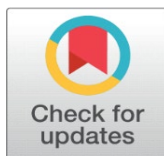
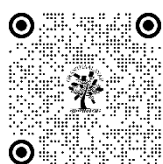


EMPLOYABILITY SKILLS, CAREER MATURITY AND GENERAL TEACHING COMPETENCY AMONG B.ED. STUDENT-TEACHERS -A COMPARATIVE STUDY

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ABSTRACT

A study was conducted on B.Ed students regarding their Employability Skills in relation to their Teaching Competence and Career Maturity. This study was conducted on a sample of 200 B.Ed students. Data was collected through Career Maturity Inventory by Nirmala Gupta Teaching Competency Scale by B. K Passi and Employability Scale by Prof. Mukopadhyay. For analysing the data, t test was used to find out the differences between male and female teacher trainees. It was found that there exists a significant difference in case of Career Choice Attitude and Career Competency among the B.Ed students. The study was premeditated to examine the assortment of dimensions of Teachers Employability Skills, Career maturity and Teaching Competencies of B.Ed teacher's pursuing B.Ed course from the MANUU CTE's. The main aim of this study is to find out the difference of employability skills in terms of gender i.e. male and female teacher trainees. In the present study the researcher used the descriptive survey method. The sample consisted of 200 B.Ed students pursuing B.Ed from MANUU CTE Darbhanga and MANUU CTE Bhopal. The finding of the study revealed that Employability skills are directly proportionate to Teaching competence as there exist a positive correlation between these two variables and there lies a significant difference between the Career maturities of B.Ed students of MANUU CTE Darbhanga and MANUU CTE Bhopal.

Keywords: Employability Skill, Career Maturity, Teaching Competence, Teacher trainees



1. INTRODUCTION

The foremost code of education is to lengthen the hidden potentials of the students and broaden their perspective to meet the challenging state of affairs in life. Apposite edification will keep the child to be sentient of the societal necessitates and to modify with the social environment so as to adjust in this planet. Educational credentials and admirable results are not as much as necessary to be productively fit into place at University or place of employment. All people need a lay down of skillfulness and excellence that gets them ready for employment and further learning. Students need to understand the term 'employability skills' in relation to the world of work and to realize that certain skills are universal to many types of vocation. Employability skills are the indispensable skills, special qualities and values that facilitate an individual to thrive in any place of work. These are furthermore counting communication skills or soft skills, task management skills, leadership skills, office skills, enterprise skills and many more. Currently, the job market is feistier in an overall assorted sense. Along with content proficiency, employers now seem to be for employability skills as an essential attribute in their impending recruits. Nowadays employers have a preference for contenders with a wide assortment of employability skills to harmonize their job requirements. Thus today it becomes necessary to know how to build upon these job-market oriented skills and become accomplished for a particular profession. Employability skills is a set of accommodating skills which are related to personal attributes which are exceedingly esteemed by institutes, companies and are essential for effective concert at a workplace. Contrastingly to professional or technical skills, the employability skills like leadership, communication and teamwork are nonspecific in character, rather than job-specific, and are common to all work positions and work situations across each and every organization. Technology is escalating at a faster pace, the grounds for this are the ever-changing nature of technology

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and if one is powerless to advance and up-skill oneself to stay pertinent in the industry, one will inexorably drop in the rear. An additional reason that many are facing impenetrability in productively initiating their livelihood is that employers now lay down the significance of skills that go auxiliary than grades and knowhow. From a variety of professions attaching oneself to one of them is a fundamental maneuver and a prefaced relegate of personal pandemonium. In the contemporary period of science and technology, numerous vocations have been made accessible to an individual so that he may be matured enough to decide on the best or the most appropriate one for his career. Career maturity is an ability regarding one's perseverance to make his career judgments well up to date, in order to silhouette one's career vigilantly corresponding to existing societal prospects and constrictions. It is an incessant succession of innovations that exhibits conspicuously distinguished traits that are obligatory for career progression. Nonetheless, the inner and external environment of an individual determines his career maturity. Career maturity's foundation is found in Super's Developmental Theory of Career Behaviour in the year 1953 that visualizes that selection of an employment is a process straddling a substantial amount of years generally from late childhood to early adulthood. It is a decisively appraised gauge for assessing career development of an individual. According to Super Career maturity can be understood as the psychological, social and physical keenness of a student to prefer a career (Super, 1981). Students make career decisions on the basis of their career attitude and career competency for a pragmatic profession. In this present study, Career maturity of B.Ed students may convince that are the students fretful enough about their career goals, are they inquisitive and equipped to confer with other people in getting hold of sundry information about their sphere of work, and how can they be able to get ready for their profession? Career cognoscibility is the sign of maturity. Superior the maturity for selecting a career better is probability that entity is able to muddle through with all genus of tasks at varied phases of a profession Career maturity is one's knack to make apposite career choices, together with responsiveness to make a career decision and degree to which one choice are both levelheaded and consistent in the long run. Teachers are vital chiefly in every educational venture as they play the utmost indispensable and dynamic role in influencing student's academic achievement. Teacher's eminence is unwavering by the competencies and proficiencies they possess, relative to their academic qualification. Teaching Competency can be distinct as the ability of interpersonal relationship of the teacher and their skills of Planning and grounding of lessons, aptitude of teaching, knowledge of subject, attitude towards the kids, classroom management convention of teaching aids and time management. Teacher's excellence is a significant predictor of their student's scholastic advancement. Teacher's training can accomplish an immense responsibility in their duties at schools. The impression of a teacher's quality is a comprehensive one. Teaching competencies are relevant to eloquent aspirations and behavioral goals of teaching; to insist on appraisal of apposite objectives of teaching in order to yearn and get ready with appropriate paraphernalia and pedagogy for teaching and learning in order to mark the individual differences of students. Planning of teaching strategies to organize teaching-learning progressions is an important part of the student's life as well as their teachers to achieve the said objectives and also plan activities to enfold the personality development of students. Their efficiency ought to be measured as one of the imperative elements of teaching quality. According to Umarani (2001), "Teaching competency means an ability of a teacher to facilitate behavioural changes in learning" Teaching Competency is the skill, ability and capabilities possessed by the teachers so as to build effective teaching-learning environment and productive thereby apprehending the full perspective of a teacher as well as students and in turn achieving the goals of education, the researcher wishfully put together an attempt of finding out the relationship between Teaching Competency, Employability skills and Career maturity of student teachers with respect to gender variables.

Rationale of the Study: Teaching is an affable and exigent profession. Thus it turns out to be indispensable to espouse a high level of proficient triumph less than speckled stipulations is a must, teachers are obligatory to presume personal liability for their concert, augmentation, and growth. They are the most influential element of the education system. Their performance unfalteringly depends on their impulsions, propensity, know-how, work out, and susceptibility towards their profession. Career maturity sets down the profound upshot on the intellects of the individuals. Career maturity is often taken as an aspiration that affects achievement of satisfaction and success in a profession. Employability Skills standing has a great role in selection and retention in any profession for life. In an education system, the employability skills and the competency of teachers are the determining factors for an effective teaching learning process. Teachers must be multitasking and need to be the solution to their student's problems. A variety of studies have been carried out in similar area like 'Becoming better Teacher Micro-teaching Approach' (Passi & Lalitha, 1976), 'A study on Teaching Competency of Secondary School Teachers' (Passi B.K & Sharma SK, 1982) 'Professional competency and its impact on professional pleasure' (Bella Joseph, 1999), 'School Effectiveness and School Improvement' (Sorlie, 2011), 'Competencies in teacher education: B.Ed teachers' (Necla Koksai, 2013), 'Teaching competency of secondary school teachers in relation to emotional intelligence' (Mandeep Kaur, 2014) 'Career maturity among Prospective teachers in relation to Socioeconomic Status' (Dr Susheela Narang Principal Kenway College of Education, 2016), 'A study of teaching competency of secondary school teachers in relation to their educational qualification, stream, and type of school' (Dr. Jarrar Ahmad, Mohd. Ahmad Khan, 2016), A study of relationship between perceived employability and general teaching competency of B.Ed. prospective teachers (Dr. Shikha Sharma and Dr. AK Nautiyal 2017), Abohi 'Analysis of Elementary School Teacher Competency Based on Education Background' (Deitje Katuuk et al, 2019), and Gender Differences in Enhancing Students' Employability Skills (Theresia Rosemary Dominic and Katherine Fulgence 2020) A Study on Role of Teachers in Enhancing and Minimizing Factors Affecting Employability Skills (Gayatri Choukade and Neelambika S. Ingalagi 2020), a study of employability skills among student teachers affiliated to Shivaji University Kolhapur (Shivaji University, Kolhapur 2020), the employability skills of professional college students (Nirmala and Dr. M. Govindan 2022), The

Influence of Employability Skills on Career Maturity in Yogyakarta Industrial Vocational School Students (Wa Tuti Marasaoli¹, Abdul Hadi², Eka Aryani³ and Anifa Tuzzuhroh Nurbaiti 2023) Employability skills of management students: A study of teacher's viewpoint (Renu Bala, Sultan Singh 2023) (Sonia Martín Gómez San Pablo CEU 2023) Employability Skills for Education Graduates: A Narrative Literature Review (Amna Arif Pakistan 2023). Global employability skills in the 21st century workplace: A semi-systematic literature review (Hasanuzzaman Tushar, Nanta Sooraksa 2023). Unlocking ESP Learners' Leadership and Higher-Order Thinking Skills through Whatsapp Community of Practice (Jayanthi Muniandy Subathira Devi Ramaya 2024) The studies conducted in these areas together are few. This made the researcher ardent to investigate the fields further. Hence, the present study entitled study of Employability Skills among future Teachers in relation to their teaching competencies and Career Maturity, Competence Training is an attempt to fill in the research Gap.

2. METHODOLOGY AND RESEARCH DESIGN

The researcher in the present study used the Descriptive Methodology (Best & Kahn, 2007) to explore General Teaching competency, Employability Skills and Career Maturity among the pupil-teachers with respect to their Gender. The 'General Teaching Competency Scale' (GTCS) by B. K. Passi and M. S. Lalitha (2005) the three tools were administered over 200 pupil-teachers who were selected from the two CTEs of MANUU namely MANUU CTE Darbhanga and MANUU CTE Bhopal. The present research aimed at quantifying data and generalizing results from a sample to the population of interest hence the quantitative approach of research was adopted. The descriptive survey method was employed in this research.

2.1. DELIMITATIONS OF THE RESEARCH

- 1) The data is collected from the student teachers pursuing Bachelor of Education for the academic year 2023-24 of only two B.Ed colleges namely MANUU CTE Darbhanga and MANUU CTE Bhopal
- 2) the sample constituted only 200 teacher- trainees
- 3) Secondly the data of Employability skills was compared on the basis of gender only.

3. NEED AND SIGNIFICANCE OF THE RESEARCH

Education in the current framework is allied to employment. Nowadays in the globalized epoch the structure and temperament of skills obligatory for a profession are shifting enormously. Correspondingly teaching jobs have been built-in the service sector and as per the prerequisite and stipulations of the market the form of services necessary to be upgraded to achieve the need and demand of the market. Also, there had been very few research on these particular variables in India Therefore, the researcher felt the necessity of investigating. The research shall be significant for,

- 1) Student teacher: This study will lend a hand to the student teacher to get aware of employability skills along with their teaching competence and career maturity.
- 2) Teacher education institutions: This investigation will assist the teacher education institutions to be acquainted with the status of their student's with reference to their employability. The findings of the study may open a new horizon of the research area and will also help the policy maker to design the policy as per the need of the hour.
- 3) It is said that teachers are the builders of the nation; consequently, employability and teaching competency is significant for the effective renovation of the nation. Thus the results will also be of assistance for the policymakers, principals, and educationists in making the education system additionally effectual and proficient.

Scope of the Research The results of this study will be germane to the MANUU Colleges of Teacher Education. Overall, this study provides valuable guidance for enhancing teaching practices and fostering career development in school context. This paper stands out for its focus on employability skills of teachers within the MANUU CTEs, a perspective that offers a nuanced understanding of dynamics of teaching skills

Population of the Study In the present study: the investigator selected B.Ed students of MANUU CTE's as population.

Sample of the Study: For the present study 200 B.Ed student-teachers were selected as samples from MANUU CTE Darbhanga (120) and MANUU CTE. Bhopal (80).

Tools and Techniques for Data Collection: In the present study, the investigator had used the Career Maturity Inventory by Nirmala Gupta (2018). It has been constructed to measure the maturity of attitudes and competencies that are critical in realistic career decisions. It provides two types of measures: Attitude Scale and Competency Test. Competency Test has 5 Dimensions: Self Appraisal, Occupational Information, Goal Selection, Planning and Problem Solving.

The 'General Teaching Competency Scale' (GTCS) by B. K. Passi and M. S. Lalitha (2005) The tool's reliability is 0.85 to 0.91, and the validity has a high correlation between items of the tool, and

The Teacher Employability Assessment Scale (TEAS)- Prof. Mukhopadhyay, Pal, Parhar & Aggarwal; 2015. The tool attempts to assess the employability skills of the teachers on the basis of 11 employability skills viz Learning, Communication, Problem Solving, Critical and Creative Thinking, Team Work, Self-management, Interpersonal skills (Human Relations), ICT Skills, Initiative & Enterprise Planning and Organizing Including Leadership Skills, Emotional Resonance or Empathy.

Sampling Technique for the present study: the investigator had used Purposive Sampling Technique to collect data from the sample selected from the population.

Techniques of Data Analysis: The present investigators have used Mean, S.D. t-Test and Correlations were calculated for analyzing the data.

3.1. OBJECTIVES OF THE STUDY

- 1) To compare the mean scores of General Teaching Competencies of B.Ed student-teachers of MANUU CTE Darbhanga and MANUU CTE Bhopal.
- 2) To study whether there exist any significant difference between the Career Maturity of B.Ed student-teachers of MANUU CTE Darbhanga and MANUU CTE Bhopal.
- 3) To make out the difference between the Employability Skills of B.Ed student-teachers of MANUU CTE Darbhanga and MANUU CTE Bhopal.
- 4) To compare the Mean scores on Employability Skills of Male and Female B.Ed students.
- 5) To find out the relationship between the Employability skills and Career Maturity of B.Ed student-teachers of MANUU CTE Darbhanga and MANUU CTE Bhopal.
- 6) To find out the relationship between the Employability skills and General Teaching Competence of B.Ed student-teachers of MANUU CTE Darbhanga and MANUU CTE Bhopal

HYPOTHESIS:

- 1) There will be no difference between General Teaching Competencies of B.Ed student-teacher of MANUU CTE Darbhanga and MANUU CTE Bhopal.
- 2) There will be no significant difference between the Career Maturity of B.Ed student-teachers of MANUU CTE Darbhanga and MANUU CTE Bhopal.
- 3) There will be no significant difference between the Employability Skills of B.Ed student-teachers of MANUU CTE Darbhanga and MANUU CTE Bhopal.
- 4) There will be no significant difference in the Mean scores on Employability Skills of Male and Female B.Ed student
- 5) There will be no significant relationship between the Career Maturity and Employability skills of B.Ed student-teachers of MANUU CTE Darbhanga and MANUU CTE Bhopal.
- 6) There will be no significant relationship between the Employability skills and General Teaching Competence of B.Ed student-teachers of MANUU CTE Darbhanga and MANUU CTE Bhopal

4. FINDINGS OF THE STUDY

Objective 1: To compare the mean scores of General Teaching Competencies of B.Ed student-teachers of MANUU CTE Darbhanga and MANUU CTE Bhopal.

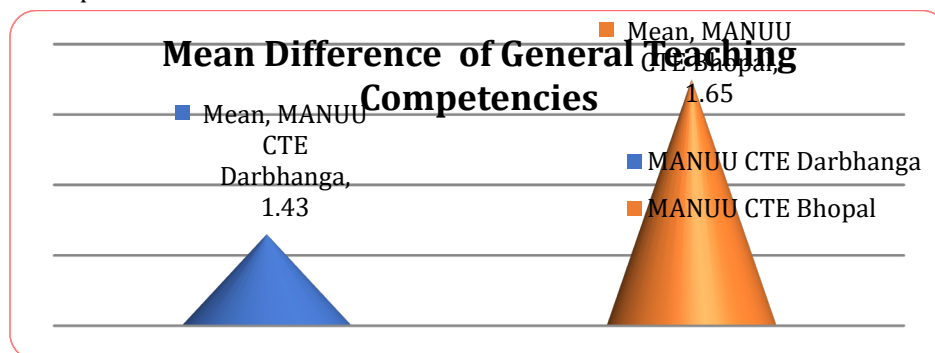


Table-1

Groups	N	Mean	SDs	df	t-value	p-value	Remarks
MANUU CTE Darbhanga	110	1.43	0.55	187	-2.13	0.034	significant at 0.05 level
MANUU CTE Bhopal	79	1.65	0.45				

The Above Table-1 confirms that the t-value -2.13 is statistically significant at 0.05 level. It means that there is a significant difference between the mean scores of General Teaching competencies of B.Ed student's. The students of MANUU CTE Darbhanga

possess lesser mean scores (1.43) than the total average mean of both the centers (1.538) whereas MANUU CTE Bhopal student teachers possess mean scores (1.65) higher than the two group consolidated mean scores (1.538), thus the Null hypotheses-1 is rejected.

Objective 2: To study whether there is any significant difference between the Career Maturity of B.Ed student-teachers of MANUU CTE Darbhanga and MANUU CTE Bhopal.

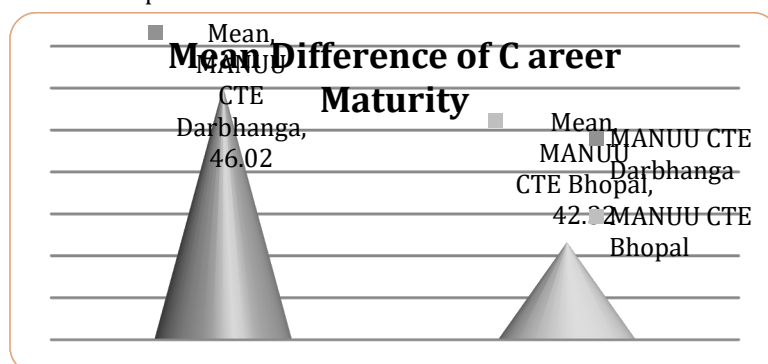


Table-2

Groups	N	Mean	SDs	df	t-value	p-value	Remarks
MANUU CTE Darbhanga	110	46.02	13.58	187	2.064	0.020	significant at 0.05 level
MANUU CTE Bhopal	79	42.32	9.84				

The above table divulges that there is a significant difference between the mean scores of Career Maturity among the student teachers of MANUU CTE Darbhanga and MANUU CTE Bhopal as the t-value comes out to be 2.0636 which is significant at 0.5 level of significance, thus the Null hypotheses-2 is rejected

Objective 3: To make out the difference between the Employability Skills of B.Ed student-teachers of MANUU CTE Darbhanga and MANUU CTE Bhopal.

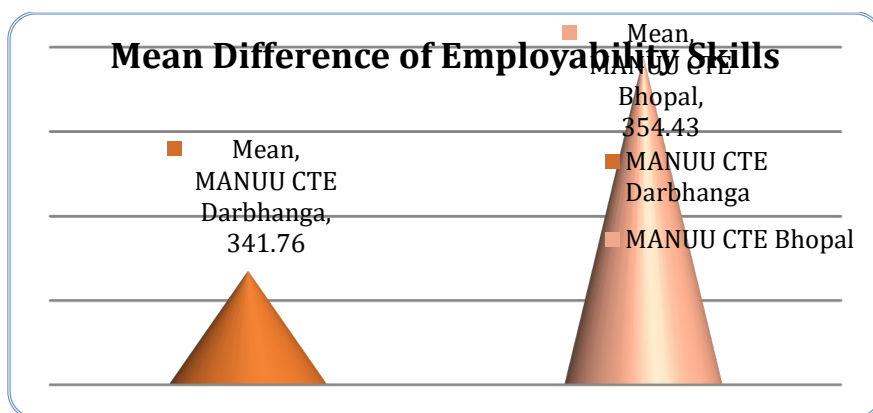
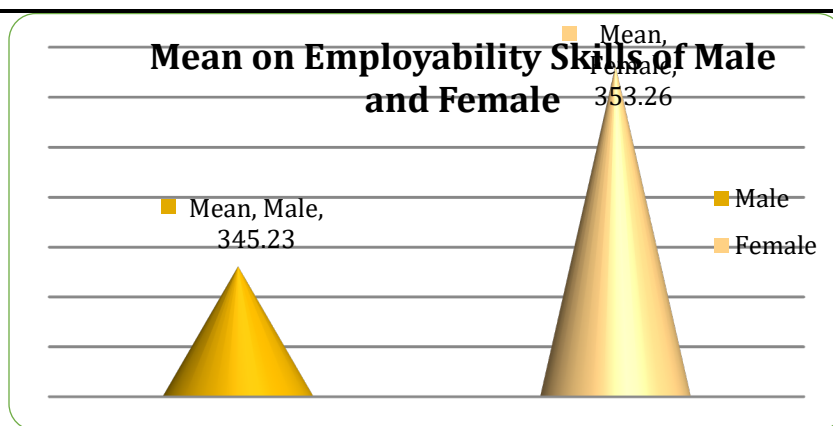


Table-3

Groups	N	Mean	SDs	df	t-value	p-value	Remarks
MANUU CTE Darbhanga	110	341.76	58.28	187	1.504	0.134	Insignificant at 0.01 level
MANUU CTE Bhopal	79	354.43	55.03				

Table-3 shows that the obtained t-value 1.504 is statistically insignificant at 0.01 levels as it is less than the p-value 0.1342, as the difference between the mean scores Employability skills of B.Ed student's of MANUU CTE Darbhanga and MANUU CTE Bhopal is not significant, thus the Null hypotheses-3 is accepted.

Objective 4: To compare the Mean scores on Employability Skills of Male and Female B.Ed students of the two CTE's.

**Table-4**

Groups	N	Mean	SDs	df	t-value	p-value	Remarks
Male	110	345.23	53.52	187	-0.813	0.421	Insignificant at 0.01 level
Female	79	353.26	68.96				

In the above Table it is revealed that the obtained t-value -0.8063 is statistically insignificant at 0.01 levels since it is less than the p-value 0.4211, it means that the difference between the mean scores of Employability skills of Male B.Ed student's and Female B.Ed students of MANUU CTE Darbhanga and MANUU CTE Bhopal are not significantly different, thus the Null hypotheses-4 is also accepted

Objective 5: There will be no significant relationship between the Employability skills and Career Maturity of B.Ed student-teachers of MANUU CTE Darbhanga and MANUU CTE Bhopal.

Table 5

N	Employability skills (M)	Career Maturity (M)	df (N-2)	p-Value		Calculated value	Remarks
189	347.058	43.471	187	0.05	0.01	0.079	Positive but not significant
				.282	0.282		

The Table above indicates that the mean scores of B.Ed Students for Employability skills and Career Maturity are 347.058 and 43.471 respectively and the relationship between the two CTE's is 0.079 which is positive but insignificant at both .01 and .05 levels. Therefore the null hypothesis for objective 5 is accepted.

Objective 6: To find out the relationship between the Employability skills and General Teaching Competence of B.Ed student-teachers of MANUU CTE Darbhanga and MANUU CTE Bhopal

Table-6

N	Employability skills (M)	General Teaching Competence (M)	df (N-2)	p-Value		Calculated value	Remarks
189	347.05	1.54	187	0.05	0.01	0.67	Moderate Positive Correlation
				.002	.003		

Table-6 above indicates that the mean scores of B.Ed Student-teachers of MANUU CTE Darbhanga and MANUU CTE Bhopal for Employability skills and General Teaching Competence are found to be 347.76 and 1.05 respectively and the relationship between the two variables is estimated to be 0.67 and there exist Moderate Positive Correlation which is significant at both .01 and .05 levels. Consequently the null hypothesis number 6 is rejected. Thus the results show that the higher Employability skills the higher the teaching competence of the B.Ed students.

5. RESULTS AND DISCUSSION

1. There is a significant difference between the mean scores General Teaching competencies of B.Ed student's of MANUU CTE Darbhanga and MANUU CTE Bhopal means teacher trainees of CTE Bhopal possess teaching competencies higher than their counterparts. On the contrary, a study conducted by Dr. T. Premalatha (2022) found that there are no significant differences in teaching Competencies of B.Ed. student teachers on the basis of domicile.

2. There is a significant difference between the mean scores of Career Maturity among the student teachers of MANUU CTE Darbhanga and MANUU CTE Bhopal as the t-value comes out to be 2.0636 which are significant at 0.5 level of significance. The result obtained by Dr. Rajesh E.B. (2020) that there was significant change in the Career Maturity of B.Ed. College student teachers from different type of college management are far more similar to the present study.

3. The difference between the mean scores of Employability skills of B.Ed student's of MANUU CTE Darbhanga and MANUU CTE Bhopal is not significant, similar results were obtained in a research conducted by Dr. Vidyanand S. Khandagale (2020) where it was found that There is no significant difference in the student teacher employability skills among the teacher education institutions affiliated to Shivaji University, Kolhapur.

4. The difference between the mean scores of Employability skills of Male B.Ed student's and Female B.Ed students of MANUU CTE Darbhanga and MANUU CTE Bhopal are not significantly different. A similar research conducted by Theresia Dominic and Katherine Fulgence (2020) highlighted gender differences in the core skills competence of university students, with males demonstrating a higher level than their female counterparts in almost all study core skills and attributes. A research by Dr. T. Premalatha (2022) found that there are no significant differences in teaching Competencies of B.Ed. student teachers on the basis of Gender and domicile. And another by Nirmala and Dr. M. Govindan (2022) also revealed that Professional college male and female students do not differ significantly in the overall employability skills and its dimensions of fundamental skills, teamwork skills and personal management skills.

5. The mean scores of B.Ed Students for Employability skills and Career Maturity are 347.058 and 43.471 respectively and the relationship between the two CTE's is 0.079 which is positive but insignificant at both .01 and .05 levels. The result of research by Wates Km. 10 Yogyakarta, (2024) also shows that the employability skills (X) have a positive and significant effect on career maturity (Y) in Yogyakarta Industrial Vocational School students. The elevated the employability skills, the higher the student's career maturity will augment.

6. The relationship between the two variables is estimated to be 0.67 and there exists Moderate Positive Correlation which is significant at both .01 and .05 levels. Consequently the null hypothesis number 6 is rejected. A study by Dr. Shikha Sharma and Dr. AK Nautiyal (2017) indicated that there is significant difference in the Perceived Employability and General Teaching Competency of total prospective teachers of govt. and self-finance colleges enrolled in B.Ed. at the 0.05 level of significance.

6. RECOMMENDATIONS AND IMPLICATIONS BASED ON THE FINDINGS ARE AS FOLLOWS

1. Wakefulness programmes viz. seminars and debates on Employability Skills, Teaching Competencies needed to be run in B.Ed colleges, group discussions and Extension Lectures to be conducted regarding issues like on Job adjustment, strategies to overcome the lack of confidence at work place along with the suppleness and adaptability for the student-teachers in order to enable them understand the significance of employability skills.

2. There is a need for intrusion by Ministries of Education. It is recommended that authoritarian bodies ought to actively endorse the incorporation of varied forms of sustainability in curricular and co-curricular activities; and should examine advancements, and pursue varied skills developments.

3. Education prospects along with appropriate training modules are supposed to be provided to faculty members in array to enhance their perception of Sustainable Development, letting them to achieve knowledge concerning sustainability issues in action.

4. B.Ed Colleges must run Special classes in skill improvement may be pre arranged for B.Ed. trainees. This will help them to be effective and creative in teaching and also help organize those co-curricular activities for their students. This will antecede for effectual teaching proficiencies.

5. Abundant prospects may be fashioned for the student teachers to help them partake in various social activities. Outshine series like NCC, NSS and disaster managers etc., may be conceded out to amplify social intrinsic worth among student teachers.

6. It is recommended that employability skills should be given greater emphasis in training educational technology teachers by ensuring that these skills are integrated into the curriculum of educational institutions to ensure that students' upon graduation acquire such skills so as to fit into the 21st century workforce.

7. The acumen of self-sufficiency is believed to be cultivated among the student-teachers through illumination and management of teaching skills to bring audacity to their persona in order to extend competencies that are essential for teaching jobs.

8. To engage schools, Colleges and Universities in research projects for organizing programmes like Internships, workshops, conferences that are school specific. Additionally teacher educators and professionals both need to commend the masses towards skill inventiveness and be supposed to work towards developing skills that would equip students with job oriented competencies

7. CONCLUSION AND IMPLICATIONS

The recent innovative government programs like GIAN, IMPRINT and IND-SAT will undoubtedly help to muddle through the employability skills of youth in India. Adaptations in the system of education are necessary as they may attend to the needs of the shifting global job-market and take suitable measures at providing mandatory training and continuous improvement of teachers

knowledge and skills with a view to have the youngsters gainfully employed. Consideration about the work obligations and getting lucidity of the blueprint bestows young teachers a better understanding of the vocation, thus ornamenting their employability skills. Technical skill training may afford teachers with fundamental digital literacy. The proficiency based education necessitates a stipulated system that is reasonable, pliable and accessible. Thus it can be concluded that there is an imperative stipulation to add on the Employability skills as they are indispensable in the present up to date and spirited world for the teachers. The modern learners are digital natives who generally are at variance in their erudition approaches. The employment silhouette of schools has been transformed and the student teachers need to be upgraded accordingly. The new teaching skills has to be entrenched and put into accomplished in the curriculum in order to stay abreast of new-fangled learning styles based on theories of constructivism and connectivism. The Employability skills are essential for teachers and their horizon has to be broadened as per the global requirements. The digital skills need to be upgraded for using varied digital learning platforms and web based learning

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