A STUDY OF SKILL GAP AMONG COMMERCE GRADUATES IN KOTTAYAM DISTRICT

Project work submitted to Mahatma Gandhi University, Kottayam in partial fulfilment of the requirement for the award of

Bachelor Degree in Commerce

Submitted by

AJITH M SAJI (Reg. No. 170021083215)

ANAND P (Reg. No. 170021083228)

ATHUL B VARGHESE (Reg. No. 170021083236)

AMEER THAJUDHEEN (Reg. No. 170021083227)

Under the Guidance of

Ms. SILPA MARY JOHN

(ASSISTANT PROFESSOR)

PG DEPARTMENT OF COMMERCE

2019-2020

SAINTGITS
COLLEGE OF APPLIED SCIENCES
KOTTAYAM, KERALA, INDIA

SAINTGITS
LEARN.GROW.EXCEL

Date:

CERTIFICATE

Certified that this is a bonafide report of the project work undertaken by **MR.AJITH M SAJI** (Reg. No. 170021083215), **MR. ANAND P** (Reg. No. 170021083228), **MR. ATHUL B VARGHESE** (Reg. No. 170021083236), **MR.AMEER THAJUDHEEN** (Reg. No. 170021083227) of B.Com Semester VI, in partial fulfilment of the requirements for the award of the Bachelor's Degree in Commerce of Mahatma Gandhi University, Kottayam under my supervision and guidance.

Faculty - in- Charge

Countersigned

Principal   **Head of the Department**

DECLARATION

We do hereby declare that the project titled "**A STUDY OF SKILL GAP AMONG COMMERCE GRADUATES IN KOTTAYAM DISTRICT** "is a bonafide report of the project work undertaken by us in partial fulfilment of the requirements for the award of the Bachelor of Commerce (Taxation) of Mahatma Gandhi University, under the guidance of **Ms. SILPA MARY JOHN,** Assistant Professor, Department of Commerce, Saintgits College of Applied Sciences, Pathamuttom, Kottayam. We also declare that this project report has not been submitted by us anywhere, fully or partially for the award of any degree, diploma, fellowship or other similar title or recognition of any university/institute to the best of our knowledge and belief.

Pathamuttom

AJITH M SAJI
ANAND P
ATHUL B VARGHESE
AMEER THAJUDHEEN

ACKNOWLEDGEMENT

In partial fulfilment of the award of the B. Com Degree by Mahatma Gandhi University, it is mandatory for the regular students of B. Com of the university to prepare a project report to be submitted to the college/university.

First and foremost, We thank the **Lord Almighty** who is the source of knowledge and one who guided us in all aspects to bring out this project.

We thank **Prof. M.C. Joseph, Principal** and **Mr. Anish B Bhaskaran, Assistant Professor and Academic Co-ordinator of Department of Commerce,** Saintgits College of Applied Sciences for their valuable support and encouragement in the preparation of the project.

We take this opportunity to express our profound sense of gratitude to our guide **Ms. Silpa, Assistant Professor**, Department of Commerce, Saintgits College of Applied Sciences for the valuable guidance, advice, inspiration, constant encouragement and constructive criticism given throughout the study.

We express our sincere gratitude towards all the faculty members of Saintgits College of Applied Sciences for their valuable help.

We thank all our friends who have directly or indirectly helped us in completing this work.

Pathamuttom   AJITH M SAJI
                                           ANAND P
                                           ATHUL B VARGHESE
                                           AMEER THAJUDHEEN

CONTENT

LIST OF TABLES

LIST OF FIGURES

CHAPTER 1
INTRODUCTION

TOPIC: A STUDY OF SKILL GAP AMONG COMMERCE GRADUATES IN KOTTAYAM DISTRICT.

1.1 INTRODUCTION

Education is a wise investment anyone can make. This amounts to one of the many reasons why many people are getting college education. In addition, they want to be gainfully employed upon graduation. Unfortunately, that story has changed. Sadly, getting college education in today's world and economy does not guarantee any job offer because "employers are sceptical of recent graduates". As a matter of fact, many college graduates upon graduation are just realizing that they are not qualified to be hired by their potential employers owing to the fact that they do not possess the required skills the employers are looking for in college graduates. Therefore, "an increasing number of disillusioned grads are taking jobs decidedly below their level of education". While college grads have gone to school to be educated with degrees in their respective field of study, their preparation is still short of what the potential employer is looking for before they are employed. This situation is due to a "skills gap" effect.

A skill gap is a gap between what employers want or need their employees to be able to do, and what those employees can actually do when they walk into work .It can also be said as "a significant gap between an organization's skill needs and the current capabilities of its workforce. It's the point at which the organization can no longer grow or remain competitive because they don't have the right skills to help drive business results and support the organization's strategies and goals."

The reason for skilled gap is when the problem arises between difference in availability and quality. Everyone is qualified for job but not everyone is skilled for it. A well said example is that in India students who study computer engineering and the IT sector job opportunity is on the higher side but the students who get job in the respective fields of expertise or the employment rate is very low.

1.2 SIGNIFICANCE OF THE STUDY

- Skills gap analysis is an important business tool that measures the difference between the current skills of an individual and the required skills.
- This evaluation tool is used to assess the gap or difference between current and future skills and identify ways and areas to fill the same.
- The skills gap analysis allows identifying weak spots of youth and suggesting improvements to meet the present and future requirements of an organization in addition to improving work performance.
- Performing a skills gap analysis can benefit students and the organization individuals since it will enable both to professional development needs.

1.3 SCOPE OF THE STUDY

Gaps in skills are the weakest points in an individual. It is therefore essential to identify the same so that organizations can improve the performance of employees, students can be educated accordingly, training programs can be formulated to meet the needs, and soft skills can be added to academics and so on. Thus skill gap analysis will benefit students, employees, educational institutions, companies etc. Considering the present situation skill gap analysis among qualified degree holders are conducted to know the future situation.

1.4 OBJECTIVES

- To study the reason of skill gap among commerce graduates.
- To analyze the effect of skill gap on employees.
- To analyze the relationship between job requirements and employee performance.
- To suggest various measures to reduce skill gap among commerce graduates.

1.5 RESEARCH AND METHODOLOGY

We use both primary and secondary date for collecting information. Based on the collected data evaluation were made. Primary date was collected using sample study and information's derived from the same are accurate.

- **Primary Data:** This type of data consists of directly collected facts. The Data was collected by methods of direct enquires. Questionnaires were used for this purpose.
- **Secondary Data:** The data extracted from a published sources or textual data are termed as secondary data. Reports, Previous Surveys, comparative graphs were used and referred for the purpose.

1.6 METHODS OF DATA COLLECTION

- Questionnaire Method: The data is collected through questionnaire provided to people in the petrol pumps.
- Literary Sources: Previous surveys, graphs, reports and books all of which are published sources were used to collect secondary data.

1.7 SAMPLING TECHNIQUES

The sampling method used for this study is judgment sampling technique. The sample size is 50.

1.8 STATISTICAL TOOLS USED FOR ANALYSIS

- **Percentage Analysis:** Percentage analysis id the method to represent raw streams of data as percentage for better understanding of collected data.
- **Tables:** The elements of a table may be grouped, segmented, or arranged in many different ways.
- **Charts:** A Chart is a technique of displaying data using pictures and graphical representation instead of numbers or simple words.
- **Graphs:** Graphical diagrams can reveal patterns that cannot be easily quantified.

1.8 LIMITATIONS OF THE STUDY

1. The sample analysed may not represent the overall population of the consumers.
2. Time is limited to conduct survey.
3. Limited geographical area.

CHAPTER 2

REVIEW OF LITERATURE & THEORETICAL
BACKGROUND.

Vikhe Gautam V, Preeti Agrawal North Maharashtra University, Jalgaon Raisoni Institute of Business Management, Jalgaon conducted a study (2014).This research also reveals that there is huge gap in the importance attached by both the verticals on employability skills. The researcher believes that this research will surely provide industry-academia with more knowledge to obtain more effective collaboration so that it will be beneficial to both industry and academia .This research study also determined the perceptional study and level of importance given to various employability skills by management institutes and corporate. This research also revealed the level of possession, and the strategies used to integrate employability skills across management institutes.

Prem Kumar and Priya Kamalakannan conducted a study(2016) assessing the global aerospace industry as well as Indian scenario, and attempts to assess the skill gaps and training needs of Indian aerospace industry. The study evolved into a 2 staged one, with the first study elucidating the growing importance and potential of aerospace industry, justifying the significance to take forward the second part of the study. And the second study specifically focuses on skill gaps and training needs. The Study yields varied results on existing generic expectations of aerospace industry, specific needs of aerospace industry, identification of aerospace job categories unique to aerospace industry, key issues of training in Indian scenario and recommendations. The paper in summary reflects the current scenario of aerospace industry potentials for India and its likely impact on skills gap and training needs. The Study is highly original and first one of its kind in reflecting the current situation of the skills gap and training needs in Indian Aerospace industry.

A study conducted by Anita Singh and Lata BajpaiSingh (2017) presents skills gap analysis of 21 manufacturing organizations including intermediate, capital and consumer goods industries of Faridabad, Haryana. The case study may be used to explain the requirement of training in manpower acquisition, and for discussing concepts such as training need analysis and human resource planning and acquisition.

A study conducted by Khaled Alshare, Qatar University Maysoon F Sewailem, Qatar University and published it in Academic of Education Leadership Journal (2018).The main purpose of this study is to explore any existing gap between business students' skills/competences provided by college of businesses and the needs of the current job market. The study examines twenty important employability skills needed for the 21st century workforce and global economy from the perspective of both employers and business educators. The participants responded to a survey that dealt with twenty important skills

identified by experts and drawn from the literature. The results indicated that a gap does exist between business students skill/competences and the needed skills/competences in the job.

THEORETICAL FRAMEWORK

A skill gap is a gap between what employers want or need their employees to be able to do, and what those employees can actually do when they walk into work. The 'skills gap' is the phrase used to describe the difference between the skills that employers want, as shown by their job advertisements, and those that are available from workers looking for a job. It is now well-recognized that the disconnection between education systems and labour markets, coupled with technological disruptions, is creating instability and insecurity to the livelihoods of many.In the US at the end of July 2014, there were 4.7 million jobs advertised, and 9.7 million people looking for a job: more than two for every job advertised .Yet employers still complain that they cannot fill jobs with people with the right skills.

Skill Gap is the difference in the skills required on the job and the actual skills possessed by the employees. Skill gap presents an opportunity for the company and the employee to identify the missing skills and try to gain them. Employees are recruited by companies to work on fulfilling company objectives. Hence, people with the correct skill sets are recruited by companies. However, often it happens that employees lack certain knowledge & training which creates a skill gap. Because of this the employee is unable to perform the complete job.For e.g.; If a job role requires an employee in technology company to know a programming language and a database and the employee knows only one language. This means there is a gap in skills. The employee can improve this by learning the missing skill.

A linked aspect is the rise in degrees and the consequent fall in vocational training and education. Graduates now have higher qualifications but fewer 'workplace skills': put simply, they know more, but can do less. There are two main groups of people who are most likely to fall into the 'skills gap': new graduates and those who have been made redundant, especially older workers. New graduates, by their very nature, tend to have very little work experience. They therefore lack proof that they have the soft skills needed to get on in the workplace. There tends to be a stigma attached to those made redundant, especially if they have worked in one place for a long time. Although they may have the soft skills necessary to build good relationships, have they kept up to date with the hard skills and the technical knowledge required**.**

CHAPTER 3
DATA ANALYSIS & INTERPRETATION

Table 3.1

Gender of the respondents

Options	No. of Respondents	Percentage
Male	38	66.7%
Female	19	33.3%
Total	57	100

Chart 3.1

Gender of the respondents

Gender
57 responses

66.7% Male
33.3% Female
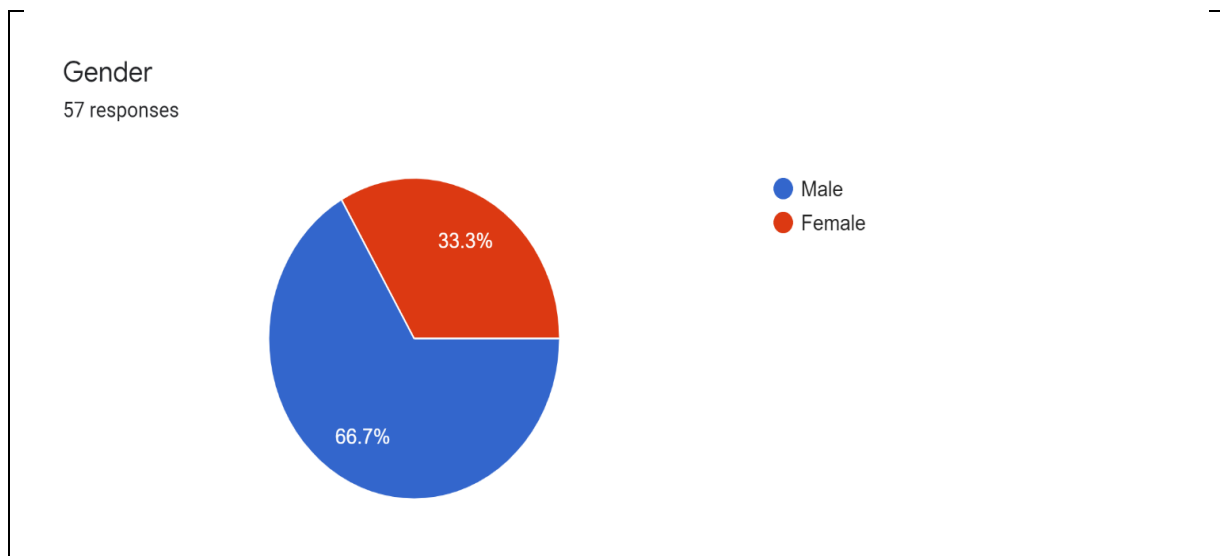
Interpretation:

The above table and graph represent the gender of the respondents. 66.7% are male respondents and 33.3% are female respondents. The details of Table 3.1 are depicted in Graph 3.1.

Table 3.2

Age of the respondents

Options	No. of Respondents	Percentage
23-27	28	49%
27-31	20	35%
31 above	9	16%
Total	57	100

Graph3.2

Age of the respondents
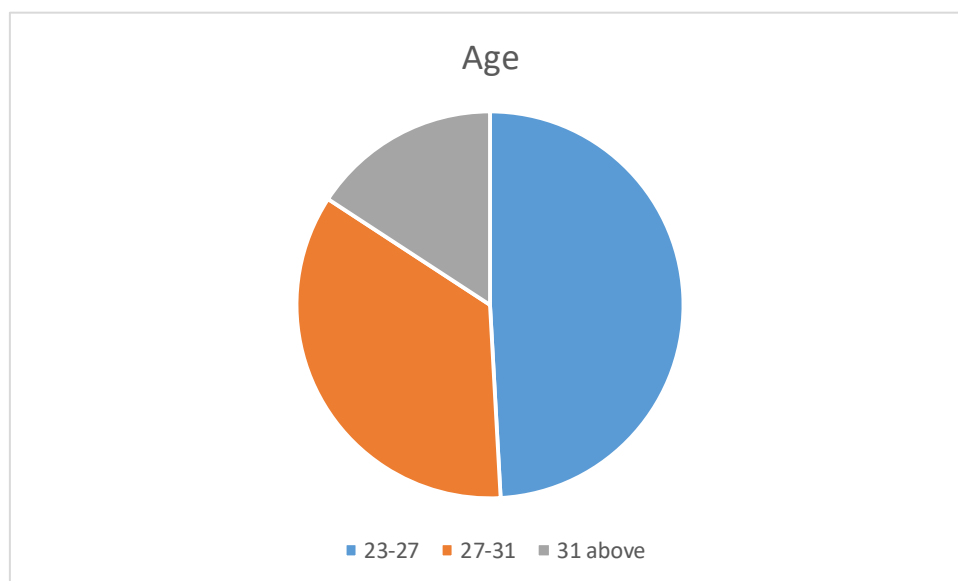
Interpretation:

The above table and graph represent the age of the respondents. 49% of the respondents are at the age group between 23-27, 35% is of the age group between 27-31 and 16% of the respondents are of the age group 31 and above. The Details of Table 3.2 is depicted in Graph 3.2.

Table 3.3

Place of residence

Places	No. of Respondents	Percentage
Kottayam	22	38.5%
Chenganaserri	13	22.8%
Thiruvalla	10	17.5%
Pathanamthitta	12	21.05%
Total	57	100

Graph3.3

Place of residence
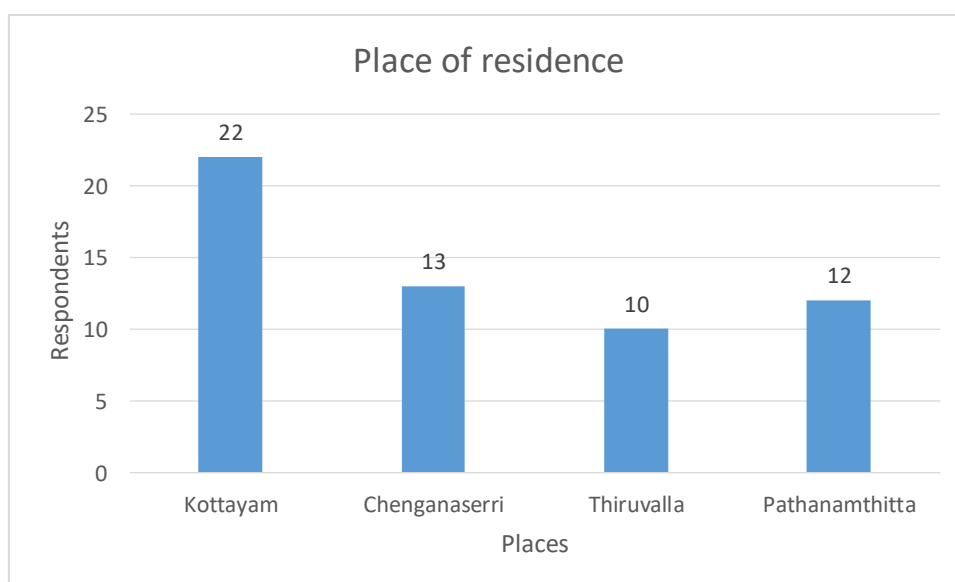
Interpretation:

The above table and graph represent the place of residence of the respondents. 38.5% of the respondents are from Kottayam, 28.8% from Chengenaserri, 17.5% from Thiruvalla and 21.05% from Pathanamthitta. The details of Table 3.3 are depicted in Graph 3.3.

Table 3.4

Qualification of the respondents

Options	No. of Respondents	Percentage
Graduate	47	82.5%
Post graduate	7	12.3%
Professional course	3	5.3%
Total	57	100

Graph3.4

Qualification of the respondents

Qualification

57 responses

Graduate
Post Graduate
Professional Course

12.3%

82.5%
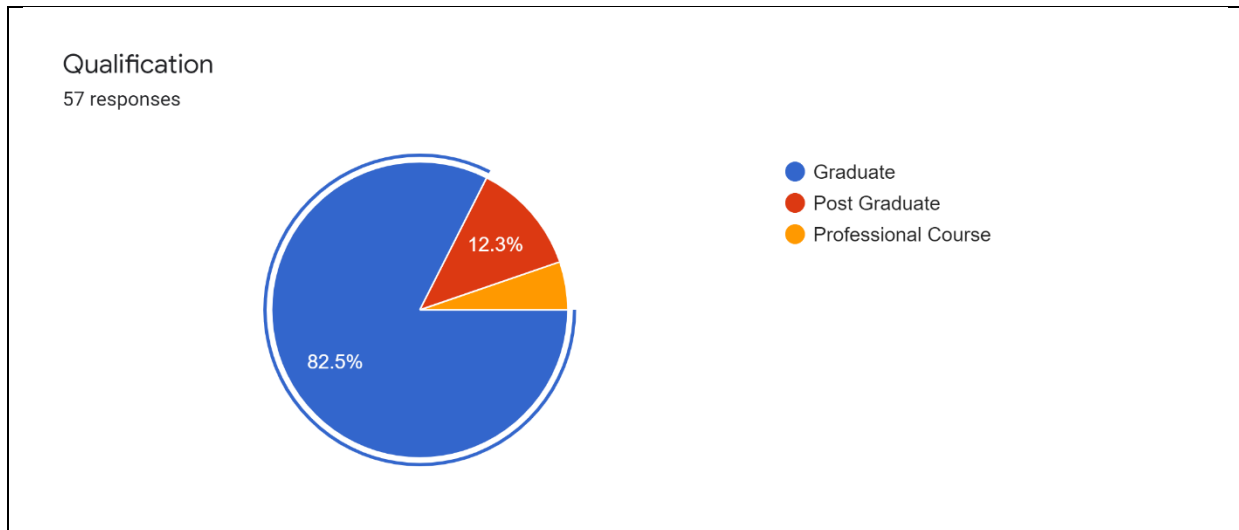
Interpretation:

The above table and graph represent the qualification of the respondents.82.5% of the respondents are graduates, 12.3% are post graduates and 5.3% of the respondents did professional course. The details of Table 3.4 are depicted in Graph 3.4.

Table 3.5

Stream of qualification of respondents

Qualification	No. of Respondents	Percentage
BCOM	29	51%
BBA	11	19%
MBA	10	18%
CA	7	12%
Total	57	100

Graph3.5

Stream of qualification of respondents

Stream of qualification

■ BCOM ■ BBA ■ MBA ■ CA
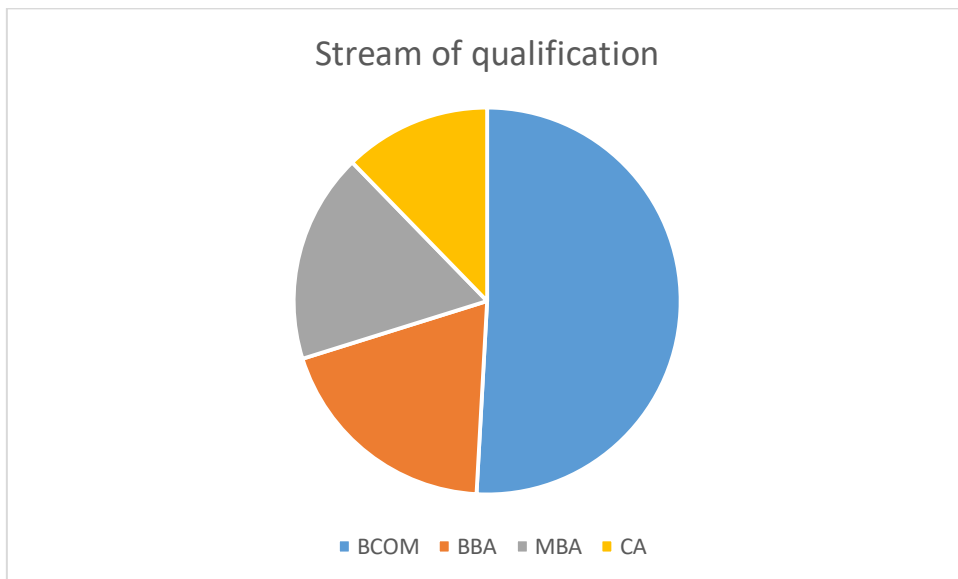
Interpretation:

The above table and graph represent the stream of qualification of the respondents. Stream of qualification of 51% of the respondents are BCOM, 19% are BBA, 18% are MBA and 12% of the respondents are CA. The details of Table 3.5 are depicted in Graph 3.5.

Table 3.6

Year of completion of course of respondents

Year of completion	No. of Respondents	Percentage
2009 and below	9	16%
2009 – 2013	20	35%
2013 – 2017	28	49%
Total	57	100

Graph3.6

Year of completion of course of respondents
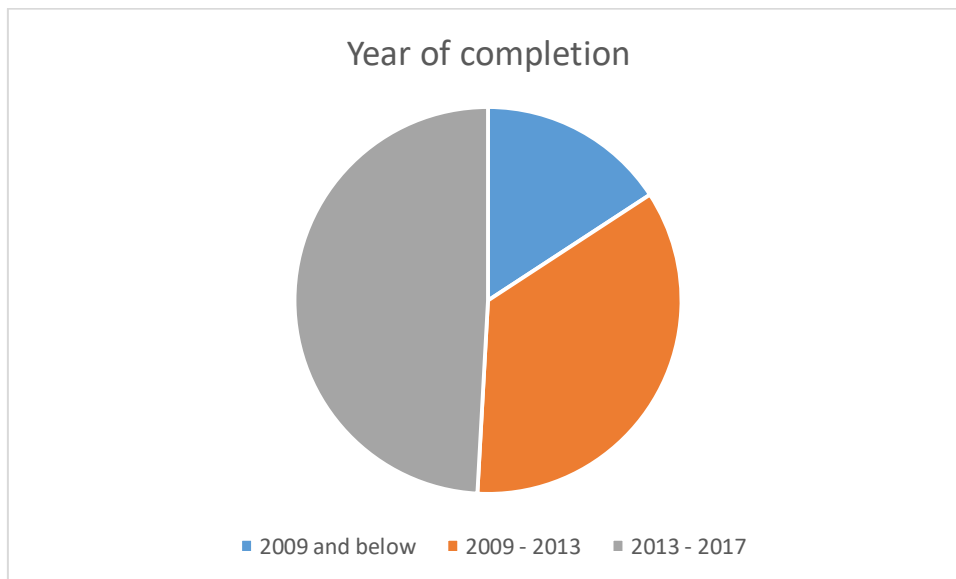
Interpretation:

The above table and graph represent the year of completion of the respondents. 49% completed in the year between 2013-2017, 35% between the year 2009-2013 and 16% in the year 2009 and below. The details of Table 3.6 are depicted in Graph 3.6.

Table 3.7

Respondents employed and unemployed

Options	No. of Respondents	Percentage
Yes	40	70%
No	17	30%
Total	57	100

Graph3.7

Respondents employed and unemployed

Are you employed?

■ Yes ■ No
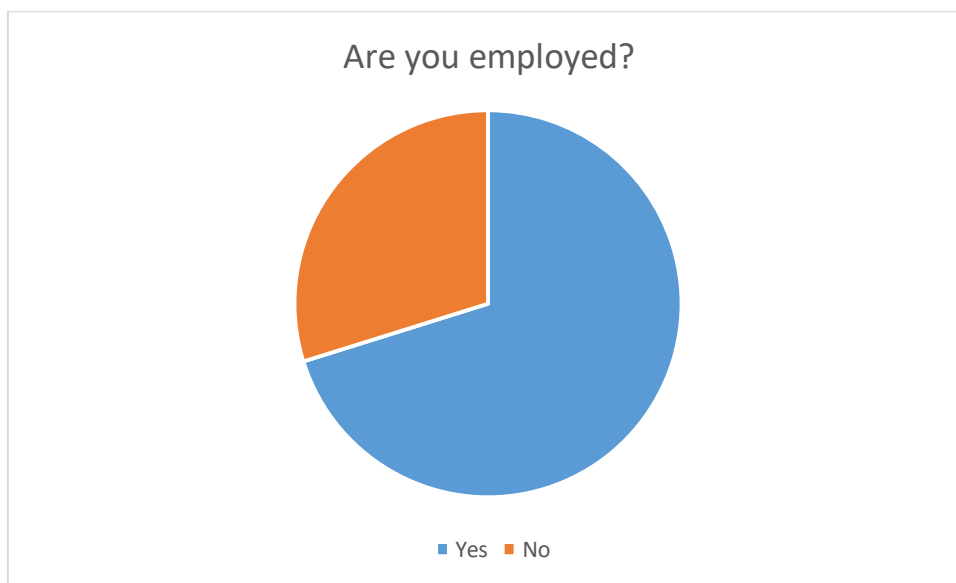
Interpretation:

The above table and graph represent whether the respondents are employed or not. 70% of the respondents are employed and 30% are not. The details of Table 3.7 are depicted in Graph 3.7.

Table 3.8

Area in which respondents are employed

Options	No. of Respondents	Percentage
Private	31	61%
Public	13	23%
Cooperative	9	16%
Total	57	100

Graph3.8

Area in which respondents are employed

In which sector are you employed?

■ Private ■ Public ■ Cooperative
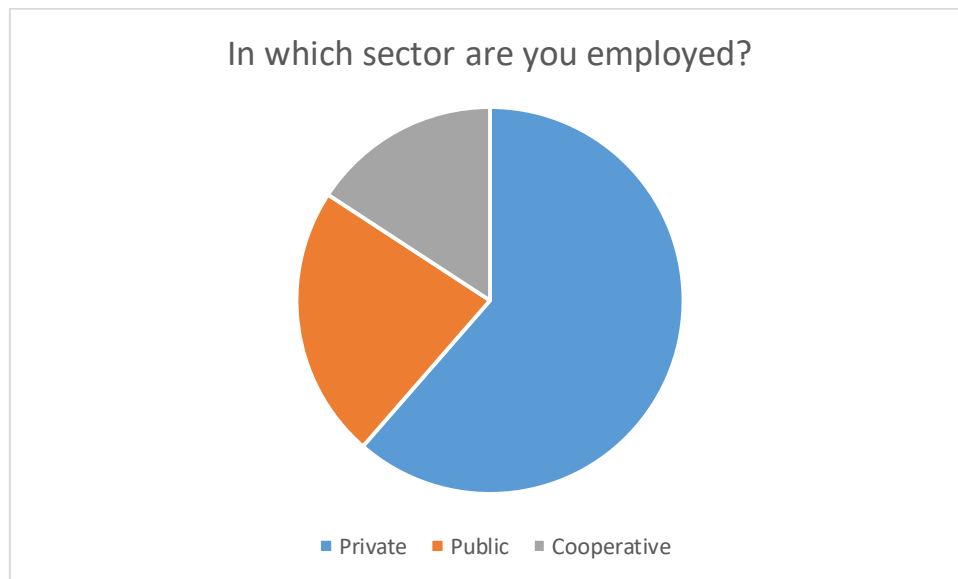
Interpretation:

 The above table and graph represent the sector in which the respondents are employed. 61% of the respondents are employed in the private sector, 23% in the public sector and 16% in cooperative sector. The details of Table 3.8 are depicted in Graph 3.8.

Table 3.9

Training attended before job by respondents

Options	No. of Respondents	Percentage
Yes	25	43.9%
No	32	56.1%
Total	57	100

Graph3.9

Training attended before job by respondents

Have you attended any training before joining the job?
57 responses

56.1%

43.9%

● Yes
● No
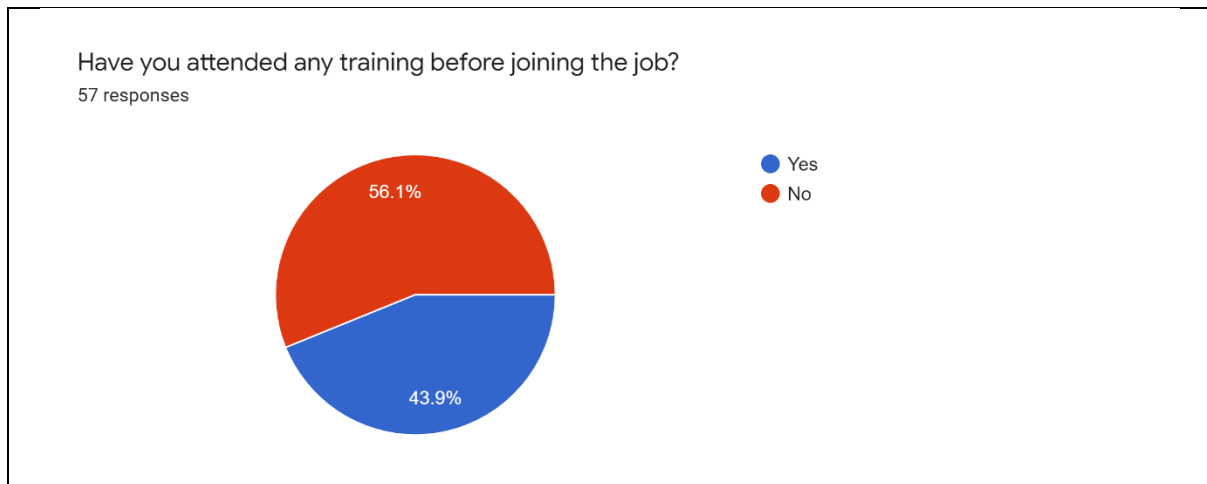
Interpretation:

The above table and graph represent whether the respondent attended any training before joining the job. 43.9% of the respondents attended training before joining the job and 56.1% did not attend any training. The details of Table 3.9 are depicted in Graph 3.9.

Table 3.10

Respondents who are employed or unemployed since graduation

Options	No. of Respondents	Percentage
Yes	18	68.4%
No	39	31.6%
Total	57	100

Graph3.10

Respondents who are employed or unemployed since graduation

Have you been employed since graduation?
57 responses

68.4%
31.6%

● Yes
● No
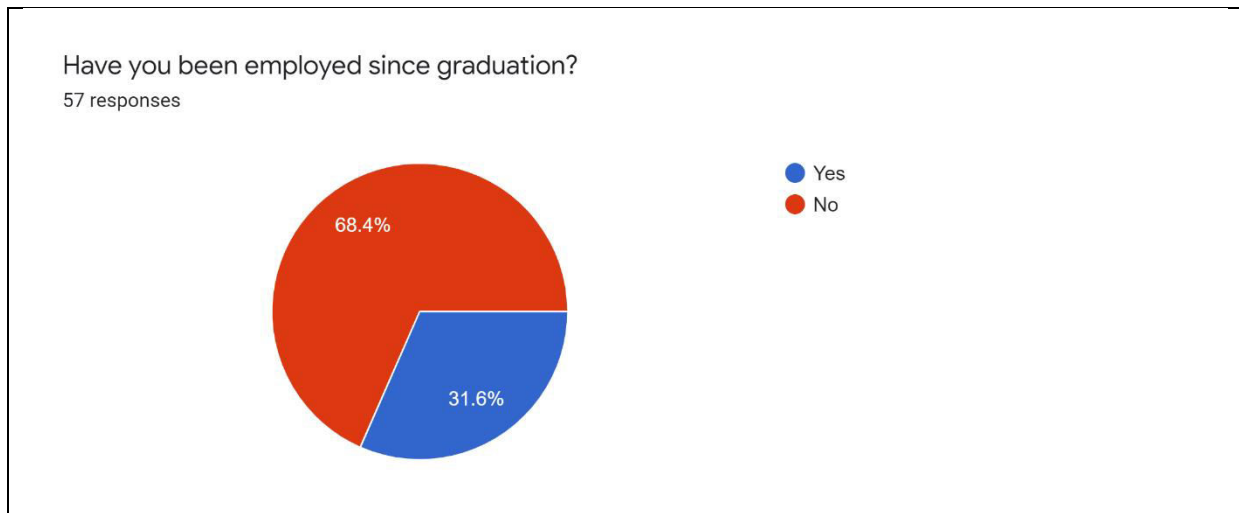
Interpretation:

The above table and graph represent whether respondent is employed since graduation. 68.4% of the respondents are employed since graduation and 31.6% are not employed since graduation. The details of Table 3.10 are depicted in Graph 3.10.

Table 3.11

Present job status of respondents

Options	No. of Respondents	Percentage
Job related to your qualification	30	53%
Job not related to your qualification	20	35%
Looking for job	7	12%
Total	57	100

Graph3.11

Present job status of respondents
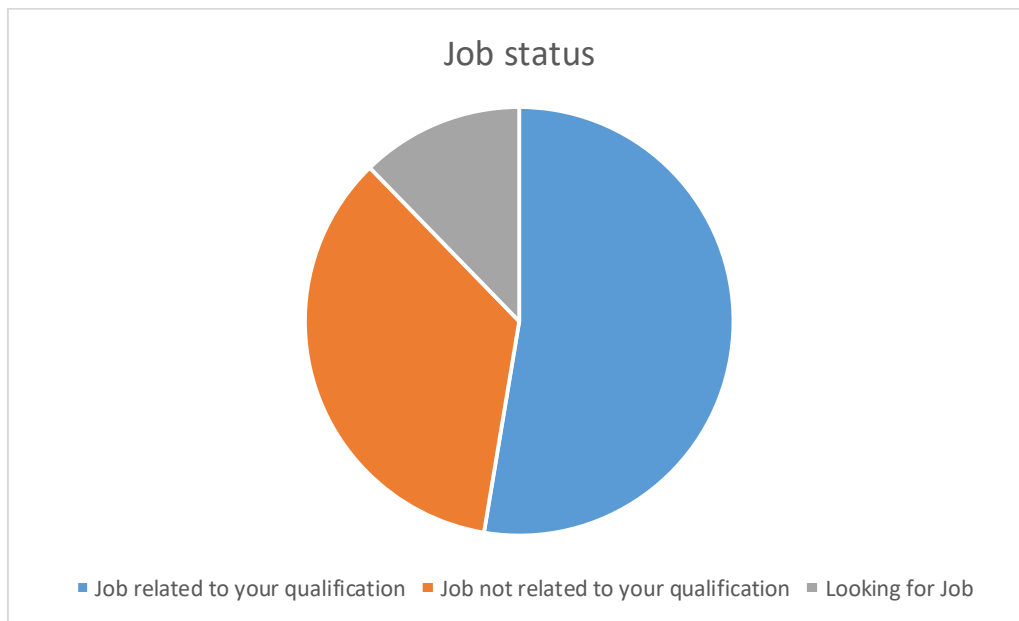
Interpretation:

The above table and graph represent the job status of the respondents. Job status of 53% of the respondents are job related to the qualification, 35% of the respondents are job not related to the qualification and 12% are looking for job. The details of Table 3.11 are depicted in Graph 3.11.

Table 3.12

Income level of respondents

Options	No. of Respondents	Percentage
10000 – 20000	33	57.9%
20000 – 30000	11	19.3%
30000 – 40000	1	1.8%
40000 above	12	21.1%
Total	57	100

Graph3.12

Income level of respondents
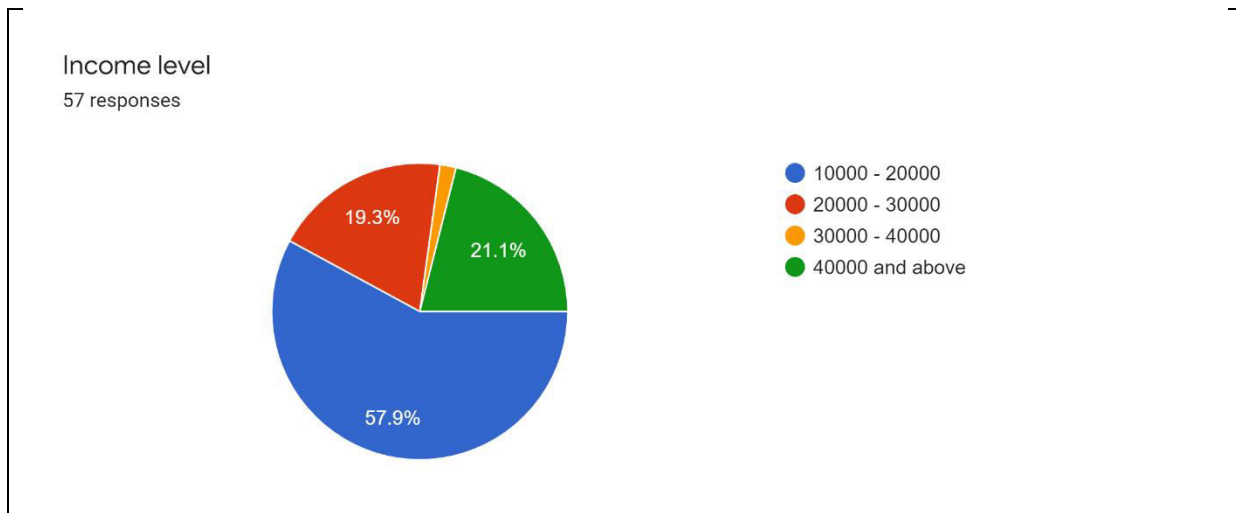
Interpretation:

The above table and graph represent the income level of the respondents. 57.9% of the respondents have an income level between Rs 10000 – Rs 20000, 19.3% have an income level between Rs 20000 – Rs 30000, 1.8% have an income level between Rs 30000 – Rs 40000 and 21.1% of the respondents have an income level of Rs 40000 and above. The details of Table 3.12 are depicted in Graph 3.12.

Table 3.13

Respondents whose academics was or wasn't book based

Options	No. of Respondents	Percentage
Yes	24	42%
No	33	58%
Total	57	100

Graph3.13

Respondents whose academics was or wasn't book based

Was your academics purely book based?

■ Yes ■ No
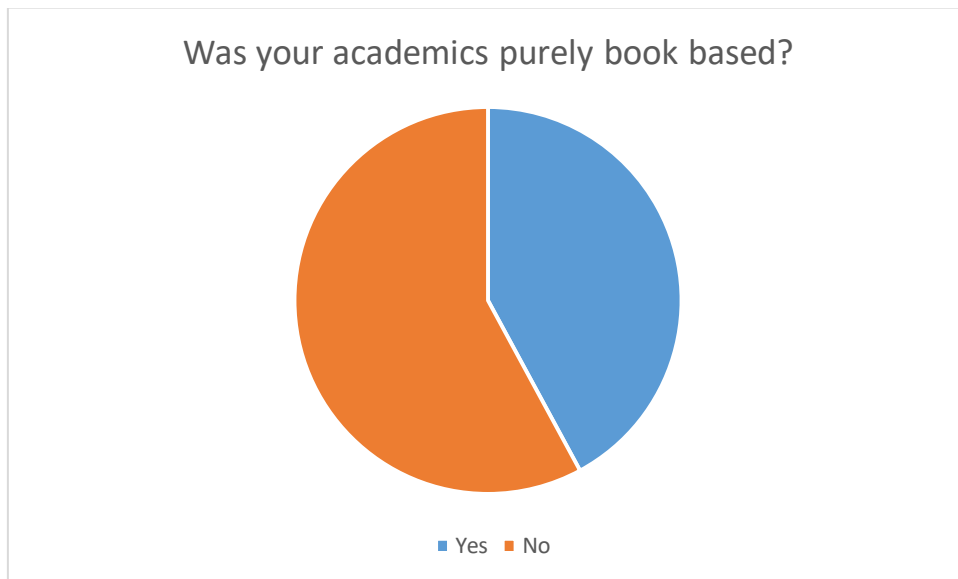
Interpretation:

The above table and graph represent whether the academics were purely book based which helped the respondents to acquire some skills for the job. 42% of the respondents agreed to the statement and 58% of the respondents disagreed. The details of Table 3.13 are depicted in Graph 3.13.

Table 3.14

Satisfaction level of respondents with the present education system

Options	No. of Respondents	Percentage
Highly satisfied	2	3.5%
Satisfied	11	19.3%
Neutral	27	47.4%
Not satisfied	15	26.3%
Strongly dissatisfied	2	3.5%
Total	57	100

Graph3.14

Satisfaction level of respondents with the present education system
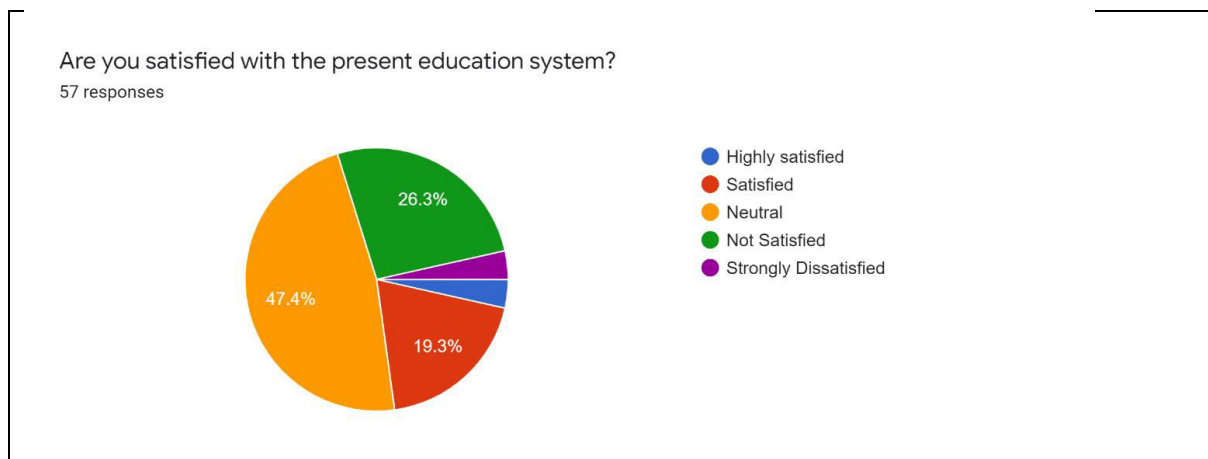
Interpretation：

The above table and graph represent the satisfaction of the respondents with the present education system. 3.5% are highly satisfied, 19.3% are satisfied,47.4% are neutral, 26.3% are not satisfied and 3.5% are strongly dissatisfied. The details of Table 3.14 are depicted in Graph 3.14.

Table 3.15

Respondents opinion on the difference in skills people possess and employer want from them

Options	No. of Respondents	Percentage
Yes	50	87.7%
No	7	12.3%
Total	57	100

Graph3.15

Respondents opinion on the difference in skills people possess and employer want from them

There exists a difference in skills people possess and employer want from them?
57 responses
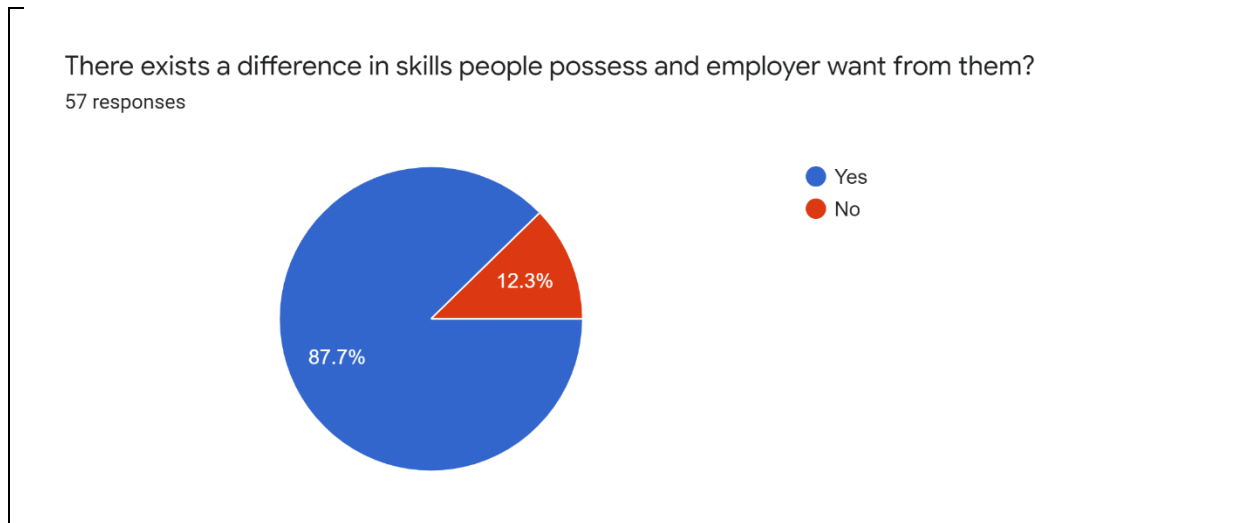
Interpretation:

The above table and graph represent the whether there exists a difference in skills of people possess and employer want from the respondents. 87.7% of the respondents agreed there exists a difference and 12.3% of the respondents disagreed. The details of Table 3.15 are depicted in Graph 3.15.

Table 3.16

Skill gap problem faced in the employability

Options	No. of Respondents	Percentage
Yes	34	59.6%
No	23	40.4%
Total	57	100

Graph3.16

Skill gap problem faced in the employability

Have you ever faced the problem of skill gap in your employability?
57 responses

- Yes
- No

40.4%

59.6%
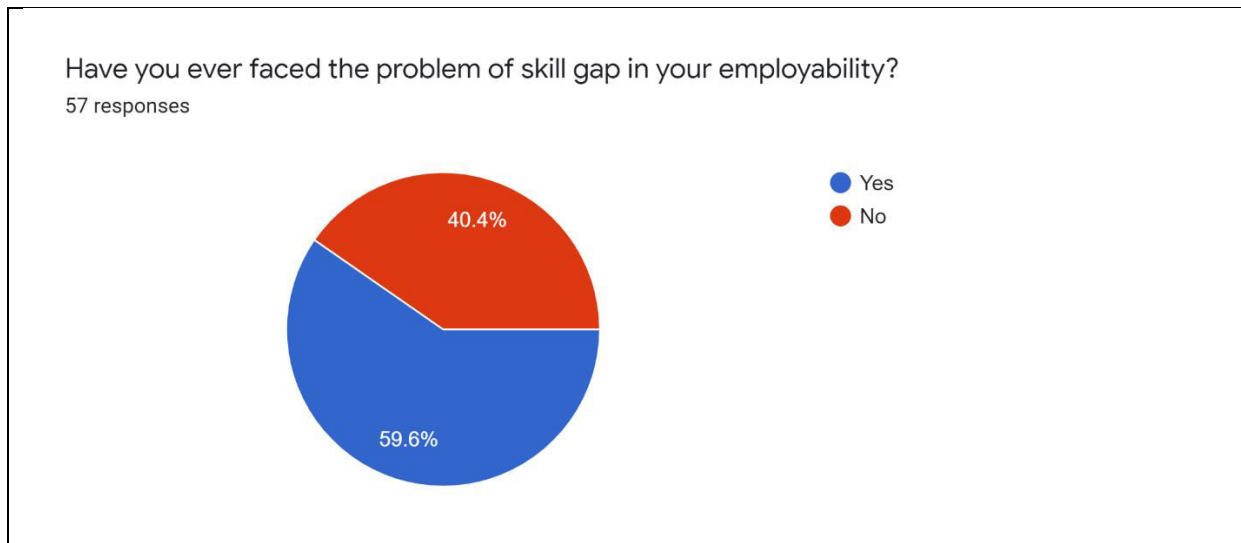
Interpretation:

The above table and graph represent whether the respondents ever faced the problem of skill gap in their employability. 59.6% of the respondents faced the problem of skill gap in their employability and 40.4 of the respondents did not face any problem of skill gap. The details of Table 3.16 are depicted in Graph 3.16.

Table 3.17

Respondents opinion on whether the education system is outdated or not

Options	No. of Respondents	Percentage
Yes	43	75.4%
No	14	24.6%
Total	57	100

Graph3.17

Respondents opinion on whether the education system is outdated or not

Do you think our education system is outdated?
57 responses

24.6%
75.4%

Yes
No
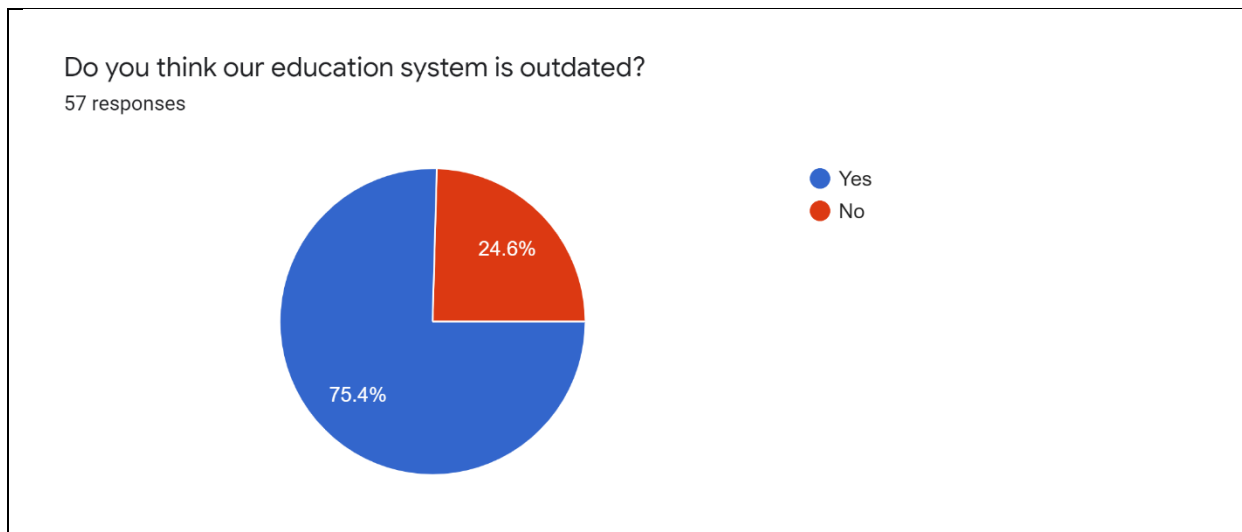
Interpretation:

The above table and graph represent whether the education system is outdated. 75.4% of the respondents agreed that the education system is outdated and 24.6% of the respondents disagreed. The details of Table 3.17 are depicted in Graph 3.17.

Table 3.18

Respondents opinion on the benefits of skill gap analysis

Options	No. of Respondents	Percentage
Yes	50	87.7%
No	7	12.3%
Total	57	100

Graph 3.18

Respondents opinion on the benefits of skill gap analysis

Is there any benefit through skill gap analysis?
57 responses

- Yes
- No

12.3%
87.7%
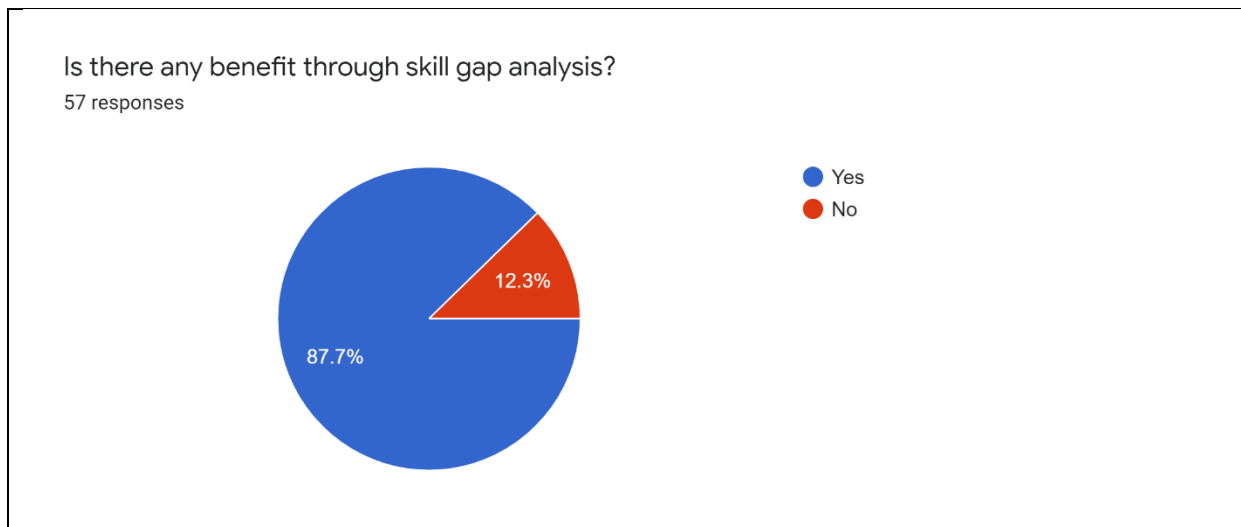
Interpretation:

The above table and graph represent whether there is any benefit through skill gap analysis. 87.7% of the respondents have benefit through skill gap analysis and 12.3% of the respondents doesn't have any benefit. The details of Table 3.18 are depicted in Graph 3.18.

Table 3.19

Respondents reasons of skill gap

| Options	No. of Respondents	Percentage
Bookish system of education	24	42.1%
Continuous technical advancement	5	8.8%
Competitive environment of the global market	11	19.3%
Lack of collaboration between educational institutes and companies	7	12.3%
All of the above	19	33.3%
Total	57	100

Graph 3.19

Respondents reasons of skill gap
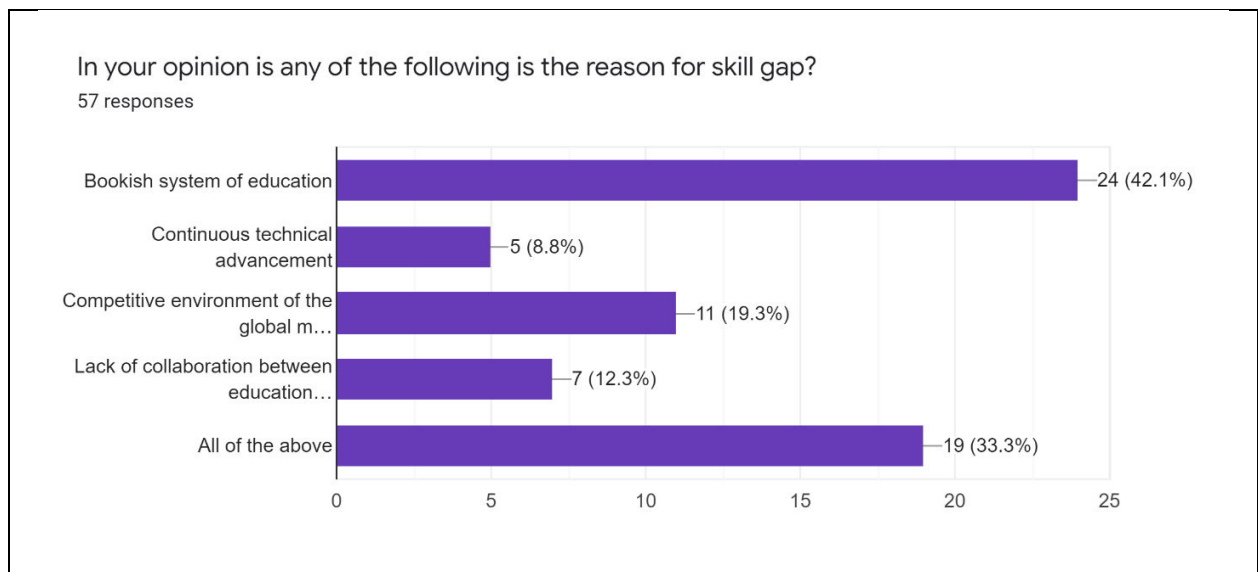
Interpretation:

The above table and graph represent the various reasons for skill gap. 42.1% of the respondents have the opinion of bookish system of education is the reason of skill gap, 8.8% have the opinion as the continuous technical advancement is the reason, 19.3% have the opinion as the competitive environment of the global market, 12.3% have the opinion as the lack of collaboration between educational institutes and companies and 33.3% of the respondents chose the option as all the above. The details of Table 3.19 are depicted in Graph 3.19.

Table 3.20

Training taken or not taken by respondents to reduce skill gap

Options	No. of Respondents	Percentage
Yes	24	42.1%
No	33	57.9%
Total	57	100

Graph 3.20

Training taken or not taken by respondents to reduce skill gap

Any training programmes conducted to reduce skill gap?
57 responses

57.9%

42.1%

Yes
No
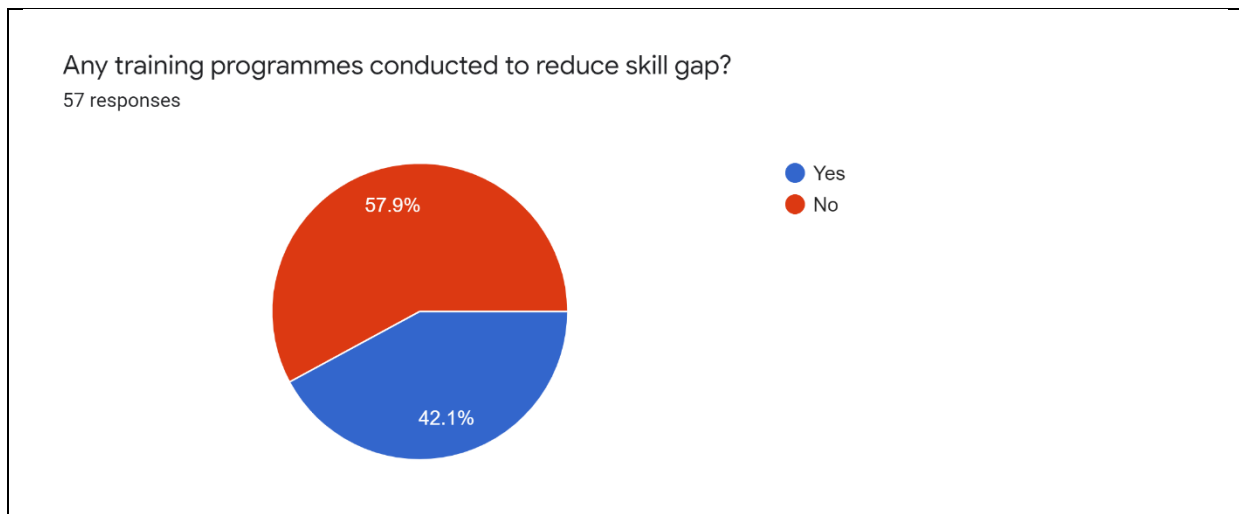
Interpretation:

The above table and graph represent as any training programmes conducted to reduce skill gap. 42.1% of the respondents have the opinion as training programmes are conducted to reduce skill and 57.9% of the respondents have the opinion as no training programmes conducted. The details of Table 3.20 are depicted in Graph 3.20.

Table 3.21

Respondents opinion on major effects through skill gap analysis

Options	No. of Respondents	Percentage
Identifying weak spots of youth	14	24.6%
Suggesting improvements to meet the present and future requirements of an organisation	16	28.1%
Improving the work performance	6	10.5%
All the above	24	42.1%
Total	57	100%

Graph 3.21

Respondents opinion on major effects through skill gap analysis

What are the major effects through skill gap analysis?
57 responses

Identifying weak spots of youth — 14 (24.6%)
Suggesting improvements to meet the pre... — 16 (28.1%)
Improving the work performance — 6 (10.5%)
All the above — 24 (42.1%)
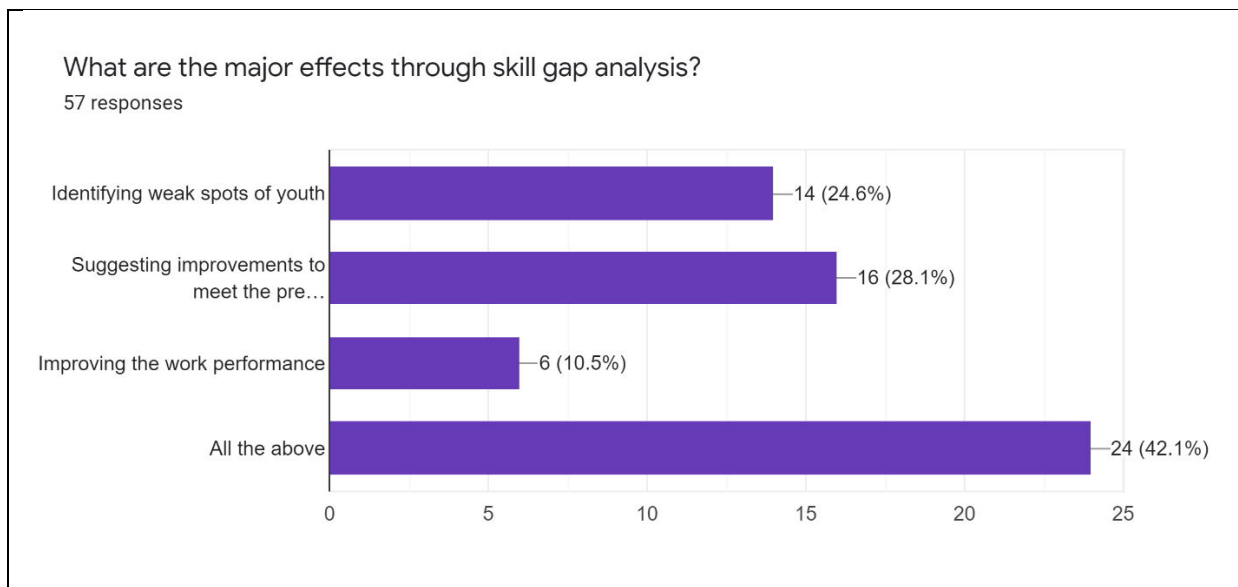
Interpretation:

The above table and graph represent the major effects through skill gap analysis. 24.6% of the respondents have identifying weak spots of youth as the major effect, 28.1% have suggesting improvements to meet the present and future requirements of the organisation, 10.5% have improving the work performance and 42.1% of the respondents chose all the above. The details of Table 3.21 are depicted in Graph 3.21.

Table 3.22

Suggestions given by respondents for an effective solution to reduce skill gap

Options	No. of Respondents	Percentage
Incorporation of vocational training with academics	6	10.5%
Provide soft skill training	12	21.1%
Education system to be updated with latest technology/self-updation	14	24.6%
Companies have to fund the graduates with sufficient interns or workshops	2	3.5%
All of the above	32	56.1%
Total	57	100

Graph 3.22

Suggestions given by respondents for an effective solution to reduce skill gap

Do you suggest any of the following to be an effective solution to reduce skill gap?

57 responses

1) Incorporation of vocational training… — 6 (10.5%)
2) Provide soft skill training — 12 (21.1%)
3) Education system to be updated with … — 14 (24.6%)
4) Companies have to fund the graduates… — 2 (3.5%)
5) All of the above — 32 (56.1%)

(horizontal axis: 0, 10, 20, 30, 40)
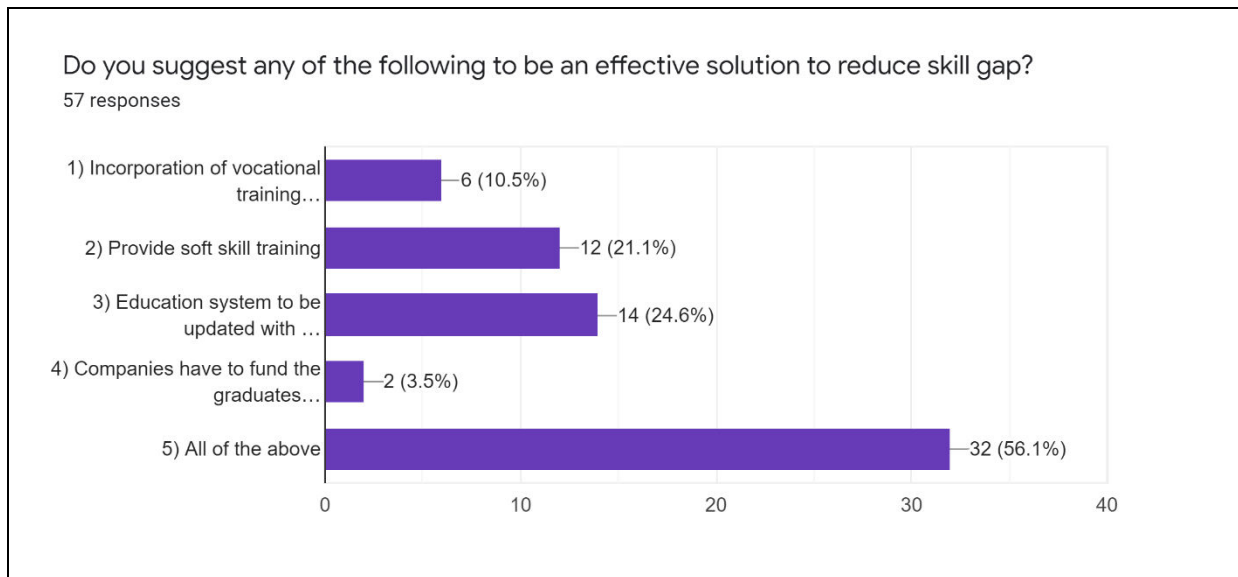
Interpretation:

The above table and graph represent the various solutions to reduce skill gap. 10.5% of the respondents chose incorporation of vocational training with academics as the effective solution, 21.1% chose provide soft skill training, and 24.6% chose Education system to be updated with latest technology/self 1 updating. 3.5% chose Companies have to fund the graduates with sufficient interns or workshops and 56.1% of the respondents chose all the above as the option. The details of Table 3.22 are depicted in Graph 3.22.

CHAPTER 4

FINDINGS, SUGGESTION & CONCLUSION

Findings:

- Out of the total respondents, around 66.7% are male respondents and the rest 33.3% are female respondents.

- Around 49% were between the age group of 23-27, 35% between the age group of 27-31 and 16% were at the age group of 31 and above.

- 38.5% of the respondents are from Kottayam as the place of residence, 22.8% are from Chengenaserri, 17.5% are from Thiruvalla and the rest 21.05% of the respondents are from Pathanamthitta.

- About 82.5% of the respondents are graduates, 12.3% of the respondents are post graduates and the rest 5.3% did professional courses.

- More than 50% of the respondents did BCOM, 19% did BBA, 18% did MBA and 12% of the respondents did CA which were the stream of qualification.

- 49% of the respondents graduated between the year 2013-2017, 35% between the year 2009-2013 and the rest 16% during the year 2009 and below.

- More than half (70%) of the respondents are employed and 30% were unemployed.

- More than half (61%) of the respondents are employed in the private sector, 23% respondents in the public sector and the rest 16% respondents are in cooperative sector

- About 56.1% of the respondents did not attend any training before joining the job and 43.9% of the respondents attended training before joining the job.

- More than half (68.4%) of the respondents are employed since graduation and the rest 31.6% respondents were not.

- Job status of about 53% of the respondents are related to the qualification, 35% of the respondents are job not related to the qualification and 12% of the respondents are looking for job.

- About 57.9% of the respondents have a monthly income between Rs.10000 - Rs.20000,19.3% have a monthly income between Rs.20000 - Rs.30000, 1.8% have a monthly income between Rs.30000 - Rs.40000 and the rest 21.1% having more than Rs.40000.

- More than half (58%) of the respondents did not acquired any skills only through book based and 42% of the respondents acquired skills in academics which was purely on book based.

- 19.3% of the respondents are satisfied with the present education, 3.5% are highly satisfied, 47.4% are neutral, 26.3% are not satisfied and the rest 3.5% of the respondents are highly dissatisfied.

- More than half (87.7%) of the respondents agreed that there exists a difference in skills people possess and the employer want from them and the rest 12.3% disagreed to that.

- About 59.6% of the respondents faced the problem of skill gap in the employability and 40.4% did not face any problem in skill gap in the employability.

- 75.4% of the respondents agreed that the present education system is outdated and the rest 24.6% disagreed to the statement.

- 87.7% of the respondents agreed that there is benefit through skill gap analysis and 12.3% disagreed.

- 42.1% of the respondents have a opinion as the bookish system of education is the reason for skill, 19.3% have an opinion as the competitive environment of the global market is the reason, 8.8% have an opinion as the continuous technical advancement, 12.3% have an opinion as the lack of collaboration between educational institutes and companies are the reason the rest 33.3% have the opinion of all the above.

- 42.1% of the respondents agreed that training programmes conducted to reduce skill gap and more than half (57.9%) of the respondents responded that no training programmes conducted to reduced skill gap.

- About 24.6% of the respondents have the opinion as the major effects through skill gap analysis is identifying the weak spots of youth, 28.1% have an opinion as suggesting improvements to meet the present and future requirements of an organisation, 10.5% have an opinion as improving the work performance and the rest 42.1% of the respondents agreed to all the opinions suggested as the major effects of skill gap analysis.

- About 10.5% of the respondents suggest incorporation of vocational training with academics to be an effective solution to reduce skill gap, 21.1% have an opinion as provide soft skill training, 24.6% have an opinion as education system to be updated with latest technology/self-updation, 3.5% have opinion as companies have to fund the graduates with sufficient interns or workshops and more than half (56.1%) of the respondents have the opinion as all the suggested options are the major effects through skill gap analysis.

Suggestion:

We have found that there exist a lot of defects in the current situation with regard to the skills needed for manpower. Thus, the ultimate aim of overcoming the issue of skill gap still lags behind. Skill gap is getting worse due to the problems that exist in our education system and

academics. Through our study, we were able to find out the reasons for increasing skill gap and the following are the suggestions:

- Incorporation of vocational training programs allow students to get ready for specific careers.

- Provide soft skill training: Soft skill training provides desirable qualities for certain forms of employment that do not depend on acquired knowledge.

- Educational system is to be updated: Our present education system is outdated. It is not constantly revised to update it with the recent changes. Moreover, academics should be structured in such a way to demonstrate the real working model rather than forcing to by heart the theory.

- Workshops and Internships are to be inculcated: Training workshops is a type of interactive training where participants carry out a number of training activities rather than passively listening to lecture or presentations. Internship is a period of work experience offered by an organization for a limited period of time.

Conclusion:

The study here has been conducted to analyse the effect of skill gap among the commerce graduates. The main aim of the study was to know the skill gap existing in various fields of education. Skill gap is a leading issue that today's youth face. But to an extent skill gap is localized. Majority of the respondents agree with the fact of skill gap. Skill gap is experienced differently in each fields of education. Through this study we conclude that among the graduates, post graduates, professional courses are fruitful. All other streams face skill gap as their education system doesn't enable them for a job. The effect of skill gap is almost same for undergraduates and postgraduates. So we can't say that opting higher education will enable them for a job. From the whole study it has been understood that irrespective of field of education, training related to their field must be incorporated in the academics to solve the problem of skill gap. There must be effective initiatives to address the problem of skill gap in Kottayam district. All the streams of education must be given due importance.

BIBILOGRAPHY

Anita Singh and Lata Bajpai Singh (2017). Skill gap analysis: A case study of Faridabad industry in India. ET cases, Times Centre for Learning Limited. The Times Of India group, 139-150.

Fuchs, C.A. Wilcock and M. Aung (2004). Case study of food safety and quality assurance program at the University of Guelph.Journal of Food Science Education (3),33-40.

Kausar Saeed and Zaki Rashidi (2017). Essential employability skills for marketing careers. Journal of Pakistan Business Review, Volume 19, No 2, 7-18.

Kazutoshi Chatani (2010). Skill gap analysis in Aceh. International Labour Office (ILO) Jakarta office.

Khaled Alshare and Maysoon F Sewailem (2018). A gap analysis of business students' skills in the 21st century: A case study of Qatar. Academy Of Educational Leadership Journal, 1(22), 11-22.

Lorri Friefeld (2014). Training magazine: Case study on solving the skill gap. Workforce Insight, 22-44.

Lucky Mkhonza and Andrica Letsoalo (2017). Understanding the skills gap in public sector service. Research Conducted by Public Sector Education and Training Authority (PSETA) 12-24.

Mark Bretton and Cllr David Williams (2018). Hertfordshire employers' skills framework survey. Research Study Commission Jointly by the Hertfordshire Local Enterprise Partnership And Hertfordshire County Council, 6-12.

Mallikarjun Koripadu and K. Venkata (2014). Skill gap analysis for improved skills and quality   deliverables. Journal of Engineering Research and Application,10(4),09-11.

Mandy Henkel (2016). Southwest Tech skill gap analysis. Research by Greater Dubuque Development Corp, partnered with Northeast Lowa Community College (NICC), 12-24.

Mary Metilda.R and Neena P.C (2016). Gap analysis of employability skills of entry level business graduates based on JOB- FIT theory. International journal of social sciences and management 4(3), 294-299.

Prem Kumar and Priya Kamala Kannan (2016). Skill gap analysis and training needs in Indian aerospace. Journal of airline and airport management 6(2), 115-132.

Vikhe Gautam V Preeti Agrawal (2014). Industrial-Institute employability skill gap analysis. International Journal of Research and Development-A Management Review (IJRDMR) (3) Issue 4,16-19.

APPENDIX

Questionnaire

A STUDY OF SKILL GAP AMONG COMMERCE GRADUATES IN KOTTAYAM DISTRICT

Name: ……………………………

Email address: ……………………………

Phone No.: …………………………….

1) Gender: Male ☐ Female ☐

2) Age:

23-27 ☐

27-31 ☐

31 above ☐

3) Place of residence:

Kottayam ☐   Chenganaserry ☐

Thiruvalla ☐   Pathanamthitta ☐

4) What is your qualification?

Graduate ☐

Post graduate ☐

Professional course ☐

5) Your stream of qualification

BCOM ☐   BBA ☐

MBA ☐   CA ☐

6) In which year did you complete your course?

2009 and below ☐

2009-2013 ☐

2013-2017 ☐

7) Are you employed?

Yes ☐   No ☐

8) In which sector are you employed?

Private ☐

Public ☐

Cooperative ☐

9) Have you attended any training before joining the job?

Yes ☐   No ☐

10) Have you employed since graduation?

Yes ☐   No ☐

11) Your present job status?

Job related to your qualification ☐

Job not related to your qualification ☐

Looking for job ☐

12) Income level

10000-20000 ☐   20000-30000 ☐

30000-40000 ☐   40000 above ☐

13) Was your academics purely book based which helped you to acquire some skills for the job?

Yes ☐   No ☐

14) Are you satisfied with the present education system?

Highly satisfied ☐   Satisfied ☐

Neutral   ☐   Not Satisfied ☐

Strongly Dissatisfied ☐

15) There exists a difference in skills people possess and employer want from them?

Yes ☐   No ☐

16) Have you ever faced the problem of skill gap in your employability?

Yes ☐   No ☐

17) Do you think our education system is outdated?

   Yes ☐   No ☐

18) Is there any benefit through skill gap analysis?

   Yes ☐   No ☐

19) In your opinion is any of the following is the reason for skill gap?
   1) Bookish system of education ☐
   2) Continuous technical advancement ☐
   3) Competitive environment of the global market ☐
   4) Lack of collaboration between educational institutes and companies ☐
   5) All of the above ☐

20) Any training programs conducted to reduce skill gap?

   Yes ☐   No ☐

21) What are the major effects of skill gap?

   Identifying weak spots of youth ☐

   Suggesting improvements to meet the present and future requirements of an organization. ☐

   Improving the work performance ☐

   All the above ☐

22) Do you suggest any of the following to be an effective solution to reduce skill gap?
   1) Incorporation of vocational training with academics ☐
   2) Provide soft skill training ☐
   3) Education system to be updated with latest technology/self-updation ☐
   4) Companies have to fund the graduates with sufficient interns or workshops ☐
   5) All of the above ☐