Article

Academic Curriculum and Employability: An Empirical Analysis of Skill Gaps in Graduate Workplace Readiness

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Abstract: Contemporary organizations face mounting pressure to integrate artificial intelligence while navigating increasingly complex ethical landscapes characterized by regulatory proliferation, heightened consumer scrutiny, and intensifying competition for technical talent. This research examines how ethical AI frameworks transform from mere compliance obligations into strategic assets that generate sustainable competitive advantages across multiple organizational dimensions. Through systematic analysis of regulatory developments, market dynamics, operational imperatives, and organizational culture factors spanning 2023-2024, this study reveals that ethical AI practices create measurable business value through four interconnected mechanisms: regulatory risk mitigation, consumer trust enhancement, operational excellence, and talent acquisition. Drawing on resource-based view and stakeholder theory, the research demonstrates that organizations treating AI ethics as a strategic priority rather than a constraint achieve superior market positioning, enhanced brand equity, improved innovation capacity, and stronger human capital foundations. Empirical evidence indicates that proactive ethical frameworks enable organizations to avoid regulatory penalties reaching up to seven percent of global turnover, capture premium pricing opportunities with 68 percent of consumers preferring transparent AI practices, achieve up to 50 percent higher return on investment from AI initiatives, and reduce employee turnover with 65 percent of workers favoring responsible employers. These advantages compound over time, creating governance moats, trust-based differentiation, operational efficiency gains, and cultural capabilities that competitors struggle to replicate. This research contributes to management literature by establishing AI ethics as a core component of strategic resource management rather than a peripheral compliance function. It challenges prevailing assumptions that ethics constrains competitiveness, instead revealing that ethical commitments enable superior long-term performance. The study offers practical frameworks for executives seeking to leverage ethical practices for competitive differentiation in AI-intensive markets, providing actionable guidance on governance structures, operational implementation, stakeholder communication, and culture development that translate ethical principles into business outcomes.

Keywords: Artificial Intelligence Ethics, Competitive Advantage, Strategic Management, Corporate Governance, Digital Trust, Innovation Management, Regulatory Compliance, Organizational Culture.

INTRODUCTION

The Transition From School To Work Has Grown More Difficult And Competitive In The Modern Global Economy. Higher Education Institutions Are Essential In Equipping Graduates With A Wide Range Of Competences That Allow Them To Successfully Negotiate Changing Job Market Needs In Addition To Technical Expertise. The Abilities Provided By Academic Curricula And Those That Employers Require For Job Preparedness And Career Success Remain Significantly Different, Despite Notable Improvements In Academic Frameworks And Pedagogy (Bansal, 2018; Griffin & Coelhoso, 2019). This Discrepancy Has Serious Ramifications Since It May Impair Graduates' Employability And Limit Their Access To Fulfilling Job Options, Which Would Have An Impact On Both Overall Economic Growth And Personal Development. Rapid Technology Breakthroughs, Globalisation, And The Resulting Change In Workplace Dynamics Have Increased The Importance Of Employability Skills. Specifically, A Number Of New Opportunities And Difficulties Brought About By The Fourth Industrial Revolution Call For A Revaluation Of Educational Goals. Companies Are Looking For Applicants Who Exhibit A Variety Of "Soft" Skills, Such As Effective Communication, Critical Problem-Solving, Teamwork, Flexibility, Digital Literacy, Emotional Intelligence, And Networking Abilities, In Addition To Domain-Specific Knowledge (Abbasi Et Al., 2018; Sathya, 2025). Graduates With These Qualities Are Able To Work In Varied Teams, Respond Quickly To Difficulties At Work, Pursue Lifelong Learning, And Creatively Support Organisational Objectives. However, At Many Higher Education Institutions, There Is Still A Noticeable Absence Of Systematic Integration Of These Abilities Into Formal Academic Courses. According To A Number Of Empirical Research, Students Frequently Believe That Their Academic Programs Do Not Adequately Prepare Them For The Demands Of The Real World Of Work (Otermans Et Al., 2024). Even While Technical And Theoretical Information Has Historically Been Emphasised In Curriculum, Experiential Learning And Real-World Skill Applications That Support Holistic Development Are Sometimes Overlooked. For Instance, While Communication Skills Are Recognised As A Central Pillar Of Employability, Research Consistently Reports Deficiencies In Students' Oral And Written Communication Abilities Post-Graduation (Wu Et Al., 2023; Bharathi, 2016). Similarly, Despite Their Crucial Role In Workplace Performance, Problem-Solving And Critical Thinking Skills Which Support Creativity And Sound Decision-Making Are Often Overlooked In Educational Settings (**Kamaroellah, 2021**). Furthermore, Training Procedures That Promote Interpersonal Interactions And Conflict Resolution Skills Areas That Traditional Curricula Frequently Ignore Are Necessary For Cooperation And Collaboration, Which Are Crucial For Traversing Complex Organisational Environments (Lopes Et Al., 2005; Carmeli Et Al., 2009). In Today's Unstable And Rapidly Changing Labour Markets, Emotional Intelligence And Adaptability Stand Out As Very Valuable Qualities. It Has Been Demonstrated That Emotional Intelligence, Which Is The Capacity To Recognise, Comprehend, And Control Emotions In Both Oneself And Others, Improves Teamwork, Leadership Efficacy, And Career Resilience (Coronado-Maldonado Et Al., 2023; Dulewicz & Higgs, 2004). Nevertheless, Systematic EI Development Is Rarely Included In Formal Education, Despite Its Proven Advantages, Which May Hinder Graduates' Capacity To Flourish In Uncertain And Demanding Situations. Although Digital Literacy Has Become Essential For Practically Every Professional Field And Allows People To Use Technology Effectively, Curricula Frequently Fall Behind In Keeping Up With The Rapid Advancement Of Technology (Bansal, 2018). In Order To Meet Industry Expectations, Graduates Are Often Required To Pursue Further Training Outside Of The Academy. Beyond Personal Aptitude, Networking Qualities Are A Crucial Yet Usually Disregarded Aspect Of Employability. Networking Greatly Contributes To Career Chances And Growth By Facilitating Mentorship, Professional Information Sharing, And Access To Hidden Employment Markets (Geng Et Al., 2025). However, Academic Programs Rarely Include Formal Chances For Developing These Relational Competencies, Which Is A Lost Opportunity To Improve Graduate Outcomes. Higher Education Institutions Must Rethink Their Curricula To Strike A Balance Between Technical Rigour And All-Encompassing Skill Development In Light Of The Complex Nature Of Employability. For This Strategy To Be Relevant, Academia And Industry Must Actively Collaborate. Project-Based Learning, Internships, Experiential Learning, And Soft Skill Training Must All Be Included Into Educational Journeys (Otermans Et Al., 2024). Furthermore, Considering How Quickly Work Environments Are Changing, It Is Crucial To Promote A Culture Of Ongoing Learning And Flexibility Within Academic Institutions. By Analysing The Degree To Which Employability Skills Are Incorporated Into Current Academic Curriculum And Identifying Those That Students Believe Are Lacking But Essential For Work, This Study Places Itself Within This Changing Context. It Also Looks At How These Gaps Affect Graduates' Self-Perceived Career Confidence And Work Preparation. By Conducting Thorough Empirical Research With Undergraduate And Graduate Students, The Study Seeks To Provide Useful Information To Stakeholders, Educators, And Policymakers Who Are Dedicated To Improving The Employment Environment. The Findings Aim To Guide Curricular Improvements That Comprehensively Educate

Students For The Demands Of Modern Labour Markets By Outlining The Specific Skills Deficiencies And Their Consequences. It Is Said That In Order To Produce Graduates Who Are Not Only Competent But Also Agile, Collaborative, And Resilient Professionals, Educational Frameworks Must Place A Strong Emphasis On Communication, Problem-Solving, Teamwork, Adaptation, Digital Proficiency, And Networking. In The End, This Study Emphasises How Crucial It Is To Close The Gap Between Industry Demands And Academic Preparation In Order To Promote Long-Term Career Growth And Economic Vitality In A World That Is Becoming More And More Competitive.

Objectives:

1.To Examine The Extent To Which Employability Skills Are Incorporated Within The Academic Curriculum.

2. To Identify The Job-Ready Skills That Students Perceive As Missing But Are Required For Workplace Success.

3. To Analyze The Impact Of Academic Curriculum Coverage On Students' Employability Outcomes.

4. To Analyze The Impact Of Missing Job-Ready Skills On Students' Employability Outcomes.

Review Of Literature & Hypothesis Development

A Major Issue In Higher Education Research For A Long Time Has Been The Discrepancy Between Academic Courses And Employability Requirements. Academics Have Repeatedly Emphasised That Schools Must Close This Gap By Include Technical Knowledge And Employable Skills In Their Curricula (Bansal, 2018; Griffin & Coelhoso, 2019). It Is Sometimes Argued That Academic Programs Prioritise Disciplinary Knowledge Over The Development Of Comprehensive Competency, Leading To Graduates Who Report Lacking Practical Skills When They Join The Workforce. According To Abbasi Et Al. (2018), These Gaps Are Frequently Associated With A Lack Of Industry Experience, Experiential Learning Opportunities, And Soft Skill Training During Academic Degrees.To Guarantee That Graduate Qualities Match Employer Expectations, Systematic Reviews Support Curriculum Changes, Experiential Pedagogy, And Improved Industry-Academic Collaborations (Otermans Et Al., 2024). Communication Abilities Stand Out Among The Most Stressed Capabilities As A Crucial Job Need. Employability, Success At Work, And Career Progression Are All Highly Predicted By Oral And Written Communication Skills, According To Research (Bharathi, 2016; Nagarajan, 2013). According To Employer Surveys, Graduates' Insufficient Proficiency In Interpersonal Communication, Report Writing, And Presentation Hinders Their Ability To Integrate Into The Workplace **(Knell Et Al., 2007; Rao, 2010).**

Peer Evaluation, Practical Assignments, And Communication Workshops Are Suggested As Part Of Curricula To Address Issue. In A Similar Vein, Critical Thinking And Problem-Solving Abilities Are Now Highly Valued By Employers, Yet They Are Frequently Underdeveloped In Higher Education (Candy & Crebert, 1991). Successful Employees Exhibit Independent Analysis, Creative Reasoning, And Evidence-Based Decision-Making, According To Research (Kamaroellah, 2021). Project-Based Learning, Interdisciplinary Coursework, And Reflective Assessment Techniques Are The Most Effective Ways To Build These Abilities (Sathya, 2025; Eimer, 2023), Indicating The Need For A More Deliberate Reform Of The Curriculum. In Contemporary Organisational Settings, Cooperation And Teamwork Are Equally Essential. Research Shows That Project Success, Leadership Development, And Innovation Are All Positively Correlated With The Capacity To Work Well In Teams (Lopes Et Al., 2005; Carmeli Et Al., 2009).

In Group Contexts, Emotional Intelligence Mediates Conflicts And Promotes Resilience, Mutual Support, And Conflict Resolution (Otermans Et Al., 2024). As A Result, Organisations Are Urged To Support Mentorship Programs, Extracurricular Partnerships, And Group Initiatives. Given The Dynamic Nature Of Work Contexts, Emotional Intelligence (EI) And Adaptability Are Likewise Becoming More And More Appreciated. Emotional Intelligence (EI) Has Been Found To Improve Stress Management, Relationships At Work, And Career Adaptability (Coronado-Maldonado Et Al., 2023; Dulewicz & Higgs, 2004). Graduates Can Better Handle Uncertainty And Change By Integrating Emotional Intelligence (EI) Training, Resilience-Building Activities, And Reflective Learning Into Academic Programs (Esfahani Et Al., 2013; Lopes Et Al., 2005).

Furthermore, Since Technology Is Present In Practically Every Industry In The Fourth Industrial Revolution, Digital Literacy Has Become Essential (Bansal, 2018). Nonetheless, Curricular Adaptability And Changing Technological Demands Continue To Lag Significantly (Wu Et Al., 2023). The Need That Digital Fluency Be Considered A Fundamental Component Of Academic Curricula Is Strengthened By The Fact That This Gap Frequently Compels Students To Look For Outside Training Through Online Courses And Certifications (Sathya, 2025). Despite Being Frequently Disregarded In Formal Education, Networking Abilities Are Crucial For Navigating Job Markets And Landing A Job. In Order To Cultivate Relational Capital, Studies Suggest Alumni Mentorship Programs, Career-Building Seminars, And Institutional Partnerships With Industry (Tushar, 2023; Geng Et Al., 2025). These Activities Have Been Demonstrated To Boost Long-Term Professional Progress And Speed Up Job Attainment.

Overall, A Mix Of Non-Cognitive (Social, Emotional, And Adaptive) And Cognitive (Technical And

Analytical) Skills Influence Employment Outcomes (Otermans Et Al., 2024). The Transfer From College To Job Is Still Hampered By The Lack Of Soft Skills In Academic Programs (Bansal, 2018; Griffin & Coelhoso, 2019). Therefore, Effective Curriculum Design Must Intentionally Integrate Communication, Critical Thinking, Collaboration, Adaptability, Digital Literacy, And Networking Opportunities, Ensuring A Holistic Approach That Prepares Graduates To Thrive In An Ever-Evolving Professional Landscape (Eimer, 2023).

H1: Higher Academic Curriculum Coverage Positively Influences Employability Outcomes.

H2: Higher Levels Of Missing Job-Ready Skills Positively Influence Employability Outcomes.

Research Gap

Understanding The Fundamental Employability Skills Graduates Need To Thrive In The Fast-Paced Workplace Of Today Has Been Greatly Aided By The Body Of Extant Literature. But There Are Still A Number Of Clear Holes. First And Foremost, Despite The Fact That Soft Skills Like Communication, Teamwork, Flexibility, And Emotional Intelligence Are Acknowledged As Being Essential, Conventional Academic Programs Do Not Fully Incorporate These Competencies. Additionally, Research Shows That There Is A Lack Of Actual Data On Students' Perceptions, Particularly With Regard To How Well The Skills Taught Match Industry Demands. Furthermore, Little Research Has Been Done On How Well Pedagogical Strategies Like Project-Based Learning And Internships Promote Employability Skills. Despite Their Acknowledged Significance, Networking, Digital Literacy, And Emotional Intelligence Are Understudied, Particularly When It Comes To Curriculum Design And Quantifiable Job Outcomes. Furthermore, Little Is Known About How External Educational Influences And Internal Motivators Interact To Affect The Development Of Employable Skills. Lastly, The Majority Of Employability Frameworks Are Still Generic In Nature Rather Than Specialised For Certain Fields Of Study Or Occupations. In Order To Create Precise Educational Programs That Better Prepare Graduates For The Problems Of The Modern Labour Market, It Is Imperative That These Gaps Be Filled By Targeted Empirical Study.

Analytical Framework
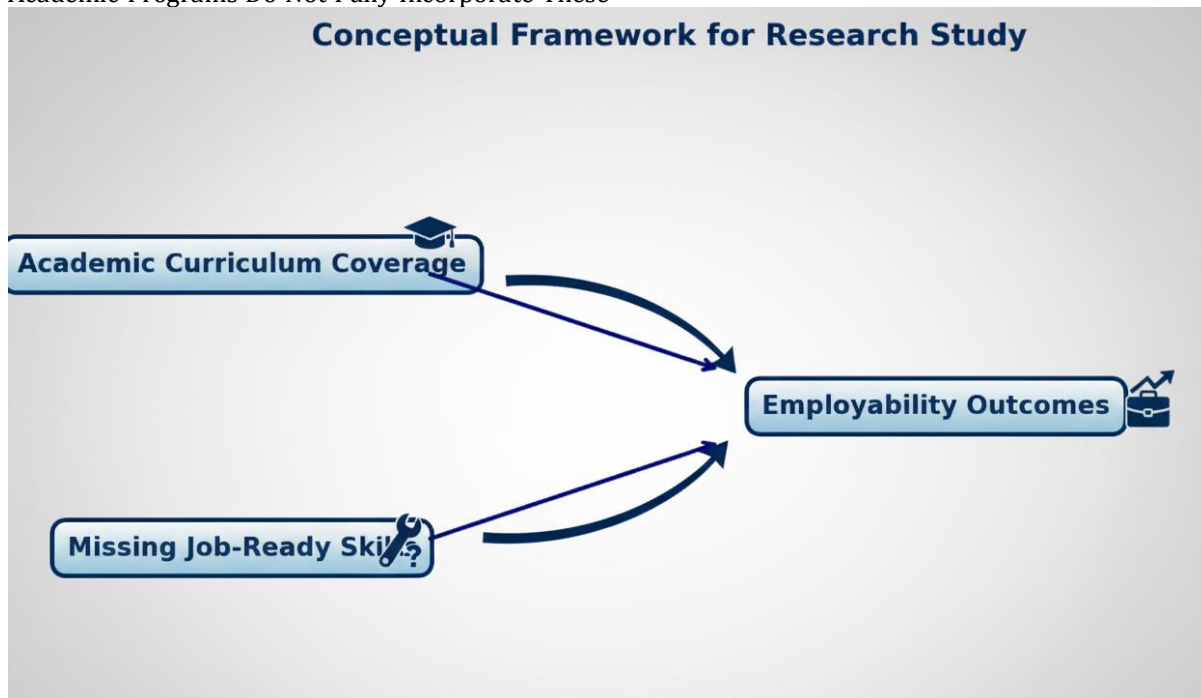
Research Methodology

 In Order To Investigate How Employability Skills Are Incorporated Into Academic Courses And How Deficiencies In These Abilities Affect Students' Perceptions Of Their Work Preparedness, This Study Used A Quantitative, Cross-Sectional Survey Approach. A Standardised Questionnaire With A Five-Point Likert Scale Was Used To Gather Data From Undergraduate And Graduate Students. The Questionnaire Focused On Three Main Concepts: Employability Outcomes, Academic Curriculum Coverage, And Missing Job-Ready Abilities. To Guarantee Participation From A Range Of Academic Backgrounds, Purposeful Sampling Was Used. The Questionnaire Was Put Through A Rigorous Procedure Of Validity And Reliability Assessments In Order To Create Rigour. Expert Assessment By Academics And Business Professionals Verified The Content Validity By Evaluating How Well The Questionnaire Items Matched The Employability Skills Concept And The Study's Goals. By Establishing

The Questionnaire On Clearly Specified Variables That Were Correlated With The Goals Of The Study, Construct Validity Was Guaranteed. The Items' Comprehensibility And Clarity Were Further Confirmed By A Pilot Test Conducted With A Limited Sample Of Respondents. Cronbach's Alpha Was Used To Measure Reliability, And The Results Above The Suggested Cutoff Of 0.70 With A = 0.82 For Academic Curriculum Coverage, A = 0.85 For Missing Job-Ready Skills, And A = 0.88 For Employability Outcomes. These Findings Demonstrate The Instrument's Validity And Reliability In Capturing Students' Opinions Of The Employability Skill Gap, As Well As Its Good Internal Consistency.

Table 1: Source Characteristics

Classification	Frequency	Composition Ratio
der		
e	78	52%
Female	67	44.7%
Other	6	4%
Program Of Study		
Undergraduate	81	54%
Postgraduate	69	46%
Year Of Study		
1st	33	22%
2nd	43	28.7%
3rd	57	38%
4th	20	13.3%

Results

Fitting Measurement Models

Variables	Items	Factor Loading	Cronbach's Alpha	Composite Reliability	Composite Reliability	(AVE)
Academic Curriculum Coverage	A1 A2 A3 A4 A5	0.712 0.703 0.777 0.817 0.890	0.849	0.919	0.887	0.613
Employability Outcomes	E2 E3 E4 E5	0.848 0.738 0.579 0.819	0.739	0.767	0.837	0.567
Missing Job-Ready Skills	M1 M2 M3 M4 M5 M6	0.624 0.781 0.805 0.702 0.797 0.834	0.852	0.857	0.891	0.579

Reliability Analysis

Table 2: "Outer Loadings, Reliability Analysis And AVE

Hair Et Al. (2020) Set A Threshold Of 0.60 For Acceptable Exterior Loadings. After Careful Inspection, A Few Goods Were Found To Not Fit This Condition. As A Result, Several Items Were Eliminated, Including The Employability Outcomes Four Categories (E1-0.568).

Convergent Validity

To Assess Convergent Validity, "Outer Loadings, AVE, And Composite Reliability" Were Calculated Using The Smartpls Approach. Hair Et Al. (2020) Discovered That AVE Values Surpassing 0.50 Satisfied The Convergent Validity Condition When Factor Loadings Were Above 0.60 And Composite Reliability (CR) Was Over 0.70. The Results Of The Evaluation Are Shown In Table 2.

Validity

In This Investigation, The HTMT Test Was Employed. It Has Been Recognised That The Fornell-Larcker Criterion Is

Insufficient To Determine Discriminant Validity, Especially When All Indicators Are Completely Loaded. The HTMT Correlation Value Should Be Less Than 0.90, According To (Heseler Et Al.2015). The Results Of This Test Are Shown In Table 3.

Table:3 "Discriminant Validity Test"

	Academic Curriculum Coverage	Employability Outcomes	Missing Job-Ready Skills
Academic Curriculum Coverage			
Employability Outcomes	0.326		
Missing Job-Ready Skills	0.317	0.677	

The Findings Show That Whereas Academic Curriculum Coverage Improves Employability, It Has A Smaller Effect Than Certain Job-Ready Abilities. The Significantly Greater Impact Of Missing Skills On Employment Outcomes Highlights The Need Of Closing The Skills Gap Through Hands-On Training, Soft Skills, And Exposure To Relevant Industries. Since Employability Is More Heavily Reliant On The Existence Or Lack Of Job-Ready Skills Than On On Curriculum Coverage Alone, Academic Institutions Should Add Targeted Upskilling And Work-Based Learning To Traditional Material.

Fitting Structural Research Model
This Criterion Is Crucial For Assessing The Feasibility Of The Study's Conceptual Model. According To Cohen's (1988) Recommendation, An Appropriate R2 Value For Explained Variance Should Be Higher Than 0.26 (26%). The Results Of This Evaluation Are Shown In Table 4.

Table 4: R Square Results

	R-Square
Employability Outcomes	0.300

Hypothesis Results
The Research Hypothesis Is Now Tested Using The T-Values And P-Values That Were Found Using The Partial Least Squares Technique That Was Used To Evaluate The Research Data.
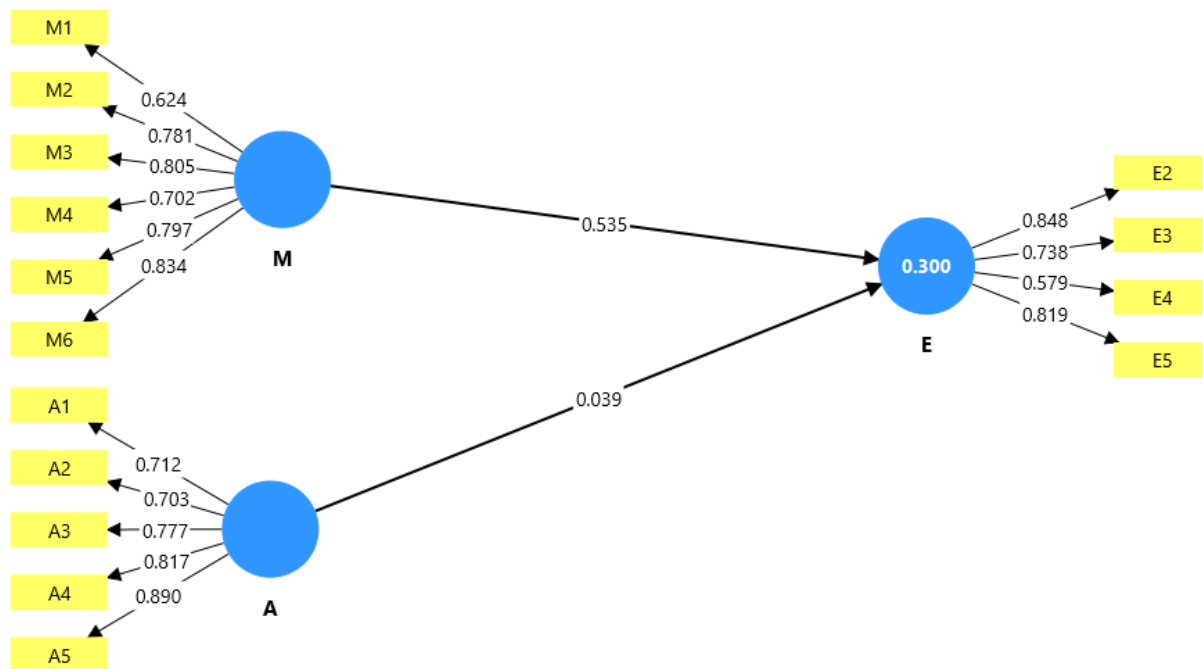

Table 5: Hypothesis Results

	Original Sample (O)	Sample Mean (M)	Standard Deviation	T Statistics (|O/STDEV|)	P Values	Results

		(STDEV)			
Academic Curriculum Coverage -> Employability Outcomes	0.039	0.081	0.133	0.296	0.767	Not Supported
Missing Job-Ready Skills -> Employability Outcomes	0.535	0.536	0.098	5.432	0.000	Supported

Discussion

This Study Sheds Light On The Continuous Discrepancy Between Students' Perceived Employability Achievements And The Academic Curricula They Get. Results Show That Traditional Curriculum Material Delivery Has A Minor Direct Effect On Employability (B = 0.039, P = 0.767). This Result Supports Previous Research That Challenges The Adequacy Of Traditional Academic Education In Preparing Graduates For The Intricacies Of The Modern Workplace, Where Practical Skills Are More Important Than Theoretical Knowledge Alone (Speight Et Al., 2013). On The Other Hand, The Construct Of "Missing Job-Ready Skills" Showed A Strong, Statistically Significant Impact On Employability Outcomes (B = 0.535, P < 0.001), Highlighting The Fact That Workplace Readiness Is More Determined By The Presence Or Absence Of Critical Competencies, Such As Digital Literacy, Emotional Intelligence, And Soft Skills (Vaziri Yazdi, 2013). Strict Assessment Model Modification, Which Includes Eliminating Low-Loading Indicators To Improve Construct Validity And Conform To Accepted Psychometric Criteria, Supports The Robustness Of These Findings (Hair Et Al., 2020; Henseler Et Al., 2015). The Model's R2 Value Of 0.300 Highlights The Insufficiency Of Curriculum Coverage Alone In Preparing Graduates For Changing Job Market Demands, Even Though It Captures Important Determinants. Other Unexplored Factors, Such As Sectoral Alignment, Psychological Facilitators, And Experiential Learning, May Further Explain Employability Variance (Speight Et Al., 2013). Higher Education Should Adopt A Paradigm Shift That Incorporates Project-Based Learning, Experiential Learning, And Specialised Soft Skills Training Within Disciplinary Frameworks In Order To Close This Gap And Promote Learner Agency And Responsiveness To Industry-Specific Demands (Vaziri Yazdi, 2013). All Of These Findings Reinforce The Need To Rethink Curricula As Dynamic, Skill-Focused Learning Environments That Go Beyond Conventional Theoretical Boundaries And Offer Crucial Empirical Support And Thematic Guidance For Educators, Policymakers, And Industry Stakeholders Attempting To Bridge Education-Employment Mismatches Amid Rapid Global Economic Changes.

Conclusion

This Study Highlights A Significant Discrepancy Between Students' Perceptions Of Employability Results And The Academic Curriculum Covered. Although Curriculum Coverage Has A Minor Impact On Employability, The Absence Of Job-Ready Skills Has A Much Greater Impact And Indicates A Systemic Weakness In Higher Education's Capacity To Prepare Graduates For Changing Labour Markets. The Results Indicate That While Traditional Information Delivery Is Important, It Is Insufficient If Industry-Relevant, Future-Proof Skills Are Not Included. Missing Skills Have A Significant Detrimental Effect On Employment Results, Which Emphasises How Urgent It Is For Educational Institutions To Adjust Their Teaching Methods. It Is Now Imperative That Courses Incorporate Digital Capabilities, Adaptive Learning, And Soft Skills. Additionally, The Study Supports The Significance Of Psychological Facilitators Like Motivation And Autonomy, Indicating That Employability Depends On Learner Agency And Contextual Relevance In Addition To Information Acquisition. The Study Provides Useful Information For Educators, Legislators, And Business Executives Who Want To Close The Employability Gap By Measuring These Linkages. Co-Creating Inclusive, Sector-Responsive, And Cognitively And Non-Cognitively Skill-Based Learning Ecosystems Must Be The Main Goal Of Future Initiatives. Only Then Will Higher Education Be Able To Deliver On Its Promise Of Turning Forth Graduates Who Are Robust, Adaptable, And Employable.

Restrictions And Forthcoming Scope

This Study Has Limitations Even If It Provides Insightful Information About The Connection Between Perceived Employability, Missing Job-Ready Abilities, And Curriculum Coverage. The Fact That The Data Was Gathered From A Single Academic Institution May Limit The Findings' Applicability To India's Various Regional Labour Markets And Educational Ecosystems. Furthermore, Using Self-Reported Perceptions Raises The Possibility Of Bias Because Students Can Overestimate Their Readiness Or Not Fully Understand Industry Standards. Even Though The Conceptual Framework Is Strong, It Is Static And Ignores Changing Sectoral Dynamics, Technology Advancements, And Changes In

Legislation That Affect Employability Paths. Furthermore, Although The Study Recognises The Importance Of Psychological Facilitators Like Motivation And Autonomy, There Is A Knowledge Vacuum Regarding The Relationship Between Learner Agency And Skill Acquisition Because These Constructs Were Not Empirically Evaluated. Additionally, There Is Little Sectoral Granularity, Especially In Developing And Informal Businesses Where Skill Requirements Are Changing Quickly. Future Studies Should Use A Multi-Institutional, Longitudinal Design To Capture How Employability Changes Over Time And In Different Circumstances. The Findings Would Be More Relevant And Applicable If The Scope Was Broadened To Encompass A Variety Of Areas And Industries, Particularly Those Going Through Digital Transformation. Deeper Understanding Of How Motivation, Autonomy, And Self-Efficacy Mediate The Effect Of Reskilling On Employability May Be Possible By Using Psychological Frameworks Like Self-Determination Theory. Bridging The Gap Between Education And Employment Would Also Benefit Greatly From Policy-Level Study Examining How Institutional Tactics, Governmental Initiatives, And Industry Partnerships Construct Inclusive And Responsive Training Ecosystems. In Addition To Validating The Current Paradigm, Such Initiatives Will Aid In The Creation Of Workforce Development Plans That Are Sector-Sensitive, Future-Proof, And In Line With India's Socioeconomic Objectives.

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