20	<0.001**	Sig.
3	Skill Course Content → Career development	0.36	<0.001**	Sig.
4	External Branding → Career development	0.13	<0.001**	Sig.
5	Internal Branding → Career development	0.17	<0.001**	Sig.

Source: Survey data
**Significant at 1% level

Table 5.27 depicts the hypothesis testing results of the structural equation model to explain the relationship of the construct organisational factors on career development. The dimensions of organisational factors include infrastructure, faculty, skill course content, external branding and internal branding. The table shows the path coefficient of infrastructure; 0.16, faculty; 0.20, skill course; 0.36, external branding; 0.13, and internal branding; 0.17 towards the latent variable of career development. The p value of all the dimensions of organisational factors, infrastructure, faculty, skill course content, external branding and internal branding are significant at 1% level. Thus, all the five dimensions of organisational factors contribute significantly towards the dimension of career development.

5.4.13 Organisational Factors and Vitality

Vitality at work is a co-determining factor for effective human functioning at an organisation. The results of the structural equation model, the path coefficient values are shown in the following Table 5.28.

Table 5.28

Effect of Organisational Factors on Vitality

Hypotheses	Path	Path Coefficient	P(sig.)	Result
1	Infrastructure → Vitality	0.16	<0.001**	Sig.
2	Faculty → Vitality	0.26	<0.001**	Sig
3	Skill Course Content → Vitality	0.16	<0.001**	Sig.
4	External Branding → Vitality	0.15	<0.001**	Sig.
5	Internal Branding → Vitality	0.27	<0.001**	Sig.

Source: survey data
** Significant at1% level

Table 5.28 shows the results of the structural equation model to explain the effect of the construct organisational factor on vitality. The dimensions of organisational factors include infrastructure, faculty, skill course content, external branding and internal branding. The path coefficient of organisational factors and the latent variable vitality are infrastructure; 0.16 faculty; 0.26 skill course content; 0.16, external branding; 0.15 and internal branding; 0.27. There is significant positive effect of organisational factors on latent variable vitality as the p value obtained is significant at 1% level. Thus, all the five dimensions of organisational factors contribute significantly towards vitality. For every one-unit increase in infrastructure; faculty; skill course; external branding and internal branding will have 0.16, 0.26, 0.16 0.15 and 0.27 significant positive effects on vitality.

5.4.14 Organisational Factors and Valuable Work

Work is now a life domain in which people fulfil their ambitions and achievements (Van der Klink, J. J., Bültmann, U., et al., 2016). Valuable work is one of the dimensions of sustainable employability. Organisational factors' effect on valuable work is analysed using the structural equation model as displayed in Fig. 5.4. The path coefficient between dimensions of organisational factors and valuable work is explained in the following table 5.29 below.

Table 5.29

Effect of Organisational Factors on Valuable Work

Hypotheses	Path	Path Coefficient	P(sig.)	Result
1	Infrastructure → Valuable Work	0.10	<0.001**	Sig.
2	Faculty → Valuable Work	0.21	<0.001**	Sig.
3	Skill Course Content → Valuable Work	0.19	<0.001**	Sig.
4	External Branding → Valuable work	0.16	<0.001**	Sig.
5	Internal Branding → Valuable work	0.17	<0.001**	Sig.

Source: Survey data
** Significant at 1% level

Table 5.29 depicts the hypotheses testing results of the structural equation model to explain the relationship between organisational factors on valuable work. The dimensions of organisational factors include infrastructure, faculty, skill course content, external branding and internal branding. The path coefficient of organisational factors towards the latent variable of valuable work is; infrastructure 0.10 faculty 0.21 skill course content 0.19, external branding 0.16 and internal branding 0.17. The p values of infrastructure, faculty, skill course content, external branding and Internal branding are significant at l% level. Thus, the five dimensions of organisational factors contribute significantly towards valuable work i.e., for every one-unit increase in infrastructure, faculty, skill course, external branding and internal branding will have, 0.10 for infrastructure, 0.21 for faculty, 0.19 for skill course content, 0.16 for external branding and 0.17 for internal branding significant positive effect on valuable work.

The above analysis of the effect of organisational factors on sustainable employability was carried out by developing a structural equation model in which the effect of various dimensions of organisational factors was analysed on the three dimensions of sustainable employability. The results showed that each of the dimensions of the organisational factors such as infrastructure, faculty, skill course content, external

branding and internal branding have a positive and significant effect on the latent construct of sustainable employability.

SECTION D

5.5 Effect of Labour Market Factors on Sustainable Employability of Kaushal Kendra

The notion of employability is always associated with a job seeker's attractiveness in the labour market (Rothwell et al., 2007). The meaning of employability has changed systematically over the last decades depending upon the labour market conditions and government policies of the time (Sanders & de Grip, 2004). Researchers like Van Dam (2004) emphasised: "employability is a willingness to do (or learn to do) whatever kind of work the labour market dictates". According to a report by ILO in 2017, education is a means to decent job but lifelong learning is indispensable to keep up with the changing skill. Skill development is thus considered as one of the key elements of 2030 agenda for attaining Sustainable Development Goals (King, 2017). In the previous section we analysed how organisational factors predict the sustainable employability. This part deals with the analysis of examining the influence of labour market factors on sustainable employability among the trainees of Kaushal Kendra. Here the construct labour market factors consist of two dimensions; knowledge of labour market and recruitment process. There are five indicators for each of the dimensions. The following research questions were developed.

How do labour market factors impact the sustainable employability of trainees of Kaushal Kendra?

The analysis and interpretation of the data is based on the survey data collected from the participants undergone training from Kaushal Kendra (Skill India Scheme of PMKVY and DDU-GKY). The tools for analysis include SPSS 24 and AMOS Graphics. In this part of analysis the construct labour market factors was analysed on the basis of the dimensions selected from using McQuaid & Lindsay Employability Framework (McQuaid, R. W., & Lindsay, C. ,2005), in which the researcher mentions

about the knowledge about labour market and recruitment process as an important variable in analysing employability skill.

5.5.1 Dimensions and Indicators of Labour Market Factors

The dimension of labour market factors include knowledge about labour market and recruitment process. There are five indicating statements for both the dimensions. Knowledge about labour market includes statements which are related to the knowledge of participants about the current labour market factors and the dimension, recruitment process have statements related to the recruitment process and procedures adopted in the institutes. The following table explains

Table 5.30

Dimensions and Indicators of Labour Market Factors with their Codes

Dimensions	Indicators	Codes
Knowledge about labour market	I have enough knowledge about the labour market.	KLM1
	The skill I learned from this institute is industry-relevant. and has enough demand in the labour market.	KLM2
	Employers are ready to employ candidates from this institute.	KLM3
	The skills and abilities I possess are what employers are looking for.	KLM4
	There are job vacancies in the geographical area as well as in my job role where am looking for.	KLM5
Recruitment process	I am satisfied with the recruitment process in the institute.	RP1
	I am satisfied with the pay scale offered for the job role.	RP2
	My institute takes enough effort to bring employers for recruitment.	RP3
	My institute conducts job fairs to help its trainees get placed.	RP4
	I think there is enough placement opportunities in this institute.	RP5

Source: Survey data

5.5.2 Dimensions and Indicators of Sustainable Employability

The analysis of labour market factors influence on sustainable employability is analysed using dimensions viz., career development, vitality and valuable work. The indicating statements along with their codes are already measured and presented under section B (in page no. 113).

5.5.3 Assessment of Sampling Adequacy and Correlation Metrics

KMO measure of sampling adequacy and Bartlett's test of sphericity-chi-square is carried out to know the suitability of the dataset for factor analysis. The construct labour market factor has two dimensions; knowledge about the labour market and the recruitment process. Here sample adequacy measure and correlation metrics of the independent variable (labour market factor) and dependent variable (sustainable employability) was done together, and the obtained values are shown in the following table.

Table 5. 31

KMO test and Barlett's test of sphericity for Labour Market Factors and Sustainable Employability

Construct	No. of Variables	Kaiser-Meyer-Oklin Measure of Sampling Adequacy	Bartlett's Test of Sphericity –Chi Square	df	Sig.
Labour Market Factors & Sustainable Employability	23	0.912	7072.903	253	<0.001

Source: Survey data

Kaiser-Meyer Oklin measure of sampling adequacy and Barlett's test of Sphericity chi-square were done to know and verify the adequacy and appropriateness of the dataset for factorisation. The Kaiser-Meyer Oklin measure of sampling adequacy was found to be 0.912 and the Bartlett test of sphericity was significant ($p<.001$) as the chi-square value is 7072.903 with 253 degrees of freedom. As the value of test

statistics for Bartlett's Test of Sphericity is large and the significant value is small, it is assumed that the population correlation matrix is not an identity. It clearly supports for factorisation and for doing further analysis.

5.5.4 Descriptive Statistics - Labour Market Factors

Descriptive analysis of data helps to understand the entire data in a summarised form for better understanding. Descriptive analysis is an elementary transformation of data which describes the basic characteristics of data such as central tendency, distribution and variability. Measures like mean and standard deviation are used for descriptive analysis. The following Table 5.32 explains the descriptive statistics viz., mean and standard deviation of the two dimensions; knowledge about labour market and recruitment process along with their indicators.

Table 5.32

Descriptive Statistics of Labour market Factors

Variables		Descriptive Statistics	
		Mean	Std. Deviation
Knowledge about Labour market	KLM 1	3.52	1.129
	KLM 2	3.51	1.05
	KLM 3	3.59	1.072
	KLM 4	3.6	1.051
	KLM 5	3.52	1.078
Recruitment process	RP 1	3.5	1.131
	RP2	3.55	1.077
	RP 3	3.56	1.033
	RP 4	3.67	0.971
	RP 5	3.53	1.086

Source: Survey data

Among the indicators for the dimension of knowledge about the labour market fourth indicator is having the highest mean (3.6) standard deviation (1.051) meaning that respondents agree with the statement that the skills and abilities that they possess are what employers are looking for. All other indicators have a mean of (3.5) which

states that the respondents agree with the indicating statements relating to the dimension of knowledge of the labour market. For the dimension of the recruitment process, the fourth indicator has the highest mean (3.67) with standard deviation (0.971) meaning that the statement; "My training institute conducts job fairs to help its trainees get placed". The average response of all other indicators is more than 3.5 meaning respondents agree with the recruitment process of the institute as well as with the pay scale offered for each job role.

5.5.5 Descriptive Statistics -Sustainable Employability

The descriptive statistics of sustainable employability is already measured and presented under section B (in page no. 117). The mean score of all the indicators is almost 3.3, which indicates that all the statements have equal influence on the dimension of career development. The second dimension of sustainable employability is vitality which is explained by using four indicators with a mean ranging from 3.23 to 3.35, and for the dimension valuable work, the mean of the indicators ranges from 3.09 to 3.12 with a standard deviation between 0.776 to 0.922.

5.5.6 Confirmatory Factor Analysis of Labour Market Factors and Sustainable Employability

Confirmatory factor of analysis is a statistical method used to determine the ability of a proposed factor model to fit the observed data. In CFA the researcher specifies the indicators associated with each construct and the correlation between constructs. Here confirmatory factor analysis is done to validate the measurement model for the latent construct of labour market factors and sustainable employability. The CFA results are explained with the help of validity and reliability results and model fit indices, which are explained below

Table 5.33

Confirmatory Factor Analysis -Reliability of Labour Market Factors

Constructs	Indicators	Regression Coefficient/ Factor Loading	Cronbach Alpha
Knowledge About Labour Market	KLM1	0.939	0.936
	KLM2	0.837	
	KLM3	0.857	
	KLM4	0.810	
	KLM5	0.874	
Recruitment Process	RP1	0.959	0.934
	RP2	0.890	
	RP3	0.812	
	RP4	0.725	
	RP5	0.901	

Source: Survey data

The first factor under this construct is knowledge about the labour market which has five items. All the items are above 0.5 which shows a good factorability of the dimension. The second factor is the recruitment process which also has five statements and all the items under this dimension is above 0.5 which shows a good factorability of the dimension. The alpha values obtained are above 0.7 for knowledge about the labour market alpha (0.936) and for the recruitment process (0.934).

The measurement model of sustainable employability consists of three dimensions which include career development, vitality and valuable work. The dimension of career development has five indicators, vitality has four indicators and valuable work has four indicators. The proposed measurement model was confirmed with the results of the factor loading of the indicators under each dimension and its alpha value which is explained in the table given below.

Table 5.34

Confirmatory Factor Analysis—Reliability of Sustainable Employability

Constructs	Indicators	Regression coefficient/ Factor Loading	Cronbach Alpha
Career development	CD1	.929	0.772
	CD2	.740	
	CD3	.820	
	CD4	.728	
	CD5	.732	
Vitality	V1	.854	0.903
	V2	.631	
	V3	.684	
	V4	.685	
Valuable work	VW1	.627	0.855
	VW2	.744	
	VW3	.803	
	VW4	.761	

Source: Survey data

The factor loadings of all the indicators under each dimension of career development, vitality and valuable work are above 0.5 which shows a good factorability of the dimension. The alpha values of the dimensions are also above 0.7, confirming its reliability.

5.5.7 Validity of the Measurement Model - Labour Market Factors and Sustainable Employability

The validity of the measurement scale is important to know the accuracy of the dataset. Here the validity of the constructs labour market factors and sustainable employability is examined. Both convergent validity and discriminant validity is measured. Validity measurements such as composite reliability, average variance extracted, square root of AVE and mean square variance is examined. The following table shows the measurement values.

Table 5.35

Validity of Measurement Model of Labour Market Factors and Sustainable Employability

Dimensions	CR	AVE	SQRT of AVE	MSV	Max R(H)
Knowledge about Labour Market	0.937	0.748	0.865	0.319	0.947
Recruitment Process	0.934	0.742	0.861	0.261	0.954
Career Development	0.891	0.623	0.789	0.326	0.920
Vitality	0.808	0.516	0.898	0.326	0.836
Valuable work	0.825	0.542	0.736	0.160	0.835

Source: Survey data

The above Table: 5.35 explains the Composite reliability, Average Variance Extracted, Square root of AVE, Maximum shared variance (MSV) and Max R (H) of the constructs. The AVE values of the constructs were found >0 .5, the composite reliability values of the construct were found >0 .7 and the values of Composite Reliability was found greater than the values of AVE for all the constructs, which reflects convergent validity of the scale. The square root of AVE is greater than the inter-construct correlation. MSV values are higher than the AVE values which proved the discriminant validity of the scale. Max R (H) values are also observed greater than the values of CR which also reflects good construct validity. The following table shows the discriminant validity of the measurement model.

Table 5.36

Discriminant Validity of the Measurement Model -- Labour Market Factors and Sustainable Employability

Construct	KLM	RP	CD	V	VW
KLM	**0.865**				
RP	0.152	**0.861**			
CD	0.440	0.565	**0.789**		
V	0.511	0.529	0.571	**0.718**	
VW	0.280	0.217	0.267	0.400	**0.736**

Source: Survey data

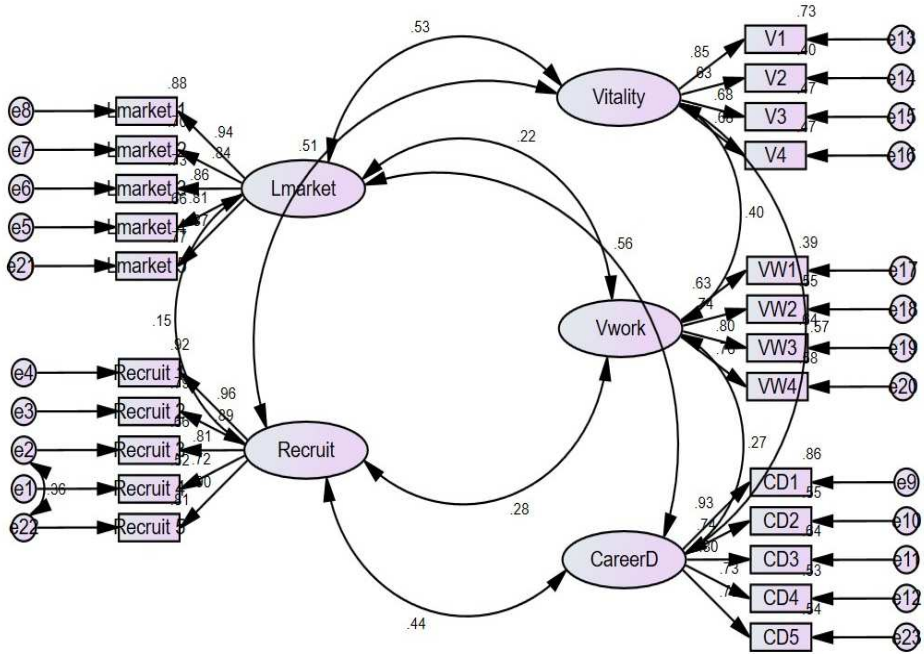
The above table shows the discriminant validity of the latent constructs of the measurement model of labour market factors and sustainable employability. Diagonals represent the square root of the average variance extracted and the other values shows the squared correlations. The squared correlation for each construct is less than the square root of the average variance extracted (AVE) indicating the measurement model has adequate discriminant validity.

5.5.8 CFA - Measurement Model of Labour Market Factors and Sustainable Employability

The measurement model for labour market factors and sustainable employability was tested by a confirmatory factor analysis using AMOS Graphics. This measurement model is developed to assess the relationship between the indicators and the latent variables. The reliability of the scale developed was confirmed with Cronbach's alpha value. Here, the measurement model consists of a total of five dimensions along with its indicators which include knowledge about labour market; recruitment process (Labour market factor's dimensions) and career development, vitality and valuable work (Sustainable employability dimensions). The following figure explains the measurement model

Figure 5.5

Measurement Model for Labour Market Factors and Sustainable Employability



The measurement model in above figure shows the relationship between the latent variables; viz., knowledge about labour market, recruitment process, career development, vitality and valuable work, and the observed indicators. The measurement models shows that the regression coefficient obtained for all the indicators are above 0.5 confirming observed variables are strong indicators of the latent variables. The correlation values between the latent variables are below 0.9 which indicates there is no multicollinearity between the constructs. Further the fit of the measurement model is evaluated using model fit indices which is explained in the table below:

Table 5.37

CFA Model Fit Indices - Labour Market Factors and Sustainable Employability

Indices	Value	Recommended value of goodness of fit
(CMIN/DF)	1.851	< 0.05 (Hair et al., 1998)
Goodness of Fit (GFI)	0.904	>0.90 (Hair et al., 2006)
The Adjusted Goodness of Fit (AGFI)	0.906	> 0.90 (Hu and Bentler, 1999)
Relative Fit Index (RFI)	0.935	> 0.90 (Hu & Bentler, 1999)
Incremental Fit Index (IFI)	0.973	> 0.90 (Hu and Bentler, 1999)
Tucker Fit Index (TLI)	0.969	> 0.90 (Hu and Bentler, 1999)
Comparative Fit Index (CFI)	0.973	> 0.90 (Hu & Bentler, 1999)
Root Mean Square Error of Approximation (RMSEA)	0.044	< 0.08 (Hair et al. 2006)

Source: Primary data

Confirmatory factor analysis is measured with the help of Model fit indices mentioned in the Table above. The major model fit indices such as GFI CFI AGFI RFI IFI TLI and NFI values obtained are within the recommended value of good fit. The RMSEA value obtained is also within the limit of a good fit. Therefore, the model influence of labour market factors on sustainable employability validates the scale.

5.5.9 Analysis of the Effect of Labour Market Factors on Sustainable Employability of Kaushal Kendra

Structural equation modeling (SEM) is a tool for analysing multivariate data that is used to test its appropriateness for theory testing (e.g., Bagozzi, 1980). These are advanced regression models which go beyond to incorporate multiple independent and dependent variables by taking into account potential latent constructs that clusters of observed variables might represent (Savalei, V., & Bentler, P. M. (2006). The effect of labour market factors viz., knowledge about the labour market and recruitment process on the sustainable employability dimensions of career development, vitality and valuable work was analysed using the structural equation model. The following hypotheses were set to test for the theoretical relationship of constructs using SEM analysis**.**

1. There is a significant positive effect of labour market factors on career development of Kaushal Kendra
2. There is a significant positive effect of labour market factors on vitality of Kaushal Kendra
3. There is a significant positive effect of labour market factors on valuable work of Kaushal Kendra

5.5.10 Model fit Indices -Labour Market Factors on Sustainable Employability

The model fit indices evaluate the goodness of fit of the proposed model. The SEM model fit indices obtained for the analysis of the effect of labour market factors on sustainable employability are given below:

Table 5.38

Model Fit Indices for Labour Market Factors on Sustainable Employability

Indices	Value	Recommended value of goodness of fit
(CMIN/DF)	1.989	< 0.05 (Hair et al., 1998)
Goodness of Fit (GFI)	0.921	> 0.90 (Hair et al., 2006)
The Adjusted Goodness of Fit (AGFI)	0.902	> 0.90 (Hu and Bentler, 1999)
Relative Fit Index (RFI)	0.930	> 0.90 (Hu & Bentler, 1999)
Incremental Fit Index (IFI)	0.968	> 0.90 (Hu and Bentler, 1999)
Tucker Fit Index (TLI)	0.964	> 0.90 (Hu and Bentler, 1999)
Comparative Fit Index (CFI)	0.968	> 0.90 (Hu & Bentler, 1999)
Root Mean Square Error of Approximation (RMSEA)	0.047	< 0.08 (Hair et al. 2006)

Source: Survey data

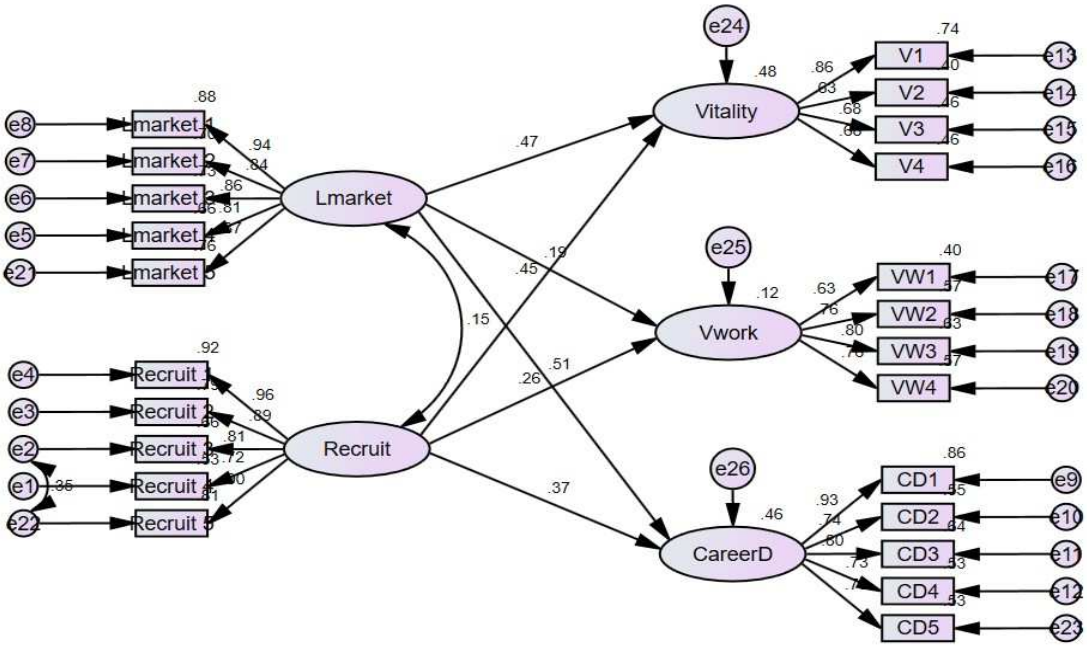
The model fit indices above show that all the Fit indices for the structure model is within the recommended value. The goodness of fit index is 0.921, the Comparative fit index is 0.968, and the Root Mean Square Error of Approximation is less than 0.08, the Relative fit index is 0.930, the tucker fit index is 0.964 therefore it is concluded that the structural model is a good fit.

5.5.11 Structural Equation Model - Effect of Labour Market Factors on Sustainable Employability

The following structural equation model shows the effect of labour market factors on sustainable employability. The dimensions of labour market factors are knowledge about labour market and recruitment process and the dimension of sustainable employability; career development, vitality and valuable work, shows the cause-effect relationship among them.

Figure 5.6

SEM Model of Effect of Labour Market factors on Sustainable Employability



The above structural equation model explains the cause-effect relationship between labour market factors and sustainable employability. Labour market factor is the independent variable and career development, vitality and valuable work are the dependent variable. The dimensions of labour market factors are knowledge about labour market and recruitment process. Table 5.14 shows the results of the path coefficients.

5.5.12 Labour Market Factors and Career Development

The importance and measurement of external factors, labour market demand, economic characteristics and recruitment trends have been discussed extensively in employability literature (Hillage & Pollard, 1998; Rothwell & Arnold, 2007). The SEM analysis shows a cause-effect relationship between knowledge about labour market and career development and recruitment process and career development. Table 5.39 shows the cause-effect relationship between labour market factors and career development.

Table 5.39

Effect of Labour Market Factors on Career Development

Hypothesis	Path	Path Coefficient	P(Sig.)	Result
1	Knowledge About Labour Market → Career Development	.51	<0.001**	Sig.
2	Recruitment Process → Career Development	.37	<0.001**	Sig.

Source: Survey data
** Significant at 1% level

Table 5.39 depicts the hypothesis testing results of the structural equation model to explain the relationship of labour market factors on career development. The dimensions of the labour market include knowledge about the labour market and the recruitment Process. The table shows the path coefficient of knowledge about the labour market is (0.51) and recruitment process (0.37) towards the latent variable of career development. The p values of both the dimensions; knowledge about labour market and the recruitment process are significant at 1% level. Thus, the two dimensions of labour market factors contribute significantly towards the dimension of career development of sustainable employability.

5.5.13 Labour Market Factors and Vitality

The structural equation model displays the relationship between labour market factors and vitality. Labour market factors include two dimensions: knowledge about the labour market and the recruitment process. The cause-effect relationship of these two dimensions on the latent construct vitality is analysed using the path coefficient, which is explained in table 5.40 below

Table 5.40

Effect of Labour Market Factors on Vitality

Hypotheses	Path	Path Coefficient	P(sig.)	Result
1	Knowledge About Labour Market → Vitality	.47	<0.001**	Sig.
2	Recruitment Process → vitality	.45	<0.001**	Sig.

Source: Survey data
**Significant at 1% level

Table 5.40 depicts the hypotheses testing results of the structural equation model to explain the effect of labour market factors on vitality. The dimensions of the labour market factors include knowledge about the labour market and the recruitment process. The table above shows the path coefficient of both the dimensions towards the latent variable of vitality. The p value of the dimensions of knowledge about the labour market and the recruitment process is significant at 1% level. Thus, the two dimensions contribute significantly towards the dimension of vitality.

5.5.14 Labour Market Factors and Valuable Work

The labour market demands that the employees are able and motivated towards work. Moreover, the context in which he is working also plays an important role in promoting the execution of valued tasks that contribute to both individual and organisational goals. The structural equation model results show the cause-effect relation between the dimensions of labour market factors and valuable work. The following table 5.41 shows the path coefficient values and their significance.

Table 5.41

Effect of Labour Market Factors on Valuable Work

Hypotheses	Path	Path Coefficient	P(sig.)	Result
1	Knowledge About Labour Market → Valuable work	.19	<0.001**	Sig.
2	Recruitment Process → Valuable work	.26	<0.001**	Sig.

Source: Survey data
** Significant at 1% level

Table 5.41 shows the hypotheses testing results of the structural equation model to explain the relationship of labour market factors on valuable work. The dimensions of the labour market include knowledge about labour market and the recruitment process. The path coefficient of knowledge about the labour market is 0.19, and the recruitment process is 0.26 towards the latent variable valuable work. The p values of both the dimensions of knowledge about the labour market and the recruitment process is significant at 1% level. Thus, the two dimensions contribute significantly towards the dimension of valuable work.

The above section deals with the analysis of the effect of labour market factors on sustainable employability. The proposed research model was analysed using the Structural Equation Model and validated. The results of the study show that the labour market factors; knowledge about labour market and recruitment process contribute to all the three dimensions of sustainable employability viz., career development, vitality and valuable work and it confirms the effect of labour market factors on sustainable employability.

SECTION E

5.6 Influence of Self-Perceived Individual Skills, Organisational Factors, Labour Market Factors and Sustainable Employability Based on Scheme, Gender and Districts.

The mean scores of self-perceived individual skills, organisational factors, Labour market factors and sustainable employability of participants trained from Kaushal Kendra is analysed considering three factors such as type of scheme, gender and districts. Statistical tests like independent sample T-test and One -way ANOVA are used to test the hypothesis.

5.6.1 Scheme -wise Analysis

In order to identify whether there is any difference in the self-perceived individual skills, organisational factors, labour market factors and sustainable employability among the participants who completed their training under the two schemes, PMKVY and DDU-GKY, an inferential statistic Independent t test and Levene's test for homogeneity of variance is used to test the equality of variances between two groups of samples is applied for analysis. The following research hypothesis is formulated.

H_1: The influence of self-perceived individual skills, organisational factors, labour market factors and sustainable employability differs in terms of two schemes.

Table 5.42

Independent Sample t Test & Lavene's Test for Equality of Variances Based on Schemes

	F	Sig.	t	Sig.
Self-perceived individual skills	.176	.675	.596	.55
Organisational factors	.257	.613	.717	.47
Labour market factors	.131	.717	.216	.82
Sustainable employability	.020	.887	1.060	.28

Source: Survey data

The 'p' value of Levene's test of homogeneity of variance is not significant. Hence, it is ensured that the population variance for each group is approximately equal. Lavene's test of equality of variance is applied to understand the difference between the two schemes in terms of the four constructs; self-perceived individual skills, organisational factors, labour market factors and sustainable employability. The results shows that the 'p' values obtained for Levene's test for equality of variance are greater than 5% level of significance; self-perceived individual skill (p=0.0.675>0.05) organisational factors (p=0.613>0.05), labour market factors (p=0.717>0.05) and sustainable employability (p=0.887>0.05) and therefore the hypothesis is not significant. The p values of independent t test which represent equality of means between groups also is greater than 0.05; self-perceived individual skill (p=0.0.55>0.05) organisational factors (p=0.47>0.05), labour market factors (p=0.82>0.05) and sustainable employability (p=0.28>0.05) indicating that, both the schemes of PMKVY and DDU-GKY are similar in nature.

5.6.2 Gender-wise Analysis

Skill India Scheme of PMKVY and DDU-GKY were started to skill the youth in various streams. Both females and males were given equal chance to participate in the programme. In this research study, the researcher has collected data from both males and females. The total number of female and male participants who have undergone training includes male 175 and female 265. Therefore, to understand there is any significant difference in terms of gender, regarding the four constructs of self-perceived individual skills, organisational factors, labour market factors and sustainable employability, an independent sample 't' test is applied. The following hypothesis is formulated.

H_1: The influence of self-perceived individual skills, organisational factors, labour market factors and sustainable employability significantly differs in terms of gender.

Table 5.43

Independent Sample t- test Based on Gender

Constructs	Gender	N	Mean	SD	t	Sig.
Self-perceived individual skills	Male	175	3.75	0.291	23	<0.001**
	Female	265	3.07	0.307		
Organisational factors	Male	175	3.45	0.330	12	<0.001**
	Female	265	3.06	0.314		
Labour market factors	Male	175	4.23	0.444	24	<0.001**
	Female	265	3.11	0.499		
Sustainable employability	Male	175	3.63	0.304	25	<0.001**
	Female	265	2.96	0.248		

Source: Survey data
** significant at 1% level.

From the above table it is clear that when compared based on gender the constructs self-perceived individual skills, organisational factors, labour market factors and sustainable employability are significant at 1% level. The result of independent sample 't' test shows that the p values are significant at 1 % level. Thus, it may be inferred that there is significant difference between the male and female with respect to the four constructs considered for analysis.

5.6.3 District-wise Analysis

After the implementation of the skill India mission, many skill development schemes were started in every state in India. In Kerala the programmes of PMKVY and DDU-GKY was implemented in every districts. Therefore, an analysis of how far the influence in four constructs such as self-perceived individual skills, organisational factors, labour market factors and sustainable employability differ in terms of districts selected for the study. In this current analysis districts are considered as the independent variable. The districts selected for the analysis are Trivandrum, Kollam, Pathanamthitta, Alappuzha, Palakkad, Malappuram, Kozhikode and Kasargod. The dependent variables are self-perceived individual skills, organisational factors, labour market factors and sustainable employability. To understand the difference in the

perception of participants regarding the four constructs in terms of districts, a One-way analysis of variance was applied. The following is the hypothesis is formulated.

H_1: The influence of self-perceived individual skills, organisational factors, labour market factors and sustainable employability significantly differs in terms of districts.

Table 5.44

One-way ANOVA-Comparison based on District

Variable		Sum of squares	df	Mean square	F	Sig.
Self-perceived individual skills	Between groups	50.347	8	6.293	71.747	<.0001**
	Within groups	37.806	431	.088		
	Total	88.152	439			
Organisational Factors	Between groups	16.733	8	2.092	20.519	<0.001**
	Within groups	43.934	431	.102		
	Total	60.667	439			
Labour market factors	Between groups	135.482	8	16.935	76.961	<0.001**
	Within groups	94.817	431	.220		
	Total	230.300	439			
Sustainable employability	Between groups	50.556	8	6.319	93.614	<0.001**
	Within groups	29.095	431	.068		
	Total	79.651	439			

Source: Survey data
** significant at 1% level

The test reveals that there is a significant difference in terms of districts when the four constructs were analysed. The 'p' values of all the four constructs are significant at 1% level. Therefore, it may be concluded that the perception of respondents regarding the influence of self-perceived individual skills, organisational factors, labour market factors and sustainable employability differs in terms of districts.

The above analyses of the influence of the constructs of self-perceived individual skills, organisational factors, labour market factors and sustainable employability in terms of schemes, gender and districts are measured using independent sample t-test, Lavene's test for equality of variance, and one-way ANOVA. The results show there

is no significant difference in terms of the two schemes PMKVY and DDU-GKY on the four constructs: both the scheme seemed to be similar type of skill development schemes. Gender-wise analysis among the four constructs was analysed, a significant difference among male and female was obtained. The district-wise analysis on the influence of self-perceived individual skills, organisational factors, labour market factors and sustainable employability showed a significant difference among the eight districts selected for the study.

5.6.4 Chapter Summary

Section A gives details of the demographic profile of the respondents. Section B explains the analysis and discussion of the influence of self-perceived individual skills on sustainable employability. The major dimensions of self-perceived individual skills (independent variable) are emotional intelligence, self-efficacy, self-management skill, digital skill and communication skill. The dependent variable is sustainable employability which has three dimensions; career development, vitality and valuable work. The results of the structural equation model shows that emotional intelligence, self-efficacy and self-management skills had the most influence on career development whereas digital skill and communication skill seemed to be less contributor. For the dependent variable vitality; emotional intelligence, self-efficacy and communication skill showed significant predictor of the dimension of vitality. The path coefficient values of the dependent variable, valuable work indicated significant influence by emotional intelligence, self-efficacy, digital skill and communication skill. Section C deals with the analysis and discussion of the influence of organisational factors on sustainable employability. The structural equation model results show that each dimension of the independent variable (organisational factors) has a significant positive impact on each of the dimensions of sustainable employability. Skill course content has more effect on career development, with other dimensions of organisational factors having a reasonable effect on career development. For the dimension vitality; internal branding and faculty showed a more reasonable significant effect and for the dimension, valuable work, faculty and skill course showed more regression effect. Section D shows the analysis and discussion

of the effect of labour market factors on sustainable employability. The results show that each dimension of the independent variable (labour market factors) significantly contributes to each of the dimensions of sustainable employability. Among the results, knowledge about the labour market has a greater influence on career development and vitality whereas, the recruitment process showed more effect on the valuable work dimension. Section E analyses the influence of self-perceived individual skills, organisational factors, labour market factors and sustainable employability differs in terms of scheme, gender and districts selected. The result showed that there is no significant difference in terms of two types of schemes selected for the study. Gender-wise analysis results indicated significant difference among male and female perception regarding the four constructs. District-wise analysis showed that the influence of self-perceived individual skills, organisational factors, labour market factors and sustainable employability significantly differ among districts selected.

Chapter VI

Summary, Findings and Conclusions

6.1 Introduction

Employability skill is one of the major points of discussion when present day job market is considered. It is influenced by individual factors, attributes and external circumstances. Therefore, it becomes necessary for governments in initiating policies to develop the required job skills among the prospective job seekers. Several countries in the world have implemented skill development programmes/missions to improve its skilled labour workforce. In 2015 India also introduced its skill development mission to scale up its skilling programmes across the country. Skill India Mission was launched with the primary objective of empowering the country's youth by providing them with free skilling opportunities. The research study is based on the role of the skilling programme in creating employability skill among the participants of the skill programmes viz., PMKVY and DDU-GKY in the context of Kerala. The skill training centres are mentioned in this research work as 'Kaushal Kendra'.

Employability concepts have changed and evolved with the changes in the labour market and is used under different contexts. There are different employability skill models which discusses different perspective of employability concepts. These perspectives are individual perspective, organisational perspective, labour market perspective and political, government or societal perspectives. There is enough literature on employability skills where influence of factors like generic skills, specific skills, organisational approach, labour market demands and supply, and life-long learning on developing employability skills has been discussed. The present study is a cause-effect relationship between four constructs viz., self-perceived individual

skills, organisational factors, labour market factors and sustainable employability. Self-perceived individual skills, organisational factors and labour market factors are the independent construct and sustainable employability is the dependent construct. The self-perceived individual skills are analysed using dimensions; emotional intelligence, self-efficacy, self-management skills, digital skill and communication skills. Organisational factors have five dimensions viz., infrastructure, faculty, skill course content, external branding and internal branding. Labour market factors have two dimensions; knowledge about the labour market and recruitment process. The dependent construct sustainable employability is analysed using latent variables viz., career development, vitality and valuable work. The following paragraph discusses the research problem.

6.2 Research Problem in Brief

Skill development programmes have undergone spectacular changes since 2015, after the implementation of Skill India Mission. As the existing skilling programmes from the education sector is not sufficient, the government of India initiated the multiple skilling programmes for youth. When the world is facing challenges due to aging population, India has the advantage of demographical dividend where, more that 54% of the population comes under the age category of 15-59. In this volatile job market, unemployment is one of the major challenges that youth is face There are reports that there is a shortage in the skilled manpower in almost all job roles but more can be seen in blue collar jobs. To overcome this situation the Ministry of Skill and Entrepreneurship, Government of India has taken the initiative to focus on the skill eco-system with the launch of Skill India Mission. One among such initiatives is the Kaushal Kendra (multi-skill centre) which were started to provide multiple skill training with world class facilities at low cost. The research study is an effort to understand the skill training in Kaushal Kendra centres and the perception of the participants towards the constructs; self-perceived individual skills, organisational factors, labour market factors and sustainable employability.

6.3 Objectives of Research Study

The Following are the objectives developed based on the research problem.

The major objectives of the study include the following:

2. To analyse the influence of self-perceived individual skills on sustainable employability of Kaushal Kendra
3. To examine the effect of organisational factors on sustainable employability of Kaushal Kendra
4. To investigate the effect of labour market factors on sustainable employability of Kaushal Kendra and
5. To identify the influence of self-perceived individual skills, organisational factors, labour market factors and sustainable employability of Kaushal Kendra based on scheme, gender and districts.

The following hypotheses are formulated based on the objectives developed which are as follows:

1. There is a significant positive influence of self-perceived individual skills factors on sustainable employability of Kaushal Kendra
2. There is a significant positive effect of organisational factors on sustainable employability of Kaushal Kendra
3. Labour market factors have a significant positive effect on sustainable employability of Kaushal Kendra
4. The influence of self-perceived individual skills, organisational factors, labour market factors and sustainable employability of Kaushal Kendra significantly differ in terms of scheme, gender and districts.

6.4 Methodology at a Glance

This study titled, Embedding Skills for Sustainable Employability: Role of Kaushal Kendra in Kerala, is a descriptive and analytical study based on primary and secondary data. The research explains the cause-effect relationship between various dimensions and constructs under the survey. The four constructs include self-perceived individual skills, organisational factors, labour market factors and sustainable employability. Self-perceived individual skills have five dimensions: emotional intelligence, self-efficacy, self-management skill, digital skill and communication skill. Organisational factors have five dimensions such as infrastructure, faculty, skill course content, external branding and internal branding. The construct labour market has two dimensions viz., knowledge about labour market and recruitment process. Sustainable employability includes three dimensions such as career development, vitality and valuable work. Based on these constructs and dimensions, a conceptual model was developed on the basis of which the research work is carried out. The population of the study includes trainees from the skill training institutes of PMKVY and DDU-GKY scheme spread across eight districts (Trivandrum, Kollam Pathanamthitta, Alappuzha, Palakkad, Malappuram Kozhikode and Kasargod) in Kerala. The sampling method adopted for the research work is multi-stage sampling. A list of the trainees who were certified and placed from PMKVY and DDU-GKY institutes were collected, and samples were taken for the study. A total of 440 samples were collected, among which 290 were from the PMKVY scheme and 150 from the DDU-GKY scheme. The sample size was decided based on the statistical formula for determining the sample size based on the precision rate and confidence level. Data was collected through a well-structured questionnaire with five-point Likert scale. A pilot study was carried out among fifty trained particpants selected from Malappuram and Palakkad districts. After the pilot study, suitable modifications were incorporated and finalised. The reliability of the questionnaire was assessed using Cronbach alpha values. All the dimensions of the construct had Cronbach's alpha value of above 0.7. The normality of the data set was analysed using skewness and kurtosis values, which fall under the acceptable range. Confirmatory factor analysis was used to analyse the validity of the dataset. Both convergent and discriminant validity were satisfied.

Structural equation modeling, descriptive statistics, independent t test, One-way Anova were the other statistical tools used for the study.

6.5 Summary of the Chapters

A brief summary of each chapter is given below:

Chapter 1

This section gives an overview of the research study. The chapter starts with a brief introduction about the concept of employability skill, the significance of the study, the statement of the problem, research questions, and objectives of the study, research hypothesis of the study, operational definition of the variables and chaptarisation scheme are also included.

Chapter 2

Here review of literature of the topic under study is discussed. This chapter is explained in four sections such as, literature of self-perceived individual skills, literature on the organisational factors, literature on labour market and literature on sustainable employability. The research gap identified is also explained here.

Chapter 3

An overview of 'Kaushal Kendra' is discussed in this chapter. It is discussed under two sections. The first section explains the structure of skill development in India, various institutes and their functions related to the eco-system of 'Kaushal Kandra'. The second section explains the theoretical background of various employability skill models.

Chapter 4

The research methodology adopted for the research work is explained here in detail. The chapter covers research design, sampling method, variable used, the validity and reliability of the data analysis and tools used for data analysis.

Chapter 5

This chapter explains the statistical analysis of the data and interpretation. The chapter is divided into five sections. The section-A gives an overview of the respondent's profile, section B explains the analysis of the influence of self-perceived individual skills on sustainable employability. Section C discusses the effect of organisational factors on sustainable employability, section D studies effect of labour market on the sustainable employability of the respondents. Section E analyses the influence of factors like gender, type of scheme and different districts on the constructs self-perceived individual skills, organisation factors, labour market factors and sustainable employability. The findings of the study are explained as follows.

6.6 Findings of the Study

The findings of the study are explained in the order of the objectives of the study below:

6.6.1 Demographic Profile of the respondents

The total sample selected was 440 trainees who completed their training under the skill India scheme of PMKVY and DDU-GKY and are employed. Among the respondent's majority of the them belong to the age category of 20-25 (57.7%) and 25-30 (15,7%). As skill India schemes were launched for the youth, the respondents rightly belong to the age group of (20-30.) In the gender-wise classification 60% respondents were female. In terms of education 51% participants have plus two qualification and 21% are graduates. 45% of the trained participants are having an income between 10,000 to 20,000. As this scheme is meant for uplifting the rural youth, around 94% of the respondents in this survey belong to rural area. This scheme has managed to give opportunities to the rural youth in securing jobs for their livelihood. These respondents have completed different skill courses from these training centres and are employed under different sectors in which 45 % were employed in the Tourism and hospitality Industry. 14% of the candidates were employed in the Retail service sector, 10.25% were employed in the health service sector, 7.5% in the industrial fabrication, 5.45% in the electronics sector, 4.8% in the

supply chain management sector, 6.5% in the telecom sector, 6.59 %in the fashion technology sector and 3 % in the gem and jewellery sector.

6.6.2 Influence of Self-Perceived Individual Skills on Sustainable Employability of Kaushal Kendra

In this section, the findings of the analysis of 'influence of self-perceived individual skills on sustainable employability' of the participants who have undergone training from Kaushal Kendra and placed are discussed. The detailed analysis is reported in the previous chapter.

Self-perceived individual skills have five dimensions: emotional intelligence, self-efficacy, self-management skill, digital skill and communication skill (independent variable) and the dependent variable is the construct sustainable employability which consist of three dimensions such as career development, vitality and valuable work. The major findings from the analysis are as follows:

The emotional intelligence among the participants who were trained and placed from Kaushal Kendra in Kerala was found to be moderately high with Mean 3.56 and standard deviation of 0.99. Self-efficacy among the trainees was also seen to be moderately high, as the mean value obtained is 3.57, with a moderate standard deviation of 0.98. The mean score of self-management skill (3.06,) states that respondents possess average self-management skills but have a slight positive response to attaining self-management skill. The dimensions digital skills and communication skills also showed average response. Thus, among the dimensions of self-perceived individual skills, participants showed a more positive attitude towards emotional intelligence, self-efficacy and self-management skill compared to digital skill and communication skill.

To confirm the theoretical model of self-perceived individual skills and sustainable employability in the context of Kaushal Kendra, confirmatory factor analysis was performed. The findings displayed that the measurement model has a good employability skill property. All eight factors (five factors of self-perceived individual skills and three factors of sustainable employability) indicated that the

observed variables are good measures of the latent variables. Each factor showed a satisfying factor loading of more than 0.5 (Hair et al.) with adequate goodness of fit (CFI =0.967 RMSEA =0.038). The convergent validity and discriminant validity of the measurement model was confirmed with measures of average variance extracted (> 0.5) composite reliability (>0.7) and square root of AVE. (< CR). Overall, the findings suggest that the eight-factor measurement model is a valid and reliable representation of the relationship of the theoretical constructs self-perceived individual skills and sustainable employability.

Once the measurement model was confirmed with CFA, SEM analysis of the influence of self-perceived individual skills on sustainable employability was performed and the results confirmed a positive relationship among the two constructs.

The results of the structural equation modeling on the analysis of the influence of self-perceived individual skills on the dimension career development of sustainable employability reveal that the standardized path coefficient of emotional intelligence and career development has a significant positive effect with (β= 0.45) followed by Self-efficacy (β= 0.28), and self-management skill (β= 0.39), with 'p' value significant at 1 % level. The path coefficient of the dimension communication skill (β= 0.09; 'p' value <0.041) also exhibits a significant positive impact on the dimension career development with 'p' value significant at 5% level. The results showed that path coefficient value of the dimension digital skill is not significant. Thus, among the five dimensions four dimensions contributed a significant positive influence and regression effect between self-perceived individual skills and career development. The structural model results prove that emotional intelligence, self-efficacy, self-management skill and communication skill have a positive influence on career development of the respondents trained from Kaushal Kendra.

The analysis of the path diagram of the structural model of influence of self-perceived individual skills on vitality reports that, the regression effect of emotional intelligence, self-efficacy, and communication skill proves that there is a significant positive impact on the latent variable vitality as the standardised beta coefficient was found to (β =0.43; β =0.40 ; β 0.12) respectively, with 'p' value significant at 1% level. The

path coefficient of self-management skills (β =0.08, 'p' 0.073), and digital skills (β= 0.07, 'p' 0.083) revealed that the regression effect is not significant on the dependent variable vitality. Thus, the hypothesis that there is a positive influence of self-perceived individual skills on vitality is significant for the dimensions of emotional intelligence, self-efficacy and communication skills

The structural equation model of influence of self-perceived individual skills on valuable work reveal that the regression effect of emotional intelligence on valuable work is positively significant with (β = 0.10) and 'p' value significant at 1% level. The regression coefficient of self-efficacy (β= 0.18), self-management skills (β=0.16) and communication skills (β =0.37) on the valuable work also shows a positive influence and is significant at 1% level. The regression coefficient of is digital skills (β = 0.10) which displays a positive effect on the latent variable valuable work and is significant at 5% level with 'p' value 0.04. Thus overall, a significant positive impact is established between self-perceived individual skills and the latent variable valuable work.

Thus, form the above discussions it is confirmed that the structural equation model; influence of self-perceived individual skills on sustainable employability shows a significant positive cause-effect relationship among all the dimensions of the two constructs. To sum up, among the dimensions of self-perceived individual skills; skills such as emotional intelligence, self-efficacy, self-management skills are major influencers of sustainable employability. Skills such as digital skill which didn't showed significant influence on career development and vitality showed a significant influence on valuable work. Self-management skill shows a significant influence on career development and valuable work but was not significant on vitality. Thus, the findings reveal that the construct self-perceived individual skills are a significant contributor when sustainable employability of the trainees from Kaushal Kendra is considered.

6.6.3 Effect of Organisational factors on Sustainable Employability of Kaushal Kendra

The second objective of the present research work is to analyse the effect of organisational factors on sustainable employability of the participants trained from Kaushal Kendra. This conceptual model is developed based on employability theories and models as well as from literature survey. Here organisational factors are the independent variable and sustainable employability is the dependent variable. The results of the analysis are explained below:

The results show that among the various dimension of organisational factors the mean score of skill course content has the highest mean (3.42 and S.D. 0.768) which suggests that skill course content is the most beneficial factor among the organisational factors. The mean score of infrastructure (Mean 3.31; SD 0.78) indicates that the facilities and resources available are adequate in their training and development needs. External branding is perceived as moderately impactful (Mean 3.17; SD 0.64). The mean score of Faculty (Mean 3.13 S.D. 0.65) suggests that even though faculty effectiveness is positive it requires more improvement. Internal branding (Mean 3.05; SD 0.64) has the lowest mean score which indicates that internal promotion and communication within the institutes need more improvement.

The theoretical model of organisational factor and sustainable employability was analysed using confirmatory factor analysis. The measurement model consists of eight factors (five factors of organisational factors and three factors of sustainable employability). The results indicated that the observed variables are good measures of the latent variables. Each factor showed a satisfying factor loading of more than 0.5 (Hair et al.) with reasonable goodness of fit (CFI = 0.88; RMSEA =0.07). The convergent validity and discriminant validity of the measurement model was confirmed with measures of average variance extracted (> 0.5) composite reliability (>0.7) and square root of AVE greater than the squared correlation of the dimensions. Overall, the findings suggest that the model is a valid and reliable representation of the relationship of the theoretical constructs viz., organisational factors and sustainable employability.

Once the measurement model was confirmed, structural equation model was developed and tested to know the effect of organisational factors on the three dimensions of sustainable employability (career development, vitality and valuable work). The results of the SEM analysis show that, there is a significant positive effect of organisational factors such as infrastructure, faculty, skill course content internal branding and external branding on career development is significant at 1 % level with standardized path coefficient values of skill course content (β=0.36) faculty (β=0.20), internal branding (β= 0.17), infrastructure (β= 0.16) and external branding (β= 0.13). Thus, the proposed theoretical model of effect of organisational factor on career development is valid and represents a significant and positive cause-effect relationship between the constructs.

The second hypothesis in the SEM analysis of the effect of organisational factor on vitality is that there is a significant positive effect of organisational factors likes infrastructure, faculty, skill course content, internal branding and external branding on the dimension 'vitality' of sustainable employability. The results show that path coefficient value of internal branding (β= 0.27) and faculty (β= 0.26) is having the highest effect on among all the dimensions of organisational factors. The dimension infrastructure (β= 0.16) and skill course content (β= 0.16) also showed a significant effect on the dimension vitality. The dimensions external branding (β= 0.15) of the training centres have a significant effect on vitality confirming the trainees reasonable satisfaction related to the organisational facilities in Kaushal Kendra.

The results of the SEM analysis on the effect of organisational factors on valuable work shows that there exists an effect of organisational factors viz., faculty, skill course content, external branding, internal branding and infrastructure on the dimension of valuable work. The regression effect of faculty (β 0.21), skill course content (β 0.19), internal branding (β=0.17), external branding (β=0.16) and infrastructure (β 0.10) on the valuable work is positive and significant with 'p' value significant at 1% level. Thus, a significant positive impact is established between organisational factors and the latent variable valuable work.

The above discussion on the analysis of the effect of organisational factors on sustainable employability of participants who have undergone training from Kaushal Kendra confirms the tested theoretical model. The analysis proved the significant positive cause-effect relationship between organisational factors viz., infrastructure, faculty, skill course content, internal branding and external branding on the three dimensions of sustainable such as career development, vitality and valuable work.

6.6.4 Effect of Labour Market Factors on the Sustainable Employability of Kaushal Kendra

The findings of the effect of labour market factors on sustainable employability is discussed here. Structural equation modeling is used to analyse the influence of labour market factors on sustainable employability. This conceptual model is developed based on employability theories and models as well as from literature survey. The results of the analysis are explained below:

The descriptive statistics of labour market factors results shows that among the various dimension of Labour market factors the highest mean score is that of Knowledge about labour market with mean (3.55 and S.D 0.94) which indicates that trainees have strong awareness about the labour market followed by recruitment process (Mean 3.56; SD 0.944) which suggests that there is an effective system of recruitment process.

The theoretical model showing the relationship between labour market factors and sustainable employability is analysed using confirmatory factor analysis. The measurement model displayed a significant relationship between labour market factors and sustainable employability. The construct labour market factors had two dimensions knowledge about labour market and recruitment process. The dependent variable, sustainable employability has three dimensions; career development. vitality and valuable work. The measurement model results showed that each factor is having a satisfying factor loading of more than 0.5 (Hair et al.) with adequate goodness of fit (CFI =0.973; RMSEA =0.044). The convergent validity and discriminant validity of the measurement model was confirmed with measures of average variance extracted, composite reliability and square root of AVE. The AVE values of the constructs were

found > .50 square root of AVE greater than inter-construct correlation. Overall, the findings suggest that the model is a valid and reliable representation of the relationship of the theoretical construct of labour market factor and sustainable employability.

Structural equation modeling was applied to find the effect of each dimension of labour market factors on each of the dimensions of sustainable employability. The SEM analysis results of effect of labour market factors on career development revealed that there exists a significant positive effect on career development with the standardized path coefficient values of knowledge about labour market β=0.51) and recruitment process (β=.37) with 'p' value significant at 1% level. Thus, the structured model confirms that there is a significant positive relationship and regression effect between labour market factors and career development.

The SEM analysis of the effect of labour market factors on vitality is explained with the path diagram of the structural equation model which revealed that the regression effect of labour market factors on vitality is significant. The standardised beta coefficient of knowledge about labour market on vitality indicated a coefficient of (β = 0.47) and the beta coefficient of recruitment process on vitality had a value of (β= 0.45) indicating a significant positive impact on the latent variable vitality with 'p' significant at 1% level. The structural model confirms that there exists a significant positive effect of two dimensions of labour market factors viz., knowledge about labour market and recruitment process on vitality.

The test of hypothesis that, there is a significant effect of labour market factors on valuable work was confirmed in the structural equation model analysis where the path coefficient of knowledge about labour market on valuable work showed a value of β =0.19 and the path coefficient of recruitment process on valuable work was β= 0.26 with 'p 'values significant at 1% level. Therefore, the effect of labour market factors on valuable work confirms a significant positive impact.

The discussion above, proves that the structural equation model of the effect of labour market factors on the each of the dimensions of sustainable employability viz., career development, vitality and valuable work is valid and represents the tested theoretical model. Therefore, it is inferred that there exists a significant positive cause-effect

relationship of labour markets factors such as knowledge about labour market and recruitment process on the three dimensions of sustainable employability.

6.6.5 The Influence of Self-Perceived Individual Skills, Organisational Factors, Labour Market Factors and Sustainable Employability based on Schemes, Gender, and Districts

Scheme-wise analysis

As this research work is based on the two schemes related to skill policy the researcher wanted to find out if there is any difference between the two schemes related to the constructs studied in this work. Independent t test for equality of means and Levene's test for equality of variance is done to find out the difference between two groups are approximately equal or not. The test reveal that the p value obtained for self-perceived individual skills, organisational factors, labour market factors, and sustainable employability, is greater than 0.05 indicating that there is no significant difference between the two schemes regarding the four constructs.

Gender-wise analysis

Skill policy was introduced with the larger objective of grabbing the dividend from the youth which include both male and female. The total number of males included in this study is 175 and that of female is 265. To analyse whether there is any difference between the perception of male and female in terms of self-perceived individual skills, organisational factors, labour market factors and sustainable employability, independent sample t test was applied. The results shows that all the four constructs were significant in terms of gender as the p value is significant at 1% level of significance.

Region-wise analysis

In Kerala the skill programmes of PMKVY and DDU-GKY were started in every district. To understand whether there is any difference in the mean scores of self-perceived individual skills, organisation factors, labour market factor and sustainable employability among eight districts from which samples are selected, A One-Way

Anova was done. The results show that there is a significant difference in terms of the perception regarding self-perceived individual skills, organisational factors, labour market factors and sustainable employability when responses from eight districts were analysed as the p value of all the four constructs are significant at 1 % level of significance

6.7 Conclusions

Employability skill is becoming increasingly critical in the current job environment, as job market dynamics are changing due to technological dominance. Establishment of skill centres were successful to a great extent in providing opportunity to acquire job skills without any financial cost and in developing a conducive environment for inculcating a skill eco-system in the country. The present studies reveal that there exists a cause-effect relationship between the constructs and dimensions analysed in this research work. Findings of the analysis of the influence of self-perceived individual skills on the sustainable employability reveals that there is a significant positive influence of self-perceived individual skills on career development. Skills such as emotional intelligence, self-efficacy, and communication skill showed significant influence on vitality. The analysis of influence of self-perceived individual skills on valuable work showed a significant positive impact of dimensions; emotional intelligence, self-efficacy, self-management skill, digital skill and communication skill on the latent variable valuable work. The analysis of the effect of organisational factors on sustainable employability establishes that even though governments create policies; it's the institutions / training partners who play a big role in its effective implementation. The results reveal that a significant positive effect of dimensions such as infrastructure, faculty, skill course content, external and internal branding exists between latent variables, career development, vitality and valuable work of Kaushal Kendra in Kerala.

The influence of labour market factors on sustainable employability when analysed showed that the two dimensions; knowledge about labour market and recruitment process has a significant positive cause-effect relationship with all the three dimensions; career development, vitality and valuable work of sustainable

employability. To understand if there is any difference in terms of the influence of self-perceived individual skills, organisational factors labour market factors and sustainable employability based on type of scheme, gender and districts, the results showed that a significant difference exists in terms of gender and districts and that no significant difference was found among the two schemes.

Thus, the study concludes that there exists a cause-effect relationship of self-perceived individual skills, organisational factors, labour market factors on sustainable employability dimensions of career development, vitality and valuable work.

6.8 Chapter summary

The chapter discusses the findings of the research study. The findings of the analysis are discussed in the order of the objectives of the study. The first section of the chapter explains the profile of the respondents. The second section discusses the findings of the influence of self-perceived individual skills on sustainable employability. The findings of the effect of organisational factors and labour market factors on sustainable employability are discussed as third and fourth section. The last section discusses the significant difference on the influence of the constructs in terms of type of scheme, gender and districts.

Chapter VII

Recommendations

7.1. Introduction

This investigation ends with this chapter. It includes the recommendations based on findings of the study. It also narrates the contributions and implications of the study. The limitations of the investigation are also provided here along with the topics for further research.

7.2. Recommendations

The present study analyses the role of Kaushal Kendra on sustainable employability of the participants who completed and were certified and placed by these skill centres. Based on the findings of the study, following recommendations are given to the various stakeholders in the skill eco-system. Recommendations are arranged in three sections

A) Recommendations based on the findings of the influence of self-perceived individual skills on sustainable employability of the trainees from Kaushal Kendra

- Skills like communication skill and digital skill are the need of the hour. Currently in their syllabus, the basics of these skill contents are there but the content should be updated according to the latest advancements in the technology and as per the industry relevance under each sector.

- Emotional intelligence is necessary for an employee therefore these skills can be incorporated with the course content in the form of some practical games like role playing in class rooms and in the skill labs and by providing internship facilities by tying up with some business houses.

- A good deal of literature review included in this study has mentioned different types of skill needed for employability skills, but there isn't much consensus

on the clarity of generic skills need for different job roles. So there should be some weightage given to certain type of generic skills for certain type or category of jobs.

B) Recommendations based on the findings of analysis of effect of organisational factors on sustainable employability of Kaushal Kendra

- The skill course syllabus should include some problem-solving content in the courses. Time should be allotted to the trainees to bring creative idea in the job or service so that they can start their own small enterprise. Skill course content should bring necessary updates by taking into consideration the employer's requirement under each sector. Digital skills like training AI related courses such as generative AI, prompt engineering, etc should also be aligned within each skill courses.

- Faculty programmes such as workshops, professional certification will contribute to faculty effectiveness. It was seen that project co-ordinators and faculties are leaving the project and job for jobs with higher packages. If government want to continue these skill mission schemes good compensation packages should be provided.

- The laboratories should provide practical learning through simulation models. Classroom should be equipped with latest technology which will improve participants engagement and will support personalised learning. The institutes should foster career support systems such as career counselling, internship and networking with employers. Initiative should be taken by skill centres to bring a positive work culture to ensure valuable work and vitality.

C) Recommendations based on findings of analysis of effect of labour market factors on sustainable employability of Kaushal Kendra

- As knowledge about labour market factors and recruitment process are effective measure of labour market factors, these measures can be included as a key indicator of the employability assessment framework. Pre-placement

training can be provided to familiarize trainees with the recruitment practices. Create a strong relationship with the recruiters to ensure good placements in the training centres. For better placements it is recommended to provide internship facility and part-time placements to those who have successfully completed their training courses. The institutes should take feedback from its trainees about their perception related to the current labour market situations and understand the challenges faced by them in terms of their sustainable employability. This will help the policy makers in formulating strategic plans for improving the training programmes towards a sustainable economy.

- In this research study, sustainable employability concept is used where three dimensions like career development, vitality and valuable work is taken for analysis. The results find that there is a significant effect of these variables on the employability skills. Therefore, it is recommended that these skill centres should give enough opportunity for career development of the participants who completed training from the institute. In this new economic environment health is a major factor which has considerable role in terms of employability skills and when we discuss about satisfaction from employment it is the life satisfaction they derive from their job or work. Thus, type of work/job brings value to an employee's life. So, these factors should be considered when skill courses are designed.

D) Recommendation based on the analysis of influence of scheme, gender and districts on the self-perceived individual skills, organisational factors, labour market factors and sustainable employability of Kaushal Kendra

- The implementation side of the scheme should be effectively carried out by co-ordinating with local authorities and mobilizing candidates who require upskilling and reskilling. The majority of the participants to this skill programmes are female. More number of females should be included into the bracket especially unskilled women households who are financially backwards. As the findings reveal that there is significant difference in terms of the districts when the four constructs are concerned, stakeholders should

analyse the problems faced by institutes where the schemes are not functioning actively.

E) General Recommendations

- The courses under these programmes are just for three/six months which is not adequate enough to learn the skill. So, it is suggested to extend the course at least to one year by additional skill courses or by providing internship opportunities by collaborating with related industry and firms.

- Government has started the skill India mission with the objective of scaling the skill training with the mission to complete the process within a certain period. But due to the revolutionary changes that we are seeing in the entire economy, it becomes necessary to make it a compulsory additional academic course in schools and colleges as recommended by the National Educational Policy 2020. (which is already implemented in Kerala)

- It was identified that after the enrolment to the course many trainees drop out. These skill centres should improve their career counselling process and motivate the rural youth to complete the course in time and to take up the jobs provided by the institute.

7.3 Contribution from the Study

The major contribution of the study, is that, it has identified the role of Kaushal Kendra in contributing towards sustainable employability among the participants. The study has identified major factors that define sustainable employability of Kaushal Kendra. The study has validated the selected constructs and dimensions of Career Edge Model of employability, Employability Framework of McQuaid, R.W & Lindsay, C. and Capability Theory Approach. The study has also proved that all the selected constructs and dimensions had a cause-effect relationship. The regression effect of the dimension of self-perceived individual skills, organisational factors and labour market factors on sustainable employability has a positive and significant effect which points out that the four theoretical constructs are the core to employability skill concept. This study

has contributed to the existing models of employability and has designed a modified employability model which can be considered for creating skill training policies.

7.4 Implications of the Study

This study highlights the student's perception of the various dimensions and constructs on the employability skill. Based on the empirical studies and various theoretical studies, this study has a practical importance for the decision makers, higher education department, hiring and recruitment personnel. The research would benefit the various stakeholders of the skill training centres in Kerala as well as in India which include students/trainees, faculties training partners, NSDC and Government. Since this study focusses on the types of skill training required especially for skill training institutes, it will help these institute to give weightage to skills like communication skill, digital skill emotional intelligence, self- efficacy and self-management skill. When organisational factors were analysed, it was identified that skill course content has a larger impact on the career development of the participants. In terms of labour market factors, it was identified that knowledge about the current labour market and recruitment process had a good impact on the perception related to sustainable employability. The research work also will direct academicians and policy makers to consider dimensions like career development, valuable work and vitality while developing policy related to skill training.

7.5 Limitations of the Study

Besides a number of practical implications, this study also has some limitations which will provide scope and pathway for further research in the field.

- The two schemes of PMKVY and DDUGKY have been taken together for the present study but can be studied individually.
- The study does not cover the analysis based on various service sectors where trainees are employed.
- The major three constructs viz., self-perceived individual skills, organisational factors and labour market factors influencing sustainable employability are

considered for the present work but there may be other constructs which are not considered.

7.6 Scope for Further Research

- A comparative study of the two schemes viz., PMKVY and DDUGKY can be carried out.
- Studies may be conducted based on the perceptions of the other stakeholders like faculties, Employers, TPA's and NSDC officials.
- There are other skill training schemes and institutes providing skill training to the youth which can be further researched.
- A comparative study can be conducted between the private training institutes and the government-controlled institute.
- The influence of entrepreneurship among the youth under the training schemes may be investigated.
- As PMKVY and DDU-GKY schemes are implemented in different states research can be done taking other states as its population.

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Appendix

Questionnaire

Respected Sir/Madam

I Shobha C.V. (part-time research scholar, DCMS, University of Calicut), is doing research on the topic 'Embedding skills for sustainable employability: role of Kaushal Kendra in Kerala'. This survey is for my PhD work and information collected through this survey will be used only for research purposes and will be kept confidential. I request your kind co-operation in this

Gender ____ ☐ 1 Female 2 Male

Your Age_____

Area of Residence: _____

Rural 1 Urban 2 ☐

Name the District _____

Name of your training institute_____

Your Trade/Skill Course_____

Educational qualification: ☐ SSLC ☐ +2 ☐ Degree

☐ Post-graduate ☐ Diploma Course

Name the course/Trade: _____

Are you employed? ☐ Yes ☐ No

Nature of the present job ☐ 1-temporary 2-permanent

Are you placed from the institute ☐ Yes ☐ No

How much do you earn in a month? specify_____

have you changed your job after your first placement? ☐ Yes ☐ No

The following are some statements based on your employability skills which you have acquired from the training centres of PMKVY and DDUGKY. Please try to answer honestly and accurately using a tick mark.

(5=Strongly Agree 4= Agree 3= Neither Agree nor Disagree 2=Disagree 1= Strongly disagree)

SELF-PERCEIVED INDIVIDUAL SKILLS					
Emotional Intelligence	5	4	3	2	1
I am responsible for my behaviour in the work environment.					
I can manage my emotions effectively and also understand others' emotions.					
I am a highly motivated person and always take initiative.					
I accept challenges and not worried about handling work-related issues.					
I am flexible in responding to change.					
Self-efficacy	5	4	3	2	1
While facing difficult tasks, I am certain that I will accomplish them.					
In general, I think that I can obtain outcomes that are important to me.					
I believe I can succeed at most endeavours to which I set my mind.					
I am confident that I can perform effectively in many different tasks					
Compared to other people I can do most tasks very well.					
Self- Management Skill	5	4	3	2	1
I have planning and organizational skills.					
I can work independently and take decisions confidently and I accept the responsibilities that arise.					
I believe for today's working environment self-managing skills are necessary.					
The self-management skills I have achieved will help me in my career for a long time.					

Digital Skill	5	4	3	2	1
I know basic computer software like MS Word Excel and PowerPoint.					
I know how to use the internet and mobile applications and collect information for developing my employability skills.					
I am active on social media networks and it has helped me develop my career.					
I know how to create and upload my CV online and search for jobs online.					
Communication Skill	5	4	3	2	1
I am comfortable with different channels of communication such as oral, written and online.					
I believe my communication skills are better than my friends and colleagues.					
My communication skills have become better over time.					

ORGANISATIONAL FACTORS					
Infrastructure	5	4	3	2	1
My institute has a smart classroom and a separate computer lab					
My institute is located near / close to public transport facility					
My institute has an Aadhaar-enabled biometric attendance system					
My institute provides sufficient washroom facilities. separately for men and women					
My institute provides separate rooms for trainees counselling and has a separate placement cell					
Faculty	5	4	3	2	1
Faculty in my institute have minimum academic qualifications and experience					
There is a sufficient number of trainers in my institute to handle classes					
There is at least one trainer for practical classes in our institute					

My institute provides trainers specially for soft skill training					
My institute has at least one placement counsellor					
Skill Course Content	5	4	3	2	1
My courses are aligned to National Skill Qualification Framework					
My institute provide workshops and seminars relating to the content of the course					
My skill course includes digital course content and provides virtual skill training					
My institute provides on-site/on-the-job training to the participants of the skill course					
My institute provides life skill and soft skill training					
External Branding	5	4	3	2	1
My institute has consistent display of PMKK / DDUGKY banner on the building and has direction board outside the institute					
My institute has its website where trainees can get access of the academic matters					
My institute uses marketing techniques like advertisements whenever skill course is launched					
My institute maintain a good communication network with its students/trainees					
My institute has displayed training providers banners outside the institute					
Internal Branding	5	4	3	2	1
My institute displays PMKK / DDUGKY logo along with its mission and values at the reception desk					
My institute displays testimonial posters, placement and success stories of trained students					
My institute provides a Suggestion Box near the reception desk to collect feedback					
My institute has safety instructions poster in the laboratory. and CCTV cameras in key location					
My institute has appropriate notice board/display boards on training schedules, trainers' profiles etc.					

LABOUR MARKET FACTORS					
Knowledge About Labour Market	5	4	3	2	1
I have enough knowledge about the labour market					
The skill I learned from this institute is Industry relevant. and has enough demand in the labour market					
Employers are ready to employ students from this institute					
The skill and abilities I possess are what employers are looking for					
There are job vacancies in the geographical area as well as in my job role where am looking for					
Recruitment Process	5	4	3	2	1
I am satisfied with the recruitment process in the institute					
I am satisfied with the pay scale offered for the job role					
My institute takes enough effort to bring employers for recruitment					
My institute conducts job fairs to help students/trainees get placed					
I think there is enough placement opportunities at this institute					

SUSTAINABLE EMPLOYABILITY					
Career Development	5	4	3	2	1
I have confidence to change my job if need arise					
I make sure that I get information about the opportunities in my field of work					
I have strong belief in my skill competency					
I take initiative in job search and i have a dream job position					
I try to learn new skill to adapt to new technological changes					
Vitality	5	4	3	2	1
I am physically and mentally fit to perform my job role					
I feel happy to work and feel energetic in working with my team					
I am confident to face any challenges in my work					

I keep good relationships with my colleagues					
Valuable Work	5	4	3	2	1
There is autonomy and flexibility in my job					
I feel excited and proud in doing my job					
I am satisfied with the working hour and can even take overtime in my work					
I am highly motivated to do my job, therefor I prioritize my work than my family					

Do you have any suggestions about the training centre?

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What is your observation towards the most required changes in your institute?

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Thank You…