

# POTENTIAL EMPLOYMENT OPPORTUNITY FOR EARLY SCHOOL LEAVERS IN INDIA



Functional  
Vocational  
Training and  
Research Society



CENTRAL UNIVERSITY OF KARNATAKA  
Department of Psychology

*A National Level Survey  
for Status Review and Recommendations*

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A comprehensive report is available for reference at [www.fvtrs.org](http://www.fvtrs.org)

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# POTENTIAL EMPLOYMENT OPPORTUNITY FOR EARLY SCHOOL LEAVERS IN INDIA

*A National Level Survey For Status Review And Recommendations*

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**The contributions of Ms. Sandra K. in creating visuals and designing are gratefully acknowledged.**

## DEDICATION

*This report is dedicated to aspirant youth, researchers, practitioners, and those who yearn to frame policies, enhance the quality of training, and to those who strive to empower early school leavers and marginalized youth in India.*

## PREFACE

**Prof. Romate John** Ph.D  
Dept. of Psychology  
Central university of Karnataka



*Early school leaving, driven by factors like financial strain, family issues, health concerns, or personal hurdles, has long been a pressing issue in India. These challenges hinder individuals from securing meaningful employment, thereby impacting economic growth and overall well-being. Thus, providing relevant skills becomes crucial to escalate job prospects, earnings, and overall quality of life.*

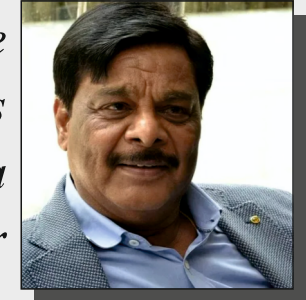
*The persistent lack of adequate job skills among seekers has been a longstanding issue. Moreover, technological advancements and the pandemic have negatively impacted unemployment rates, particularly among early school leavers. Industries like hospitality, retail, and construction, where many of these individuals find work, have been severely affected by the pandemic's digital transformation, necessitating skill upgrades to meet market demands.*

*Since 1993, the FVTRS has aimed to empower non-school goers and early school leavers from marginalized communities by enhancing their vocational and technical skills, fostering self-reliance, and improving their quality of life. To bring this vision into life, a national-level survey has been conducted to discern the comprehensive skills needed in various job sectors for early school leavers in India. The study's findings positively influence policy development, curriculum design, skill training implementation, mentoring, and placement strategies to address these challenges effectively.*



## MESSAGE

**Dr. H. C Mahadevappa**  
Honorable Social welfare Minister  
Govt. of Karnataka



*The lives and fortunes of early school leavers in India were significantly impacted by the shift in the employment market. Before the pandemic, these people had to make their way through a precarious landscape of job instability and inadequate skills training across diverse sectors. The work force saw a dramatic transformation as the pandemic's effects became apparent, leaving many ill-prepared for reintegration. Professionals in various fields may provide invaluable insights to help shrink this gap.*

*This study aims to address the pressing concern of how to bridge the gap between the skills possessed by early school leavers and the evolving demands of the job market. By examining the expectations and perspectives of professionals from diverse fields, we can gain valuable insights into the skills and competencies that are most in demand and how to equip early school leavers with these skills.*

*One of the key highlights of this study is the categorization of skills into three skill domains such as technical/soft skills, behavioral skills and knowledge skills tailor made to fit the contemporary work demands. The pandemic has accelerated the adoption of technology, and employers are increasingly seeking individuals with proficiency in digital tools and platforms in all sectors. This highlights the need for vocational training programs that focus on developing digital literacy among early school leavers.*

*The struggles experienced by early school dropouts in India are thoroughly examined in this study, which also gives practical recommendations for closing the skills gap. The future of our nation depends on our ability to equip youth with the skills they need to thrive in the contemporary workplace. To guarantee that early school leavers have the chance to realize their full potential, we implore employers, educators, and legislators to work together and put the recommendations in this study into practice.*

## FOREWORD

**Prof. Dr. M.S. Thimappa**  
Rtd. Professor of Psychology and  
Former Vice- Chancellor, Bangalore University



*The pandemic caused major changes in the job market, and early school leavers in India were undoubtedly the severely affected group. They had to overcome distinctive difficulties to secure jobs and develop the required skills for success. The job market was evolving decisively, which presents obstacles for early school leavers in addition to strained education and skill sets, streamlined employment options, financial difficulties, and psychological difficulties.*

*The report 'Potential Employment Opportunities for Early School Leavers in India: A National Level Survey for Status Review and Recommendation' offers important information about the skills that employers in India look for. Eight sectors, including hospitality, deliveries, textiles, automobiles, construction, electronics, customer service, and healthcare, were the focus of this extensive research, which was carried out in 21 different cities across India. The goal of the study was to comprehend the changing demands in the job market that disproportionately impacted Indian early school leavers, who encountered particular difficulties finding jobs and exploring career possibilities.*

*Furthermore, the results of this comprehensive study of prospective employers, current employees, and job aspirants give a clear understanding of the skill gaps that have developed and the steps needed to fill them. Findings of this research gives job aspirants and skill trainers the understanding and resources they need to thrive in the age of change, thanks to its identification of the essential skills required. It also provides policymakers and companies with useful suggestions that assist them in implementing the best practices, which in turn permits the growth of skilled employees. Since this report adds a great deal to the knowledge of workforce development and post-pandemic economic recovery, the researchers and funding agency deserve recognition for their dedication to and proficiency in conducting this vital study. I am eagerly awaiting the report's release and I'm thrilled about it. I have no doubt that this book will act as a spur for progress and help India create a workforce that is knowledgeable and capable.*



## MESSAGE

**Prof. Battu Satyanarayana**  
Vice-Chancellor

*Central University of Karnataka, Kalaburagi*



*The COVID-19 pandemic exceptionally impacted life and work, particularly affecting early school leavers in India. Pre-pandemic, these individuals struggled with job stability and skills training across various sectors. Post-pandemic, re-entering the workforce became challenging due to rapid changes in industry needs, leaving many lacking essential skills. Insights from employed individuals in these sectors are crucial for bridging this gap.*

*A collaboration between the Department of Psychology at the Central University of Karnataka and the Functional Vocational Training and Research Society (FVRTS) in Bengaluru addresses this issue. Their study examines future vocational training needs post-COVID-19, gathering input from employed individuals to identify skill gaps among job seekers nationwide.*

*This study's findings promise a restructuring skill development curriculum, facilitating the adaptation of existing skills and the formulation of new policies. Ultimately, this initiative aims to bolster the employability of Indian youth, significantly improving their prospects for a meaningful and a fulfilling employment. Moreover, the insights gleaned can enrich other programs such as Skill India, Pradhan Mantri Kaushal Vikas Yojana, and National Career Service. By enhancing job opportunities for unemployed youths, this endeavour contributes to the nation's overall growth and development.*

**29, November, 2024**  
**Kalaburagi**

## ACKNOWLEDGEMENT

**Felix D'Souza**  
Executive Director  
FVTRS



*I am pleased to write this acknowledgement on behalf FVTRS for the people who are behind this significant National level survey on potential employment opportunity For early school leavers in India, I am sure this work will contribute to the people who are engaged in skilling and up skilling younger population of the country.*

*I extend my sincere gratitude to Honourable Vice-Chancellor Prof. Battu Satyanarayana of the Central University of Karnataka for his unwavering support throughout this study. Deep gratitude is hereby conveyed to Prof. Romate John from Central University of Karnataka , Dr. Rajkumar from IIT Bhilai, Dr. Kiran M. Gajaunur from the Department of Public Administration at the Central University of Karnataka, Dr. Lakshmi R from the Central University of Tamil Nadu, and Dr.Rajashekharan from the Department of Folkloristics and Tribal Studies at the Central University of Karnataka for their irreplaceable contributions and support.*

*I also acknowledge heartfelt indebtedness Dr. Joseph Injody, retired professor and Executive Director of Rajagiri Business School Kerala, for his matchless feedback and guidance. Gratitude is extended to Mr. Jimmy Mathew, Lead Executive and Mr. Nicholas C.P, Lead Executive from FVTRS, and other team members for their continuous behind the scene support and contributions.*

*Our deepest thankfulness goes to all survey participants and field investigators for their invaluable expertise. Lastly, we appreciate the tireless gratuitous efforts of Ms. Peekha Rajeevi, Ms. Reshma Praveen, Ms. Sandra K, and twenty other research assistants from FVRTS for their active involvement in tool development, field testing, data processing, and report generation under the supervision of the core research team.*

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- Hassan, *Karnataka*
- Hyderabad, *Telangana*
- Lucknow, *Uttar Pradesh*
- Mumbai, *Maharashtra*
- Rohtak, *Haryana*
- Delhi
- Bhubaneswar, *Odisha*
- Kolkata, *West Bengal*
- Jaipur, *Rajasthan*
- Patna, *Bihar*
- Madurai, *Tamil Nadu*
- Belagaum, *Karnataka*
- Kalaburagi, *Karnataka*
- Visakhapatnam, *Andhra Pradesh*
- Ambikapur, *Chhattisgarh*
- Mangalore, *Karnataka*
- Bangalore, *Karnataka*
- Indore, *Madhya Pradesh*
- Jagdalpur, *Chhattisgarh*





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## EXECUTIVE SUMMARY

*Preventing students from early school dropout has been a significant concern due to its wide-ranging negative impacts on both the individuals and the society at large. Addressing early school-leaving and enhancing employment prospects for those who have left is of utmost importance. Financial hardship stands out as one of the primary reasons for Indian students leaving school prematurely, as highlighted by the National Statistical Office.*

*Efforts to provide improved employment and livelihood avenues for early school leavers have consistently posed significant challenges to governmental and non-governmental organizations. The National Statistical Survey (2016) underscores this challenge, revealing that approximately 36.9% of young individuals who have dropped out of school encounter difficulties in securing stable employment and establishing productive careers owing to deficiencies in education, knowledge, and skills. Recognizing the critical need to enhance employment opportunities for early school leavers, this study aims to:*

- ✓ Assess the level and nature of skills possessed by job aspirants seeking employment across various sectors.*
- ✓ Identify the skills employers anticipate from job aspirants across diverse sectors.*

- ✓ *Gather recommendations from current employers to job aspirants regarding the requisite skills to meet job demands.*
- ✓ *To understand stakeholders' perspectives on the reason for early departures from school-life*

*The study's target demographic encompasses prospective employers, job aspirants, current employees, significant community stakeholders, and skill training experts. Surveys were conducted among prospective employers and current employees to gauge their perspectives on the knowledge, behaviour, and technical skill pre-requisites for job aspirants. Early school leavers or job aspirants were surveyed to find out skill gaps within specific job sectors. Major stakeholders were also consulted to understand their viewpoints on the root causes of early school dropout and unemployment. The study primarily delves into the skill requirements across eight job sectors: hospitality, delivery, textiles, automobiles, construction, customer service, electronic services, and healthcare.*

*Findings indicate that prospective employers in the delivery sector prioritize technical skills such as delivery logistics, initiative-taking, multi-tasking, teamwork, and record-keeping for enhanced employment opportunities.*

*Additionally, essential behavioural attributes include professionalism, reliability, interpersonal skills, along with proficiency in routing and navigation. Notably, the study reveals that only a small number of job aspirants in the delivery sector possess these skills, yet a vast majority express willingness to acquire them. Training experts suggest that job aspirants in the delivery sector must necessarily exhibit patience, undergo specialized skill training to adapt to current requirements, and become adept in communication skills.*

*Similarly, the report furnishes detailed insights into the behavioural, technical, and knowledge skill requisites across the remaining seven job sectors, as perceived by prospective employers and current employees. Furthermore, it incorporates perspectives from key stakeholders on the causes of youth unemployment in villages, along with recommendations for acquiring the necessary skills for employment. This report aims to assist policymakers and skill development stakeholders to integrate these skills into curricula, fostering skill mastery among young individuals, and facilitating improved career prospects through avenues of new skill acquisition, upskilling, and reskilling, thereby mitigating unemployment among early school leavers.*



## BACKGROUND OF THE STUDY

Since 2019, the world has faced a health catastrophe that has profoundly impacted individuals' lives globally through social, economic, and political systems. In India, the post-pandemic effects have been particularly severe, with the lockdown forcing 80% of employees in unorganised sectors such as construction, automobile, transportation, logistics, hospitality, travel and tourism, and retail out of their jobs. The International Labour Organisation estimates that COVID-19 will push over 40 crore informal workers into deeper poverty in India. High job-creating sectors like hospitality, accommodation, retail, wholesale, business services, construction, and industry have experienced significant setbacks, including reduced output, lost working hours, and job losses. These challenges have disproportionately affected already marginalised groups, including informal, young, and low-income workers, who not only lost their jobs but also lacked job protections, resulting in significantly higher rates of unpaid workdays.

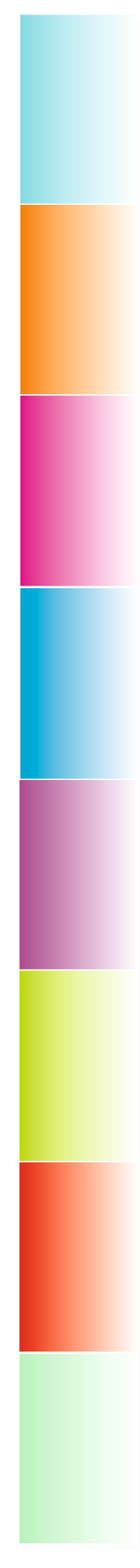
Signs of recovery and a return to normalcy have emerged in many areas of life. Businesses, schools, and other public institutions have reopened, and many people have adapted to the new normal by finding ways to work, which has helped mitigate the pandemic's impact on daily lives. However, many informal workers continue to struggle to recover from the pandemic's effects and changed job roles, resulting in persistently high unemployment rates among these groups.



Factors contributing to widespread unemployment and the increase in the number of unskilled workers include a significant slowdown in economic activity, business closures, and reduced demand for workers. The lockdown and restrictions forced millions of migrant workers to return home, many of whom are unskilled and have no formal education or training, making it difficult to find suitable employment in their hometowns.

The pandemic also caused significant disruptions in many organisations, forcing them to adopt new ways of doing business and accelerating the adoption of technology. Consequently, many job roles have evolved, some positions have been eliminated or reduced in scope, and previously valued skills have become obsolete. Employers are now seeking employees with digital and technical skills to support remote work.

To adapt to the sector's new technological advancements, workers need to be reskilled and upskilled. Proficiency in digital technology has become one of the most critical skills in the post-pandemic era. Employees are expected to be adept at using digital tools and technologies, as well as possess soft skills such as teamwork, time management, customer service etc. to improve productivity and work quality. Employers are looking for individuals with technical expertise, communication skills, and a strong foundation in basic arithmetic and reasoning. behavioural abilities such as training potential, flexibility, interpersonal skills, emotional stability, conflict resolution, and self-confidence are also in demand. However, many job aspirants lack the necessary skills for success in today's job market.



FVTRS focuses on empowering non-school goers and early school leavers from marginalised and vulnerable communities by enhancing their vocational, technical, and livelihood skills, thereby improving their quality of life and making them self-reliant. FVTRS organises skill training programmes for early school dropouts and illiterate youth, providing opportunities for further education and skill development.

Considering the existing difficulties for these marginalised groups and the advancements in the job market resulting from COVID-19, FVTRS, in collaboration with the Department of Psychology, Central University of Karnataka, initiated a study to profile potential job opportunities for early school leavers in India.

Understanding prospective employers' perspectives on skill requirements after COVID-19 for informal job sectors is critical. It helps match skill sets with job requirements, stay relevant to current trends, increase employability, and maximise job opportunities. Recommendations from current employees can provide valuable insights into job requirements, current trends, and real-world perspectives. Understanding the perspectives of significant stakeholders, such as families of children who have dropped out of school, people representatives, and skill training experts, helps identify the causes of early school dropouts. This understanding aids in developing effective interventions and strategies targeting the root causes.



Therefore, the primary goals of this study stands to help prospective job employers understand current skill requirements, assist current employees in upskilling job aspirants by identifying skill gaps, and help significant stakeholders understand and recommend strategies for addressing job market challenges and opportunities.

Each job sector requires specific skill development to bridge the skills gap and prepare the potential workforce. Researchers aimed to comprehend current employees' and prospective employers' perspectives on the various skill requirements for high-demand job sectors, such as hospitality, the delivery sector, the textile industry, the automobile industry, construction, customer service, electronic services, and healthcare. This comprehensive report will assist professionals in developing and restructuring skill training practices and implementing skill development programmes to help job aspirants achieve their desired employment.



# METHOD

## **Aim**

To understand the comprehensive skills required by various job sectors for early school leavers in India.

## **Objectives**

1. To understand the technical, behavioural, and knowledge skills required in the changing job market from the perspectives employers.
2. To understand the technical, behavioural, and knowledge skills required in the changing job market from the perspectives current employees.
3. To understand the level of technical, behavioural and knowledge skills possessed by the job aspirants
4. To understand stakeholders' perspectives (families of children who have dropped out of school, people representatives, teachers, local administrators, skill training experts) on the reason for early school leavers.

## Research Design

This cross-sectional study used a descriptive research design to understand the comprehensive skills required for various job sectors for early school leavers in India.

## Sample

The data collection for the present study was carried out in twenty one cities representing all regions of India. The population of the study includes prospective employers, job aspirants, current employees, and significant stakeholders. A purposive sampling method was used to select the 3282 participants from four clusters namely prospective employers (1024), early school leavers who were looking for jobs (954), then current working employees (850), and significant stakeholders in the community (454).

From the socio-demographic distribution, it was observed that 863 (84.3%) of the 1024 prospective employers were men, 160 (15.6%) were women, and 1 (0.1%) were transgender. 472 (49.5%) of the 954 early school leavers looking for work were male, while 482 (50.5%) were female.

Among the 850 current employees, 597 (70.2%) were male, 252 (29.6%) were female, and 1 (0.1%) was transgender. There were 262 parents of early school leavers and 192 stakeholders among the 454 significant stakeholders.

## **Survey Instruments**

Researchers prepared four survey questionnaires to understand the level of technical, behavioural and knowledge skills possessed by job aspirants. The technical, behavioural and knowledge skills recommended by the prospective employers and current working employees. Besides, the questionnaire emphasized on understanding the reasons for dropping out and unemployment from stakeholders' perspective. To ensure the credibility of the shared information, the survey questionnaires were translated into five languages: English, Hindi, Kannada, Telugu, and Tamil. Face validity was established for all questionnaire versions based on the suggestions and feedback from the experts.

## **Data Collection Procedure**

Before initiating the data collection process, the FVTRS team identified the 21 cities that have high job resource availability.

Three to four field investigators were identified from each city and they had undergone a training program led by the FVTRS team on how to approach the targeted groups, ways to conduct interviews, questioning, and communicating skills. The study emphasized four groups namely prospective employers (employers who have been working in an organization with a minimum of one year experience in recruiting people), early school leavers / job aspirants (people who have dropped-out from school and in search of a job), currently working employees (those who are currently working in any unorganized sector for a minimum of a year), and significant stakeholders in the community (family of drop-out children or with high school degrees, people representatives, teachers, training experts and local administrators, who are connected or working with early school leavers) were approached personally by field investigators.

This study has been carried out by considering ethical principles. Upon obtaining consent for participation, by job aspirants, the prospective employers, current employees and stakeholders.

## **Data Analysis**

A software application is used to collect the data from all the four groups. The SPSS version 20 was used to enter and analyse the data. The data were analysed using descriptive statistics.

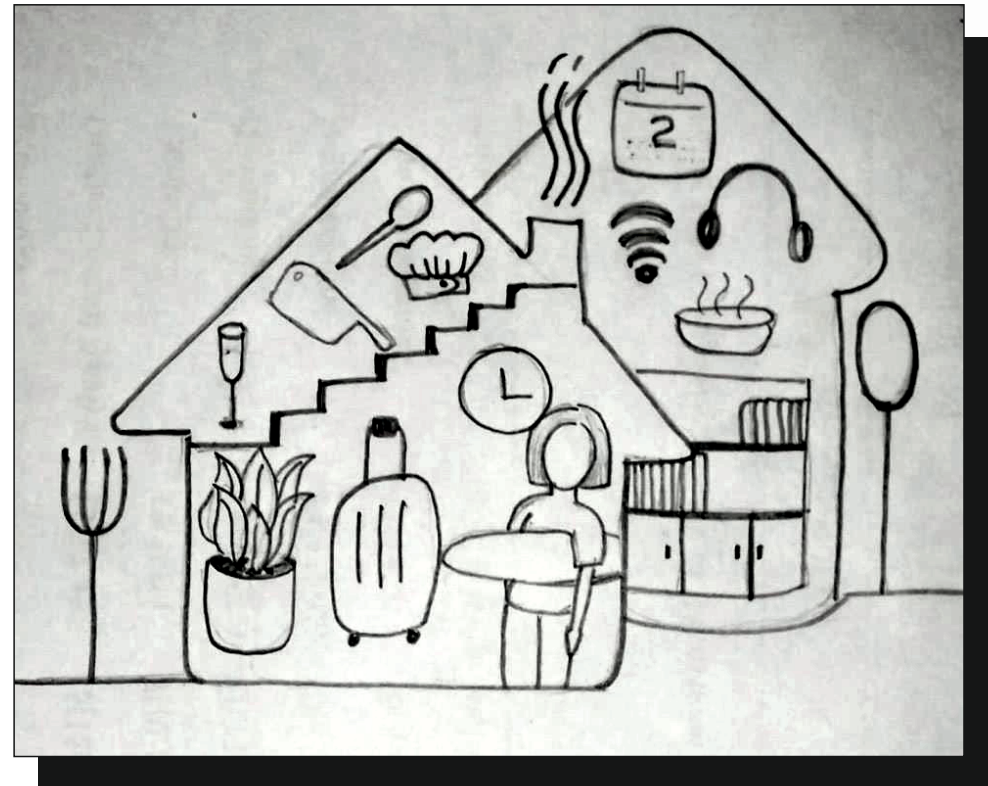


# RESULTS & DISCUSSION



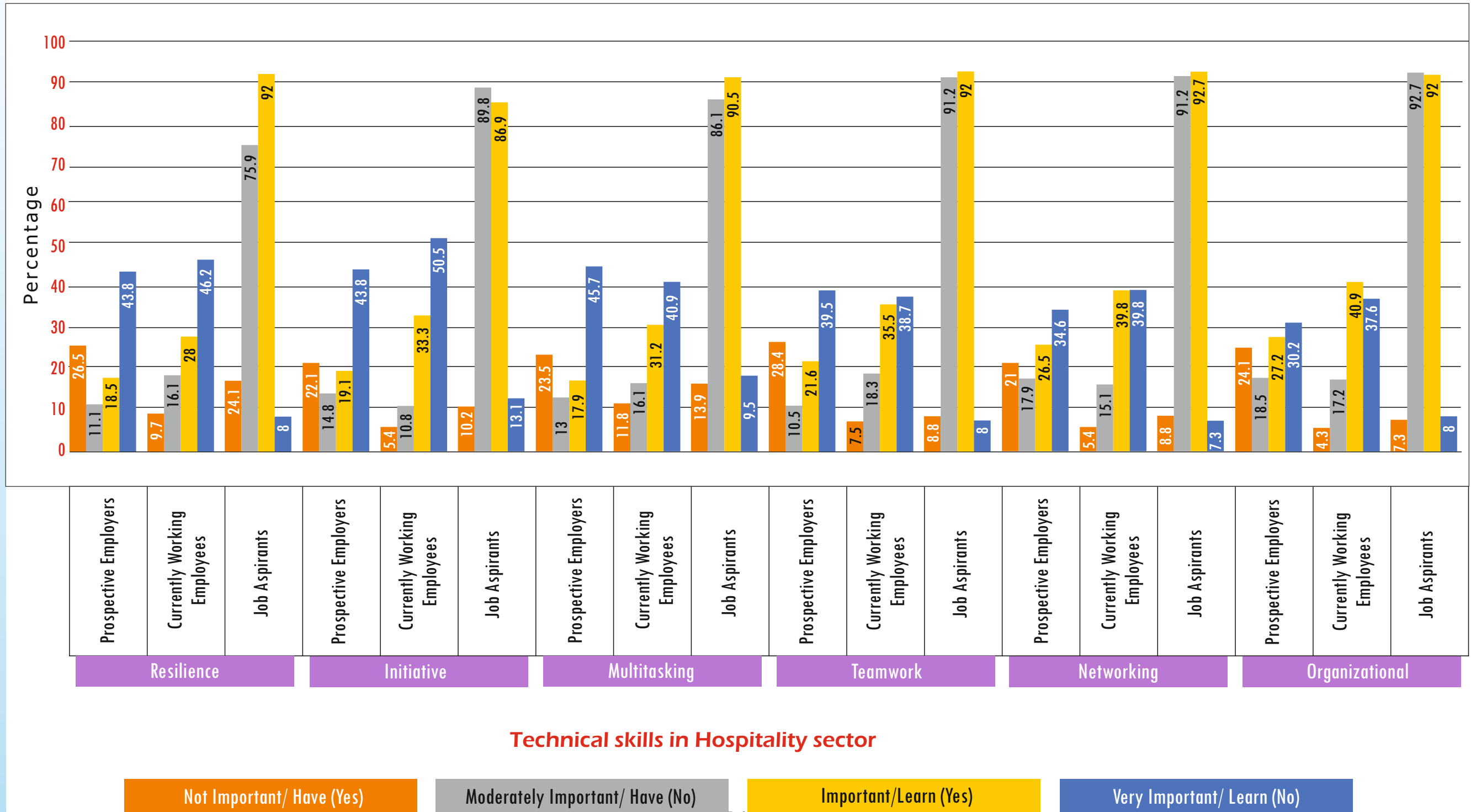


# HOSPITALITY SECTOR



**Figure-1**  
**H-T** Technical/soft skill gap analysis in the hospitality sector

**Comparison of technical skills among prospective employers, currently working employees and job aspirants**



**Technical skills in Hospitality sector**

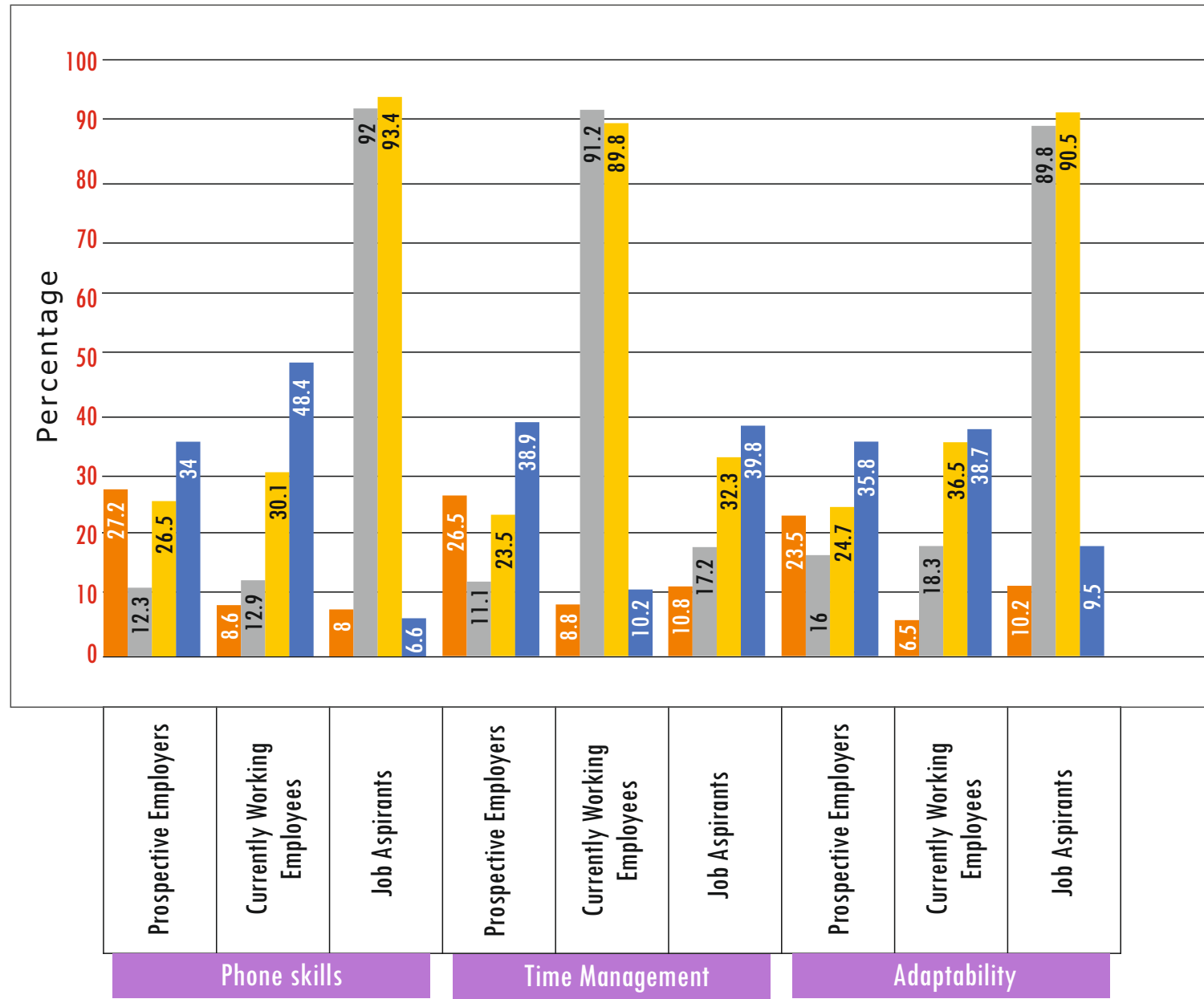
Not Important/ Have (Yes)

Moderately Important/ Have (No)

Important/Learn (Yes)

Very Important/ Learn (No)

**Figure-1**  
**H-T** Technical/soft skill gap analysis in the hospitality sector conti...



**Technical skills in Hospitality sector**

Not Important/ Have (Yes)
Moderately Important/ Have (No)
Important/Learn (Yes)
Very Important/ Learn (No)

# HOSPITALITY SECTOR

**Figure 1** shows an overview of the technical/ soft skills expected by prospective employers, and the skills recommended by current employees and technical/ soft skills possessed by job aspirants in the hospitality sector. The study outlines the results pertaining to eight specific technical/ soft skills in the hospitality industry: resilience, initiative, multitasking, teamwork, networking, organizing skills, phone skills, time management, and adaptability.

According to the findings, a significant proportion of Prospective employers (45.7 %) prioritize multi-tasking, defined as possessing multiple skills and the ability to handle various tasks concurrently, such as maintaining customer relations, expediting food orders, and handling customer transactions. This is closely followed by resilience (43.8%), which is the ability to manage risks and crises, demonstrating a quick capacity to effectively address disasters and unexpected challenges. Initiative (43.8%) is also highly valued, indicating an active response to customer needs.

Teamwork (39.5%) is another crucial skill identified, emphasizing the ability to collaborate with others towards a common goal in a friendly and respectful environment. Adaptability (35.8%) is acknowledged as a valuable skill for dealing with new or unpredictable situations.

Furthermore, the findings reveal that networking (34.6%) is considered important, emphasizing the building of connections with others for organizational development. Phone skills (34%) are

also noted, indicating the ability to use a positive tone and effectively represent oneself or the business to others. Organizational skills (ability to accomplish daily tasks in an effective manner) are recognized by 30.2% of the respondents. Finally, Time management (10.2%) is recognized as an essential skill, highlighting the capacity to organize and plan the allocation of time among different activities.

Additionally, the study delved into the perspectives of current employees in the hospitality sector, revealing that a significant majority consider initiative (50.5%) to be the most crucial skill. Following closely are phone skills (48.4%), resilience (46.2%), multi-tasking (40.9%), time management (39.8%), networking (39.8%), adaptability (38.7%), teamwork (38.7%) and organizational skills (37.6%) in descending order of importance. These insights provide valuable information about the skills that employees currently active in the field find to be particularly significant in the context of the hospitality sector.

The table also reveals that a majority of job aspirants perceive themselves as lacking organizational skills (92.7%), followed by phone skills (92%), time management (91.2%), teamwork (91.2%), networking skill (91.2%), initiative (89.8%), adaptability (89.8%), multi-tasking (86.1%) and resilience (75.9%).

However, it is noteworthy that a significant number of employees express a willingness to learn and improve in various areas.

# HOSPITALITY SECTOR

Specifically, a majority of employees are open to enhancing their phone skills (93.4%), organizational skills (92%), networking skill (92.7%), teamwork (92%), resilience (92%), adaptability (90.5%), multi-tasking (90.5%), time management (89.8%), and initiative (86.9%). This suggests a positive inclination among employees to develop and acquire the skills that they may currently perceive as lacking.

The above evidence highlights a notable trend wherein the majority of prospective employers place high importance on multi-tasking (45.3%), resilience (43.8%), and initiative (43.8%) when recruiting job aspirants. Remarkably, the perspectives of currently working employees align with those of prospective employers, with initiative (50.5%), resilience (46.2%), and multitasking (40.9%) being identified as best preferred technical skills for enhanced work performance in the hospitality sector.

However, a significant disparity emerges when comparing the perceived skills of job aspirants with the expectations of prospective employers and current employees. Despite initiative, phone skills, and resilience being deemed important technical skills by employers and employees alike, only 10.2%, 8%, and 24.1% of job aspirants, respectively, believe they possess these skills. Interestingly, there is a positive indication as a large percentage of job aspirants express a willingness to learn these skills, with 93.4% willing to enhance their phone skills, 92% open to developing resilience, and 86.9% expressing a readiness to acquire initiative skills.

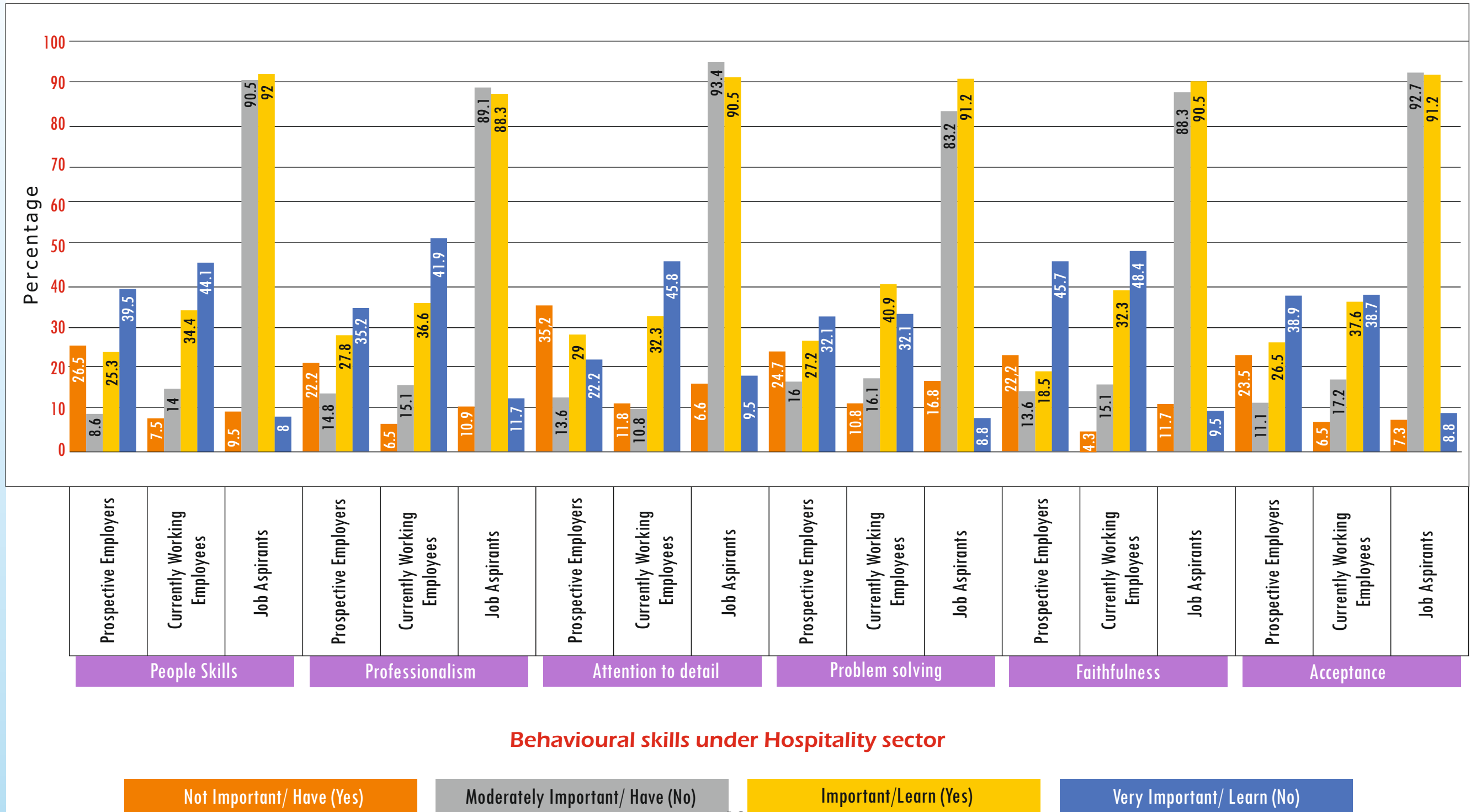
These findings underscore a noticeable gap between the skills expected by prospective employers and the self-perceived skills of job aspirants, indicating a potential area for improvement and alignment in the skills development within the hospitality sector.

*“Hospitality is not just about providing a service; it's about creating an experience that feels like home away from home.”*

*- Unknown*

**Figure-2**  
**H-B** Behavioural skill gap analysis in the hospitality sector

Comparison of behavioural skills in hospitality sector among prospective employers, currently working employees and job aspirants



Behavioural skills under Hospitality sector

Not Important/ Have (Yes)

Moderately Important/ Have (No)

Important/Learn (Yes)

Very Important/ Learn (No)



**Figure-2**

**H-B** Behavioural skill gap analysis in the hospitality sector conti...



**Behavioural skills under Hospitality sector**

Not Important/ Have (Yes)

Moderately Important/ Have (No)

Important/Learn (Yes)

Very Important/ Learn (No)

# HOSPITALITY SECTOR

**Figure 2** provides a depiction of the behavioural proficiencies foreseen by prospective employers, and the proficiencies recommended by currently working employees and the perceived behavioural skills exhibited by job aspirants, in the hospitality sector. The findings elucidate outcomes pertaining to ten distinct behavioural skills in the hospitality sector, namely: people skills, professionalism, attention to detail, problem-solving, faithfulness, acceptance, negotiation, work ethic, active listening, and commitment to learn.

According to the findings, a substantial percentage of prospective employers (45.7%) prioritize faithfulness, which is defined as the establishment of trust and transparency. Following closely is willingness to learn (40.7%), with emphasis on adaptability and continuous improvement. People skills (39.5%) are also highly esteemed for their ability to enhance customer satisfaction, facilitate effective communication, demonstrate empathy and to maintain a positive attitude. Acceptance (38.9%) is identified as another pivotal skill, centred on embracing diversity and respecting individual differences. Professionalism (35.2%) is recognized as quintessential, involving the delivery of timely service, maintaining a positive and courteous demeanour and upholding ethical standards. Active listening (35.2%) is emphasized as the ability to fully comprehend and respond to the needs and preferences of guests, colleagues and other stakeholders.

Furthermore, the findings reveal that work ethic (33.3%) is considered crucial, encompassing reliability, commitment, punctuality, and dedication to continuous improvement. Problem-solving (32.1%) is also noted, emphasizing a swift and efficient response to issues, solution-finding and ensuring that guest expectations are met. Negotiation skill (28.4%) involves reaching mutually beneficial agreements and optimizing outcomes to preserve guest satisfaction. Finally, attention to detail skills (22.2%) is recognized, encompassing precision in various aspects attentive customer service.

Additionally, the study explores the perspectives of current employees in the hospitality sector, a significant majority consider willingness to learn (51.6%) as the most crucial skill. It is followed by: faithfulness (48.4%), active listening (47.3%), attention to detail skills (45.8%), people skills (44.1%), professionalism (41.9%), negotiation (40.9%), work ethics (38.7%), acceptance (38.7%), and problem-solving (32.1%) in descending order of importance. These insights gathered about the skills that employing individuals find significant in the context of the hospitality sector.

The figure also illustrates that a majority of job aspirants perceive themselves as lacking attention to detail (93.4%), followed by acceptance (92.7%), active listening (92%), people skills (90.5%), professionalism (89.1%), faithfulness (88.3%), negotiation (86.9%), work ethic (86.9%), problem-solving (83.2%), and willingness to learn (75.9%).

# HOSPITALITY SECTOR

Nevertheless, it is noteworthy that a significant number of job aspirants express a willingness to learn and improve in various areas. Specifically, a majority of job aspirants are open to enhancing their people skills (92%), problem-solving (91.2%), acceptance (91.2%), active listening (90.5%), faithfulness (90.5%), attention to detail (90.5%), negotiation (89.1%), work ethic (89.1%), professionalism (88.3%), and willingness to learn (44.5%). This suggests a positive inclination among job aspirants to develop and acquire skills they may currently perceive as lacking.

The evidence highlights a notable trend wherein the majority of prospective employers place high importance on faithfulness (45.7%), willingness to learn (40.7%), and people skills (39.5%) when recruiting job aspirants. Remarkably, the perspectives of currently working employees align with those of prospective employers, with willingness to learn (51.6%), faithfulness (48.4%), and active listening (47.3%) being identified as majorly preferred skills for enhanced work performance in the hospitality sector.

However, a significant disparity emerges when comparing the perceived skills of job aspirants with the expectations of prospective employers and current employees. Despite faithfulness and willingness to learn being deemed important behavioural skills by employers and employees alike, only 11.7% and 24.1% of job aspirants, respectively, believe they possess these skills. Interestingly, only 44.5% of job aspirants expressed their willingness to learn skills, which is a point of concern, while there is

a positive indication as a large percentage (90.5%) of job aspirants express a willingness to build faithfulness.

These findings underscore a noticeable gap between the skills expected by prospective employers and the self-perceived skills of job aspirants, indicating a potential area for improvement and alignment in the skills training processes within the hospitality sector.

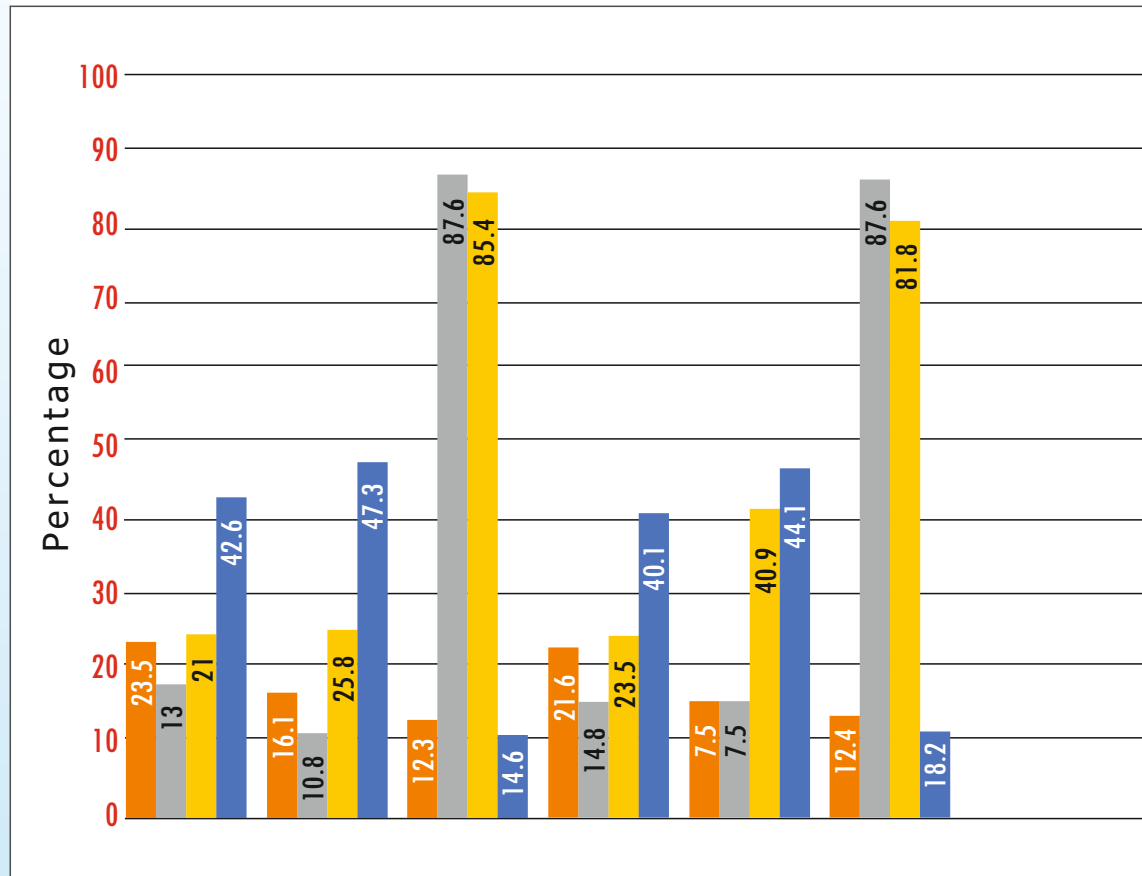
*"True hospitality consists of giving the best of yourself to your guests."*

*- Unknown*

**Figure-3**

**H-K Knowledge skill gap analysis in the hospitality sector**

Comparison of knowledge related skills among prospective employers, currently working employees and job aspirants



Prospective Employers	Currently Working Employees	Job Aspirants	Prospective Employers	Currently Working Employees	Job Aspirants
Cultural Awareness			Hazard Awareness		

**Knowledge related skills in Hospitality Sector**

Not Important/ Have (Yes)      Moderately Important/ Have (No)      Important/Learn (Yes)      Very Important/ Learn (No)

# HOSPITALITY SECTOR

**Figure 3** illustrates an overview of the knowledge related skills expected by prospective employers, and the recommendations from currently employed individuals, possessed by job aspirants in the hospitality sector. Analysis of the data reveals a significant emphasis on cultural awareness and hazard awareness knowledge related skills.

Notably, 42.6% of prospective employers accord a high priority to cultural awareness. Cultural awareness is referred to as the recognition, understanding, and appreciation of the diverse cultural backgrounds, customs, and preferences of guests and employees within hospitality establishments. This finding underscores the sector's recognition of the importance of creating inclusive and culturally sensitive environment across various facets, including restaurants, food services, lodging, hotels, and related services such as room services and maintenance. Following closely, hazard awareness is identified as a pivotal concern for 40.1% of prospective employers. Hazard awareness involves the recognition and understanding of potential dangers or risks that could lead to harm, injury, or damage within the work environment. It involves being vigilant and proactive in identifying and addressing potential hazards to ensure the safety and well-being of both guests and employees.

Furthermore, the study delves into the perspectives of current employers in the hospitality sector, revealing that a significant majority (47.3%) consider cultural awareness to be the most critical

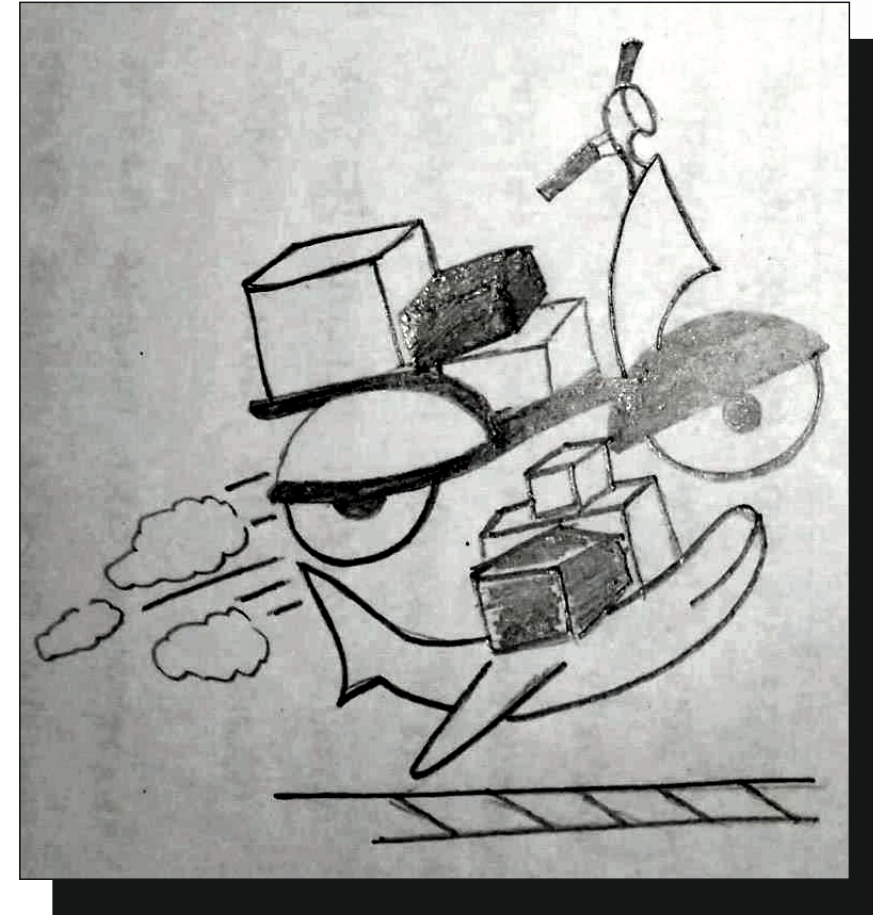
knowledge, followed by hazard awareness (44.1%). The figure also indicates that a majority of job aspirants perceive themselves as lacking cultural awareness (87.6%) and hazard awareness (87.6%). Nevertheless, it is noteworthy that (85.4%) of job aspirants express a willingness to learn about cultural awareness and (81.8%) about hazard awareness.

The evidence presented underscores the importance placed by both prospective and current employers on cultural awareness (42.6% and 47.3%) and hazard awareness (40.1% and 44.1%). However, a notable disparity emerges when comparing the perceived knowledge of job aspirants with the expectations of prospective employers and current employees. Despite employers emphasizing cultural (87.6%) and hazard awareness (87.6%) of job aspirants feel they lack knowledge in these areas within the hospitality sector. Interestingly, (85.4%) express a willingness to enhance their cultural awareness, and (81.8%) express a similar intent for hazard awareness.

*'Hospitality, a symphony of the soul, where every guest is a note, and every interaction, a harmonious chord. It's not merely a job, but a sacred duty, to ensure each visitor's journey is etched in the annals of their memories. For it is not the guest's burden to recall your service; rather, it is your privilege to craft experiences so extraordinary that they become indelible.'*

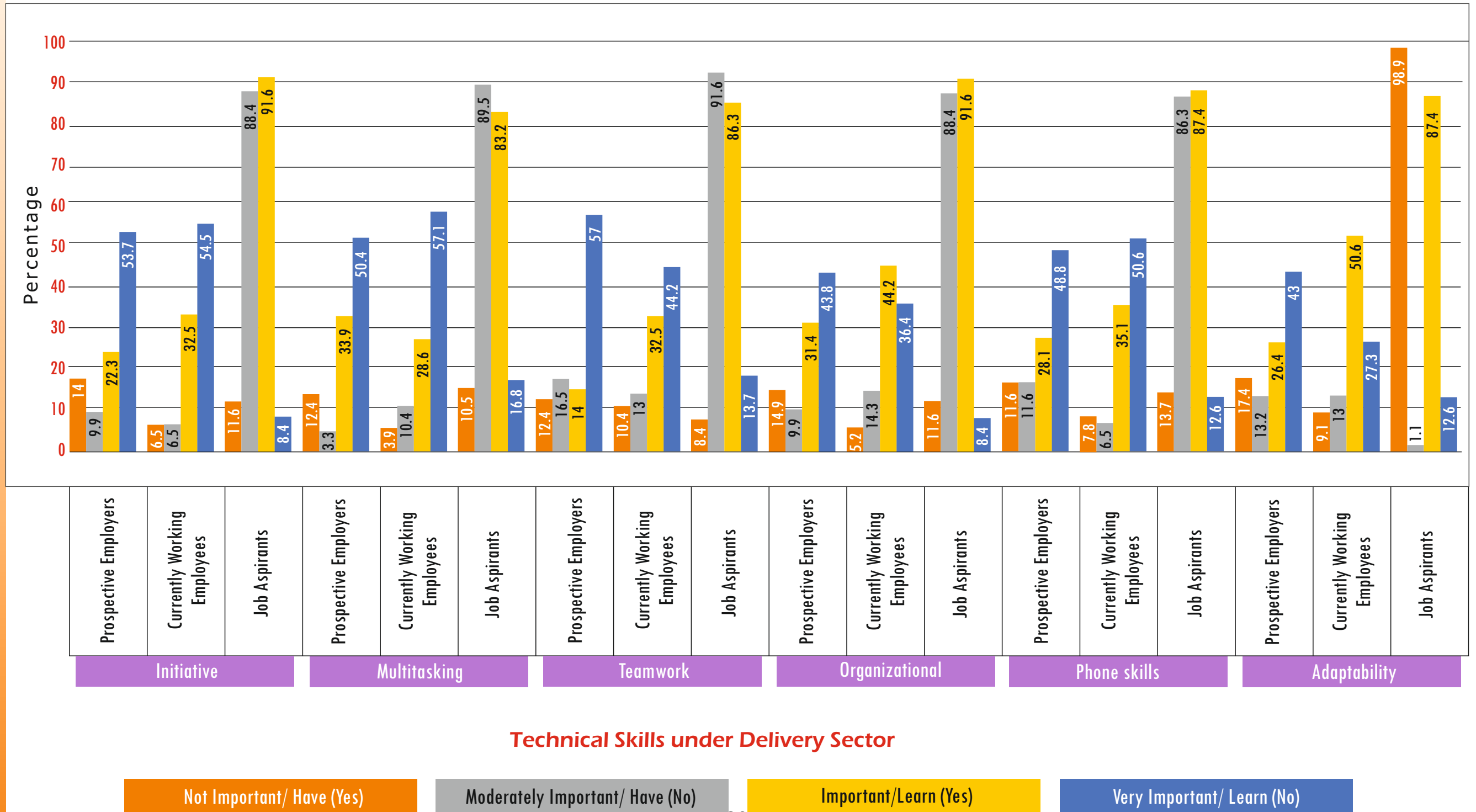


# DELIVERY SECTOR



**Figure-4**  
**DS-T** Technical/soft skill gap analysis in the Delivery sector

Comparison of technical skills among prospective employers, currently working employees and job aspirants



Technical Skills under Delivery Sector

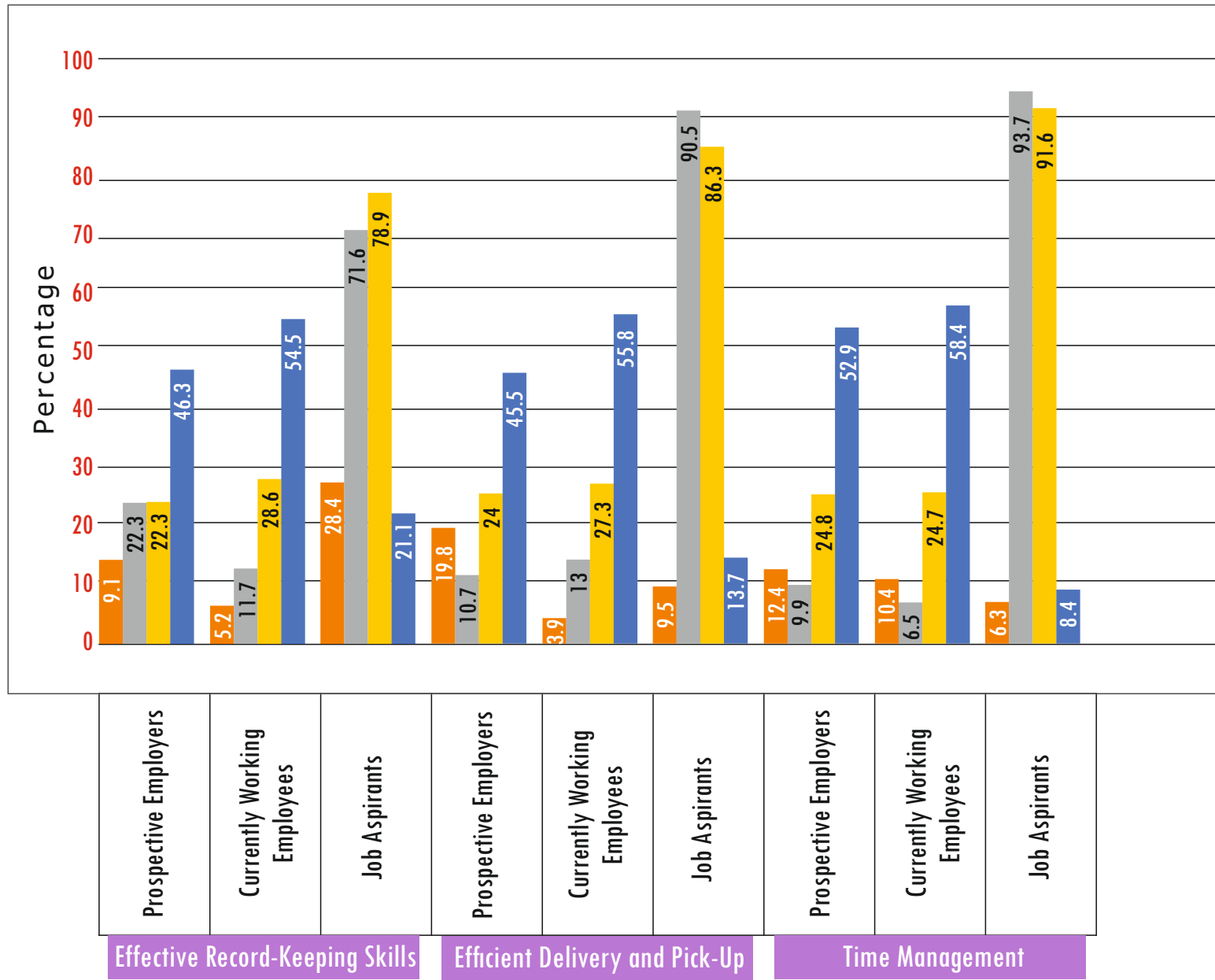
Not Important/ Have (Yes)

Moderately Important/ Have (No)

Important/Learn (Yes)

Very Important/ Learn (No)

**Figure-4**  
**DS-T** Technical/soft skill gap analysis in the Delivery sector conti...



**Technical Skills under Delivery Sector**

Not Important/ Have (Yes)
Moderately Important/ Have (No)
Important/Learn (Yes)
Very Important/ Learn (No)

# DELIVERY SECTOR

**Figure 4** shows the overview of the technical/ soft skills expected by prospective employers, the skills recommended by currently working employees and possessed by the job aspirants in the delivery sector. The study emphasized on nine specific skills, such as, Team work, Initiative, Time management, Multitasking, Phone skills, Effective record keeping skills, Efficient delivery and pick up, organizing skills and Adaptability.

The findings of this study provide valuable insight into the views of prospective employers. Majority of them consider every skill as very important. A significant percentage of prospective employers prioritize Teamwork (57%), defined as the collaborative effort of a group of individuals working together to achieve a common goal. This is followed by Initiative (53.7%) and time management (52.9%). Initiative is the ability to take independent action and make decisions without being prompted. It involves being pro-active, identifying opportunities, and showing a willingness to take on responsibilities. Time management involves effectively organizing and prioritizing tasks to make the most of the available time.

Multi-tasking (50.4%), another essential skill identified, refers to the ability to perform multiple tasks or activities simultaneously or in rapid succession. It involves switching attention between tasks, and it's a cognitive skill that allows individuals to manage various demands efficiently. Phone skills (48.8%), refers to the ability to effectively communicate and interact with others over the phone. This includes clear and concise verbal communication, active

listening, proper phone etiquette, and the ability to convey information or resolve issues in a professional situation.

Effective record keeping skill (46.3%) involves accurately documenting and organizing information. This includes attention to detail, ability to maintain confidentiality, good organization, proper categorization, and time updates are key components for successful record management. Having efficient delivery and pick up skill (45.5%) considered as a foundational skill, involves timely and streamlined processes for transporting goods or services to and from their destinations. Organizational skill (43.8%) is another skill identified as critical. It refers to a person's capacity to effectively plan, coordinate, and manage tasks, resources, and time within a group or work place.

Lastly Adaptability (43%) skill is also considered as very important, it is the ability to adjust to new conditions, changes, or challenges, it involves being flexible, open-minded, and able to respond effectively in unexpected situations.

Currently working employees viewed time management (58.4%), as an important skill followed by multi-tasking (57.1%), efficient delivery and pick up (55.8%), initiative (54.5%) and record keeping skills (54.5%). Phone skills (50.6%) and teamwork (44.2%), organizational skills (36.4%) and adaptability (27.3%) in descending order of importance.

## DELIVERY SECTOR

The study also reveals that a great proportion of job aspirants lack these specific skills, they are: Time management (93.7%), Team work (91.6%), efficient delivery and pick up (90.5%), Multi-tasking (89.5%), Initiative (88.4%), Organizational skill (88.4%), Phone skills (86.3%), and record keeping skill (71.6%). An exception can be seen in adaptability that (98.9%) of them responded having that skill. Certainly, adaptability is a crucial skill for job aspirants as it demonstrates their ability to thrive in a diverse working environment. And it was notable that most respondents have a mindset of improving their skill by learning. Initiative skill, Time management skill and organizational skill (91.6%), Phone skill and adaptability (87.4%), efficient delivery and pick up and team work (86.3%), and record keeping skill (78.9%), It reflects positively on their attitude, motivation towards learning.

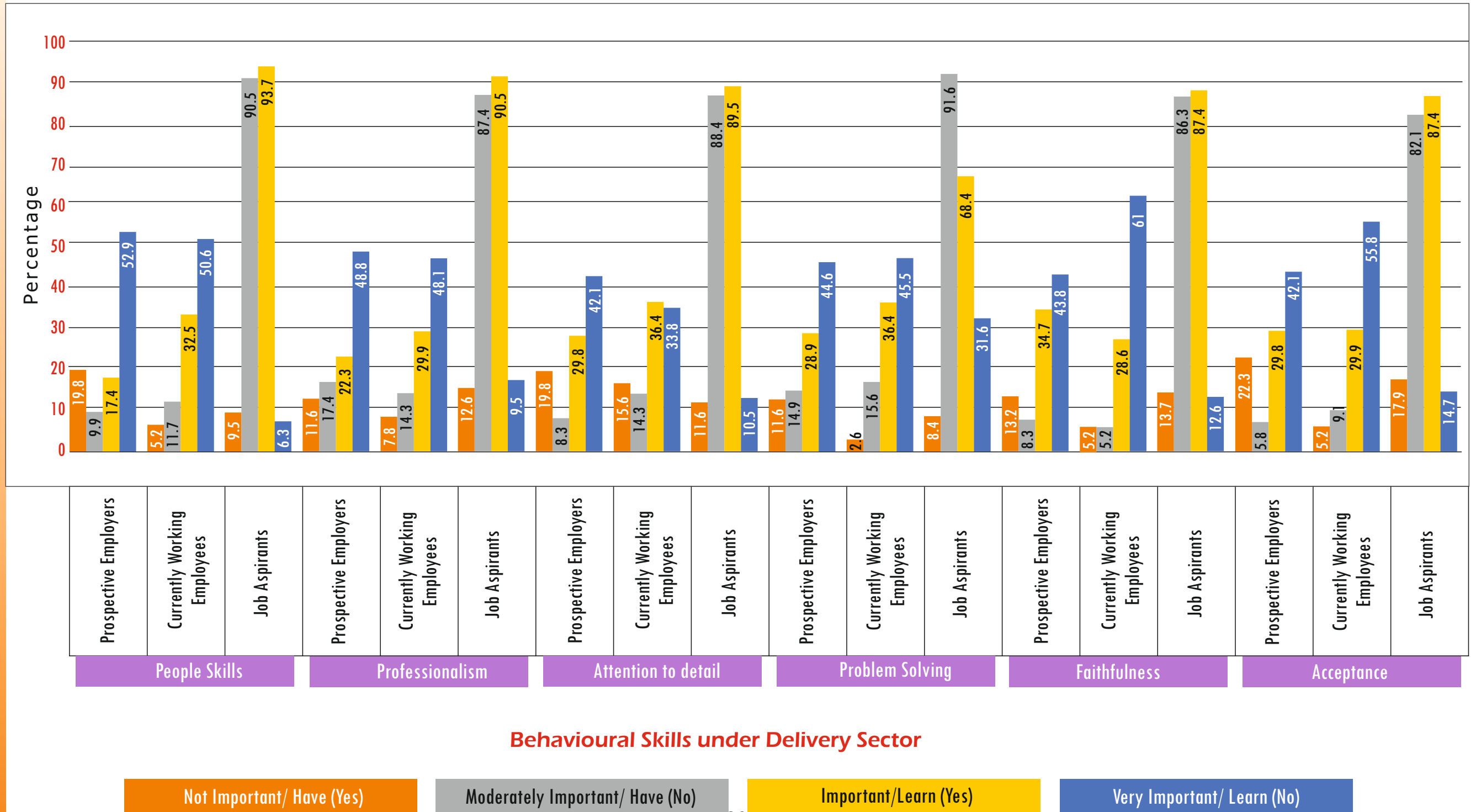
Teamwork (57%, 44.2%), and Time management (52.9%, 58.4%), are highly valued skills proposed by employers and employees respectively. But only 6.3% job aspirants possess time management and 8.4% job aspirants possess teamwork.

So, the results clearly depict the significant proportion of prospective employers and currently working employees prioritize every skill as very important, but the job aspirants do not possess skills.

*“The key to success lies in perfecting the delivery – clarity, confidence, and connection”  
– Unknown*

**Figure-5**  
**DS-B** Analysis of behavioural skills in the delivery sector

Comparison of behavioural skills among prospective employers, currently working employees and job aspirants



**Behavioural Skills under Delivery Sector**

Not Important/ Have (Yes)

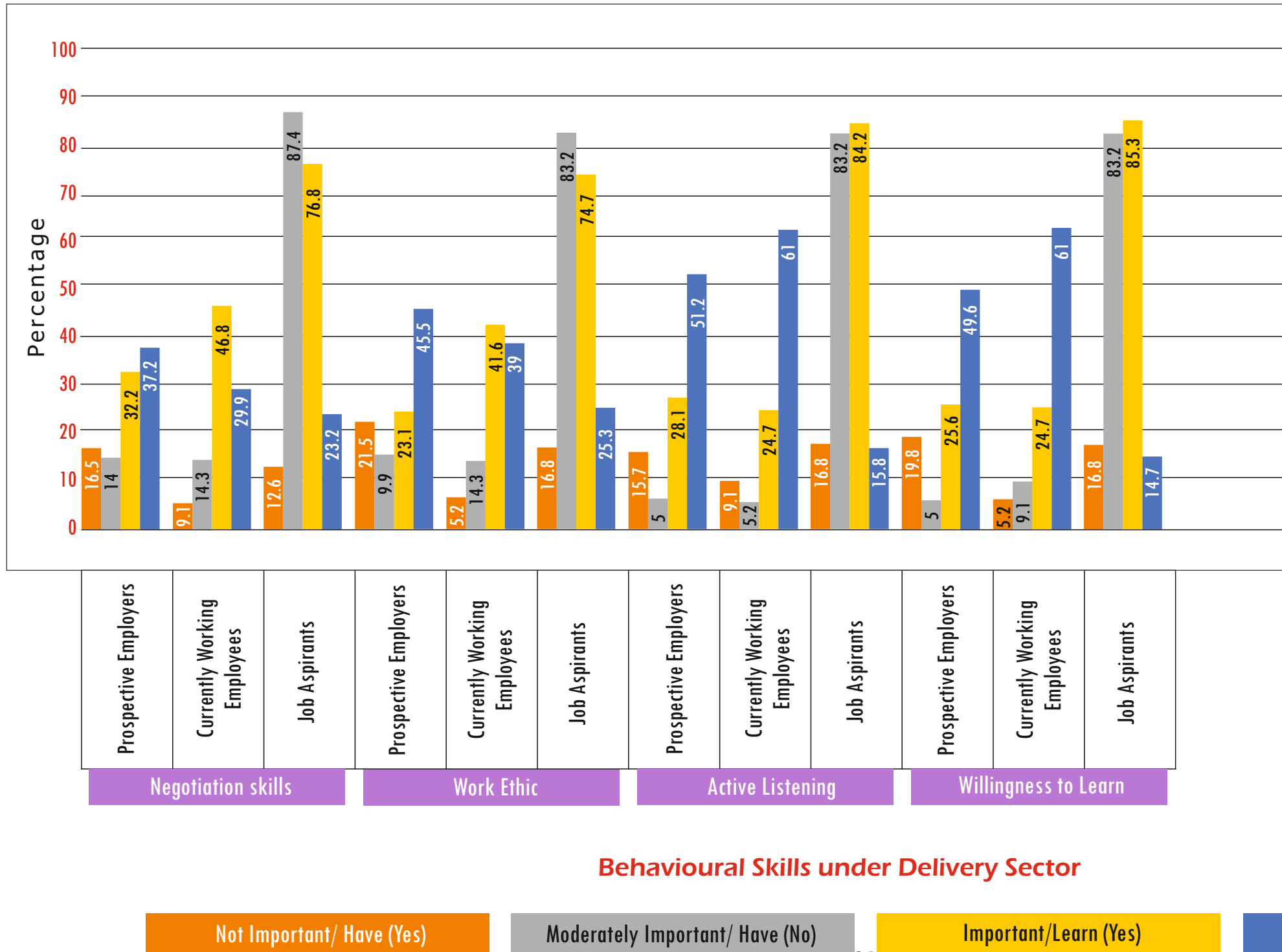
Moderately Important/ Have (No)

Important/Learn (Yes)

Very Important/ Learn (No)



**Figure-5**  
**DS-B** Analysis of behavioural skills in the delivery sector conti...



**Behavioural Skills under Delivery Sector**

Not Important/ Have (Yes)

Moderately Important/ Have (No)

Important/Learn (Yes)

Very Important/ Learn (No)

# DELIVERY SECTOR

**Figure 5** shows the overview of the Behavioural skills expected by prospective employers, the skills recommended by currently working employees and possessed by the job aspirants under the delivery sector. The study relies on ten specific skills, that are, as follows, People skills, Professionalism, Attention to details, Problem solving, commitment to learn, Faithfulness, Acceptance, Negotiation skills, Work ethics, and Active listening.

According to the findings, a significant proportion of prospective employers placed a greater importance on people skills (52.9%), that refers to the ability to communicate, collaborate and interact effectively with others, and Active listening (51.2%) is a communication skill that involves fully concentrating, understanding, and responding to a speaker.

Willingness to learn (49.6%) is another essential skill identified. Willingness to learn is the openness and eagerness to acquire new knowledge, skills or perspectives. Professionalism (48.8%), encompasses a set of behaviours, attitudes and qualities that demonstrate a high standard of competence, ethics and respect in a professional environment. Work ethic (45.5%) in another need-based skill reported, work ethic refers to the set of principles, values, and attitudes that govern an individual's approach and dedication to his/her work.

Problem solving skill (44.6%) is another crucial skill identified, referring to the process of finding effective solutions to challenging

or complex issues. It involves analysing a situation, identifying the root cause of a problem, exploring possible solutions, and selecting the most suitable course of action. Faithfulness (43.8%), refers to the quality of being loyal, reliable, and steadfast in one's commitments, relationships, or responsibilities. Acceptance (42.1%) and Attention to details (42.1%) have been given equal importance by prospective employers. Acceptance in the sector refers to the willingness to embrace or acknowledge a situation, person, or circumstance without resistance or judgement. Attention to details refers to the ability to notice and address small, often overlooked aspects of a task or situation. And finally, Negotiation skills (37.2%), involves the ability to reach mutually beneficial agreements or settlements through communication and compromise.

Further, currently working employees gave greater importance to Willingness to learn (61%), Active listening (61%) and Faithfulness (61%). Acceptance (55.8%), followed by People skill (50.6%), Professionalism (48.1%), Problem solving skill (45.5%), Work ethic (39%), Attention to details (33.8%) and Negotiation skill (29.9%) in a descending order.

From the study, it is notable that a majority of job aspirants responded as they lack these skills, Problem solving (91.6%), People skill (90.5%), Attention to details (88.4%), Professionalism (87.4%), Negotiation (87.4%), Faithfulness (86.3%), Work ethic (83.2%), Active listening (83.2%), Willingness to learn (83.2%) and

# DELIVERY SECTOR

Acceptance (82.1%) skills. Impressively a significant proportion of job aspirants were willing to learn and develop these skills, People skills (93.7%), Professionalism (90.5%), Attention to details (89.5%), Faithfulness (87.4%), Acceptance (87.4%), Willingness to learn (85.3%), Active listening (84.2%), Negotiation (76.8%), Work ethic (74.7%) and Problem solving (68.4%).

On a comparison of considerations of prospective employers and currently working employees, there is a fine alignment in the proposed suggestive skills. The overlapping skills from the preferences of both parties are people skills (52.9% of the prospective employers and 50.6% by current employees), active listening (51.2% of the prospective employers and 61% by current employees), willingness to learn (49.6% of the prospective employers and 61% by current employees) and professionalism (48.8% of the prospective employers and 48.1% by current employees).

When job aspirants' perceived skills are compared to what Prospective employers anticipate of them and current employees recommend, a notable discrepancy becomes apparent. Even though employers consider people skills, active listening, willingness to learn and professionalism to be critical behavioural skills, only 9.5%, 16.8%, 16.8 % and 12.6% of job aspirants, respectively, think they have these abilities. Interestingly, a significant percentage of job aspirants express a desire to acquire these skills: 93.7% of the group is willing to seek people skills,

84.2% are interested in developing skills for active listening, 85.3% express willingness for learning and 90.5 % look forward to developing professionalism.

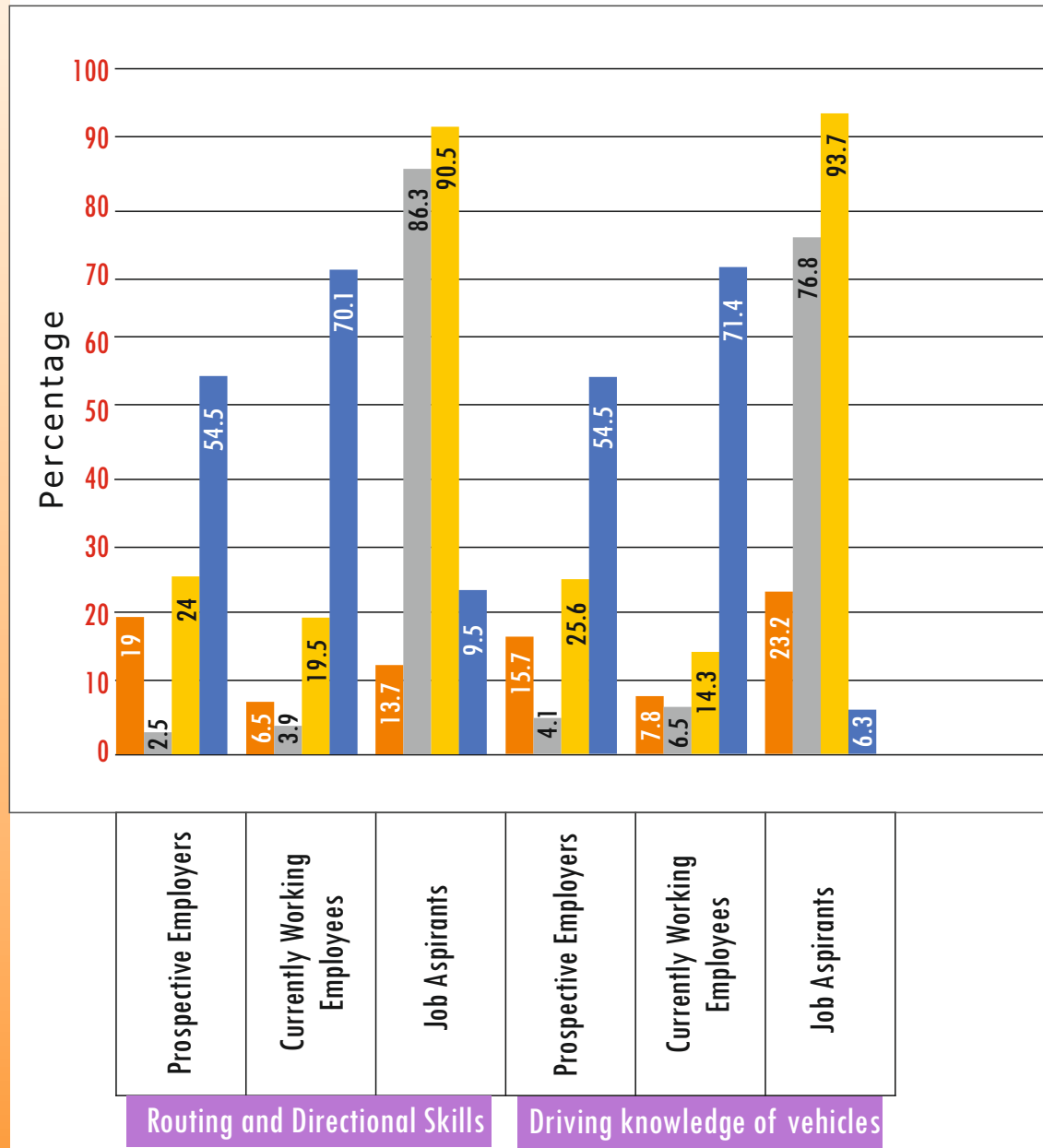
The findings indicate an obvious gap between the skills that prospective employers value and the skills that job aspirants think they have, pointing to a potential lacuna for improvement in the delivery sector's hiring and skill acquisition processes.

*"It's not just what you say, but  
how you deliver it that  
makes the impact."*

*- Unknown*

**Figure-6**  
**DS-K** Analysis of knowledge skills in the delivery sector

Comparison of knowledge related skills among prospective employers, currently working employees and job aspirants



Knowledge related skills under Delivery Sector

Not Important/ Have (Yes)      Moderately Important/ Have (No)      Important/Learn (Yes)      Very Important/ Learn (No)

# DELIVERY SECTOR

**Figure 6** provides an insightful overview of the knowledge-related skills possessed by job aspirants, the skills anticipated by prospective employers, and the skills recommended by current employees within the Delivery sector. The study focuses on 2 specific knowledge-related skills deemed crucial in this sector: Routing the directional skill and Driving Knowledge of vehicles which will help basic idea of the geographical locations where employees need to provide service.

According to the findings, (54.5%) prospective employers emphasize the significance that both the above skills play a vital role in giving service to the customers. This includes Basic knowledge to handle communicative equipment. Additionally, Majority of prospective employers highlight the importance of knowing the route and location as an important skill in the delivery sector.

Among currently employed individuals in the delivery sector (70.1%) employees said location and driving is a very important skill, while (71.4%) emphasize driving is an important skill. From the findings it was observed that (86.3%) job aspirants don't possess routing and directional skills and (76.8%) don't possess driving knowledge of the vehicle. The Figure also reveals that (90.5%) job aspirants are willing to learn routing and directional skill and (93.7%) job aspirants are willing to learn driving knowledge of the vehicle.

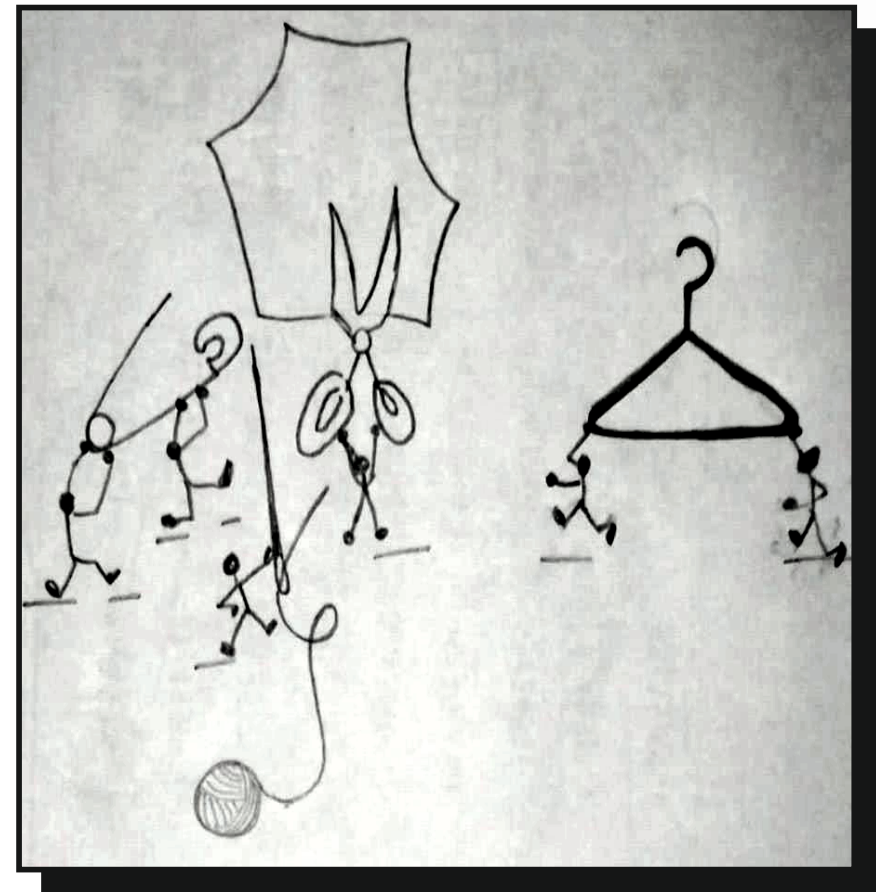
*“The key to success lies in perfecting the delivery – clarity, confidence, and connection.”*

*- Unknown*

*'Every parcel you deliver is a piece of someone's world, a hope, a dream, a gift. With each drop-off, you're not just making a delivery; you're making a difference. You're connecting people, easing worries, and bringing joy. So, keep moving forward, with pride and purpose. Your dedication is not just a job; it's a service to humanity.'*

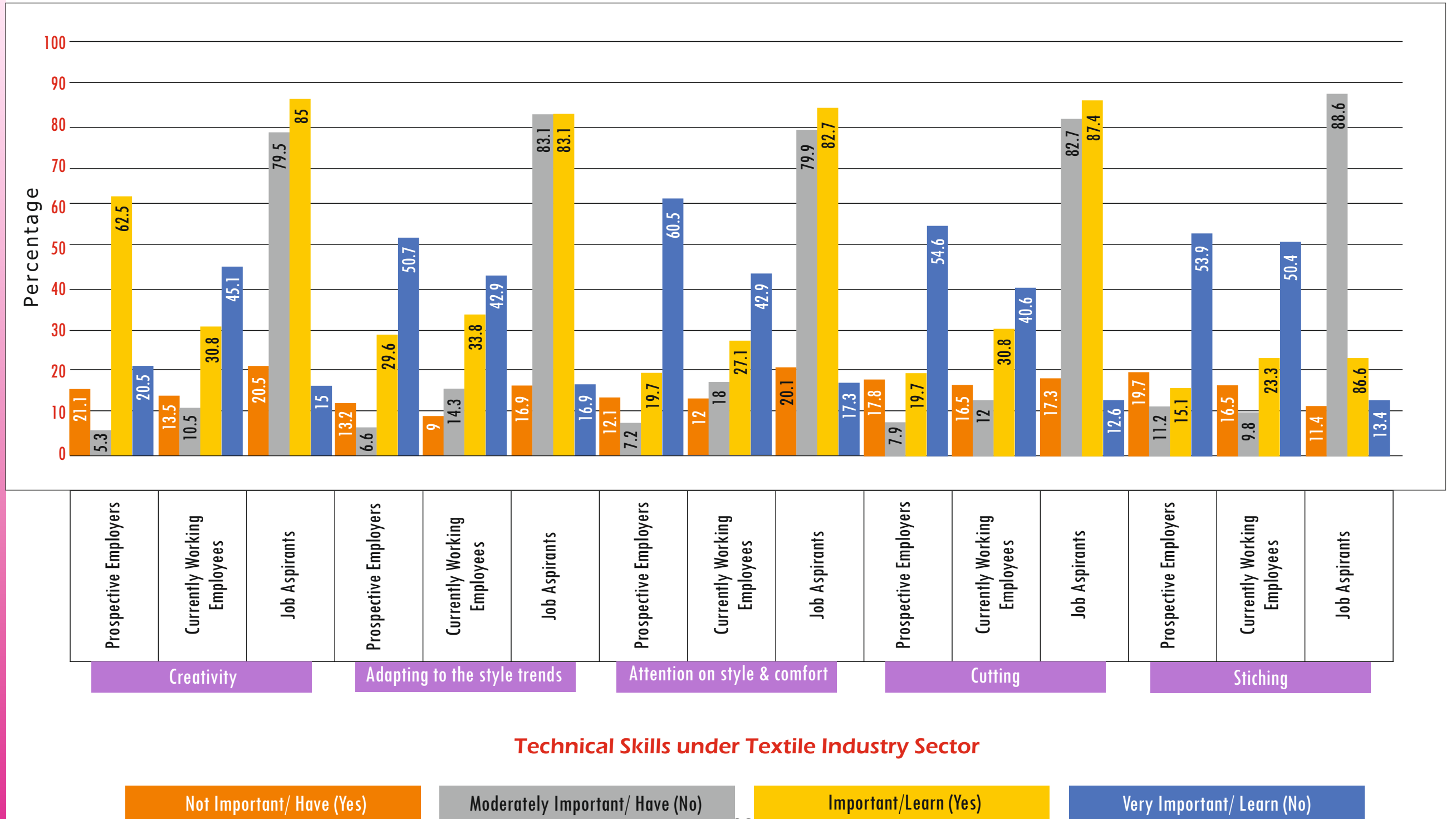


# TEXTILE SECTOR



**Figure-7**  
**TI-T** Technical/soft skill analysis in the textile sector

**Comparison of technical skills among prospective employers, currently working employees and job aspirants**



**Technical Skills under Textile Industry Sector**

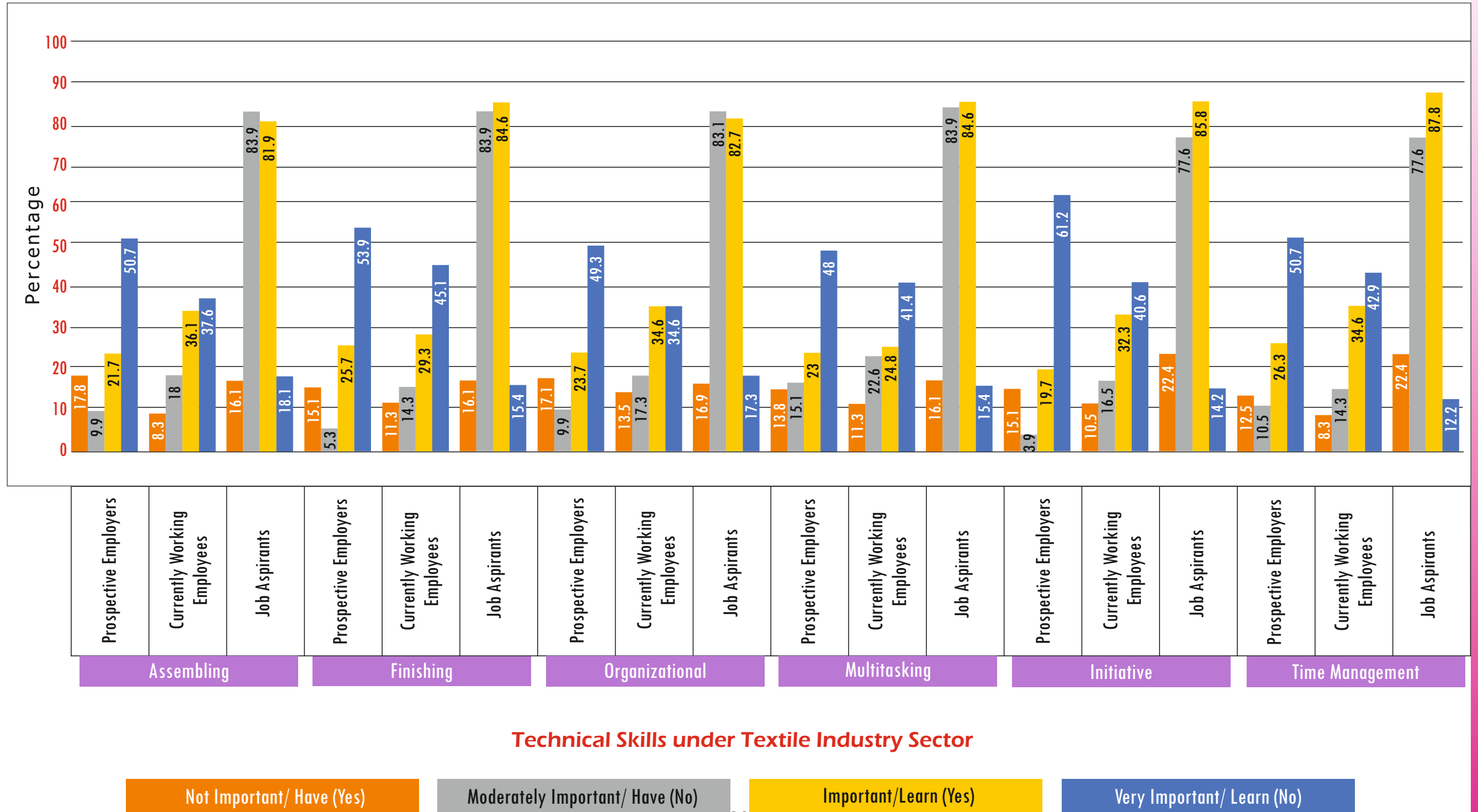
Not Important/ Have (Yes)

Moderately Important/ Have (No)

Important/Learn (Yes)

Very Important/ Learn (No)

**Figure-7**  
**TI-T** Technical/soft skill gap analysis in the textile sector . . .conti



# TEXTILE SECTOR

**Figure 7** presents an overview of the technical/ soft skills anticipated by prospective employers, the skills recommended by current employees and possessed by job aspirants in the textile sector. The study focuses on eleven specific skills in the textile industry: creativity, initiative, attention to detail, cutting, stitching, assembling, finishing, organizational, multitasking, initiative, and time management.

According to the findings, a substantial percentage of prospective employers prioritize creativity (62.5%) as one of the crucial skills for job holders in the textile sector. Creativity involves ability to generate innovative ideas, design and methods to implement these ideas. Initiative (61.2%), highlighting the importance of being proactive and self-directed in identifying and addressing challenges, seizing opportunities, and contributing to continuous improvement in the industry. Following closely is attention to style and comfort (60.5%), encompassing an awareness of current fashion, refined design sensibility, technical expertise, consumer awareness, and a commitment to meeting the functional needs of end users.

The third most preferred skill by prospective employers is Stitching skill (53.9%), which pertains to an employee's proficiency in sewing fabrics to create textile products, is also highly prioritized by prospective employers. Similarly, finishing skill (53.9%), involving techniques applied to textile products after weaving or knitting, is considered crucial for determining the final quality and

characteristics of the products.

Cutting skills (54.6%), referring to the proficiency in cutting fabric for assembling into finished products, are also deemed pertinent in the industry. Adapting to style trends (50.7%) is another valuable skill, indicating an employee's ability to stay abreast with evolving fashion trends and consumer preferences. Time management (50.7%) is emphasized as a skill involving strategic planning, effective organization, and efficient resource utilization to ensure timely completion of tasks. Assembling skill (50.7%) is highlighted for its critical role in joining and combining different elements during the production process. Organizational skills (49.3%) are crucial for efficiently managing tasks, resources, and information to ensure smooth and effective operations in the dynamic textile industry. Multi-tasking (48%) is considered important, reflecting the ability of employees to handle multiple tasks, responsibilities, or projects simultaneously. Lastly, creativity (20.5%) is also preferred, Creativity involves the ability to generate innovative ideas, designs, and solutions within the context of textile and apparel production.

The study delved into the viewpoints of current employees within the textile sector, outlining their preferences in descending order of significance: stitching (50.4%), creativity (45.1%), finishing (45.1%), adapting to style trends (42.9%), attention to style and comfort (42.9%), time management (42.9%), multitasking (41.4%), cutting (40.6%), initiative (40.6%), assembling (37.6%), and organizational (34.6%).

# TEXTILE SECTOR

Apart from creativity, there exists a difference in the prioritized skills between Prospective employers and current employees. This suggests the necessity for skill trainers to consider a broader spectrum of skills favoured by both the groups when determining which skills to emphasize upon.

Additionally, the data reveals that a significant majority of job aspirants acknowledge a lack of skills such as stitching (88.6%), assembling (83.9%), multitasking (83.9%), finishing (83.9%), organizational (83.1%) adapting to style trends (83.1%), cutting (82.7%), attention on style and comfort (79.9%), creativity (79.5%), initiative (77.6%) and time management (77.6%).

Nevertheless, it is noteworthy that a substantial number of employees express a willingness to learn and enhance their proficiency in various areas. Notably, a majority of employees are open to improving their time management (87.8%), cutting (87.45%), stitching (86.6%), initiative (85.8%), creativity (85%), finishing (84.6%), multitasking (84.6%), adapting to the style trends (83.1%), attention on style and comfort (82.7%), organising (82.7%) and assembling (81.9%). While this demonstrates a positive attitude among job aspirants, given the disparities in preferred skills among job aspirants, Prospective employers, and current employees, there is a crucial need to heighten awareness among job aspirants about the most valued skills and implement targeted training programs to enhance their capabilities in those specific aspects.

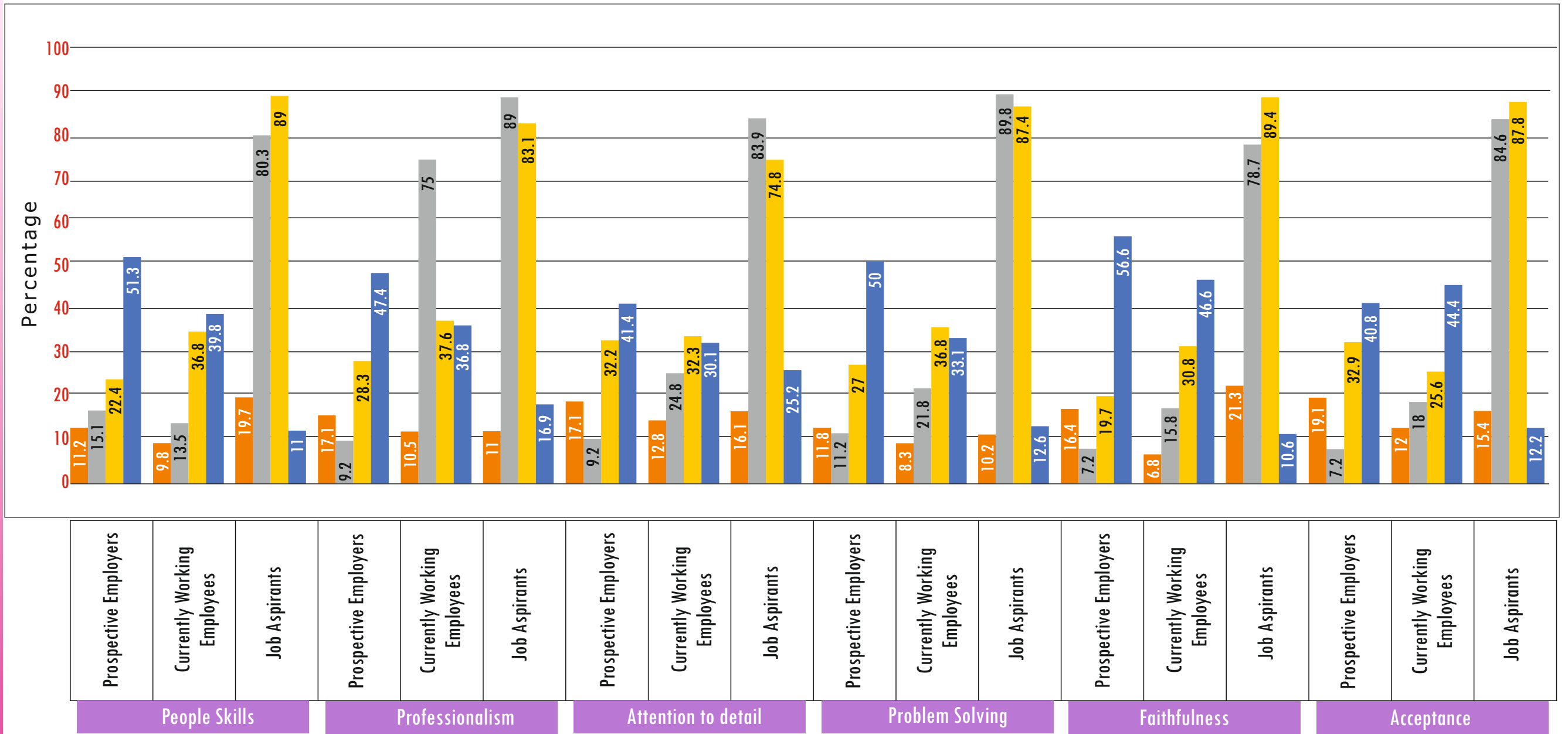
These findings underscore a noticeable gap between the skills expected by Prospective employers and the self-perceived skills of job aspirants, highlighting a potential area for refinement and alignment in the skills development and recruitment processes within the textile industry sector.

*"Every thread woven is a story  
of skill, creativity,  
and tradition."  
- Unknown*

**Figure-8**

**TI-B Behavioural skill gap analysis in the textile industry sector**

Comparison of behavioural skills among prospective employers, currently working employees and job aspirants

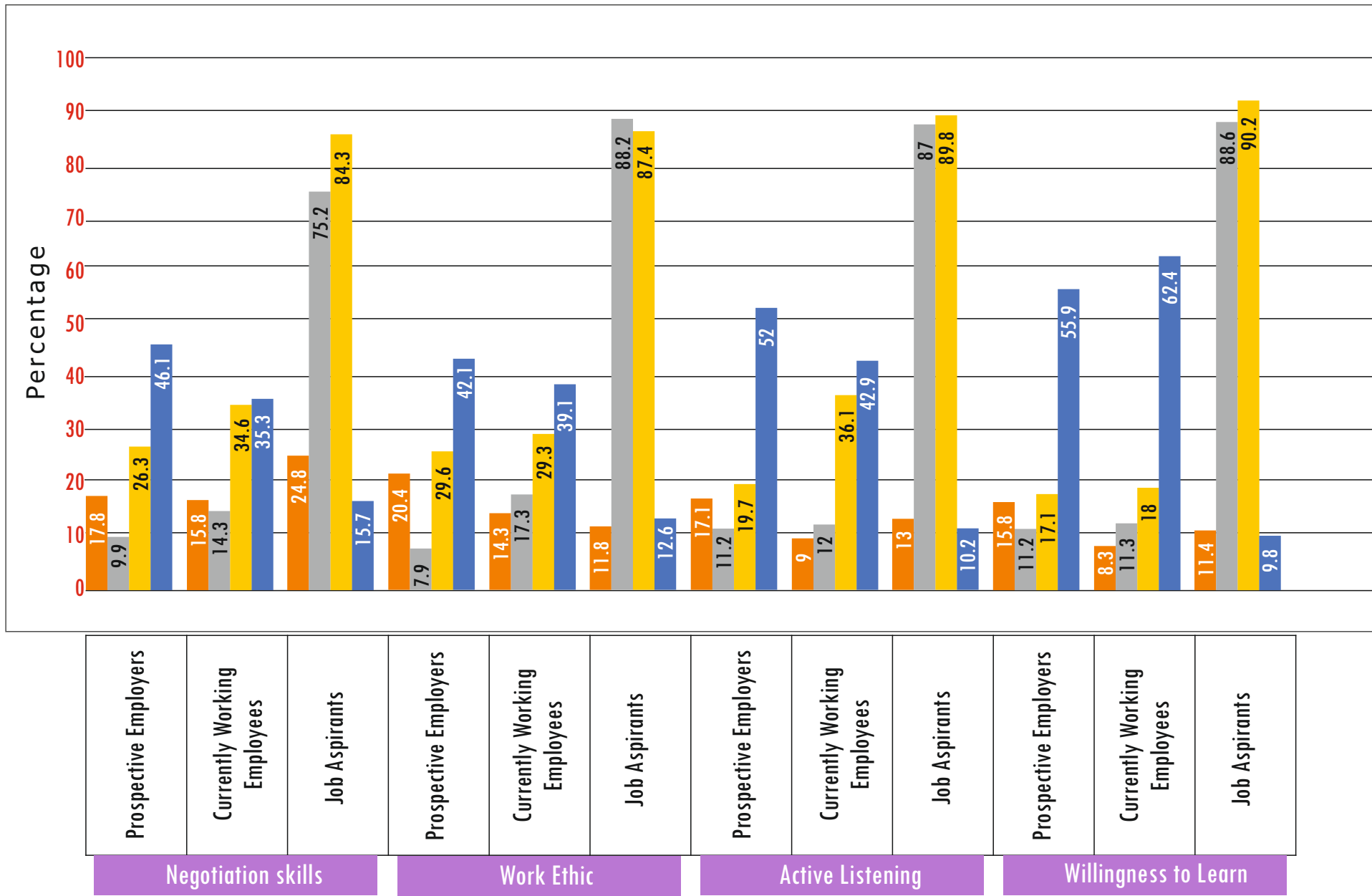


**Behavioural Skills under Textile Industry Sector**

Not Important/ Have (Yes)      Moderately Important/ Have (No)      Important/Learn (Yes)      Very Important/ Learn (No)



**Figure-8**  
**TI-B** Behavioural skill gap analysis in the textile industry sector conti...



**Behavioural Skills under Textile Industry Sector**

Not Important/ Have (Yes)      Moderately Important/ Have (No)      Important/Learn (Yes)      Very Important/ Learn (No)

# TEXTILE SECTOR

**Figure 8** presents an overview of the behavioural skills anticipated by prospective employers, the skills recommended by current employees and possessed by job aspirants in the textile sector. The study focuses on ten specific skills in the textile industry: faithfulness, commitment to learn, active listening, people skills, problem solving, professionalism, negotiation skills, work ethic, attention to detail, and acceptance.

According to the findings, a significant percentage of the prospective employers prioritize faithfulness (56.6%), indicating the importance of reliability, trustworthiness, and loyalty in the textile industry employees. The second most crucial skill identified by prospective employers is willingness to learn (55.9%), reflecting a strong commitment to continuous learning and professional development. Active listening skills (52%) is among the third most preferred skill, encompassing accuracy in instructions, effective team communication, and the reduction of miscommunications.

People skills (51.3%) are closely following, highlighting the importance of interpersonal and communication abilities for effective interaction with various roles in the textile industry, including designers, machine operators, quality controllers, and logistics personnel. Problem-solving (50%) is another highly valued skill, involving analytical thinking, collaboration, adaptability, and creativity.

Professionalism (47.4%) in the textile industry is characterized by

ethical behaviour, effective communication, a strong work code, and a commitment to continuous improvement, contributing to a positive and productive workplace. Negotiation skills (46.1%) are marked as crucial, encompassing the ability to engage in discussions and reach mutually beneficial agreements.

Work ethic (42.1%) is another foundational behavioural skill, incorporating dedication, reliability, professionalism, problem-solving abilities, and a commitment to continuous improvement. Attention to detail (41.4%) involves a meticulous approach to various aspects of the production process, including design, material selection, quality control, and shipment. Finally, acceptance (40.8%) is identified as a valuable skill, indicating an individual's ability to positively acknowledge and adapt to changes, diverse perspectives, feedback, and new ideas in the textile industry.

The research explored the perspectives of currently working employees in the textile sector, detailing their preferences in order of importance: willingness to learn (62.4%), faithfulness (46.6%), acceptance (44.4%), active listening (42.9%), people skills (39.8%), work ethic (39.1%), professionalism (36.8%), negotiation skills (35.3%), problem-solving skills (33.1%), and attention to detail (30.1%). It was observed that the current employees' preferences align with those identified by prospective employers.

Moreover, the data indicates that a significant majority of job aspirants recognize inadequate skills in problem-solving (89.8%),

## TEXTILE SECTOR

professionalism (89%), willingness to learn (88.6%), work ethics (88.2%), active listening (87%), acceptance (84.6%), attention to details (83.9%), people skill (80.3%), faithfulness (78.7%) and negotiation skill (75.2%).

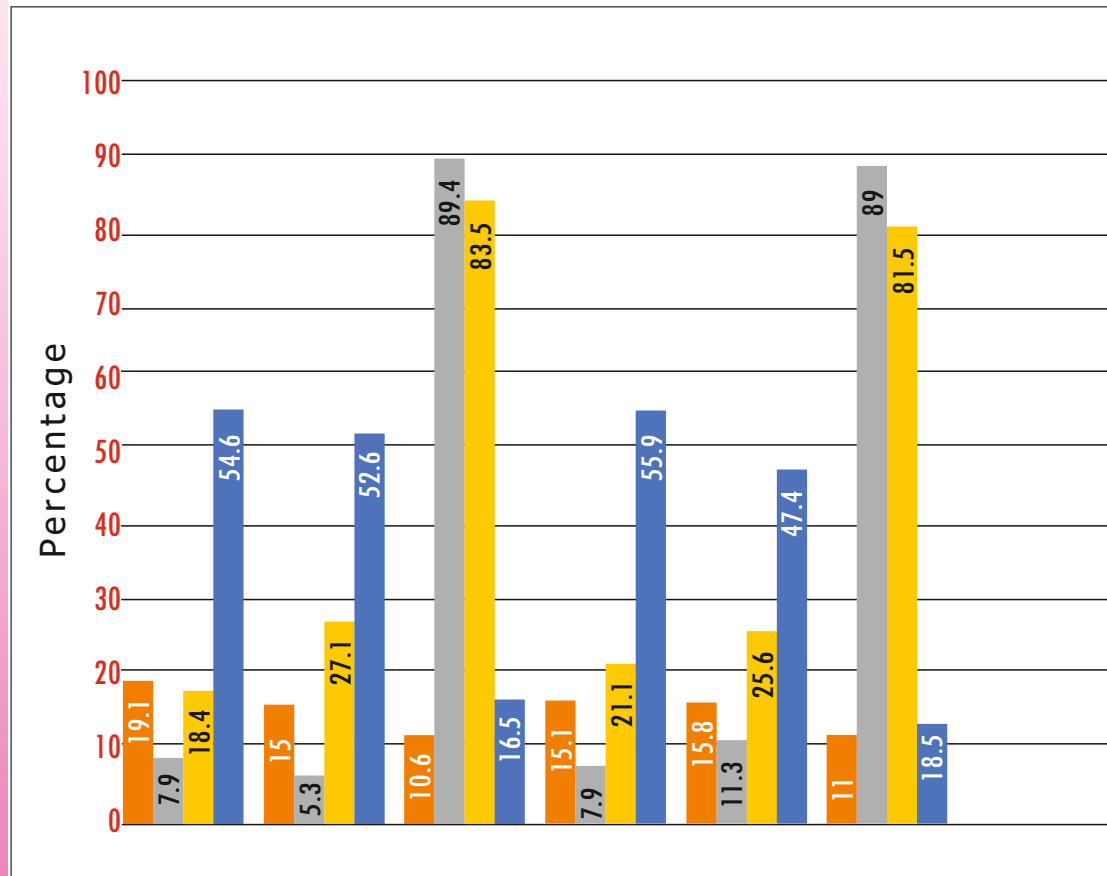
Nevertheless, it is noteworthy that a substantial number of job aspirants express their willingness to learn and enhance their proficiency in various areas. Notably, a majority of employees are open to improving their willingness to learn (90.2%), active listening (89.8%), faithfulness (89.4%), people skills (89%), acceptance (87.8%), problem solving (87.4%), work ethic (87.4%), negotiation skill (84.3%), professionalism (83.1%) and attention to details (74.8%). While this reflects a positive attitude among job aspirants, the disparities in preferred skills among job aspirants, Prospective employers, and current employees emphasize the critical need to raise awareness among job aspirants about the most valued skills and implement targeted training programs to enhance their capabilities in those specific areas.

These findings underscore a noticeable gap between the skills expected by Prospective employers and the self-perceived skills of job aspirants, highlighting a potential lacuna area for refinement and alignment in the skills development and recruitment processes within the textile industry sector.

*“Textile craftsmanship  
transforms raw materials into  
masterpieces that shape  
our world.”  
- Unknown*

**Figure-9**  
**TI-K** Knowledge related skill gap analysis in the textile industry sector

Comparison of knowledge related skills among prospective employers, currently working employees, and job aspirants



Prospective Employers	Currently Working Employees	Job Aspirants
Prospective Employers	Currently Working Employees	Job Aspirants

Knowledge related skills under textile industry

Not Important/ Have (Yes)      Moderately Important/ Have (No)      Important/Learn (Yes)      Very Important/ Learn (No)

# TEXTILE SECTOR

**Figure 9** provides an insightful overview of the knowledge-related skills anticipated by prospective employers, the skills recommended by current employees possessed by job aspirants within the textile industry sector. The study focuses on two specific knowledge-related skills deemed crucial in this sector: an understanding of textile basics and various fabrics, and proficiency in maintenance operations.

According to the findings, (55.9%) of prospective employers emphasize the significance of knowledge about maintenance operators. This includes effective management to minimize downtime, optimize production efficiency, and ensure the overall reliability of manufacturing equipment. Additionally, (54.6%) of prospective employers highlight the importance of awareness regarding textile basics and different fabrics. This skill is deemed crucial for professionals in diverse roles, including designers, manufacturers, quality control experts, and marketers.

Among currently employed individuals in the sector, (52.6%) consider awareness of textile basics and different fabrics as a crucial knowledge-based skill, while (47.4%) emphasize the importance of maintenance operators. The Figure also reveals that 89.4% and 89% of job aspirants acknowledge a lack of awareness in textile basics and different fabrics, as well as maintenance operators' skills, respectively. However, a positive aspect emerges as (83.5%) and (81.5%) express their willingness to learn these skills.

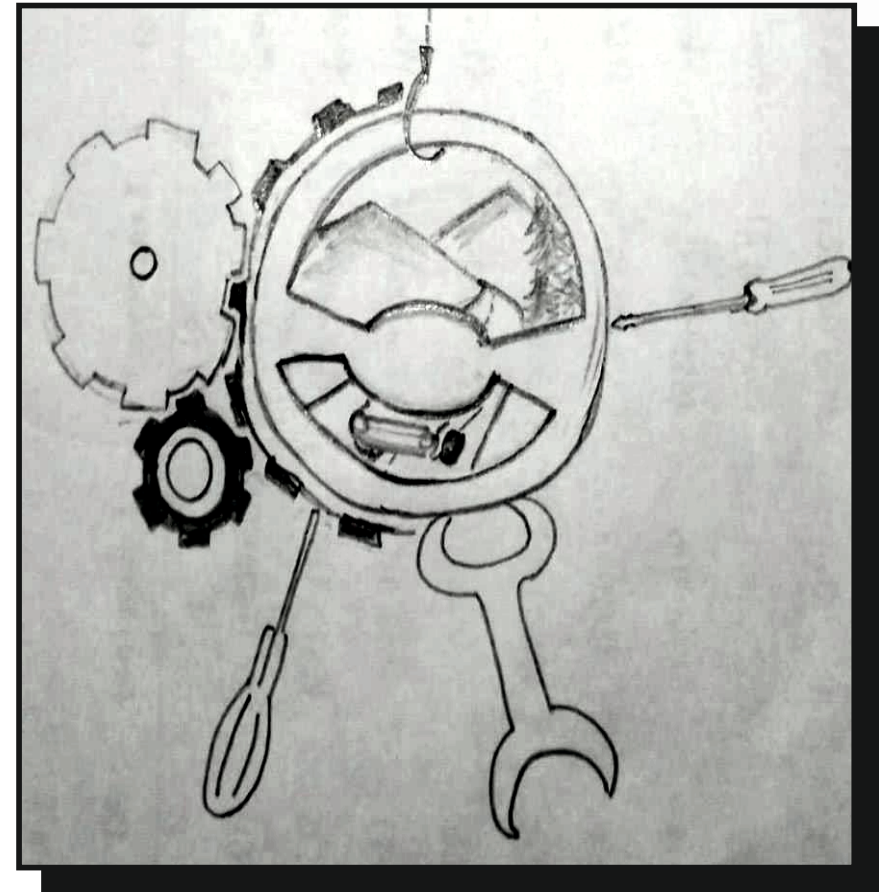
Given the evident gap in these skills among job aspirants and their eagerness to acquire them, it is imperative for skill trainers to design appropriate training programs to instill these competencies in them.

*“In the textile industry,  
skill lies in blending  
innovation with the  
art of the past.”  
- Unknown*

*'As slow fashion artisans, you're not just crafting clothes; you're creating experiences, emotions, and a trend. You're transforming raw materials into wearable art. Clasp the joy of the process, the satisfaction of a job well done. Your work is more than a job; it's a passion, a purpose, a promise of a sustainable future. Let the creativity flow, let your hands bring beauty to the world.'*

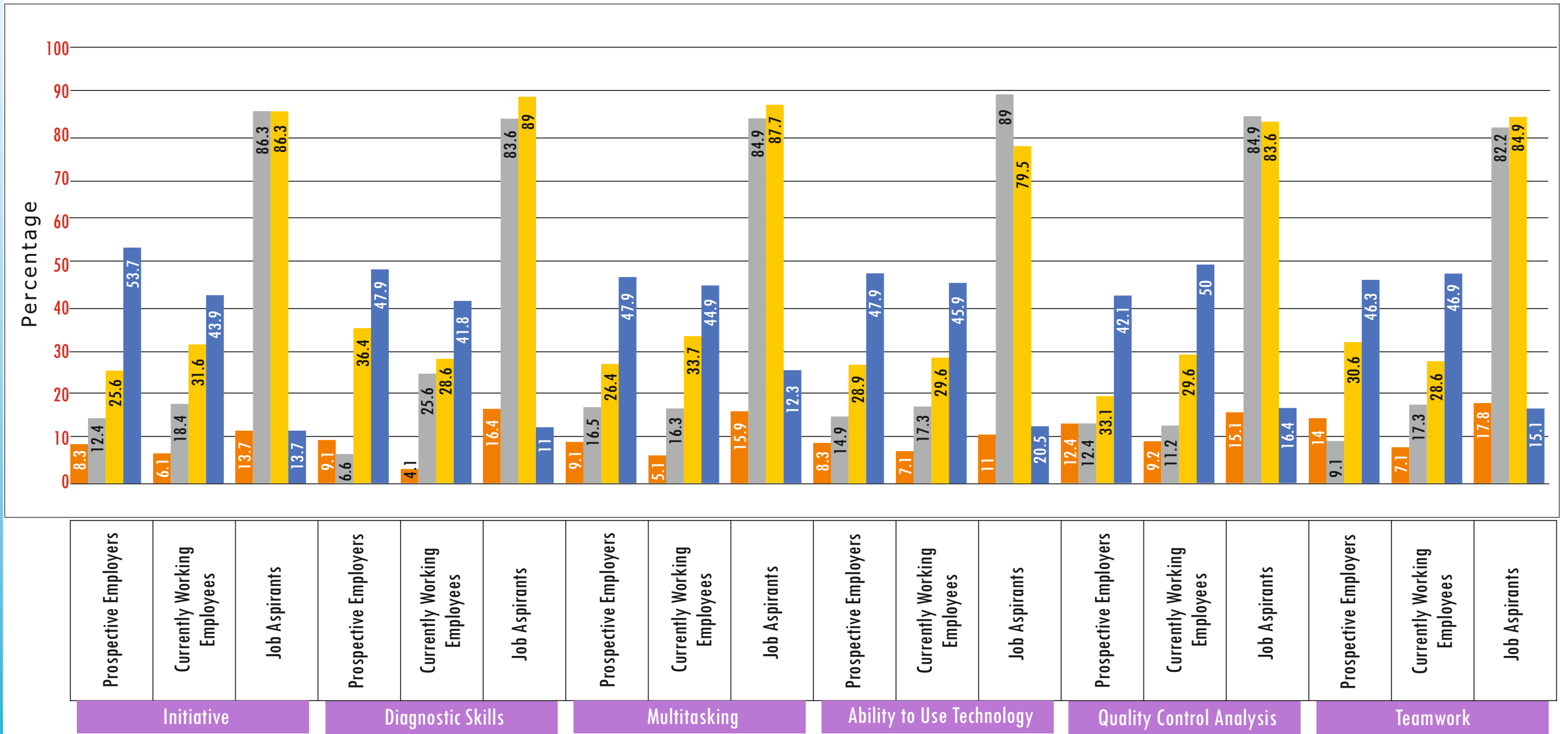


# AUTOMOBILE SECTOR



**Figure-10**  
**AI-T** Technical skill gap analysis in automobile Industry

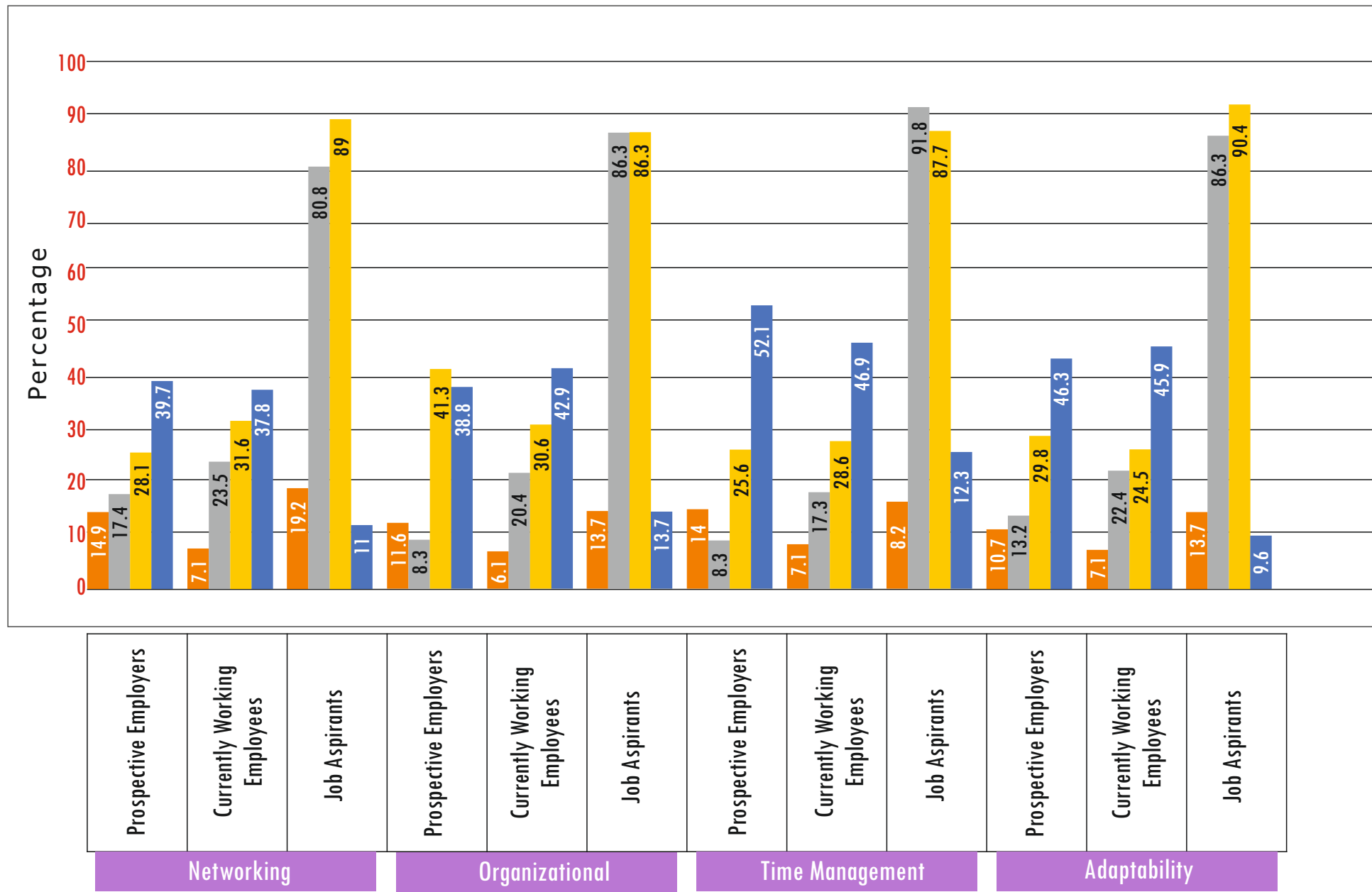
**Comparison of technical skills among prospective employers, currently working employees and job aspirants**



**Technical Skills under Automobile Industry Sector**

Not Important/ Have (Yes)      Moderately Important/ Have (No)      Important/Learn (Yes)      Very Important/ Learn (No)

**Figure-10**  
**AI-T** Technical skill gap analysis in automobile Industry conti...



**Technical Skills under Automobile Industry Sector**

Not Important/ Have (Yes)      Moderately Important/ Have (No)      Important/Learn (Yes)      Very Important/ Learn (No)

# AUTOMOBILE SECTOR

**Figure 10** shows an overview of technical/ soft skills expected by prospective employers, recommended by current employees and possessed by job aspirants in the automobile sector such as; initiative, diagnostic skills, multi-tasking, ability to use technology, quality control analysis, teamwork, networking, organizational, time management and adaptability.

According to the findings, a significant proportion of prospective employers (53.7%) prefer employees who take initiative, which refers to the ability of the employee to demonstrate a self-driven mode of function while carrying out the duties or in implementing novel ideas without a definite direction. For example, having an expert mechanic who, instead of waiting for the instructions, starts the diagnosis and identifies the issue would be like having an employee with initiative skill. This is closely followed by Time management (52.1%) defined as the capacity to efficiently schedule and allocate time for various tasks to keep the automobile sector running smoothly. Diagnostic skill, multi-tasking, and ability to use technology are marked as essential, equally valued skills by 47.9% of the prospective employers. Diagnostic skill is the ability to find, inspect and rectify issues with vehicles. Multi-tasking is the ability to manage and perform multiple tasks simultaneously. Whereas, the ability to use technology in the automobile sector is a multi-dimensional skill set that encompasses knowledge and skill for handling a wide range of technological tools and innovations.

Teamwork and adaptability (46.3%) are other necessary skills

preferred equally by the employers, the preference for teamwork highlights the need for collaborative, goal oriented, task specific work in processes like design, development, manufacturing, and maintenance of vehicles. On the other hand, the ability of employees in the automobile sector to respond effectively to changes, challenges, and advancements in technology, regulations, and market demands points to skill adaptability.

Further from the perspective of prospective employers, quality control analysis (42.1%) is recognised as important. Quality control analysis is the emphasis on the systematic evaluation of constituents and processes to ensure that they meet the quality standards, guaranteeing the production of safe vehicles. Networking (39.7%) is another critical skill preferred, which emphasizes the ability of professionals to establish and maintain connections with individuals and organizations that contribute to the development, production, and sale of vehicles. Organizational (38.8%) is acknowledged as a vital skill of employees to efficiently manage and coordinate various tasks and processes within an organization to benefit the firm. Job aspirants in this sector may take these skill preferences into consideration given by prospective employers, because employers have a specified set of needed skills. In addition, the findings disclose the perspective of current employees in the automobile sector. A substantial majority finds quality control analysis (50%) to be the paramount skill, followed by time management (46.9%), teamwork (46.9%), ability to use technology (45.9%), adaptability (45.9%), multi-tasking (44.9%),

# AUTOMOBILE SECTOR

initiative (43.9%), Organizational (42.9%), Diagnostic skills (41.8%) and networking (37.8%) in the order of their subsiding preference.

The Figure also shows that (91.8%) of job aspirants believe they are inefficient at managing their time. Following in descending order of importance are the ability to use technology (89%), Adaptability (86.3%), initiative (86.3%), organizational (86.3%), quality control analysis (84.9%), multi-tasking (84.9%), diagnostic skills (83.6%), teamwork (82.2%) and networking (80.8%).

However, it is noteworthy that a significant number of employees express a willingness to learn and improve in various areas. Specifically, a majority of the employees are open to enhancing their adaptability (90.4%), diagnostic skill (89%), networking (89%), time management (87.7%), multi-tasking (87.7%), initiative (86.3%), organizational (86.3%), teamwork (84.9%), quality control analysis (83.6%) and ability to use technology (79.5%). This could mean that job aspirants have a promising tendency to grow and learn the skills that they may feel they are now lacking.

When comparing the expectations of prospective employers with the perceived skills of job aspirants, a noteworthy discrepancy becomes apparent. Although employers consider initiative, time management, and diagnostic skills to be critical technical skills, only 13.7%, 8.2%, and 16.4% of job aspirants, respectively, think they have these abilities. It is interesting to note that a significant portion

of job aspirants indicate a willingness to pick up these talents: 86.3% are eager to improve their initiative skills, 87% are open to learning time management skills, and 89% are ready to improve their diagnostic skills.

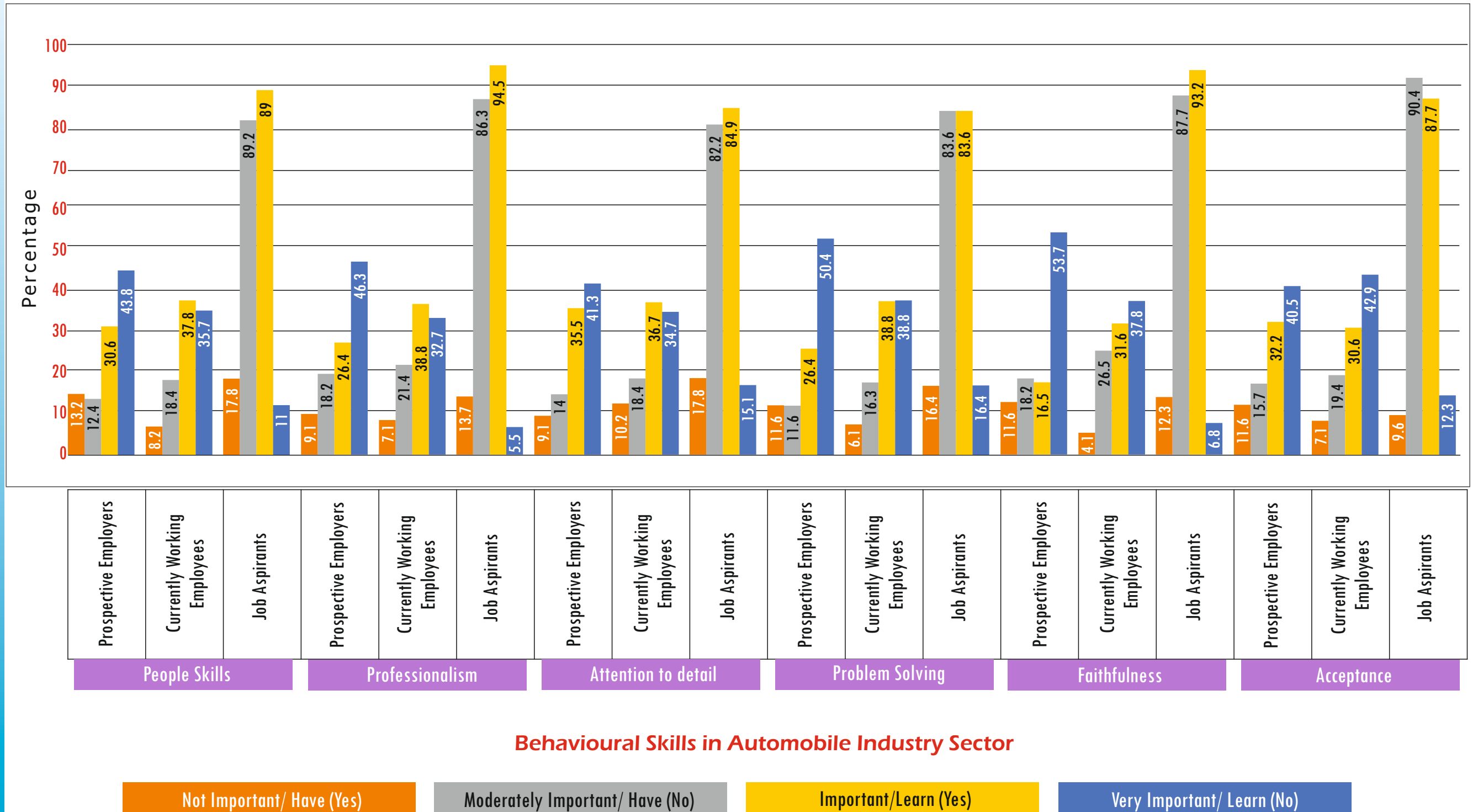
The results highlight a visible divergence between the abilities that prospective employers value and the abilities that job aspirants believe they possess, suggesting a possible avenue for enhancement and synchronization in the processes of skill acquisition and recruitment in the automotive industry.

*“Developing automotive skills  
fuels the engines of technology  
and sustainable mobility.”*

*- Unknown*

**Figure-11**  
**AI-B Behavioural skill gap analysis in the automobile Industry**

Comparison of behavioural skills in automobile sector among prospective employers, currently working employees and job aspirants



**Behavioural Skills in Automobile Industry Sector**

Not Important/ Have (Yes)

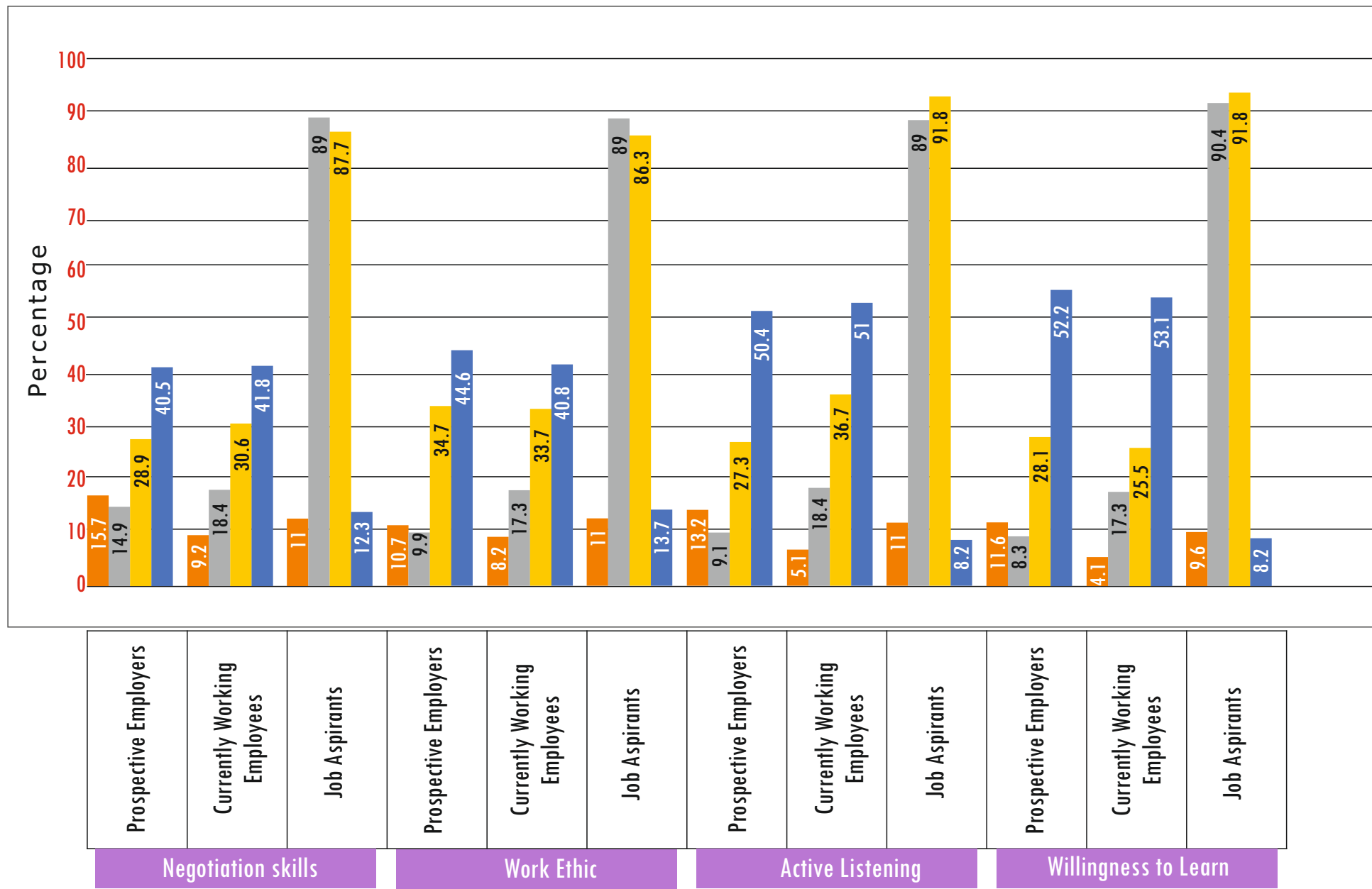
Moderately Important/ Have (No)

Important/Learn (Yes)

Very Important/ Learn (No)



**Figure-11**  
**AI-B** Behavioural skill gap analysis in the automobile Industry conti...



**Behavioural Skills in Automobile Industry Sector**

Not Important/ Have (Yes)      Moderately Important/ Have (No)      Important/Learn (Yes)      Very Important/ Learn (No)

# AUTOMOBILE SECTOR

**Figure 11** shows an overview of behavioural skills expected by prospective employers, recommended by current employees and possessed by job aspirants in the automobile sector such as; faithfulness, commitment to learn, problem solving, active listening, professionalism, work ethics, people skills, attention to details, acceptance and negotiation skills.

As per the results, a noteworthy segment of prospective employers (53.7%) prefer employees who possess faithfulness in them, which refers to traits such as loyalty, commitment and adherence to organization's values and reliability. This is closely followed by willingness to learn (52.2%) which is reflected on an individual's openness to acquiring new knowledge and adapting to evolving technologies and processes. Problem solving and active listening are marked as essential, equally valued skills by prospective employers (50.4%). Problem solving refers to the systematic process of recognizing and addressing challenges related to performance. Whereas, active listening is a dedicated focusing and comprehension during communication. Professionalism (46.3%) is another necessary skill identified, which includes a variety of traits and actions that support productive workplace processes that would need to be done with integrity, competence, honesty and respect. Work ethics is identified as an essential skill (44.6%) highlighting the importance of ideas, values and standards for behaviour that govern employees in their duties and related actions with the sector. Furthermore, people skills (43.8%) are recognised as being important. It is the emphasis on the interpersonal skills of

the employee. Attention to details (41.3%) is another critical skill preferred, which expects the employee to be precise, meticulous and careful on processes in the sector. Acceptance and negotiation skills (40.5%) are recognised as necessary skills. Acceptance refers to the ability of professionals to embrace diversity, change, and differing perspectives. Alternatively, negotiation skill is defined as the capacity to effectively convey, persuade, and reach a win-win agreement in dealings at the sector. It also entails planning for probable risks and creating backup strategies.

In addition, the findings disclose the perspective of current employees. A substantial majority finds willingness to learn (53.1%) to be the noteworthy skill, followed by active listening (51%), acceptance (42.9%), negotiation skills (41.8%), work ethics (40.8%), problem solving (38.8%), faithfulness (37.8%), people skills (35.7%), Attention to details (34.7%) and professionalism (32.7%) according to their declining preference. The Figure also shows that (90.4%) of job aspirants believe that they lack acceptance and willingness to learn. Following in order of decrement of skills are people skills (89.2%), active listening (89%), negotiation skills (89%), work ethics (89%), faithfulness (87.7%), professionalism (86.3%), problem solving (83.6%), and attention to detail (82.2%). However, it is worth noting that a significant number of employees express a desire to learn and improve in various areas. Explicitly, a majority of employees are open to enhancing their professionalism (94.5%), faithfulness (93.2%) willingness to learn (91.8%), active listening (91.8%),

# AUTOMOBILE SECTOR

people skills (89%), acceptance (87.7%), negotiation skills (87.7%), work ethics (86.3%), attention to detail (84.9%) and problem solving (83.6%). This may indicate that job aspirants have a promising propensity to develop and pick up the talents they believe they are currently lacking.

Comparing the perspective of prospective employers and currently working employees, the data align in a manner where, 52.1% of prospective employers consider willingness to learn as an essential skill. On a positive note, the viewpoints of employers and current employees coincide, with willingness to learn (53.1%) being cited as the primary behavioural skill that is most desired for improved job performance. In addition to this, the skill for active listening (51%) is seen as desirable by both employers and employees.

A significant disparity emerges when contrasting the expectations of prospective employers with the abilities that job aspirants believe they possess. Although employers consider faithfulness, willingness to learn, problem solving, active listening and professionalism to be critical behavioural skills, only 12.3%, 9.6%, 16.4 %, 11% and 13.7% of job aspirants, respectively, think they have these abilities. Interestingly, a significant percentage of job aspirants express a desire to acquire these skills. 94.5% are keen to enhance their professionalism, 93.2% are prepared to work on cultivating faithfulness, 91.8% are eager to enhance their willingness to learn and acquire active listening skill sets, and 83.6% are prepared to enhance their problem-solving abilities.

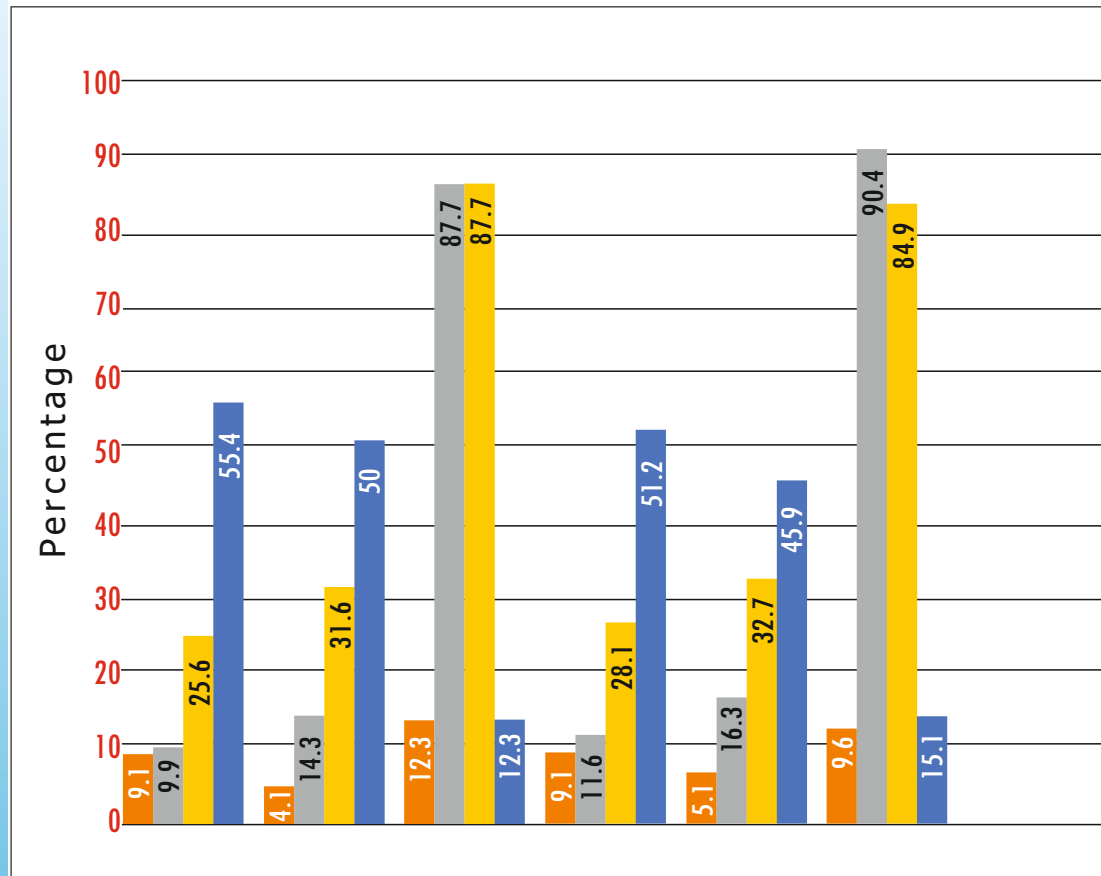
The findings indicate an obvious gap between the skills that prospective employers and current employees value and the skills that job aspirants think they have, pointing to a potential area for improvement in the automobile sector's hiring and skill acquisition processes.

*"Behind every powerful machine  
is a skilled hand and  
a trained mind."*

*- Unknown*

**Figure-12**  
**AI-K Knowledge skill gap analysis in the automobile Industry**

Comparison of knowledge related skills in automobile sector among prospective employers, currently working employees, & job aspirants



Prospective Employers	Currently Working Employees	Job Aspirants	Prospective Employers	Currently Working Employees	Job Aspirants
Mechanical			Equipment Maintenance		

Knowledge related skills under Automobile Industry

Not Important/ Have (Yes)      Moderately Important/ Have (No)      Important/Learn (Yes)      Very Important/ Learn (No)

# AUTOMOBILE SECTOR

**Figure 12** shows an overview of knowledge skills expected by prospective employers, recommended by current employees and possessed by job aspirants in the automobile sector such as; mechanical and equipment maintenance.

The results show that a considerable number of prospective employers (55.4%) appreciate employees with mechanical skills which is the ability to understand and operate machinery. The skill for equipment maintenance (51.2%) comes closely behind this. This ability is needed to identify when maintenance is necessary to keep the equipment in consistent operating condition.

Furthermore, the results reveal the viewpoint of current employees in the automobile sector. Mechanical skills are deemed notable by a significant majority (50%) followed by equipment maintenance skills (45.9%). There is an exact agreement between the viewpoints of prospective employers and current employees.

The Figure also reveals that (90.4%) of job aspirants think they are not skilled enough for equipment maintenance. Mechanical skill (87.7%) follows next. Nonetheless, it is remarkable that a substantial portion of employees indicate a desire to grow and learn new skills. Specifically, the majority of employees are amenable to improving their mechanical (87.7%) and equipment maintenance (84.9%) skills. This might suggest that job aspirants have a promising tendency to grow and acquire the skills they think they are now lacking.

On a comparison, employers' and employees' preferences align, with mechanical skills being identified as the most sought-after knowledge skill for enhanced job performance in the sector by (55.4%) of prospective employers and (50%) of current employees. In addition to this, the skill for equipment maintenance is seen as desirable by both employers (51.2%) and employees (45.9%).

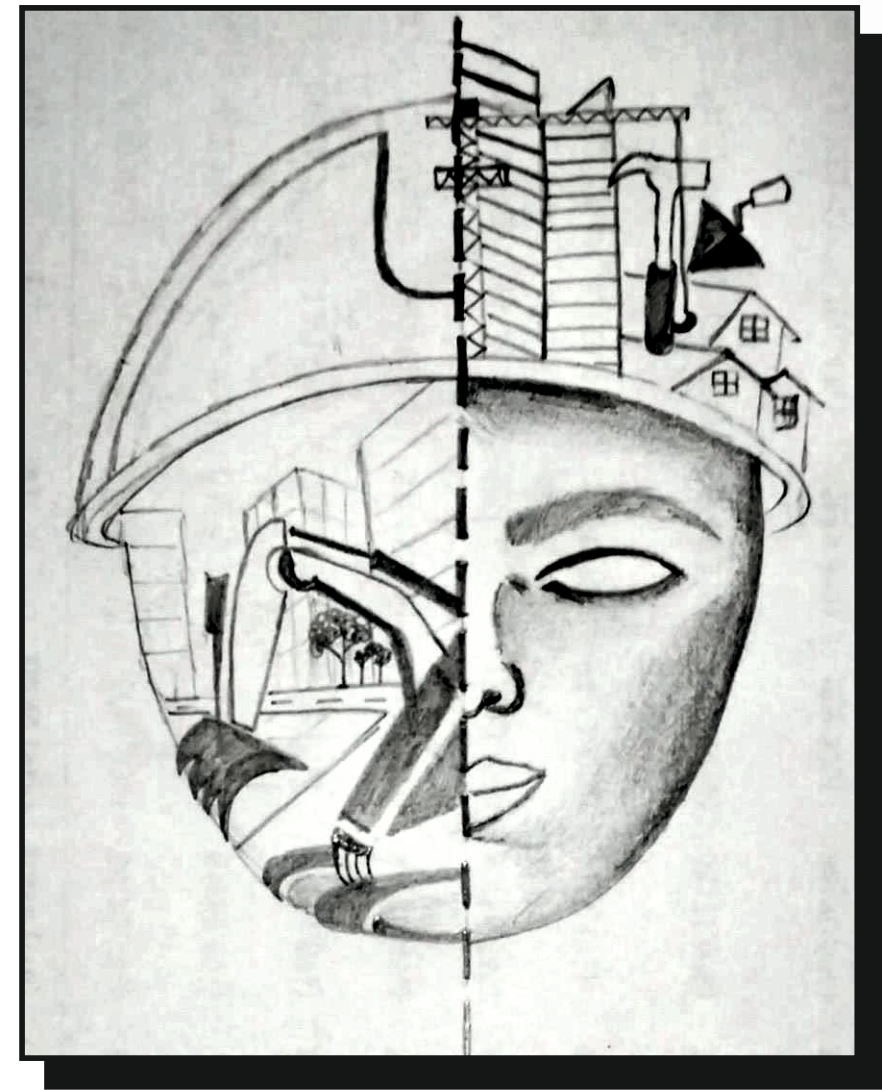
A disparity appears when job aspirants' perceptions of their skills are compared with what prospective employers anticipate of them. Although employers consider mechanical skills and skill for equipment maintenance to be critical behavioural skills, only 9.6% and 12.3% of job aspirants, respectively, think they have these abilities. It's interesting to note that a significant portion of job aspirants express keen interest in learning these skills: (84.70%) are willing to work on equipment maintenance skills, and (87.70%) are eager to improve their mechanical skills.

The results suggest that there is need for improvement in skill training in the automobile sector since there is a clear discrepancy between the skills that prospective employers value and the skills that job aspirants believe they possess.

*'With every wrench turned and every puzzle solved, you're restoring life to machines. Your hands, skilled and precise, the keys keeping the world moving. You're not just a technician; you're a problem-solver, a troubleshooter, a modern-day mechanic. So, let your passion fuel your work, and watch as you restore vehicles to their former glory.'*



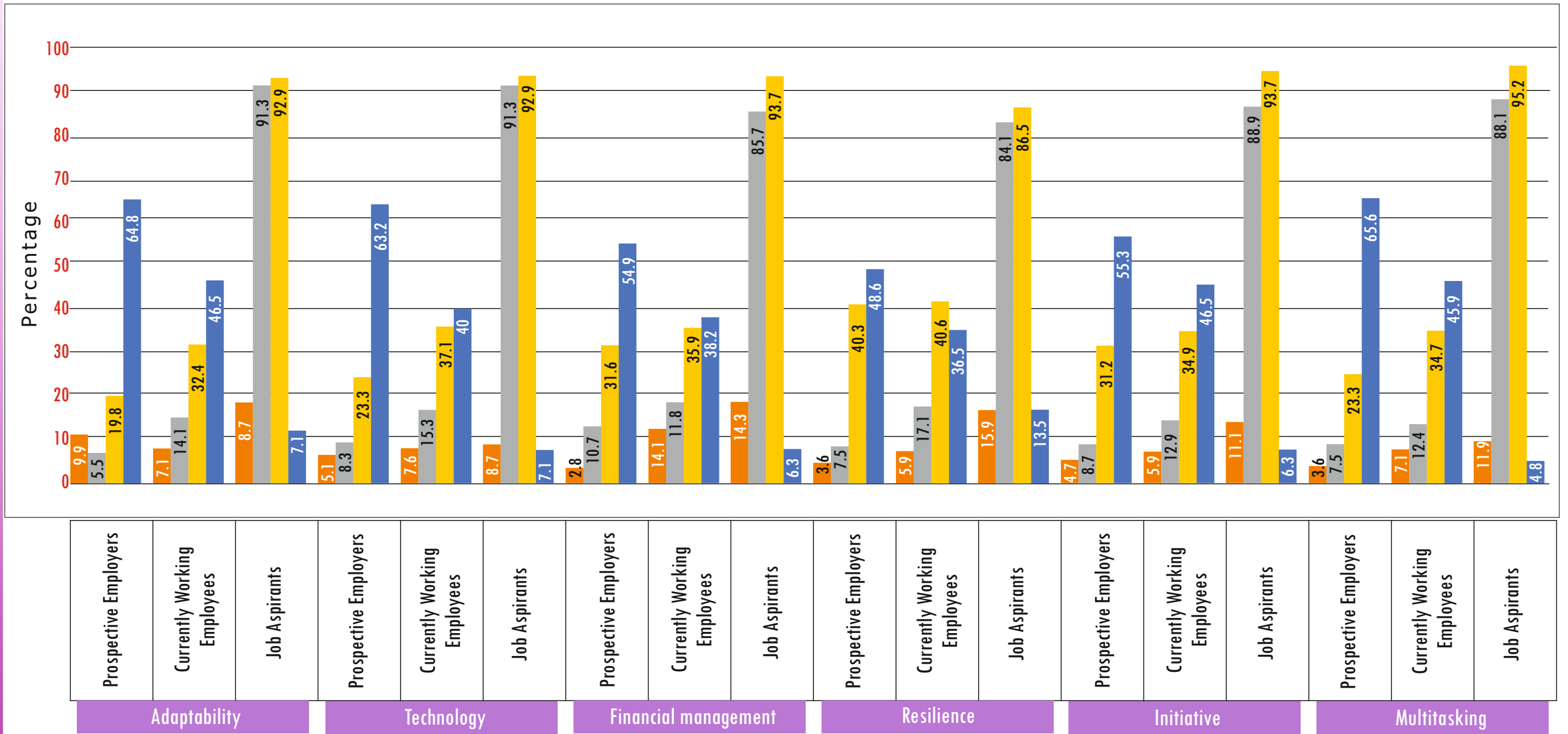
# CONSTRUCTION SECTOR



**Figure-13**

**C-T Technical/ soft skill gap analysis in construction sector**

Comparison of technical skills among prospective employers, currently working employees and job aspirants

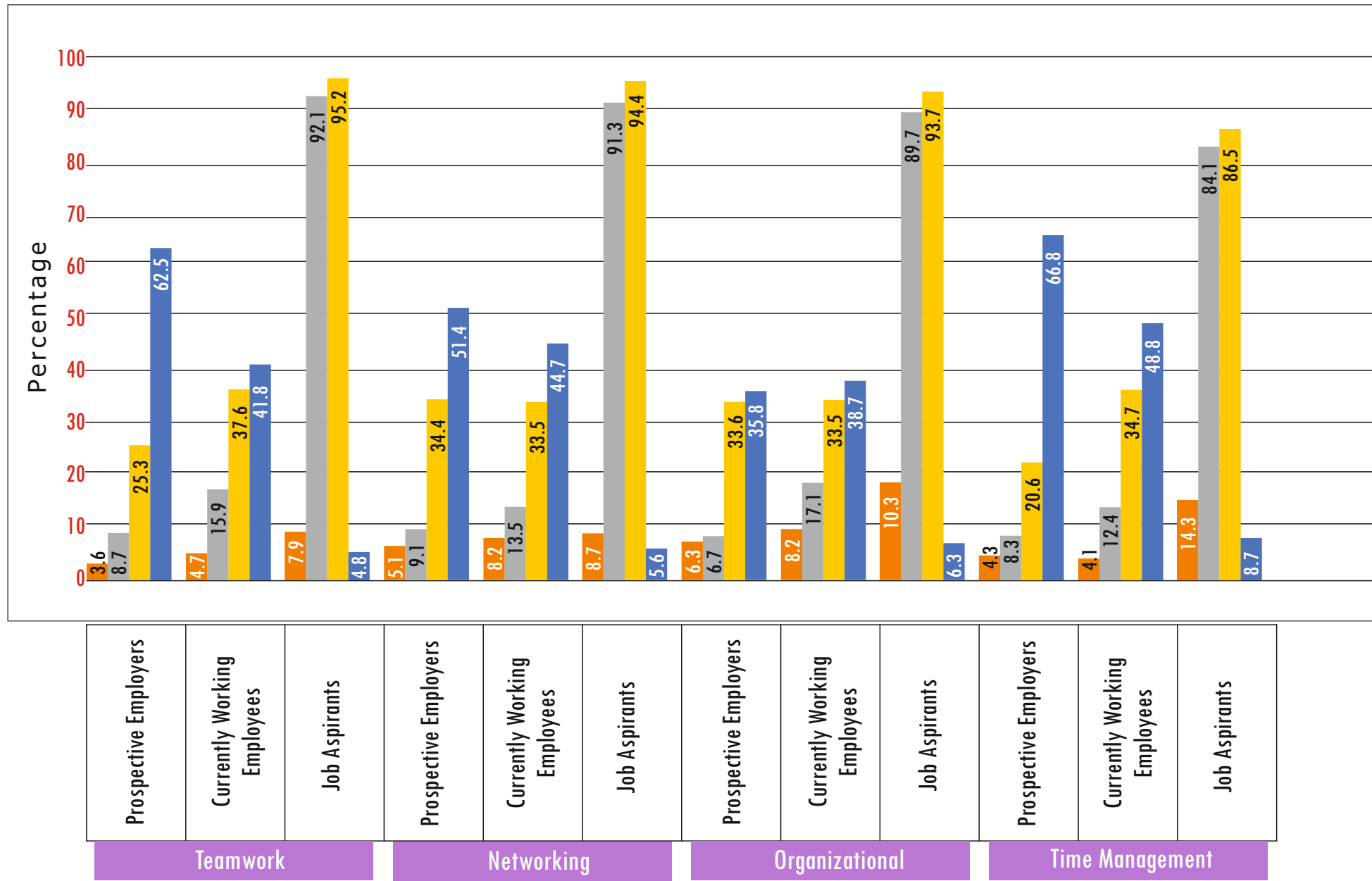


**Technical Skills under Construction Sector**

Not Important/ Have (Yes)      Moderately Important/ Have (No)      Important/Learn (Yes)      Very Important/ Learn (No)

**Figure-13**

**C-T** Technical/ soft skill gap analysis in construction sector conti...



**Technical Skills under Construction Sector**

Not Important/ Have (Yes)
Moderately Important/ Have (No)
Important/Learn (Yes)
Very Important/ Learn (No)

# CONSTRUCTION SECTOR

**Figure 13** shows an overview of the technical/ soft skills anticipated by Prospective employers, the skills recommended by existing employees and possessed by job aspirants in the construction sector. The study outlines the results pertaining to 10 specific skills in the construction industry: adaptability, technology, financial management, resilience, initiative, multi-tasking, teamwork, networking, organizing skills, and time management.

According to the research findings, a majority of prospective employers prefer aspirants who are capable of time management (66.8%). Time management is a skill set for the prioritization of the task, allocation and scheduling of time for various tasks on the project goal. Multi-tasking(65.6%) is preferred, which is the ability to attend to different tasks simultaneously or being able to perform multiple tasks at a time. Adaptability (64.8%) was rated as desired; it is the capacity to accommodate the evolving demands of the context. Technological advancement (63.2%) the ability to use various software facilities, the creation and management of digital representations of a building's physical and functional characteristics is desired. Teamwork (62.5%) is preferred. It includes open communication, clear distribution of work contributing to improve the workplace to safely and successfully achieve the construction goal. Then in the list of preferred skills is initiative (55.3%). People with well-established initiative skills typically do well at work with their element of being proactive. Financial management (54.9%) is the skill of managing the financial aspects of contracts, from bidding and negotiation to compliance

with contract terms. Networking (51.4%) is networking in the construction sector involving building and maintaining professional relationships within the industry. Resilience (48.6%), it is the ability to adapt to and manage challenges like delays, budget & material shortage along with other unexpected issues. Finally, Organizational abilities (35.8%) is the ability to effectively plan, coordinate and manage resources within the frame of time and budget. These are rated high by the employers of the construction sector in an ascending order.

Furthermore, from the findings, the results reveal the perspectives of current employees in the construction sector. A considerable majority finds time management (48.8%) to be highly esteemed skills, followed by adaptability and initiative (46.5%), multi-tasking (45.9%), networking (44.7%), teamwork (41.8%), technological ability (40%), organizational (38.7%), financial management (38.2%) and resilience (36.5%) in the order of declining preferences. Additionally, the Figure reveals that job aspirants (92.1%) think they lack the skill for teamwork. In decreasing order of perceived skill deficiency are adaptability (91.3%), networking (91.3%), technical (91.3%), organizational (89.7%), initiative (88.9%), multi-tasking (88.1%), financial management (85.7%), time management and resilience (84.1%). Nonetheless, it is significant that an extensive number of aspirants indicate a desire to grow and learn new skills. More specifically, most aspirants are willing to improve their skill for working in teams (95.2%), multi-tasking (95.2%), networking (94.4%), initiative (93.7%),

financial management and organizational (93.7%), adaptability (92.9%) technology (92.9%) time management and resilience (86.5%). This may indicate that job aspirants have a promising propensity to develop and pick up the talents they believe are currently not present in them.

Upon the close scrutinization of expectations of prospective employers and current employees, there is solid congruence among the skills preferred by both parties. Albeit, they consider time management, multi-tasking, adaptability, technical and teamwork, only 14.3%, 11.9%, 8.7%, 8.7% and 7.9% of job aspirants, respectively, think they have these abilities. It's interesting to note that a significant portion of job aspirants indicate a willingness to pick up these talents: 91.5% are ready to work on their time management skills. 95.2% are eager to improve their multi-tasking. 92.9% are keen on improving their adaptability and technical skills, 95.2% are open to enhancing skills for teamwork.

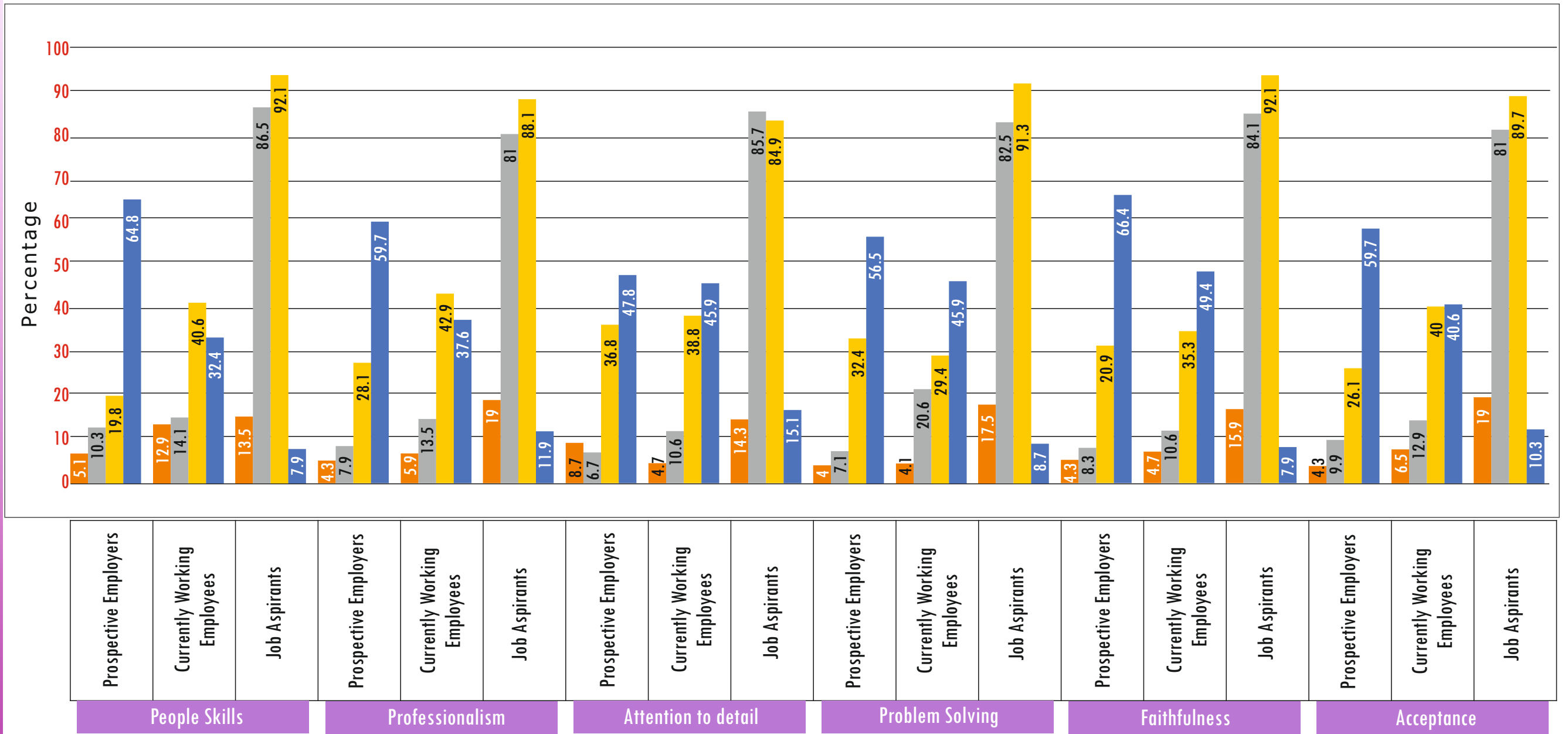
These findings underscore a noticeable gap between the skills expected by prospective employers, current employees and the self-perceived skills of job aspirants, indicating a potential area for improvement and alignment in the skills development programme and need for upskilling and re-skilling in the construction sector.

*“Skilled workers are the architects of progress, shaping cities one brick at a time.”*  
– Unknown

**Figure-14**

**C-B Behavioural skill gap analysis in the construction sector**

Comparison of behavioural skills among prospective employers, currently working employees and job aspirants



**Behavioural Skills under Construction Sector**

Not Important/ Have (Yes)      Moderately Important/ Have (No)      Important/Learn (Yes)      Very Important/ Learn (No)



**Figure-14**

**C-B** Behavioural skill gap analysis in the construction sector conti...



**Behavioural Skills under Construction Sector**

Not Important/ Have (Yes)

Moderately Important/ Have (No)

Important/Learn (Yes)

Very Important/ Learn (No)

# CONSTRUCTION SECTOR

**Figure 14** provides a depiction of the perceived behavioural skills proficiencies foreseen by prospective employers, the proficiencies recommended by currently working employees and exhibited by job aspirants in the construction sector. The findings elucidate outcomes pertaining to ten distinct behavioural skills in the construction sector, namely: people skills, professionalism, attention to detail, problem-solving, faithfulness, acceptance, negotiation, work ethic, active listening, and commitment to learn.

According to the findings, a substantial percentage of prospective employers (66.4%) prioritize faithfulness, as crucial to build trust within the team, enhancing professional image and increasing being entrusted with more significant responsibilities and opportunities. Additionally, a majority (64.8%) prioritize the people skills in the construction sector. People skills are used to communicate and engage staff effectively. Common people skills include communication, patience, empathy, and conflict resolution. The third most preferred behavioural skill among prospective employers is the willingness to learn (64%), which pertains to the desire to gain knowledge and develop skills to improve work performance. Following closely is active listening (61.3%), a crucial skill in the construction sector as it promotes effective communication and collaboration among project stakeholders. Professionalism (59.7%) is another highly valued skill; this includes maintaining the positive towards colleagues, clients, being respectful, courteous. Acceptance is equally preferred, which is defined as the ability to assess and approve the quality and

compliance of construction projects or components. Negotiation skills (58.1%) are emphasized well, this skill is crucial in the construction industry to bargain and make the budget. Work ethic (56.9%) is recognized as the personal set of values that determines how any employee approaches their work. Problem Solving skills (56.5%); Effective problem-solvers use a systematic approach that allows them to break down difficult problems into smaller, more manageable in the construction sector. Lastly, attention to detail (47.8%) is highlighted, encompassing the ability to accomplish a task while demonstrating a thorough concern for all the areas involved, no matter how small.

The Figure additionally depicts the prioritized behavioural skills favoured by currently working employees in the construction sector, with their preferences listed in descending order as follows: Willingness to learn and active listening (53.5%), faithfulness (49.4%), work ethic (47.1%), problem-solving and attention to detail (45.9%), negotiation skills (41.2%), acceptance (40.6%), professionalism (37.6%) and people skills (32.4%). The alignment in the preferred skills between Prospective employers and current employees suggests the necessity of these skills and highlights the importance of imparting them to job aspirants by skill trainers. The Figure brings to light a significant concern as a considerable number of job aspirants recognize a lack of proficiency in skills highly favoured by both prospective employers and currently employed individuals. For instance, active listening, ranked as the second most important skill by both groups, is acknowledged as

# CONSTRUCTION SECTOR

lacking by job aspirants (84.6%). Similarly, (84.1% and 74.6%) job aspirants feel they lack proficiency in faithfulness and willingness to learn, respectively. Despite these gaps, a majority of job aspirants have expressed a willingness to acquire these essential skills, signalling a positive inclination towards improvement.

Above all, job aspirants show willingness to learn (96%). This indicates the desire to gain knowledge and develop skills to improve work performance in the construction sector. Followed by the need to improve negotiation skill (93.7%), people skills and faithfulness (92.1%), active listening and problem solving (91.3%), acceptance (89.7%), professionalism (88.1%), attention to detail (84.9%) and work ethic (83.3%). As all the skills are very important for the construction industry to remain relevant and customer friendly, the currently working employees (37.6%) and prospective employers (59.7%) preferred professionalism as an important skill, this indicates unorganized employees in the sector are not able to upgrade their professional skills in the changing scenario. The prospective employers (64%) and current employees (53.5 %) preferred willingness to learn as an important skill, this infers that the workers in the sector are ready to update and upgrade, if up-skilling or re-skilling opportunities are given.

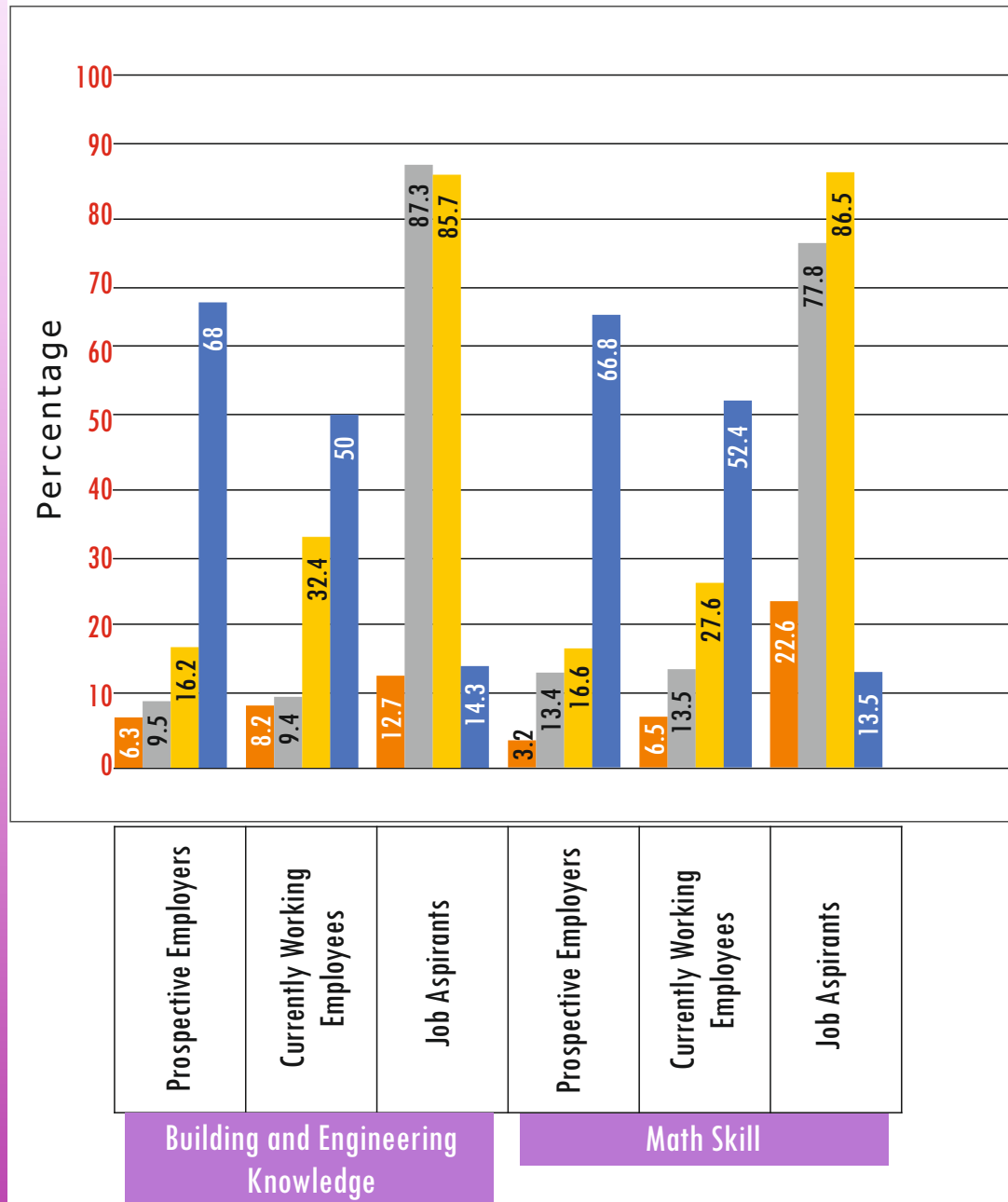
The study clearly illustrates that the construction industry is undergoing rapid changes and the sector demands various human skills along with technical skills for effective delivery. Therefore, there is a need for the vocational skill providers to re-look into their

current teaching methods and give more emphasis on building behavioural skills along with technical/soft skills in the construction sector.

*“The strength of a structure depends not just on materials, but on the expertise of those who build it.”*  
- Unknown

**Figure-15**  
**C-K** Knowledge skill gap analysis in the construction sector

Comparison of knowledge related skills among prospective employers, currently working employees, and Job aspirants



Knowledge related skill under Construction sector

Not Important/ Have (Yes)      Moderately Important/ Have (No)      Important/Learn (Yes)      Very Important/ Learn (No)

# CONSTRUCTION SECTOR

**Figure 15** shows an overview of knowledge skills expected by prospective employers, recommended by current employees and what is possessed by job aspirants in the construction sector such as; construction & engineering knowledge and math skill (calculation knowledge).

According to the findings, a sizable portion of prospective employers (68%) value workers with building and engineering knowledge, or the capacity to comprehend various building codes, materials, and construction techniques. Not far behind are the math skills (66.8%). This skill is required to read and comprehend blueprints and building designs. This skill is necessary to carry out building obligations precisely. The efficient execution of the project's design would necessitate resource allocation and cost estimation.

Moreover, the findings disclose the perspective of current employees in the construction sector. A sizable majority (52.4%) consider math skills to be significant, followed by knowledge of building and engineering (50%). Prospective employers' and current employees' preferences are at odds here.

Additionally, the Figure shows that job aspirants (87.3%) believe their skills are insufficient for building and engineering knowledge. Next are math skills (77.80%). It is, however, worth noting that a significant proportion of employees express a longing to develop and acquire new abilities. In particular, a bulk of the employees is

open to honing their math (86.5%) and building and engineering knowledge (85.70%) skills. This may indicate that individuals looking for employment have a promising predisposition to seek out skills that they believe they are currently missing.

The preferences of employers and employees do not match up, and there is a discrepancy between job aspirants' estimates of their abilities and what Prospective employers expect of them. 68% of Prospective employers view building and engineering knowledge as essential skills, while only 50% of present employees agree. Current employees rank math proficiency as a top skill competence at 52.4%, while Prospective employers rank math proficiency as the second most significant skill, after building and engineering knowledge at 66.8%. But job aspirants are a malleable bunch. Job aspirants (13.4%) state them as having building and engineering knowledge, and 85.7% of those who don't have it are keen to begin picking it up. In a similar vein, job aspirants (86.5%) who lack proficiency in math say they are highly motivated to improve, whereas, job aspirants (22.2%) think they have strong math abilities.

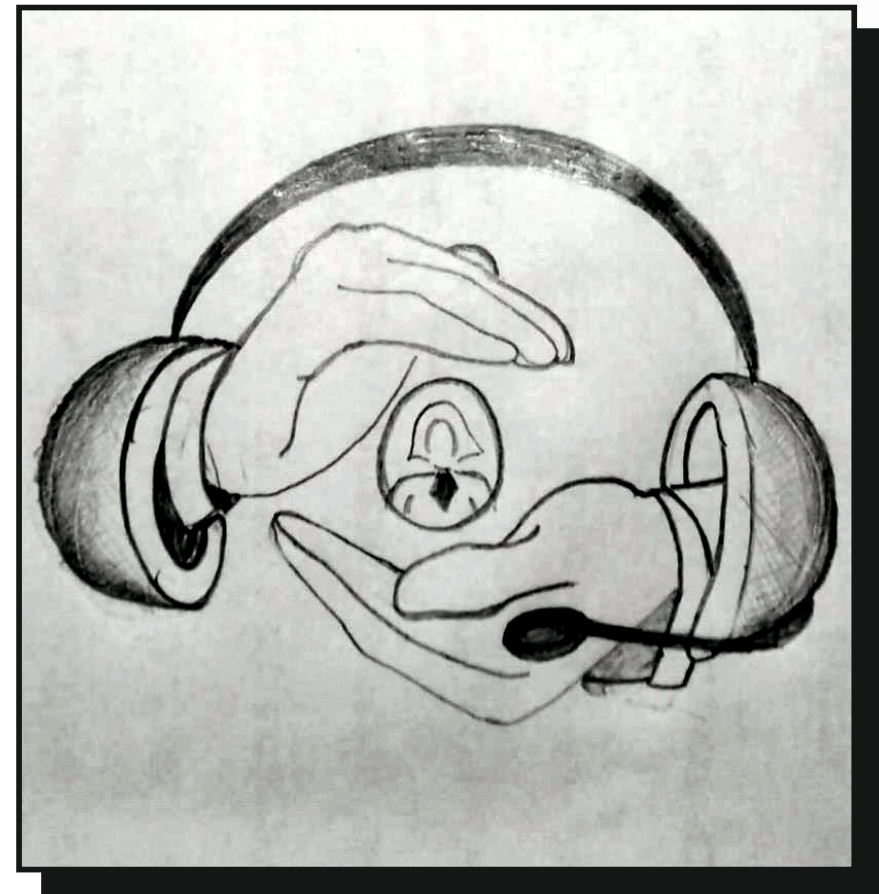
The findings indicate that the construction sector's hiring and skill training require improvement because there is a disparity between the skills that prospective employers and current employee's value and the skills that job aspirants think they possess.

*‘With every sunrise, you turn blueprints into structures that stand the test of time. Your skill and effort transform empty spaces into places filled with life and purpose. Remember, the world is built stronger and brighter because of the dedication in your hands.*

*Remember, your efforts don't just build structures—they create possibilities and shape communities. Stand tall in your work’*



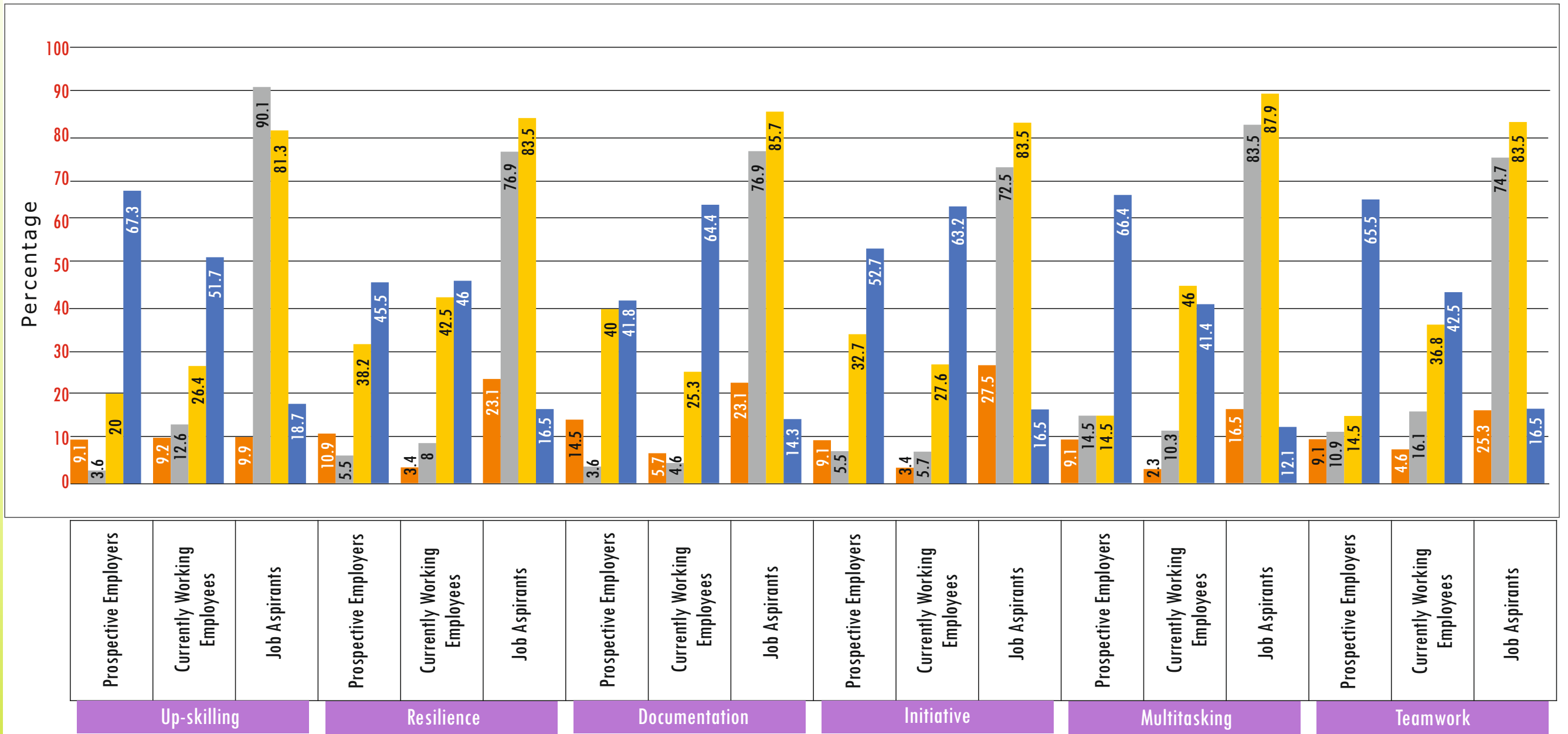
# CUSTOMER SERVICE SECTOR



**Figure-16**

**CS-T Technical/ soft skill analysis in Customer service sector**

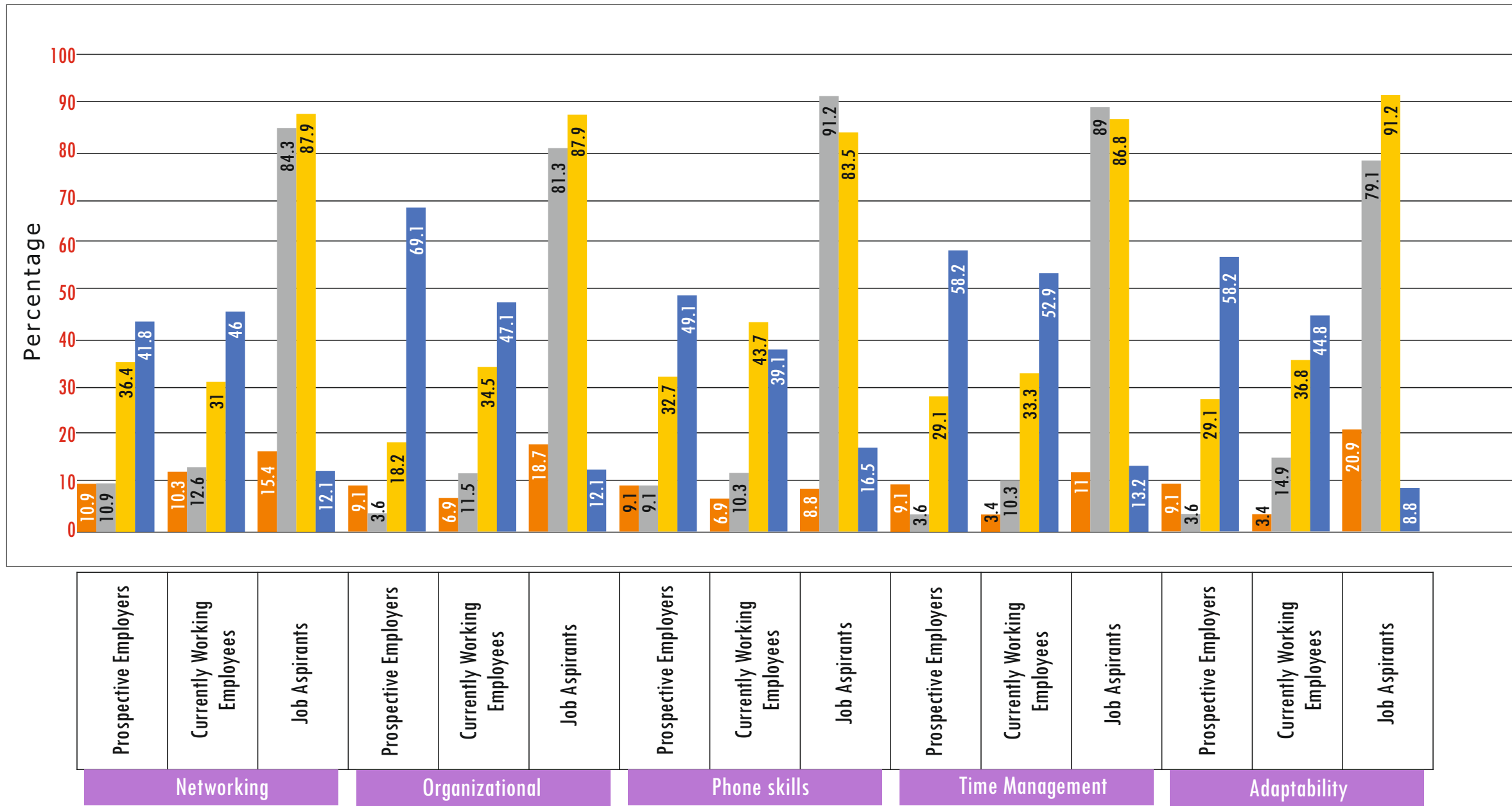
**Comparison of technical skills among prospective employees, currently working employees and job aspirants**



**Technical Skills under Customer Service Sector**

Not Important/ Have (Yes)
Moderately Important/ Have (No)
Important/Learn (Yes)
Very Important/ Learn (No)

**Figure-16**  
**CS-T** Technical/ soft skill gap analysis in Customer service sector conti...



**Technical Skills under Customer Service Sector**

Not Important/ Have (Yes)
Moderately Important/ Have (No)
Important/Learn (Yes)
Very Important/ Learn (No)

# CUSTOMER SERVICE SECTOR

**Figure 16** shows an overview of the technical/ soft skills anticipated by prospective employers, the skills recommended by currently working employees and skills possessed by job aspirants, in the customer service sector. The study outlines the findings related to eleven specific skills crucial in the customer service sector, encompassing up-skilling, resilience, documentation, initiative, multi-tasking, teamwork, networking, organizing skills, phone proficiency, time management, and adaptability. Based on the research findings, a substantial number of Prospective employers (69.1%) highly value organizational skills, denoting an individual's proficiency in efficiently managing tasks, responsibilities, and information for the smooth operation of customer service processes. This includes activities such as information management and workflow coordination. Following closely is the prioritization of upskilling (67.3%), reflecting the proactive approach of expanding skill sets, advancing careers, and adapting to technological advancements in response to the evolving demands of the customer service landscape.

Multi-tasking (66.4%) is identified as a crucial skill, acknowledging the need for professionals to handle various customer inquiries, address issues, and perform administrative tasks concurrently. This involves managing multiple tasks, problem-solving simultaneously, and navigating various software applications or databases. Teamwork (65.5%) is also highly regarded, emphasizing the collaborative efforts and effective cooperation among individuals or teams to achieve common goals related to delivering excellent

customer service. Effective time management (58.2%) is acknowledged as essential for customer service professionals, encompassing the efficient allocation and prioritization of time to handle diverse tasks and responsibilities. Adaptability (58.2%) is recognized as vital, highlighting the capability to adjust and thrive in response to changes, challenges, and evolving circumstances within the work environment.

Initiative (52.7%) is considered extremely important, signifying the ability of individuals to proactively identify and independently address customer needs, improve processes, and contribute positively to the overall service environment. Phone skills (49.1%) are also emphasized, encompassing clear and concise telephone communication, active listening to customer concerns, and proper conclusion of phone conversations. Resilience (45.5%) is underscored as a crucial aspect, reflecting the ability to maintain a high standard of service even in challenging and dynamic environments. Another skill which is considered pertinent is networking skills (41.8%) involve building relationships that enhance exceptional service delivery, obtain valuable feedback, and foster positive interactions. Lastly, prospective employers marked Customer Service Documentation (41.8%) as another important skill which is defined as the systematic recording, organization, and maintenance of information related to customer interactions, transactions, issues, and resolutions. The Figure also illustrates the prioritized skills preferred by currently working employees in the customer service sector, with their preferences presented in

# CUSTOMER SERVICE SECTOR

descending order as follows: documentation (64.4%), initiative (63.2%), time management (52.9%), Up-skilling (51.7%), organizational skills (47.1%), resilience (46%), networking (46%), adaptability (44.8%), teamwork (42.5%), multi-tasking (41.4%), and phone skills (39.1%). Given the disparities in preferences between prospective employers and currently employed individuals, it is essential for trainers to take these differences into account and emphasize all the most preferred skills when designing and delivering training programs.

The Figure also discloses that a majority of job aspirants perceive lacks in their phone skills (91.2%), followed by Up-skilling (90.1%), time management (89%), networking (84.3%), multi-tasking (83.5%), organizational abilities (81.3%), adaptability (79.1%), documentation (76.9%), resilience (76.9%), teamwork (74.7%), and initiative (72.5%). It is noteworthy that many job aspirants express a willingness to enhance their skills in various areas. However, they show less interest in learning skills that are highly valued by prospective employers and currently employed individuals. For instance, Up-skilling ranks as the second most preferred skill by prospective employers (67.3%), but it is the least preferred skill for job aspirants to learn (81.3%). Similarly, teamwork is the third most preferred skill by prospective employers, yet only a number of job aspirants (83.5%) express the desire to learn this skill. Other skills that job aspirants are willing to seek are: adaptability (91.2%), organisational skills, networking and multi-tasking (87.9%), time management (86.8%), documentation (85.7%), phone skills,

resilience and initiative (83.5%). This pattern highlights the need to educate job aspirants about the skills preferred by prospective employers and encourage them to align their preferences with the demands of prospective employers and currently employed individuals.

These findings underscore a noticeable disparity between the skills anticipated by prospective employers and the self-perceived skills of job aspirants, revealing a potential opportunity for improvement and alignment in skills development and recruitment processes within the customer service sector.

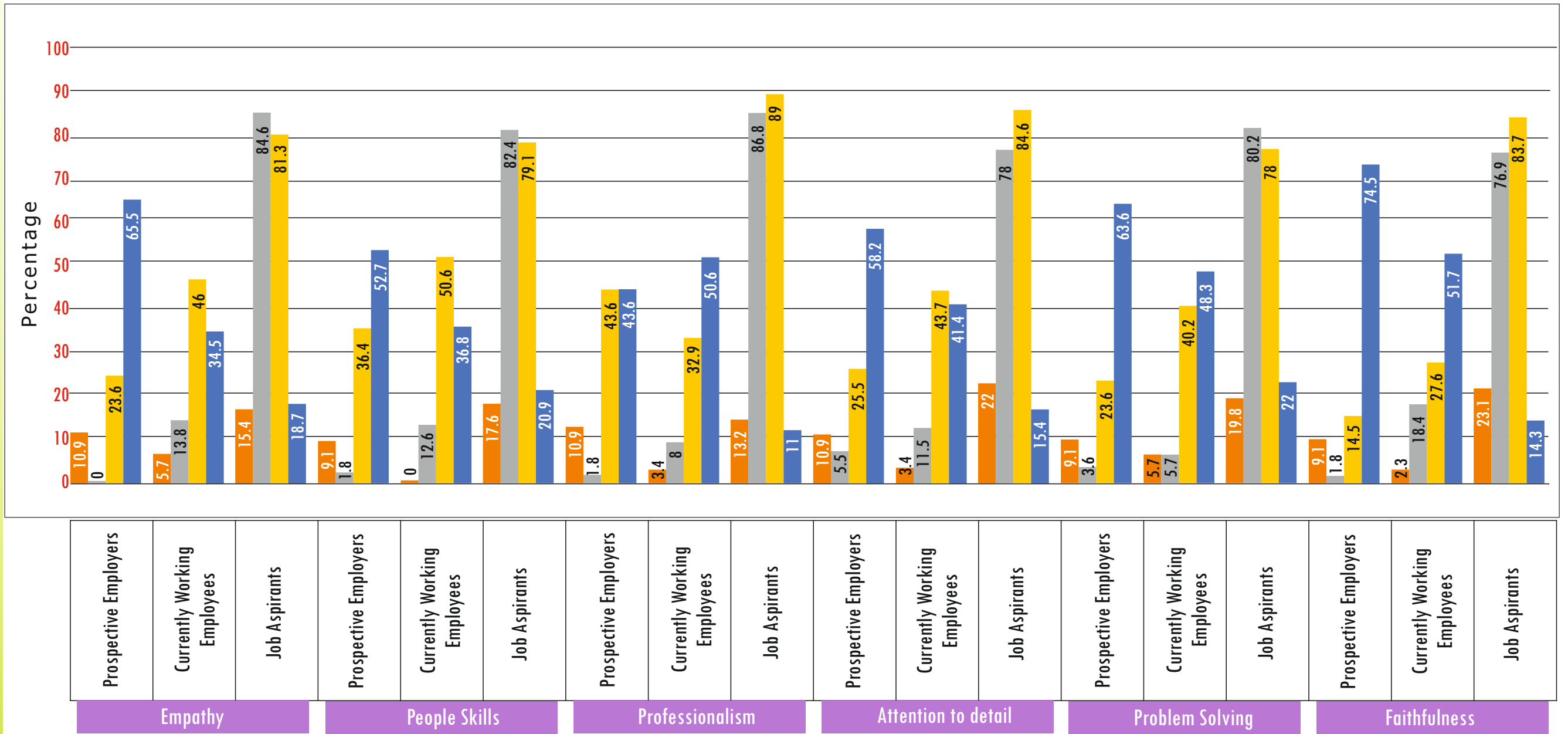
*“Effective communication is the bridge between confusion and clarity in customer service.”*

*- Unknown*

**Figure-17**

**CS-B Behavioural skill gap analysis in the customer service sector**

Comparison of behavioural skills among prospective employers, currently working employees and job aspirants

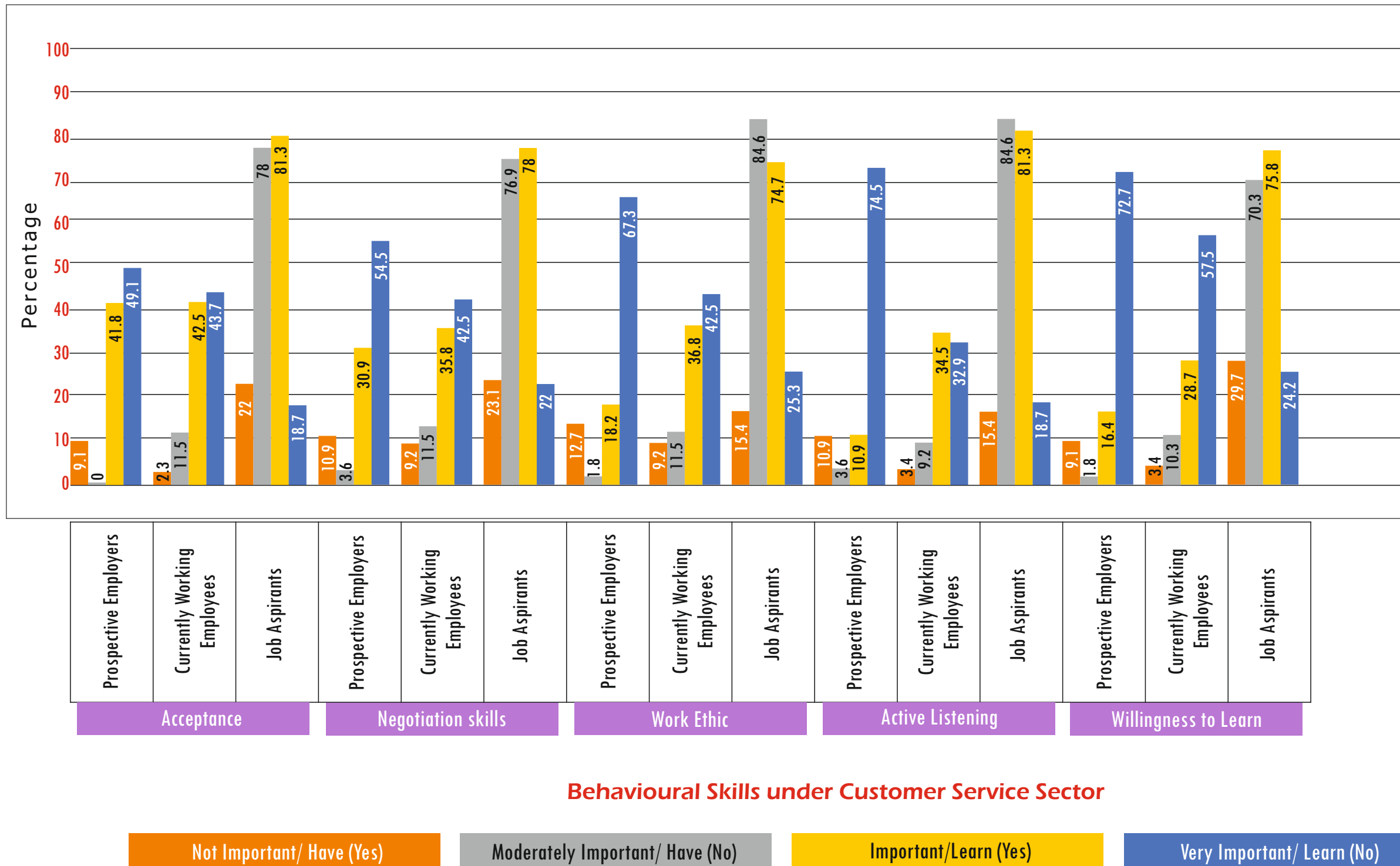


**Behavioural Skills under Customer Service Sector**

Not Important/ Have (Yes)      Moderately Important/ Have (No)      Important/Learn (Yes)      Very Important/ Learn (No)



**Figure-17**  
**CS-B** Behavioural skill gap analysis in the customer service sector conti...



**Behavioural Skills under Customer Service Sector**

Not Important/ Have (Yes)

Moderately Important/ Have (No)

Important/Learn (Yes)

Very Important/ Learn (No)

# CUSTOMER SERVICE SECTOR

**Figure 17** illustrates an overview of the behavioural skills expected by prospective employers, the skills recommended by current employees and possessed by job aspirants in the customer service sector. The study delves into eleven specific behavioural skills considered crucial in this sector, including faithfulness, active listening, commitment to learn, work ethic, empathy, problem-solving, attention to detail, negotiation skills, people skills, acceptance, and professionalism.

According to the research findings, a significant proportion of Prospective employers (74.5%) highly value faithfulness in the customer service sector. This emphasizes the importance of establishing trust, consistency, and reliability, actively working to maintain and strengthen these qualities over time. Additionally, an equal weightage of prospective employers (74.5%) prioritize the significance of active listening skills in the customer service sector. This involves a deeper level of engagement and empathy, fully focusing on, understanding, and responding to a customer's needs, concerns, or inquiries.

The third most preferred behavioural skill among prospective employers is the willingness to learn (72.7%), which pertains to an employee's openness and eagerness to acquire new knowledge, skills, and insights to enhance the quality of customer service. Following closely is work ethic (67.3%), encompassing a commitment to excellence, professionalism, and a strong focus on meeting and exceeding customer expectations. Empathy (65.5%) is

another highly valued skill, representing the ability of customer service professionals to understand and share the feelings and perspectives of their customers. This involves connecting emotionally with customers, demonstrating genuine concern for their needs, and showing a willingness to provide support and solutions.

Problem-solving skills (63.6%) are emphasized as well, highlighting the ability of customer service professionals to effectively and efficiently address issues or challenges that customers may encounter. This involves identifying, analysing, and resolving problems in a way that satisfies the customer and contributes to a positive overall experience. Attention to detail (58.2%) is recognized as the ability of customer service professionals to notice and manage the small, specific elements that contribute to a positive and efficient customer experience. Negotiation skills (54.5%) are also considered crucial, involving the ability to engage in constructive and collaborative discussions with customers to find solutions that balance their needs with the organization's policies.

People skills (52.7%) are highlighted, encompassing the interpersonal and communication abilities that customer service professionals possess to effectively interact with customers, colleagues, and other stakeholders. Acceptance (49.1%) is described as the ability of the customer service professionals to acknowledge and embrace customer concerns, feedback, or requests in a positive and constructive manner.

# CUSTOMER SERVICE SECTOR

Lastly, professionalism (43.6%) is underscored, referring to the conduct, attitude, and behaviours that reflect a high standard of competence, integrity, and respect in interactions with customers.

The Figure additionally depicts the prioritized behavioural skills favoured by currently working employees in the customer service sector, with their preferences listed in descending order as follows: Willingness to learn (57.5%), faithfulness (51.7%), professionalism (50.6%), problem-solving (48.3%), acceptance (43.7%), negotiation skills and work ethic (42.5%), attention to detail (41.4%), people skills (36.8%), empathy (34.5%) and active listening (32.9%). The alignment in the preferred skills between Prospective employers and current employees suggests the necessity of these skills and highlights the importance of imparting them to job aspirants by skill trainers.

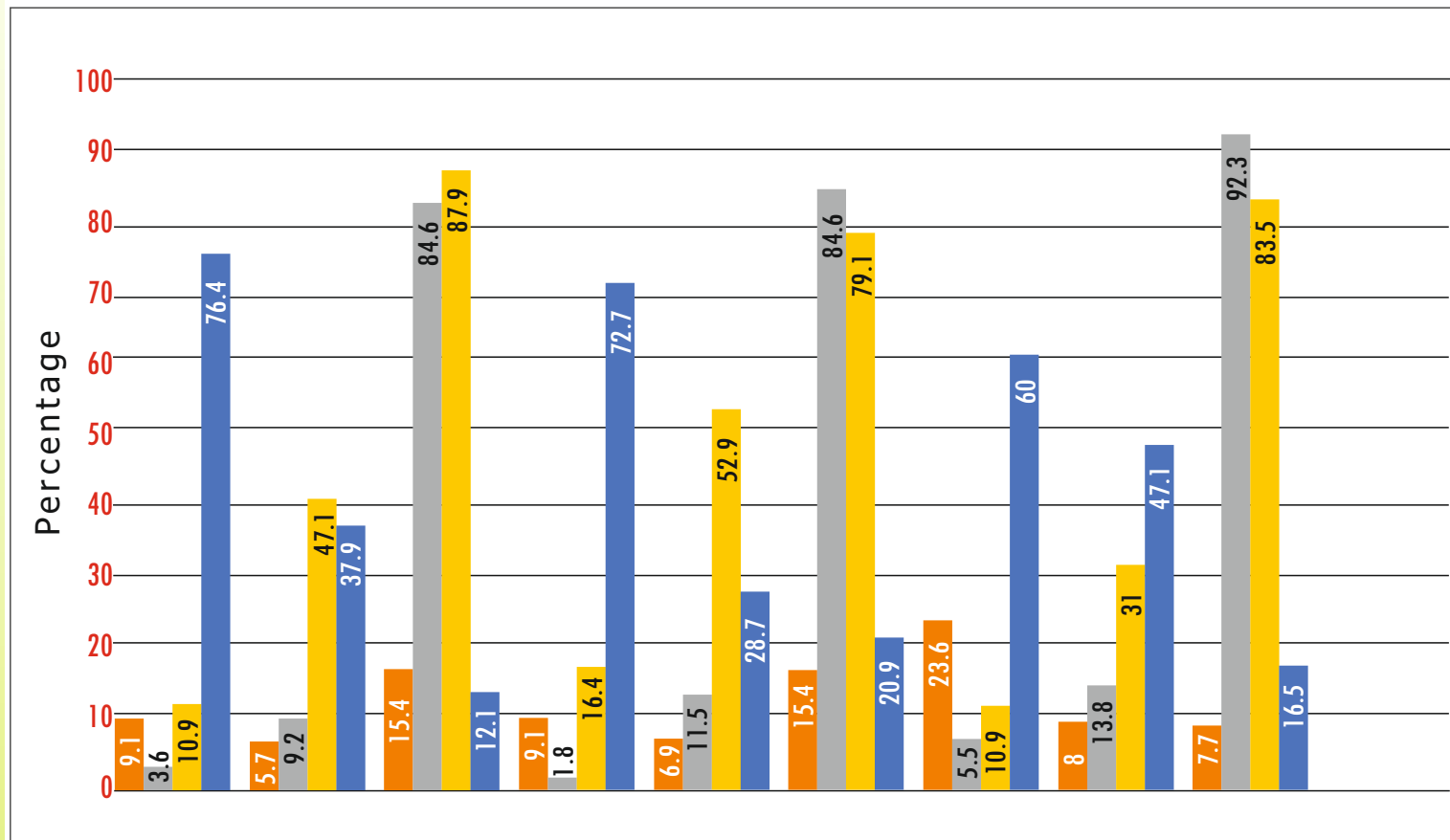
The Figure brings to light a significant concern as a considerable number of job aspirants recognize a lack of proficiency in skills highly favoured by both prospective employers and currently employed individuals. For instance, active listening, ranked as the second most important skill by both groups, is acknowledged as lacking by nearly 84.6% of job aspirants. Similarly, 76.9% and 70.3% of job aspirants feel they lack proficiency in faithfulness and willingness to learn, respectively. Despite these gaps, a majority of job aspirants have expressed a willingness to acquire these essential skills, signalling a positive inclination towards improvement.

These findings emphasize a noticeable misalignment between the skills expected by prospective employers and the self-perceived skills of job aspirants. This discrepancy suggests a potential opportunity for enhancement and alignment in skills development and recruitment processes within the customer service sector, emphasizing the need for targeted efforts to bridge this gap and better prepare job aspirants for the industry's expectations.

*“Patience is the key to transforming a frustrated customer into a loyal advocate.”*  
- Unknown

**Figure-18**  
**CS-K** Knowledge skill gap analysis in the customer service sector

Comparison of knowledge related skills among prospective employers, currently working employees and job aspirants



Prospective Employers	Currently Working Employees	Job Aspirants	Prospective Employers	Currently Working Employees	Job Aspirants	Prospective Employers	Currently Working Employees	Job Aspirants
Service/product Knowledge			Proficiency in other language along with local language			Computer skills		

Knowledge related skills under customer service sector

Not Important/ Have (Yes)      Moderately Important/ Have (No)      Important/Learn (Yes)      Very Important/ Learn (No)

# CUSTOMER SERVICE SECTOR

**Figure 18** illustrates an overview of the knowledge related skills expected by prospective employers, the skills recommended by current employees and possessed by job aspirants in the customer service sector. The study delves into three specific knowledge skills considered crucial in this sector, including service/ product knowledge, proficiency in other languages along with local language and computer skills.

Among the three skills mentioned under knowledge related skills, the prospective employers have preferred mostly service/ product knowledge (76.4%), which indicates the understanding and expertise that customer service professionals possess regarding the products or services offered by their organization. It involves having comprehensive information about the features, specifications, uses, benefits, and any relevant details related to the products or services. The next preferred skills are proficiency in other languages (72.7%), the ability of customer service professionals to communicate effectively and fluently in languages other than their primary language, in order to assist and serve customers who speak those languages. It enables customer service professionals to cater to a diverse customer base and contributes to the success of businesses in multicultural and international contexts. The last preferred skills are computer skills (60%), which means proficiency and knowledge that customer service professionals possess in using various computer technologies, software applications, and digital tools to perform their job responsibilities efficiently. It is vital for navigating software

applications, communicating through digital channels, managing customer data, and leveraging technology to enhance the overall customer experience.

The Figure reveals the preferences in knowledge-based skills among currently working employees in the customer service sector, highlighting the significance of computer skills (47.1%), service/product knowledge (37.9%), and proficiency in other languages (28.7%). Interestingly, there is a noticeable gap between the skills valued by working professionals and the self-assessed proficiency of job aspirants. A substantial percentage of aspirants expressed a lack of skill in service/product knowledge (84.6%), proficiency in other languages (84.6%), and computer skills (92.3%). However, the encouraging aspect is that a majority of job aspirants have demonstrated a keen willingness to learn and acquire these essential skills - 87.9%, 79.1%, and 83.5% expressing interest in service/product knowledge, proficiency in other languages, and computer skills, respectively.

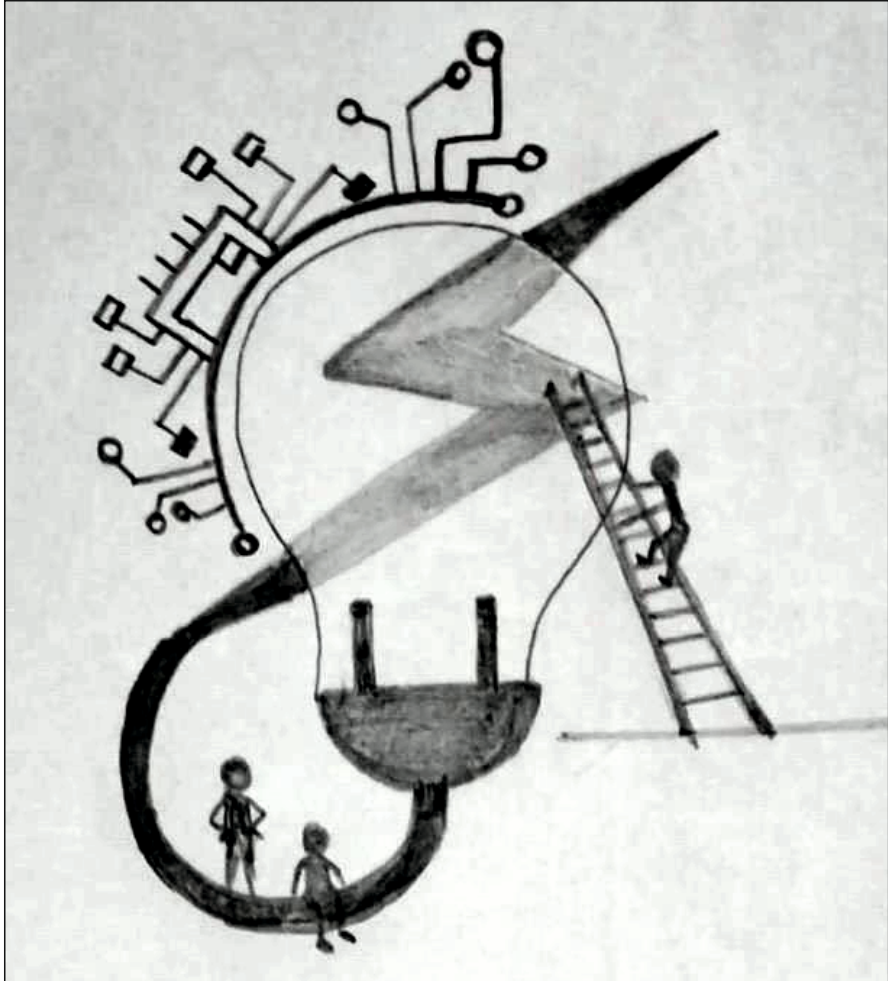
This underscores the importance of incorporating these skills into skill training programs, presenting a valuable opportunity to bridge the existing gaps and better align the aspirations of job aspirants with the expectations of the customer service sector.

*'Every interaction is a chance to make a difference, a moment to brighten someone's day. With every call, every email, every face-to-face encounter, you're building relations, one interaction at a time.*

*Your, your patience, your willingness and understanding are the tools that create lasting impressions. You're not just a service provider; you're a problem-solver, a peacemaker, a friend.'*



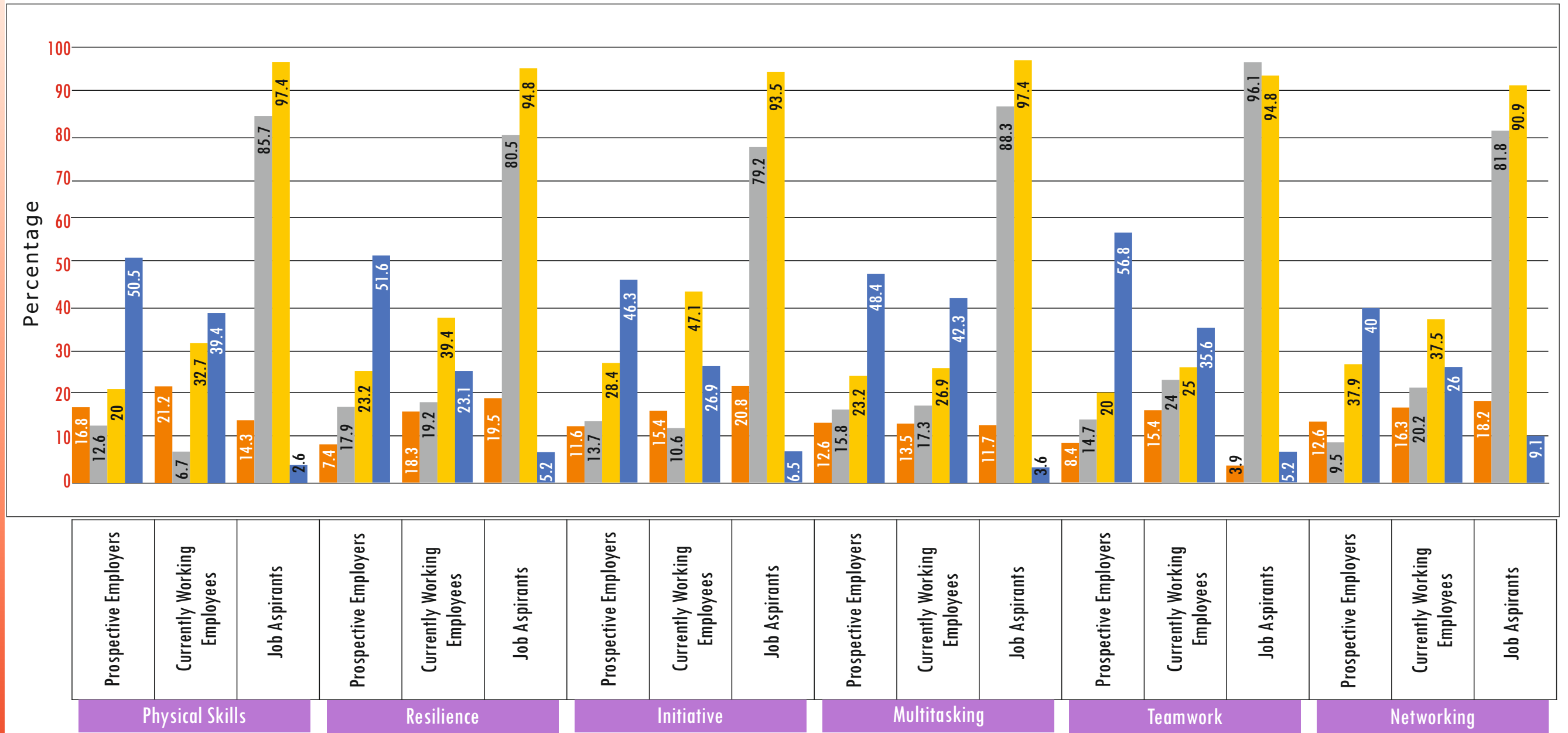
# ELECTRONICS SECTOR



**Figure-19**

**ES-T Technical/ soft skill gap analysis in the electronics sector**

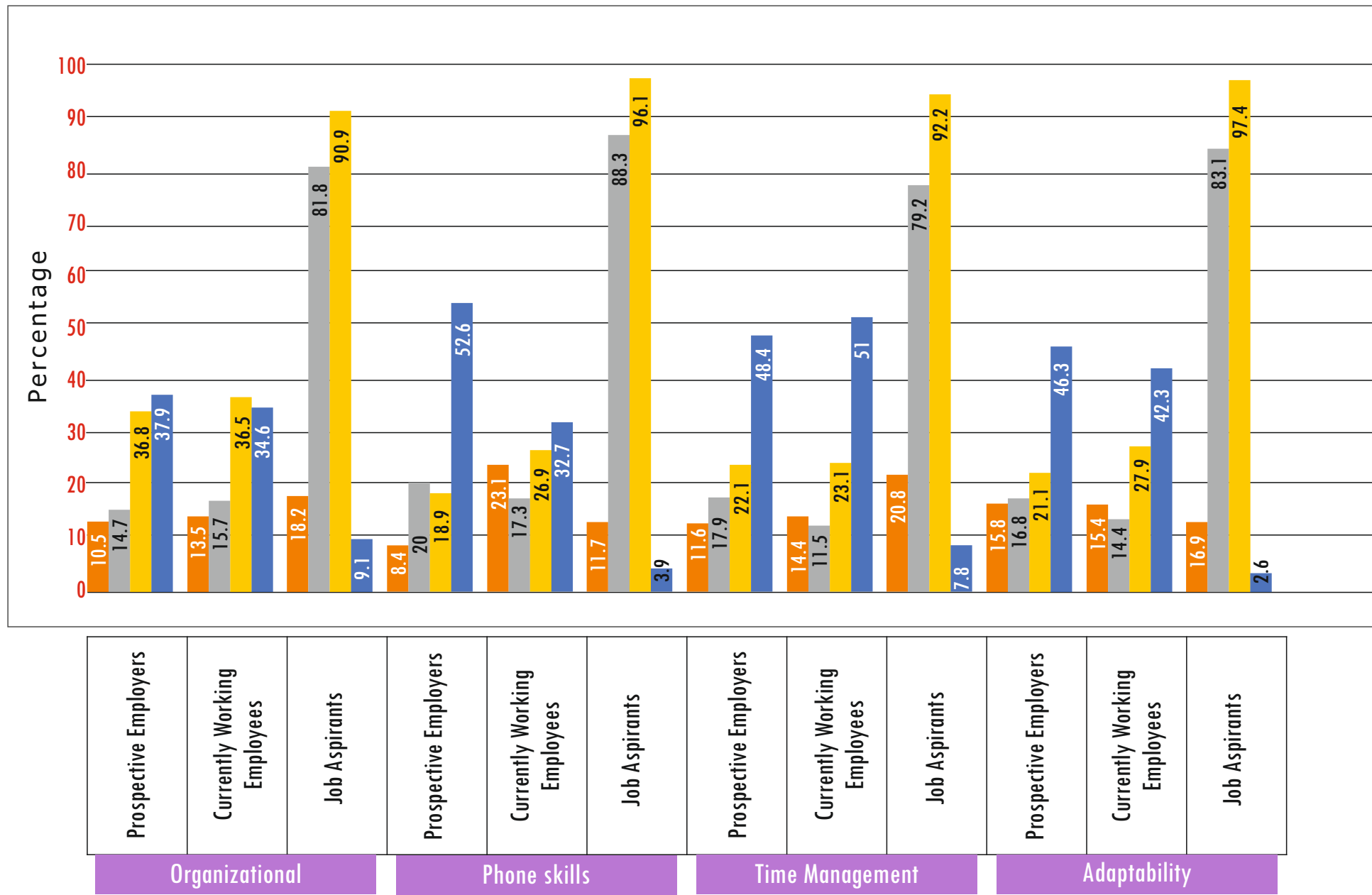
Comparison of technical skills among prospective employers, currently working employees and job aspirants



**Technical Skills under Electronic Service Sector**



**Figure-19**  
**ES-T** Technical/ soft skill gap analysis in the electronics sector conti...



**Technical Skills under Electronic Service Sector**

Not Important/ Have (Yes)      Moderately Important/ Have (No)      Important/Learn (Yes)      Very Important/ Learn (No)

# ELECTRONICS SECTOR

**Figure 19** represents the technical/ soft skills suggested by the employers, the skills preferred by the current employees and possessed by the job aspirants in the electrical and electronics sector in the study. The Figure shows 10 technical/ soft skills namely physical skills, resilience skill, initiative, multi-tasking, teamwork, networking, organizing skills, phone skill, time management and adaptability.

The study reveals that 56.8% of employers prefer teamwork as very important technical skills. Teamwork in electronic sector is important because electricians often need to collaborate with other professionals like architects, builders and plumbers or must work alongside engineers, project managers, and other stakeholders to ensure a project runs smoothly. Good teamwork fosters positive relationships and coordinated efforts, ultimately enhancing the performance and ensures that projects are completed efficiently and that all team members are on moving in the same direction in their actions.

The second most important technical skill suggested by employers (52.6%) is phone skills . Electrician or electronic technicians, when they work alone or as team members, they need to be able to communicate effectively with other people. Having good communication skills will help the works properly to relay information and understand instructions so that they can provide excellent service and work efficiently with others.

The employers (51.6%) prefer resilience as very important skills and it ranks third in priority technical skills in the sector. According to them, the workers should be able to cope and bounce back after the disaster. Resiliency is the process of adapting when persons are faced with trauma, stress or any kind of adversity or emotional suffering. Being resilient does not mean that one doesn't experience pain and hurt. Someone who is resilient faces tough life situations head-on, experiencing the difficult times and emotions. They process these challenging times by working through difficult emotions, building trust in themselves and their ability to cope through hard times.

The employers (50.5%) rated physical skills as very important technical skills. Being an electrician or electronics technician requires a certain level of physical fitness. The technicians must be able to climb up and down stairs, ladders, and other structures multiple number of times a day, stand for long periods, lift heavy objects, and crouch or bend many structures numerous times a day. This especially applies to technicians working for manufacturing units who maintain large-scale equipment and systems that require complex wiring. The employers (48.4%) preferred the time management and multi-tasking equally. An industry with multi-skilled employees has a flexible workforce, which provides the employer with the ability to schedule and arrange workers to best suit the needs of the business. Similarly time management helps the workers stay organized, track their progress, and ensure that they are using their time efficiently.

# ELECTRONICS SECTOR

The employers (46.3%) feel initiative skills and adaptability skills as very important technical skills. As the concept of taking initiative plays an important role in electrical and electronics sectors. On a personal level, it's correlated with career advancement and innovation. From a managerial perspective, encouraging and regulating the personal initiative of employees is essential to maintaining a high-performance workforce. Technicians, who are adaptable can navigate the evolving landscape of their trade, ensuring they are always prepared to meet the latest industry demands.

The findings also reveal that employers (40%) identify networking as very important skills, it is the opportunity to form connections with wide range of people including professionals, fellow technicians, industry influencers and potential clients. These connections can lead to job referrals, collaborative project opportunities, and even mentorship possibilities. Finally, organizational skills (ability to accomplish daily tasks in an effective manner) are recognized as very important by employers (37.9 %).

According to the perspectives of the current employees in the electronics and electrical sector, they consider time management (51%) as very important technical skills followed with equal preference for multi-tasking and adaptability (42.3%), Following closely are physical skills (39.4%), teamwork (35.6%), organizational skills (34.6%), phone skills (32.7%), initiative skills (26.9%), networking (26%), resilience (23.1%), as are preferred as very

important skills in their ranking in the electrical and electronics sector. The study among job aspirants as per the Figure reveals that majority of the job aspirants reported a skill lacking in teamwork (96.1%), followed by phone skills and multi-tasking (88.3%), Physical skills (85.7%), adaptability (83.1), organizing skills and networking (81.8%), resilience (80.5%), time management and initiative (79.2%).

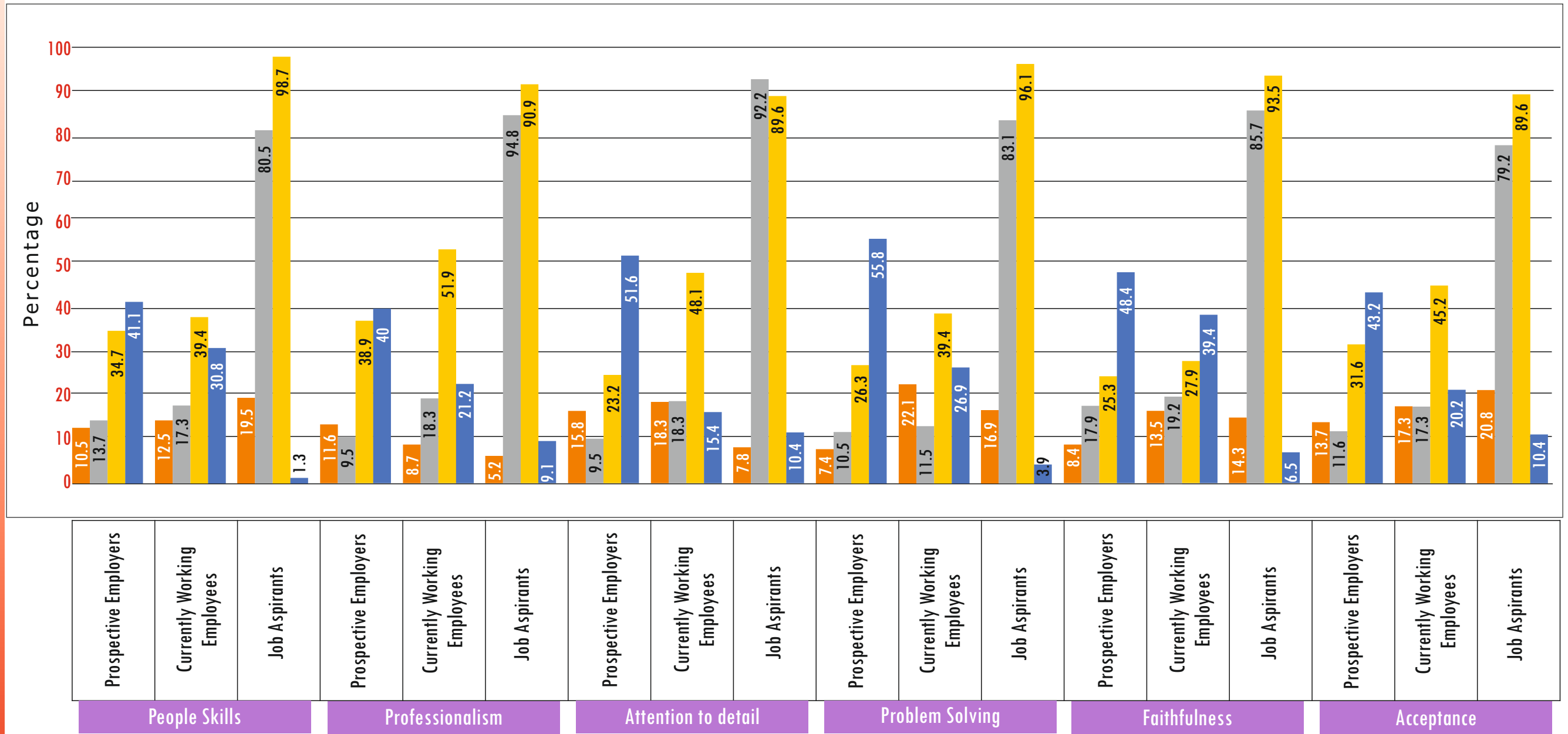
The Figure also shows that over 90.9% or above job aspirants are ready to learn the above skills which shows a positive approach from them to develop the skills and scope for the skill providers to act in these areas of technical skills in electrical and electronics sectors.

*“Developing skills in electronics today ensures a smarter, more connected world tomorrow.”*

*- Unknown*

**Figure-20**  
**ES-B** Behavioural skill gap analysis in the electronics sector

Comparison of behavioural skills among prospective employers, currently working employees and job aspirants

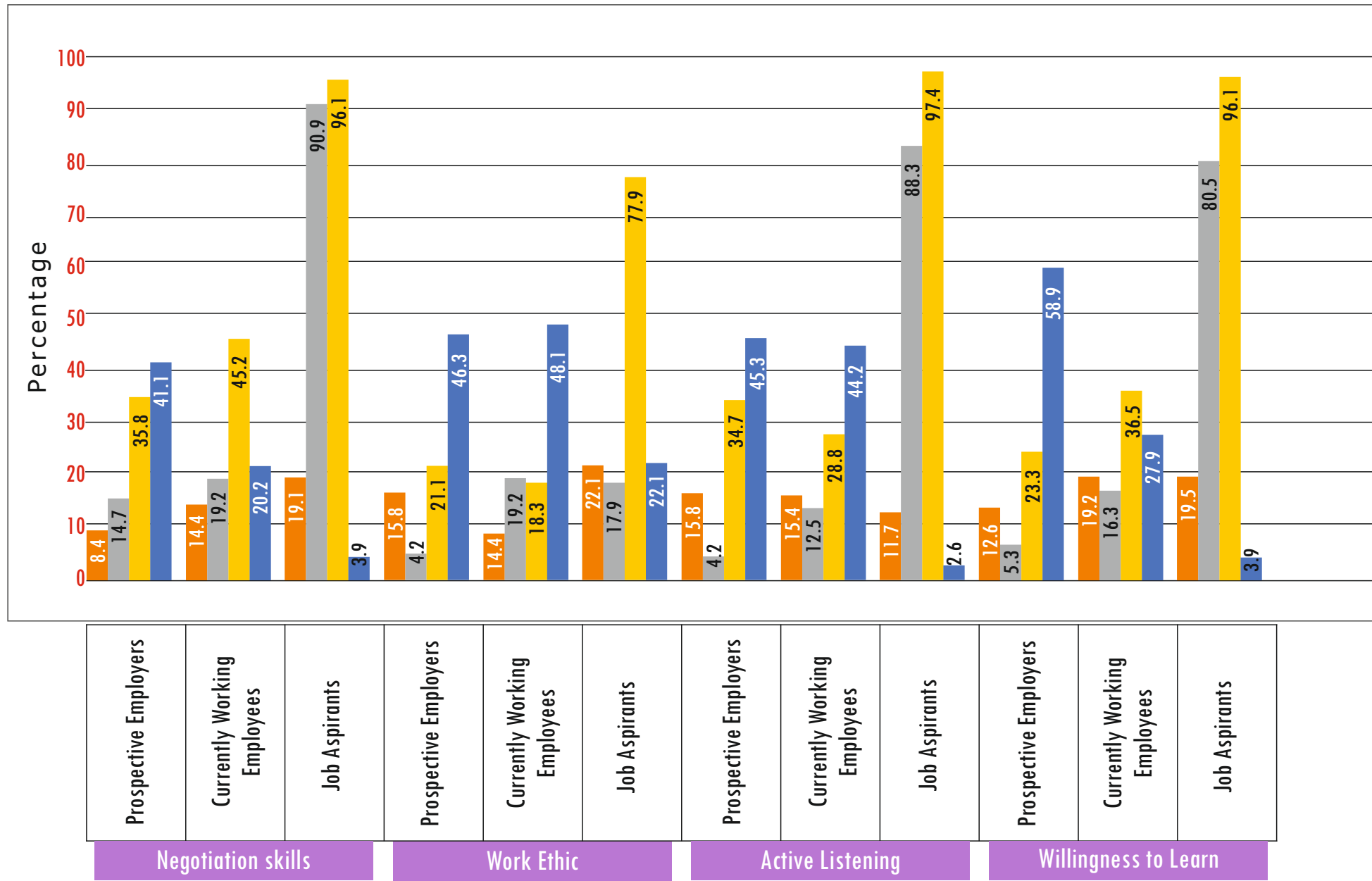


**Behavioural Skills under Electronic Service Sector**

Not Important/ Have (Yes)      Moderately Important/ Have (No)      Important/Learn (Yes)      Very Important/ Learn (No)



**Figure-20**  
**ES-B** Behavioural skill gap analysis in the electronics sector conti...



**Behavioural Skills under Electronic Service Sector**

Not Important/ Have (Yes)
Moderately Important/ Have (No)
Important/Learn (Yes)
Very Important/ Learn (No)

# ELECTRONICS SECTOR

**Figure 20** presents an overview of the behavioural skills that are anticipated by prospective employers, the skills recommended by current employees and possessed by job aspirants in the electronic and electrical sector. The main behavioural skills noted in the sector are people skills, professionalism, attention to details, problem solving, faithfulness, acceptance, negotiation skills, work ethic, active listening and commitment to learn.

The results indicate that a major segment of prospective employers prefer aspirants with skill of willingness to learn (58.9%), which refers to openness and enthusiasm to adapt and learn. The next in the list is the skill for problem solving (55.8%). This skill in electronic services involves addressing technical issues and ensuring safe operations. Attention to details comes next (51.6%), which is defined as services that involve meticulous and accurate handling of digital information and ensuring precision in tasks. Next in the preference list is faithfulness (48.4%), it refers to the consistent and trustworthy execution of tasks, adherence to company policies.

Work ethics (46.3%), is defined as services that involve maintaining integrity, accountability, and professionalism in work settings. Active listening (45.3%), acceptance (43.2%), people skills (41.1%), negotiation skills (41.1%) and professionalism (40%) comes in the descending order of preferences. Active listening involves careful processing of information conveyed through communication channels, such as emails or virtual meetings. Acceptance refers to

the acknowledgment and agreement of employees to use and adopt tools or platforms for various work-related tasks. People skills in electronic services refer to the ability to effectively communicate, collaborate, and build positive relationships. Negotiation skills involve the ability to secure favourable terms, pricing, and service levels with service providers. Professionalism in electronic services refers to the conduct and behaviour an employee is advised to practice.

Further in the results, recommendations of current employees become noticeable. Very distant from the perspective of prospective employers, current employees primarily prefer candidates with work ethics (48.1%). Followed by active listening (44.2%), faithfulness (39.4%), people skills (30.8%), willingness to learn (27.9%), problem solving (26.9%), professionalism (21.2%), acceptance and negotiations skills (20.2%) and attention to details (15.4%) in the decreasing order of recommendation.

The Figure also highlights the perception of job aspirants about the skills that they do not possess. Job aspirants (94.8%) think that they do not possess a taste for professionalism. Secondly, attention to details (92.2%), job aspirants (90.9%) perceive them as not having negotiation skills. Active listening (88.3%), faithfulness (85.7%), problem solving (83.1%), people skills (80.5%), willingness to learn (80.5%), acceptance (79.2%) and work ethics at the least, (77.9%). On a positive note, an ample majority of the job aspirants are willing to work on the skills they are currently lack.

# ELECTRONICS SECTOR

Comparing and contrasting the preferences of prospective employers and recommendations from current employees, an agreement can be observed in their view for a few skills like work ethic (44.2% by current employees and 46.3% by prospective employers) being cited as one of the primary behavioural skills that is most desired for improved job performance in the electronics sector. Faithfulness comes next (39.4% by current employees and 48.4% by prospective employers). Willingness to work comes up next (27.9% by current employees and 58.9% by prospective employers). Followed by problem solving (26.9% by current employees and 55.8% by prospective employers).

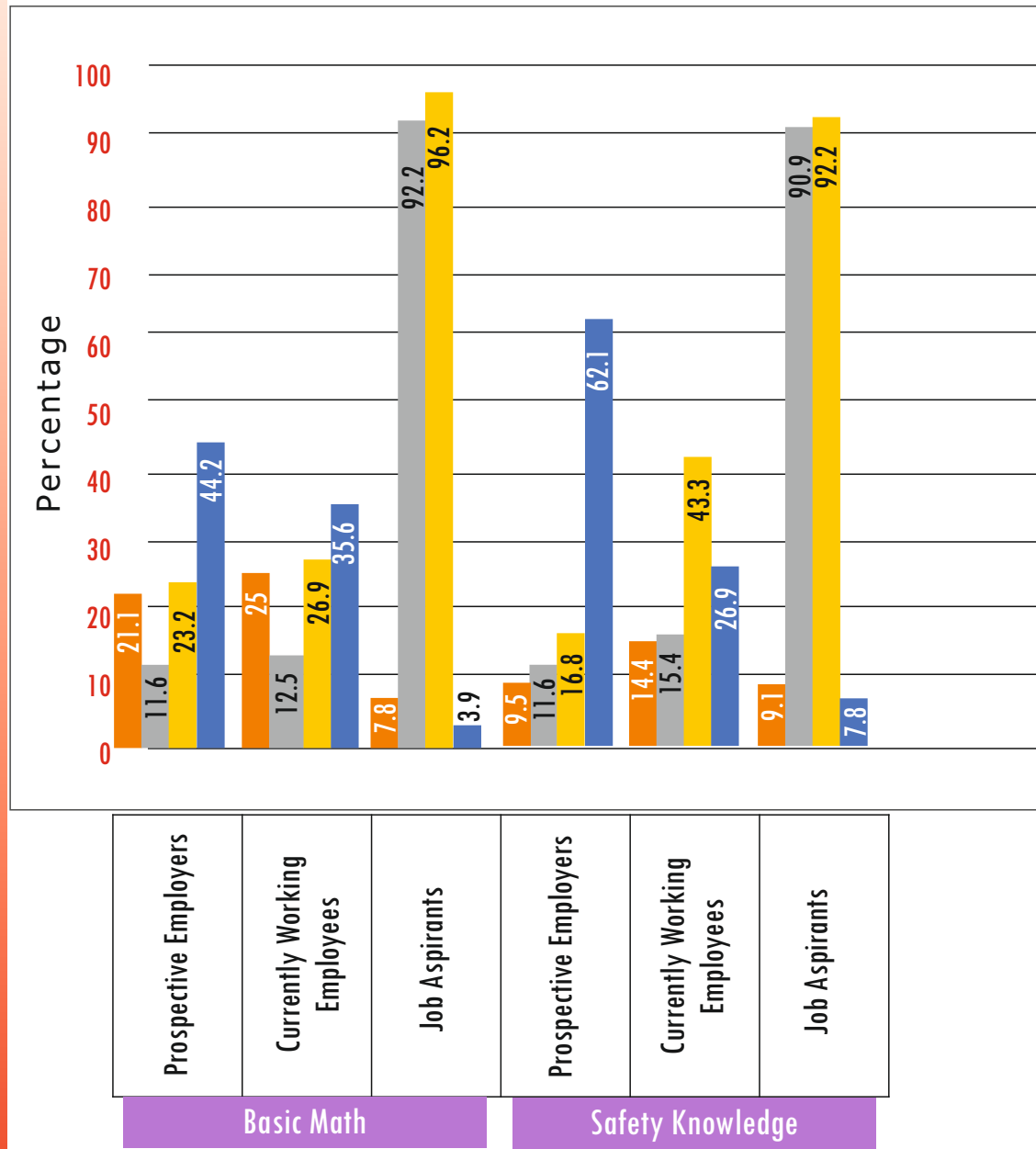
A significant disparity becomes obvious when contrasting the expectations of prospective employers' and current employees' recommendations with the abilities that job aspirants believe they possess. Although employers and employees consider work ethic, faithfulness, willingness to learn and problem solving to be critical behavioural skills, only 22.1%, 14.3%, 19.5% and 16.9 % of job aspirants, respectively, think they have these abilities. A silver lining, however, in this predicament is that a huge majority of job aspirants show an interest to learn and develop the skills that are deficient in them. 77.9 % of them look forward to improving their competencies for work ethic, 93.5% are keen to take measures that help them develop faithfulness, 96.1% are motivated to cultivate willingness to learn and 96.1 % are willing to enhance their problem-solving skills.

The results show a clear discrepancy between the skills that Prospective employers value and the skills that job aspirants believe they possess, suggesting a possible arena for improvement in the skill training used in the electronics sector.

*"The future of electronics is shaped by the hands and minds of skilled professionals who bring ideas to life."  
- Unknown*

**Figure-21**  
**ES-K** Knowledge related skill gap analysis in the electronics sector

Comparison of knowledge related skills among prospective employers, currently working employees, and job aspirants



Knowledge related skills under electronic sector



# ELECTRONICS SECTOR

**Figure 21** shows a summary of knowledge skills expected by prospective employers, recommended by current employees and what is reported as possessed by job aspirants in the electrical and electronic sector are basic math and safety knowledge.

The findings indicate that a substantial number of prospective employers (62.1%) value employees with safety knowledge, which includes guaranteeing a secure workplace, data security protocols, etc. To maintain a safe working environment, safety knowledge comprises exercising data privacy, knowing and adhering to established rules, and remaining informed about potential dangers. This is not far behind the proficiency in basic math (44.2%). This skill is known as having a fundamental comprehension and ability to handle numerical ideas. This feature might be helpful for analytics and budgeting. Basic math skills are also helpful for time monitoring, estimation, and other jobs.

A mismatch in skill preferences of prospective employers and current employees become a visible impedance when looking at the findings. It discloses the perspective of current employees in the electrical and electronic sectors. A significant proportion (35.6%) consider basic math abilities to be important to note, followed by safety awareness (26.9%). which clarifies the disparity mentioned earlier.

The Figure also shows that the job aspirants (92.2%) believe they lack the necessary skills to perform basic math. Next is safety

knowledge (90.9%). However, it is a striking reality that a significant proportion of employees express a want to develop and acquire new skills. In particular, the majority of employees are open to sharpening their math (96.2%) and safety knowledge (92.2%). It is possible that this indicates a hopeful inclination on the part of job aspirants to develop and acquire the talents they believe they are now lacking.

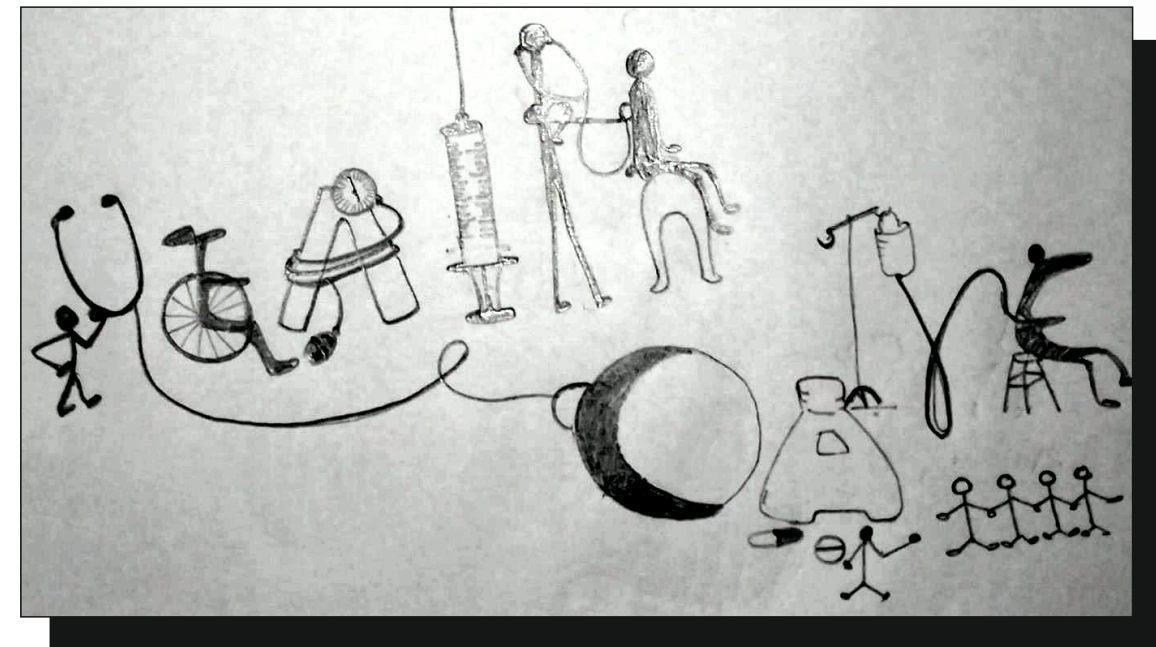
When job aspirants' judgements of their abilities are contrasted with what Prospective employers expect of them and current employees prefer them to hold on to them as, there is a discrepancy and scope for action. A majority of 62.1% of prospective employers stands for safety knowledge as a prime skill, whereas only 26.9% currently working employees feel this as a prime skill. 35.6 % finds math skill as a prime skill among current employees, whereas among prospective employers, this skill is identified as important after safety knowledge by 44.2%. However, job aspirants are a mouldable group. 8.8 % of the group possess skill for basic math and 96.1 % of them who do not possess, are willing to learn this skill. Similarly, 9.1% of job aspirants believe they are good with safety knowledge and 92.2 % of the group who are not good with this skill are willing to master it.

Given a disparity between the skills that job aspirants believe they possess and the skill that current employees and Prospective employers value, the results point to the need for improvement in the skill training used in the electrical and electronic sector.

*‘Behind every device, every gadget, every piece of technology that simplifies our lives, lies the meticulous work of skilled technicians. Your hands bring these innovations to life, assembling scattered pieces into a functional cohesive whole. The world relies on your expertise to function seamlessly. So, take pride in your work.’*

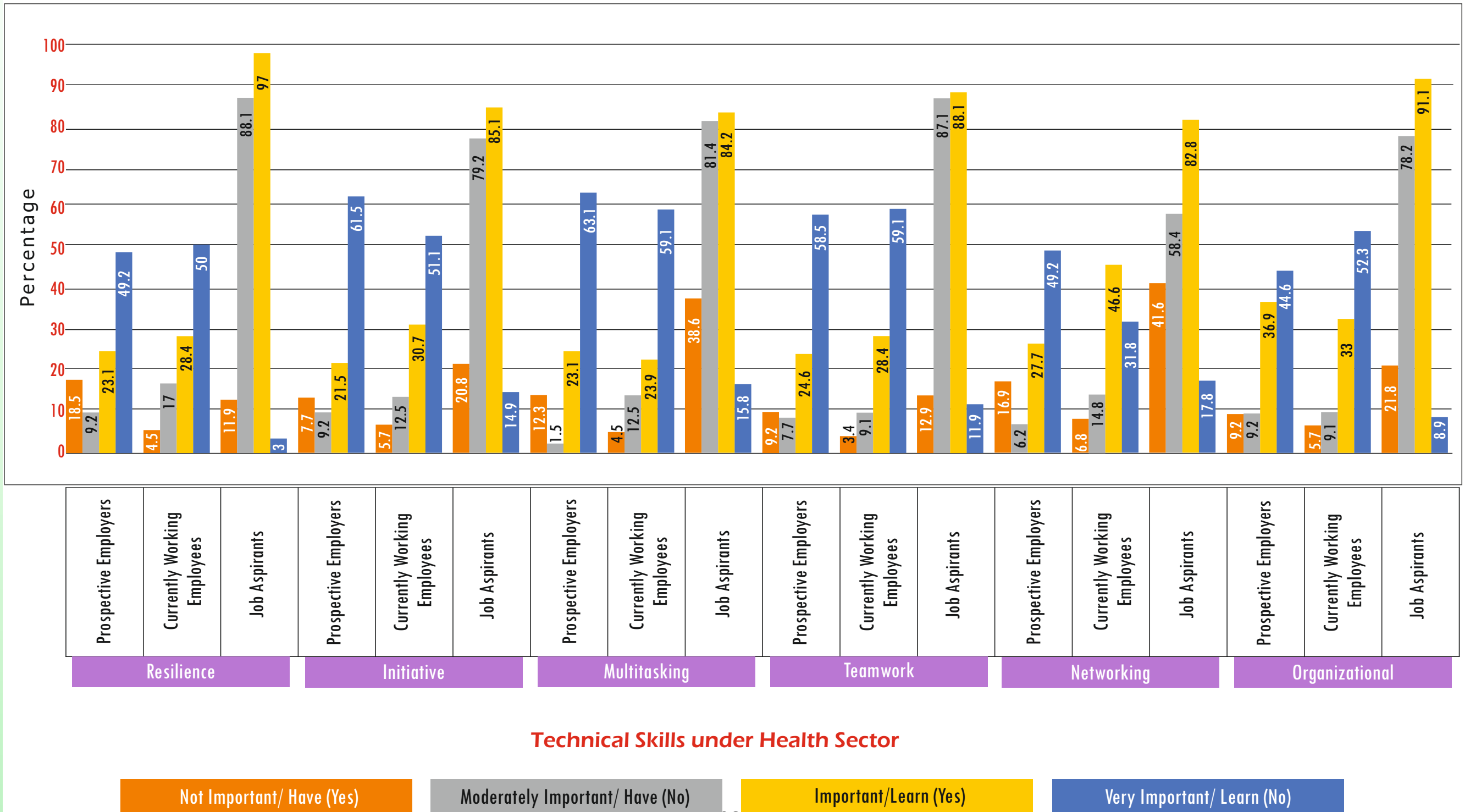


# HEALTHCARE SECTOR



**Figure-22**  
**HC-T** Technical/ soft skill related skill gap analysis in the healthcare sector

**Comparison of technical skills among prospective employers, currently working employees and job aspirants**



**Technical Skills under Health Sector**

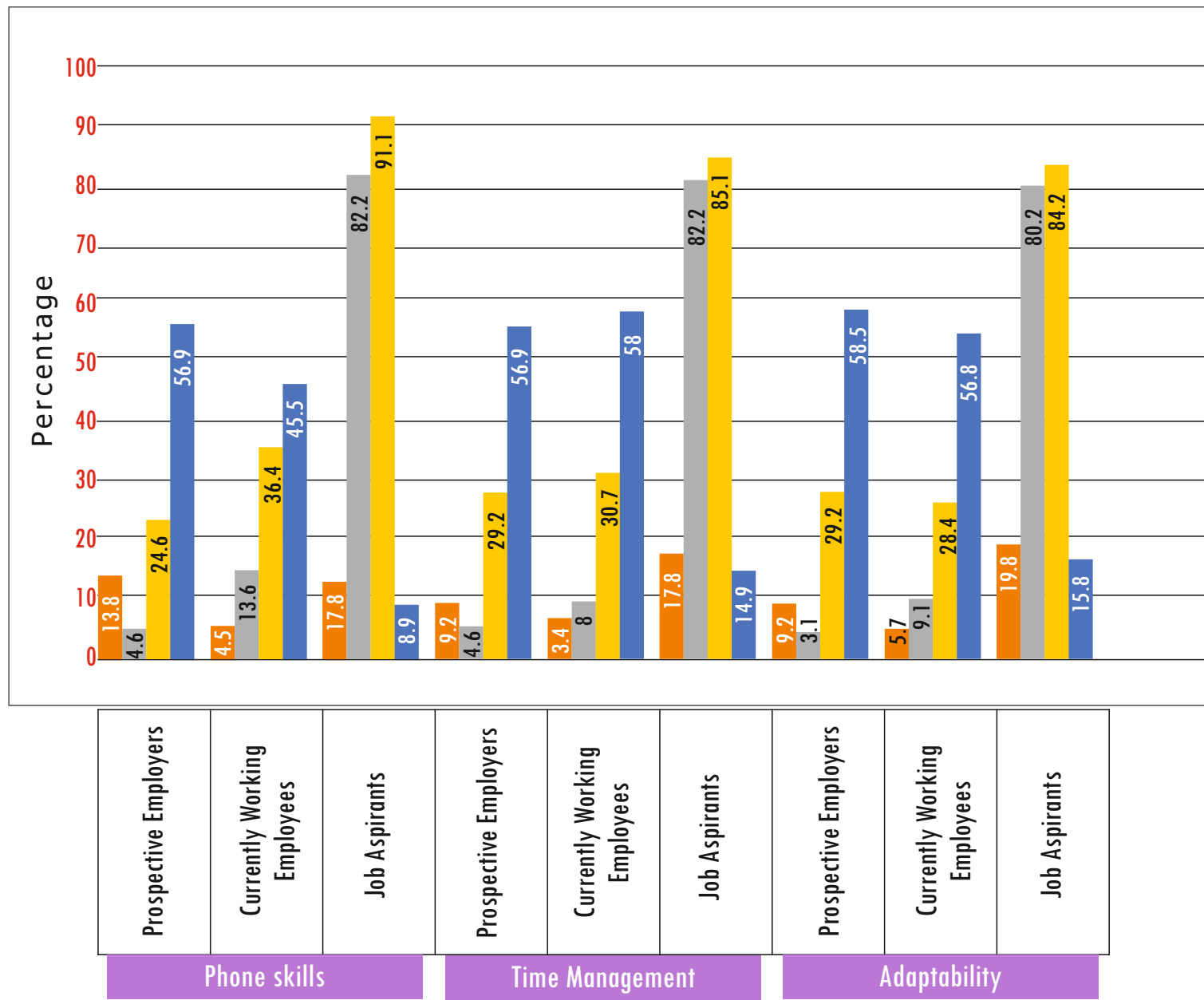
Not Important/ Have (Yes)

Moderately Important/ Have (No)

Important/Learn (Yes)

Very Important/ Learn (No)

**Figure-22**  
**HC-T** Technical/ soft skill related skill gap analysis in the healthcare sector conti...



**Technical Skills under Health Sector**

Not Important/ Have (Yes)
Moderately Important/ Have (No)
Important/Learn (Yes)
Very Important/ Learn (No)

# HEALTHCARE SECTOR

**Figure 22** shows an overview of technical/ soft skills expected by prospective employers, recommended by current employees and possessed by job aspirants in the health care sector such as; resilience, initiative, multi-tasking, teamwork, networking, organizational, phone skills, time management and adaptability.

The results show that quite a few of Prospective employers (63.1%) favour employees who are adept at multi-tasking, which refers to the ability to deal with more than one task simultaneously while health care delivery. This is closely followed by initiative skill (61.5%) defined as the capacity for the proactive actions taken by the individual members working for the sector in delivering health care services. Adaptability and teamwork are marked as essential, equally valued skills (58.5%) by the prospective employers. Adaptability is a skill which will help one to thrive in his/her work environments. Whereas, Teamwork is when health care personnel work together cooperatively to address the needs of patients. Time management and phone skill (56.9%) are other necessary skills preferred equally by the employers, the preference for time management skill highlights the practice of arranging, organizing, scheduling, planning, and budgeting how much time should be spent on specific tasks related to different patients.

On the other hand, Phone skills in healthcare are essential for effective communication between healthcare professionals, patients, and other stakeholders. Further from the perspective of prospective employers, resilience and networking (49.2%) is

distinguished as important. Resilience is the ability to adjust to challenges and changes at various system levels while maintaining high standards of care. Networking enables a group of healthcare providers to collaborate and enhance health outcomes by expanding the range of facilities and providing human resources as needed. Organizational skill is the least preferred skill, even though 44.6% of prospective employers have acknowledged it as a vital skill for employees. It refers to the structure, management, and coordination of different components within a healthcare organization.

On top of that, the results reveal the perspectives of current employees in the healthcare sector. A considerable majority finds multi-tasking (81.4%), teamwork (59.1%) to be esteemed skills, followed by time management (58%), adaptability (56.8%), organizational (52.3%), initiative (51.1%), resilience (50%), phone skills (45.5%) and networking (31.8%) in the order of declining preferences. Additionally, the Figure reveals that the job aspirants (88.1%) think they lack resilience. In decreasing order of perceived skill deficiency are teamwork (87.1%), phone skills (82.2%), time management (82.2%), adaptability (80.2%), initiative (79.2%), organizational (78.2%), networking (58.4%). Nonetheless, it is remarkable that a large number of Job aspirants indicate a desire to grow and learn new skills. More specifically, most job seekers are willing to improve their resilience (97%), organizational and phone skills (91.1%), teamwork (88.1%) and initiative (85.1%), time management (85.1%), multi-tasking and adaptability (84.2%) and

# HEALTHCARE SECTOR

networking (82.2%). This may indicate that job searchers have a hopeful propensity to develop and pick up the talents they believe they are currently not possessing.

When comparing the expectations of prospective employers and current employees, there is a fine congruence among the skills preferred by both parties. The expectations of prospective employers and current employees with the perceived skills of job aspirants, a notable mismatch becomes visible. Although employers consider multi-tasking, adaptability, teamwork and time management skills to be critical technical skills, only 38.6%, 19.8%, 12.9% and 17.8% of job aspirants, respectively, think they have these abilities. It's interesting to note that a significant portion of job aspirants indicate a willingness to pick up these talents: 84.2% are eager to improve their multi-tasking and adaptability skills, 88.1% are open to enhancing skills for teamwork, and 85.1% are ready to improve their time management skills.

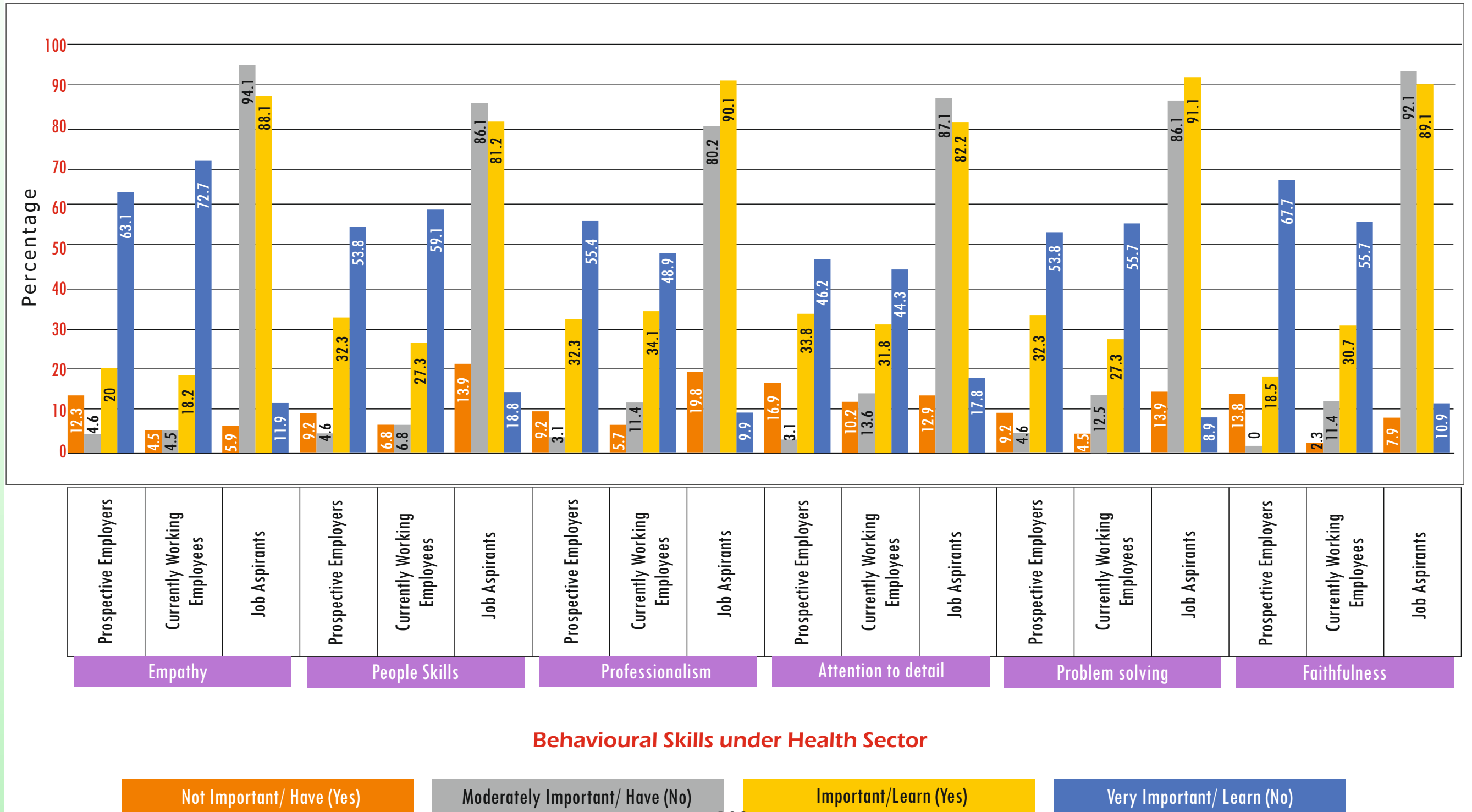
The results highlight a visible divergence between the skills that prospective employer's along with current employees value and the skills that job aspirants believe that they possess, suggesting a possible avenue for intervention in the process of skill training in the health care sector.

*“In healthcare, every skill developed is a step closer to saving lives and improving patient care.”*

*- Unknown*

**Figure-23**  
**HC-B** Behavioural related skill gap analysis in the healthcare sector

Comparison of behavioural skills among prospective employers, currently working employees and job aspirants

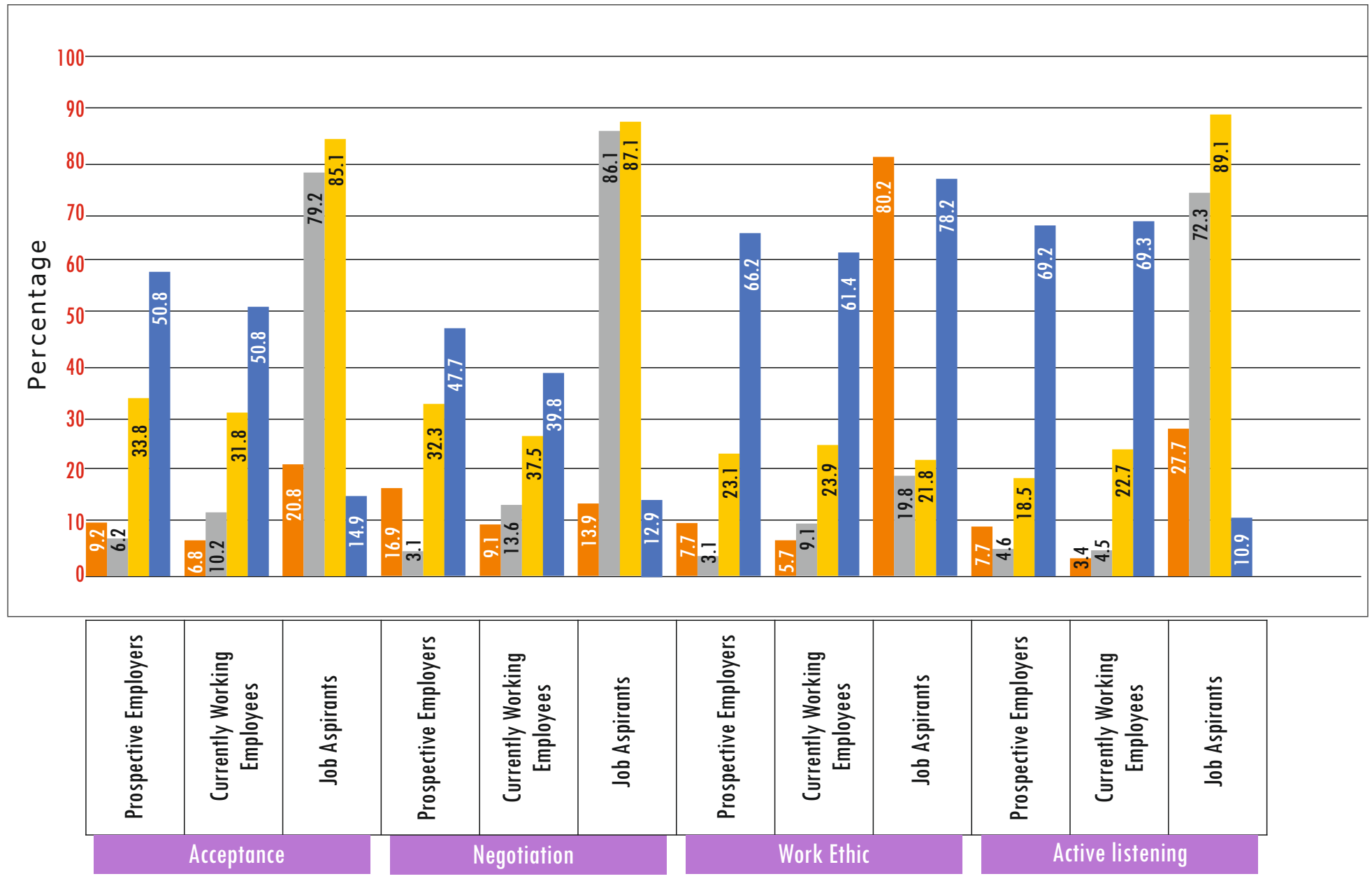


**Behavioural Skills under Health Sector**

Not Important/ Have (Yes)      Moderately Important/ Have (No)      Important/Learn (Yes)      Very Important/ Learn (No)



**Figure-23**  
**HC-B** Behavioural related skill gap analysis in the healthcare sector conti...



**Behavioural Skills under Health Sector**

Not Important/ Have (Yes)      Moderately Important/ Have (No)      Important/Learn (Yes)      Very Important/ Learn (No)

# HEALTHCARE SECTOR

**Figure 23** presents an overview of the behavioural skills anticipated by prospective employers, the skills recommended by current employees and possessed by job aspirants, in the healthcare sector. The study focuses on ten specific skills in the healthcare industry namely empathy, people skills, professionalism, attention to details, problem solving, faithfulness, acceptance, negotiation, work ethics and active listening skills.

According to the findings active listening skill (69.2%) was the most preferred skill by employers, refers to paying attention to, comprehending, recalling, it involves understanding patients' worries, symptoms, or remarks via empathy and engagement. Active listening is a skill that health care providers use to enhance their professional connections, make accurate diagnoses, and work well as a team.

Faithfulness (67.7%) is the skill preferred by employers. It refers to upholding patient privacy, abiding by ethical standards, and continuously advancing both the wider success of the healthcare facility and the well-being of its patients.

Work ethics (66.2%) is preferred by employers. Healthcare providers put patients' needs first, follow established procedures, conform to industry norms, and aim to continuously raise the standard of care they offer.

Empathy skill (63.1%) is preferred by employers. Empathy creates

an alliance between the health care provider and the patient which will also provide an assurance that the health care provider also cares for the patient.

Professionalism (55.4%) refers to the foundation of safe, efficient, and ethical health care practice. In keeping with public expectations, it places the patient's or client's welfare and well-being first, making sure that the patient or client is at the focal point of all clinical decisions and activities.

People skill (53.8%) is the ability to hold effective communication, active listening and relate to others on a personal or professional level. Certain situations in this sector can be upsetting or overwhelming, this ability will help individuals in health care to manage the emotional impact of the event.

Problem solving (53.8%) refers to the methodical process of finding, assessing, and overcoming problems that could occur in the provision of general healthcare services. In order to identify practical solutions and eventually raise the standard of healthcare services and system performance, it entails critical thinking, teamwork, and the implementation of evidence-based practices..

Acceptance (51.8%) is preferred. In order to improve the overall efficacy of healthcare delivery, acceptance also includes healthcare personnel adjusting to new technology, evidence-based procedures, and changing medical knowledge.

# HEALTHCARE SECTOR

Negotiation skills (47.7%) healthcare workers that possess strong negotiating abilities benefit from enhanced teamwork, better working conditions, and successful dispute resolution, all of which improve the organization's general operation and service provision.

Attention to details (46.2%) is another important skill. It is comprehensive when observing, documenting, and managing many facets of patient care. To ensure comprehensive and excellent healthcare delivery, it involves an emphasis on accuracy in medical records, accurate medical care administration, and paying close attention to the patient's condition.

The current employees preferred the following skills in descending order. Empathy 72.7%, active listening skills 69.3%, work ethics 61.4% , people skills 59.1%, problem solving and faithfulness 55.7% , acceptance 51.1%, professionalism 48.9%, attention to details 44.3% and negotiation skills 39.8% . There is a discrepancy observed between the preference of Job aspirants and the current employees.

Additionally, the Figures data indicate that major job aspirants lack empathy (94.1%), faithfulness (92.1%), attention to details (87.1%), people skills (86.1%), problem solving (86.1%), negotiation skills (86.1%). Professionalism (80.2%), acceptance (79.2%), active listening (72.3%) and work ethics representing (19.8%). The job aspirants, however, show keen interest to learn Problem solving 91.1%, professionalism 90.1%, faithfulness 89.1%, active listening

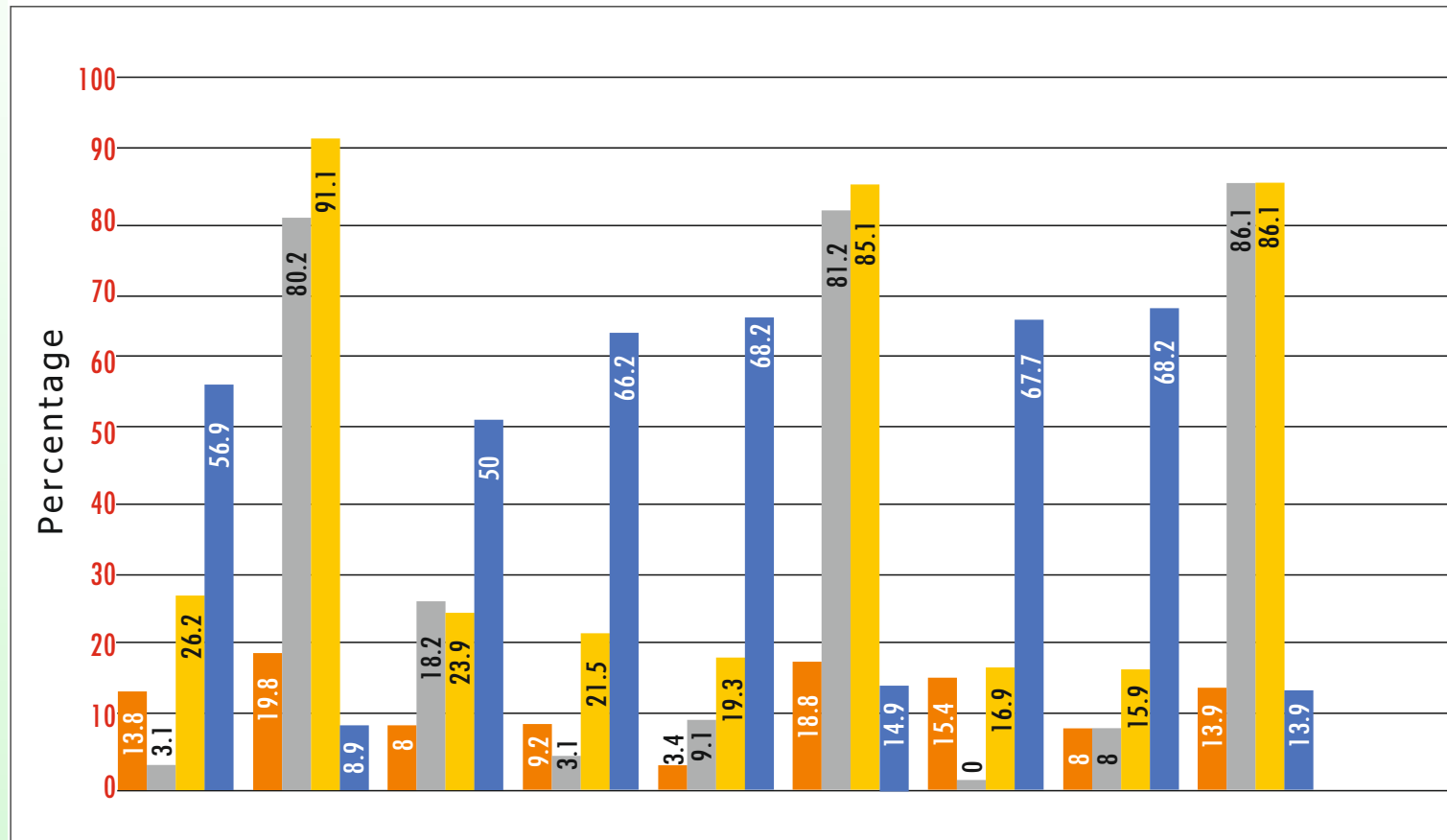
skills (89.1%), empathy (88.1%), negotiation skills (87.1%), acceptance (85.1%), attention to details (82.2%), people skills (81.2%) and work ethics (21.8%). There is a difference observed between expected by prospective employers and skills possessed by the job aspirants.

*"Skill development in healthcare isn't just about knowledge; it's about compassion, precision, and the ability to make a difference."*

*- Unknown*

**Figure-24**  
**HC-K** Knowledge related skill gap analysis in the healthcare sector

Comparison of knowledge related skills among prospective employers, currently working employees, and job aspirants



Knowledge related skills under Health Sector

Not Important/ Have (Yes)      Moderately Important/ Have (No)      Important/Learn (Yes)      Very Important/ Learn (No)

# HEALTHCARE SECTOR

**Figure 24** provides an over-view to the knowledge-related skills anticipated by prospective employers, the skills recommended by current employees and possessed by job aspirants within the health sector. The study specifically focuses on the special skills required for the health sector like computer skills, knowledge about the rule and regulation of the hospitals and knowledge about the use of supporting medical equipment and accessories.

According to the findings, 56.9% of prospective employers emphasize the significance of knowledge about computer skills which includes to maintain electronic health records, analyse medical data, and create predictive models for illness management, healthcare workers need to possess relevant computer skills. Creating software for the healthcare industry and overseeing healthcare information systems both benefit from advanced computer expertise. Additionally 66.2 % of prospective employers preferred knowledge about the rules and regulations of the hospital in the health sector involving understanding and being well-versed in the policies, procedures, and guidelines governing the operation of the healthcare facility and also 67.7% of the prospective employers preferred having knowledge about understanding the proper utilization, safety protocols and basic essential medical amenities.

The 68.2% of the current working employees reported Knowledge about the rules and regulations of the hospital in the health sector and Knowledge about the use of wheeler chair and beds in the

hospital within the health sector; additionally 8.9% current employees have given importance to acquire knowledge about the computer skills to maintain database of the patients.

This Figure also showed that about 86.1% job aspirants lack the Knowledge about the use of a wheelchair, 81.2% job aspirants lack the Knowledge about hospital rules and regulations and 18.2% of job aspirants lack the Knowledge having a sound computer knowledge. However, we can see that a remarkable percentage of job aspirants are ready to learn about the use of wheeler chair 86.1%, hospital rules and regulations 85.1% and sound computer knowledge 23.9 %.

There is a gap between importance given by the prospective employers with regards to knowledge about the computer skills sets and same with the knowledge about the policies and guidelines of the hospital.

*'Helping people at their most vulnerable time is a privilege, but it's also a great responsibility. It's a responsibility to provide comfort, to offer hope, and to heal.'*



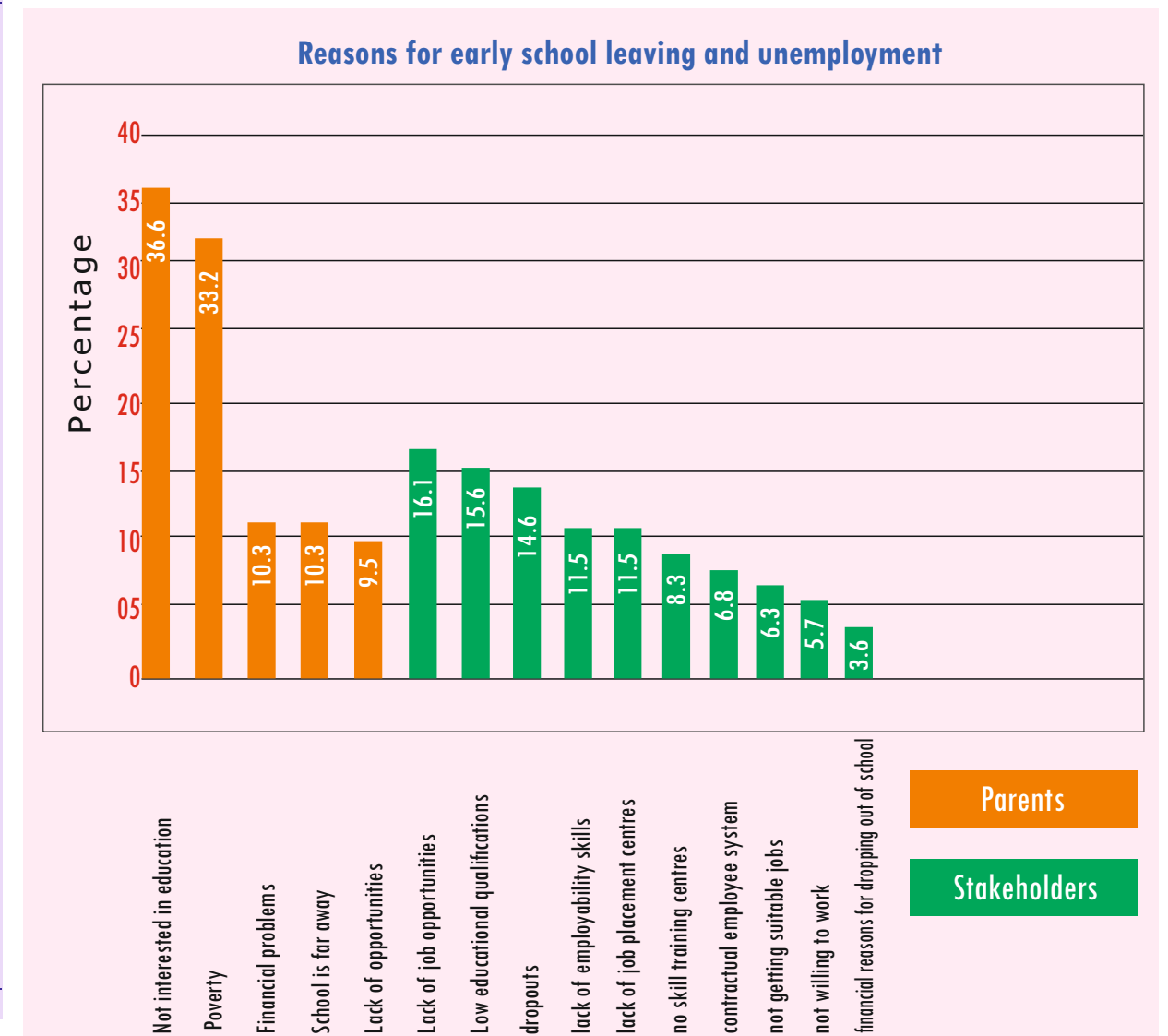
# STAKEHOLDERS' PERCEPTION

**Table 1:**







**Perceptions of Parents and stakeholders'**

Respondent	Reasons for early school leaving and unemployment	Percentage
Parents	Not interested in education	36.6%
	Poverty	33.2%
	Financial constraints	10.3%
	Long distance from school	10.3%
	Lack of job opportunities	9.5%
Stakeholders	lack of job opportunities	16.1%
	low educational qualifications	15.6%
	Early school leavers	14.6%
	lack of employability skills	11.5%
	lack of placement centers	11.5%
	No opportunities for skills training	8.3%
	Contractual employee system	6.8%
	Not getting suitable jobs	6.3%
	Not interested to work	5.7%
	Financial constraints	3.6%



From the table it was observed that according to the perceptions of parents of job aspirants the reasons for unemployed youth in villages include: not interested in education (36.6%), poverty (33.2%), financial problems (10.3%), school being far away (10.3%), and lack of opportunities (9.5%) According to stakeholders' perceptions the reasons for unemployed youth in our villages are caused by: lack of job opportunities (16.1%); low educational qualifications (15.6%); school leavers (14.6%); lack of employability skills (11.5%); lack of job placement centres (11.5%); no skill training centres (8.3%); contractual employee system (6.8%); not getting suitable jobs (6.3%); not willing to work (5.7%); and financial reasons for dropping out of school (3.6%).



## RECOMMENDATIONS

-  The training providers should emphasize on integrating behavioural and knowledge related skills along with the technical skills to have holistic skilling and upskilling.
-  According to the demands of the job industry, the training curriculum should emphasize on skilling, upskilling and reskilling.
-  Before developing the curriculum, understand the skill gap between skills possessed by the job aspirants and skills expected by the prospective employers to prepare the job aspirants for the demands of the job market.
-  As per the changing demands of the job market enhance the technology-based skills as well as adaptability to maintain the sustainability and to withstand in the industry.
-  Provide practical industrial experience during the training programme to refine the skills and enhance job opportunities.
-  Be receptive to take feedback to improve and refine the training curriculum from time to time according to the needs of the industry.

## POLICY RECOMMENDATIONS

-  Government, non-government and private bodies; who work at policy formulation level need to relook into their existing policy or bring significant changes in the policy approach by integrating technical, behavioural and knowledge related skills to enhance the job opportunities among youth especially early school leavers.
-  Implement a policy to create a ecosystem where all the stakeholders of governance like state, market and civil societies come together and frame strategies for skilling or enforcing the decisions in skilling the early school leavers.

## HOSPITALITY SECTOR

### TECHNICAL HOSPITABLENESS

- ★ Form modules that assist every individual to concentrate on independent decision-making which include real-world, day to day circumstances and case studies that help learners to practice taking initiative steps in various situations.
- ★ Formulate courses that offer practice sessions where learners manage multiple tasks at one and the same time by including time management exercises, role-playing activities, and technology tools that enhance multi-tasking abilities.
- ★ Inculcate training on stress management, adaptability, emotional intelligence, resilience-building exercises, handling customer complaints, dealing with unexpected problems, and maintaining calm disposition under pressure in the module.

### BEHAVIOURAL HOSPITABLENESS

- ★ Generate modules that emphasize the importance of reliability, loyalty, and integrity. They may include real-life examples and role-playing framework to demonstrate how faithfulness impacts workplace dynamics and customer satisfaction.
- ★ Develop training sessions that highlight the value of continuous learning and personal development which may include success stories of industry professionals who have benefited from a dedication to learning.

### KNOWLEDGE HOSPITABLENESS

- ★ Design detailed courses on identifying, managing, mitigating various hazards, food safety, fire safety, chemical handling, and emergency response protocols in the hospitality environment.

## DELIVERY SECTOR

### TECHNICAL DISTRIBUTION

- ★ Develop team-based simulation exercises that replicate real world delivery scenarios. This can help job aspirants understand the dynamics of working effectively as part of a team.
- ★ Allocate group projects that require collaboration to achieve a common goal. Assess participants on their ability to communicate, delegate tasks, and support each other.
- ★ Present workshops that teach practical time management techniques, such as prioritization, scheduling, and deadline management.

### BEHAVIOURAL DISTRIBUTION

- ★ Use simulations to practice interactions with customers, focusing on understanding their needs, responding effectively, and providing excellent services.
- ★ Conduct workshops focused on improving interpersonal communication. Include role-playing exercises to practice empathy, conflict resolution, and customer service scenarios.
- ★ Put into action exercises that teach active listening techniques, such as paraphrasing, summarizing, and providing feedback.

### KNOWLEDGE DISTRIBUTION

- ★ Conduct training sessions on how to read and elucidate different types of maps, including digital and paper-based, using interactive maps and navigation tools.
- ★ Provide hands-on training on the use of GPS devices emphasizing on how to set destinations, optimize routes, and handle real-time changes.

## TEXTILE SECTOR

### TECHNICAL FABRIC

- ★ Provide practical workshops where trainees can learn and practice various stitching and finishing methods, including seams, hems, and embellishments.
- ★ Introduce design thinking methodologies to stimulate creativity and innovation in textile product development.
- ★ Present trainees with real-life set-ups where they must demonstrate initiative and problem-solving skills to overcome challenges in the production process.

### BEHAVIOURAL FABRIC

- ★ Arrange practice sessions to improve active listening skills, such as summarizing, paraphrasing, and asking clarifying questions during interactions.
- ★ Provide real-life scenarios and case studies for trainees to analyze and solve collaboratively, emphasizing critical thinking and problem-solving skills.
- ★ Assign group projects that require cooperation and teamwork, allowing job aspirants to practice effective collaboration and interpersonal skills.

### KNOWLEDGE FABRIC

- ★ Develop structured training modules focusing on textile basics and various fabrics. These modules should cover basic concepts such as types of fabrics, their properties, manufacturing processes, and applications across different industries.

## AUTOMOBILE SECTOR

### TECHNICAL AUTOMOBILE

- ★ Incorporate content that encourages the trainees to take ownership of their tasks and responsibilities and find solutions without waiting for explicit directions.
- ★ Trainees should learn how to prioritize tasks based on urgency and importance depending on the situation.

### BEHAVIOURAL AUTOMOBILE

- ★ Trainees should be made to become familiar with the importance of loyalty and commitment to the team and its objectives.
- ★ Inculcate among the learners the idea that learning is a lifelong journey and that embracing new knowledge and skills is essential for personal and professional growth in the automotive industry.
- ★ Include problem-solving exercises and case studies into training sessions, challenging trainees to analyze complex situations and develop effective solutions.

### KNOWLEDGE AUTOMOBILE

- ★ Design a module that includes practical training sessions where trainees can familiarize themselves with various automotive machinery and equipment commonly used in the sector.
- ★ Offer ample opportunities for supervised practice to develop proficiency in operating and troubleshooting mechanical systems.



## CONSTRUCTION SECTOR

### TECHNICAL FABRICATION

- ★ Include time management training modules into the curriculum, focusing on techniques for prioritizing tasks, setting realistic deadlines, and efficiently allocating time for various project related activities.
- ★ Incorporate adaptability training into the curriculum to help trainees develop a mindset of continuous learning and flexibility in response to changing job markets scenarios.
- ★ Develop practical exercises that require trainees to handle multiple tasks simultaneously, simulating the multi-tasking demands of construction work environments.

### BEHAVIOURAL FABRICATION

- ★ Develop training modules that emphasize the importance of trustworthiness and reliability in the workplace, highlighting how faithfulness builds trust with superiors, peers, and clients.
- ★ Create training sessions that focus on improving communication, empathy, and conflict resolution skills among trainees, as these are essential components of people skills in the construction sector.

### KNOWLEDGE FABRICATION

- ★ Design training sessions that focus on improving mathematical proficiency relevant to construction tasks, such as reading blueprints, performing measurements, and calculating material quantities and costs.
- ★ Furnish a culture of continuous learning within training programs, enthusing trainees to actively seek out opportunities for skill development and knowledge acquisition in the construction sector.

## CUSTOMER SERVICE SECTOR

### TECHNICAL CONSUMER

- ★ Formulate training modules that enhance participants' abilities to efficiently manage tasks, responsibilities, and information within customer service processes.
- ★ Create innovative training sessions to encourage teamwork and cooperation among participants, simulating real customer service team dynamics.

### BEHAVIOURAL CONSUMER

- ★ Use real-world customer service scenarios to practice active listening skills, allowing trainees to engage in meaningful interactions with simulated customers and receive feedback on their listening abilities.
- ★ Motivate trainees to create personalized learning plans outlining their goals for skill improvement and professional development.

### KNOWLEDGE CONSUMER

- ★ Provide language training programs designed to improve participants' proficiency in languages other than their primary language, focusing on communication skills, vocabulary, and grammar.
- ★ Provide ample hands-on training opportunities where participants can practice using common software applications and digital tools used in customer service roles.

## ELECTRONICS SECTOR

### TECHNICAL ELECTRONICS

- ★ Utilize case studies from the electronic sector that highlight successful teamwork experiences, analyzing what makes them effective.
- ★ Give constructive feedback during phone skills practice sessions, emphasizing on areas for improvement and providing tips for enhancing communication effectiveness.

### BEHAVIOURAL ELECTRONICS

- ★ Conduct workshops where trainees review common errors and mistakes in electronic service tasks, emphasizing the importance of attention to detail in preventing malfunctions and ensuring quality workmanship.
- ★ Establish regular feedback and review sessions where trainees learners can evaluate their own work for accuracy and precision, and receive guidance on improving their attention to detail from trainers and peers.

### KNOWLEDGE ELECTRONICS

- ★ Conduct workshops focused on workplace safety protocols, including hazard identification, and emergency procedures specific to the electrical and electronic sector.
- ★ Offer training on relevant safety regulations and industry standards, ensuring that trainees understand their legal obligations and know how to maintain compliance in their work practices.

## HEALTHCARE SECTOR

### TECHNICAL HEALTH-CARE

- ★ Carry out practical exercises that simulate real-world scenarios where trainees must manage multiple tasks simultaneously, all at the same time.
- ★ Supply mentorship and feedback to help trainees learners develop confidence in their ability to take proactive action.
- ★ Stimulate reflection and debriefing sessions to help trainees recognize the importance of adaptability and its impact on patient care.

### BEHAVIOURAL HEALTH-CARE

- ★ Give ample feedback and coaching to help trainees improve their ability to comprehend and recall information communicated by patients, colleagues, and other stakeholders.
- ★ Provide case studies and simulations that challenge trainees to navigate complex ethical dilemmas commonly encountered in healthcare settings.
- ★ Provide reflective exercises where trainees evaluate their personal values and beliefs in relation to their role in the healthcare profession.

### KNOWLEDGE HEALTH-CARE

- ★ Create training modules that familiarize trainees with the policies, procedures, and guidelines governing the working procedures of healthcare organizations, including accreditation standards and legal requirements.
- ★ Make provision for ample comprehensive training on the proper utilization, maintenance, and safety protocols of medical equipment and accessories commonly used in healthcare settings, such as diagnostic tools, patient monitoring devices.

# CONCLUSION

In the backdrop of a global health crisis since 2019, India has faced severe post-pandemic repercussions, particularly impacting informal sectors, leading to significant job losses. Informal, young, and low-income workers bear the brunt, facing unemployment and unpaid workdays. Despite signs of recovery, informal workers struggle, compounded by changes in job roles and persistent high unemployment rates. The pandemic accelerated technological adoption, reshaping job roles, demanding digital proficiency, soft skills, and technical expertise. The Indian government organizations and non-government and institutions like FVTRS have initiated skill development programs to address unemployment, particularly among early school leavers. Therefore, the present study aims to understand the comprehensive skills required for various job sectors for early school leavers in India.

In the current study, the examination of technical skill gaps across various sectors reveals that, in the hospitality sector, there's a clear alignment between what employers seek and what current employees acknowledge as important technical skills such as multi-tasking, resilience, and initiative. However, job aspirants perceive a gap in their possession of these skills compared to employer expectations, although, they express a strong willingness to learn. Similarly, in the delivery sector, job aspirants lack skills like time management and teamwork, which are highly valued by employers and current employees. Despite this, there's a positive attitude among job aspirants towards learning and improving. In the textile industry, there's a disparity between preferred skills among Prospective employers, current employees, and job aspirants, indicating a need for broader skill training programs. The automobile industry faces a similar discrepancy between employer expectations and job aspirants perceptions, with a notable willingness among job aspirants to improve. In the construction sector, there's recognition of a gap in skills among job aspirants, yet a willingness to learn is evident. The customer service sector reveals discrepancies in skill preferences between employers and job aspirants. In the electronics sector, there's a demand for networking and organizational skills, with job aspirants expressing readiness to learn. Finally, in the healthcare sector, there's a notable mismatch between employer expectations and job aspirants perceptions, highlighting a need for synchronization in skill acquisition and recruitment processes. Overall, these findings underscore the necessity for improved alignment between the skills expected by employers and the self-perceived skills of job aspirants across various industries, emphasizing the importance of targeted training programs and upskilling initiatives.

The examination of behavioural skill gaps across various sectors reveals a consistent trend wherein both prospective employers and current employees prioritize certain skills when hiring, notably emphasizing qualities such as faithfulness, willingness to learn, and active listening. However, a significant disparity emerges between the perceived skills of job aspirants and the expectations of employers and employees. While faithfulness and willingness to learn are highly valued by employers and employees, a notable percentage of job aspirants feel they lack these skills. Nonetheless, there is a positive indication as a considerable number of job aspirants express a desire to acquire these essential skills. This disparity underscores the need for targeted efforts to bridge the gap between industry expectations and job aspirants capabilities, highlighting a crucial area for improvement in recruitment and skill development processes across sectors like hospitality, delivery, textile, automobile, construction, customer service, electronics, and healthcare.

The analysis of knowledge skill gaps across various sectors reveals significant disparities between the perceptions of job aspirants and the expectations of prospective employers and current employees. In the hospitality sector, while cultural and hazardous awareness are highly valued by employers, a large percentage of job aspirants feel lacking in these areas but express genuine willingness to improve. Similar gaps exist in the delivery, textile, automobile, construction, customer service, electronics, and healthcare sectors, where job aspirants acknowledge deficiencies in crucial skills such as driving, maintenance, textile basics, mechanical skills, building knowledge, computer proficiency, safety knowledge, and healthcare procedures. However, there is a positive trend as a majority of job aspirants express eagerness to acquire these skills. The findings highlight the necessity for improvements in recruitment and skill acquisition practices across these sectors to align job aspirants' competencies with industry demands, emphasizing the importance of tailored training programs to bridge existing skill gaps and enhance employment opportunities.

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## EPILOGUE

**Mr. Jimmy Mathew**  
*Lead Executive, FVTRS*



*It is important to consider the main conclusions and suggestions that came out of our thorough investigation of the possibilities and challenges faced by early school leavers in India as we draw to a close. Unquestionably, the epidemic has made things worse for these young people, but it has also brought attention to how urgently creative solutions are needed to meet their needs.*

*The growing skills gap between early school leavers' skill set and the changing needs of job markets is one of the biggest issues our study found. Investing in robust vocational training programs that give these young people the requisite technical/soft, behavioural and knowledge skills is essential to addressing this gap. In order to prepare early school leavers for a wide variety of career options, these programs have to be customized to fit the unique requirements of various sectors and locations.*

*Likewise, establishing a supportive environment for early school leavers requires cooperation between the public sector, private sector, and academic institutions. These stakeholders may provide meaningful job opportunities for this vulnerable group, execute creative initiatives, and build successful policies by collaborating.*

*Looking ahead, it is evident that India's future rests on our capacity to uplift and assist its youth. We can build a more accepting and sustainable society for all if we invest in the education and training of early school leavers. Together, let's make sure that our nation's youth are not stifled by a lack of skills, that they have the chance to realize their full potential, and that they can make a significant contribution to the advancement in their lives and of our nation's.*

*"The future belongs to those  
who are constantly  
learning and  
developing new skills."*





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