

<sup>1</sup>D. Sudheer  
Reddy

<sup>2</sup>Dr.K.  
Narendra  
Kumar

<sup>3</sup>Dr. Rakesh  
Kumar Patra

## A Study on Identifying and Addressing the Gaps in Academia and Industry Demands with reference to selective Higher Education Institutions in Telangana State



**Abstract:** The industry and Academic institutions are expected to go hand in hand to accelerate the growth of any nation. But unfortunately, there is something that resists the equilibrium of skills needed for the industry and academic excellence. This study is a small attempt of highlights the essential need to recognize and evaluate gaps among the assortment of abilities needed in evolving job environments and the soft abilities and technical abilities obtained by students at colleges and universities. The basic objective is to ensure that educational institutions maintain contemporary with market developments, developments in technology, and appropriate requirements, with a final objective of educating graduates for profitable and significant employment. This objective can be accomplished through employing an integrated technique which involves interviews, questionnaires, and statistical analysis in order to conduct a comprehensive review of present shortcomings regarding both soft as well as technical skills. Discussions with stakeholders, including corporate executives, instructors, and former students, offer vital insight into the ever-evolving requirements of the employment marketplace. Experts anticipate that by completing this investigation, researchers will be able to shed light on components of the educational curriculum that are currently outdated date or fall short of the requirements of industry.

**Keywords:** Academic Institutions, Equilibrium, Stakeholders, Gap Analysis.

### I. INTRODUCTION

The analysis of gaps between the academic and industrial worlds is defined as a thorough examination of the disparities and misalignments that exist between the capabilities, expertise, and expectations of college and university graduates and the actual job demands of the marketplace. The study's primary goal is to identify areas of deficit in technical capabilities, soft skills, and industry-specific experience in order to close the gap between academic performance and professional expectations.

### II. RELATED WORKS

This study seeks to assess the role of entrepreneurial self-efficacy (ESE) as a mediator in the relationship between entrepreneurship education and preparedness to start a business in Nigeria. The study will specifically focus on entrepreneurial education. We analyzed data obtained from 289 graduates of three distinct Technical Vocational Education and Technology (TVET) colleges. According to Adeniyi (2023), the findings show that ESE can act as a facilitator in the connection between entrepreneurship education and business preparedness. This was true despite the fact that marshaling was unsuccessful. There is a direct and strong link between all of the ESE components and the readiness of entrepreneurs just starting out in business. The findings show that it is possible to create an entrepreneurial mindset by engaging in activities such as role-playing, simulation, and mentorship that incorporate practical translations.

The goal of this research is to look into the relationship between strategic orientations, organizational ambidexterity, and sustained competitive advantage in the context of Industry 4.0 readiness. According to Ed-Dafali, Al-Azad, Mohiuddin, and Reza (2023), the findings show that market orientation and entrepreneurial orientation improve an organization's readiness to embrace Industry 4.0 and preserve a long-term competitive edge.

This study investigates the relationship between curriculum delivery and entrepreneurial abilities via the lens of information and communication technology (ICT). A questionnaire survey was used to collect information from

<sup>1</sup>Research Scholar, Department of MBA, Koneru Lakshmaiah Education Foundation, Hyderabad-500075, Telangana, India.

<sup>2</sup>Assistant Professor, Department of MBA, Koneru Lakshmaiah Education Foundation, Hyderabad-500075, Telangana, India

<sup>3</sup>Associate Professor, Department of MBA, Vignana Jyothi Institute of Management, Hyderabad- 500090, Telangana, India.

482 students at six different universities in Lahore, Pakistan (Iqbal et al., 2022). It was discovered that while curriculum delivery does not significantly boost entrepreneurial skills, it does have a favorable impact on information and communication technology knowledge.

The goal of this study was to look into the impact of undergraduate curriculum quality on students' entrepreneurial intentions, while also taking into account the function of entrepreneurial inspiration and creativity. The research involved undergraduate students from Urmia National University's engineering, art, and agriculture divisions. The data revealed that there is a positive relationship between curriculum quality and intentions to engage in entrepreneurial activities, with entrepreneurial inspiration and innovation acting as a moderating factor.

A study of 628 software practitioners in Turkey found a discrepancy between the skills taught in academia and those employed in industry. According to the study's conclusions, the most valuable abilities in the sector are those related with practitioner profiles, job experience, and specific product qualities. According to the conclusions, both the academic and business worlds should invest in skill development, with the academic world providing critical updates and the business world providing practical experience (Akdur, 2022). This knowledge has the potential to help close gaps and promote Industry-Academia Collaborations (IACs) to improve skill sets in the field of software engineering.

In the study, a hybrid strategy based on systematic narratives was employed to analyze the concept of skill gaps and the methodologies for measuring them. It analyzed forty publications obtained from several databases, revealing the existence of skill gaps and global concerns about their extension (Rikala, Braun, Jarvinen, Stahre, & Hamalainen, 2024). The study described skill gaps, emphasized the significance of having a shared understanding of the idea, and stressed the importance of considering social, environmental, and technological variables when measuring them.

The University of Birmingham launched the Birmingham Scholar program in the academic year 20/21 with the goal of assisting undergraduate students from underrepresented backgrounds in reaching their full academic potential. According to Harper and Campbell (2023), the Academic Skills Centre team supports the program through specialized workshops, online coaching, personalized one-on-one help, and the implementation of a Peer-Assisted Study Scheme.

This study investigates the mismatch between academic education and the skills that are in demand in the Iranian labor market. According to Nazarzadeh Zare and Parvin (2023), snowball sampling techniques were used to select connoisseurs from higher education institutes and research organizations. The analysis revealed four major themes: a lack of attention to labor market needs, a lack of practical and entrepreneurial skills, a weak link between universities and business, and a shortage of academic resources. According to the study's findings (Dr.K. Ganga Raju, 2021), the human capital theory, social closure theory, positional conflict theory, and labor market segmentation theory appear to be better linked with the labor market requirements of Iranian graduates.

According to Branch-Mueller, Rathi, and Stang (2022), the study looks into the soft skills required for academic administrators, PhD supervisors, and faculty members' roles. Nine faculty members working in school libraries talked on advocacy, active listening, advising, equality, diversity, inclusion, leadership, time management, social justice, work-life balance, networking, and presentation skills. They remarked that their doctoral studies had prepared them for work in the Senate.

To investigate the relationship between soft skills and academic outcomes, the study used administrative data in conjunction with a soft skill measure. Aman Chadha and colleagues' 2022 study found a positive correlation between soft skills and academic outcomes, as well as a U-shaped association between soft skills and cognitive skills

This article examines the skill set developed by management institutes in India's information technology industry to identify the gap between required and available capabilities. We utilized IBM SPSS to conduct a survey and analyse the responses of 54 participants. The study sheds light on industrial dynamics and the importance of dealing with them in order to survive. It also identifies critical elements that must be addressed.

### III. METHODOLOGY

In this methodology, we identified the different colleges that are offering courses like B.Tech. and Management and collected feedback from stakeholders like students, faculty, training and placement officers, industry experts, and parents. The feedback was collected in the form of a questionnaire with the help of Google Forms using convenience sampling technique. These forms were distributed to around 30 colleges in various locations related to engineering, management, and both. After collecting the feedback, it was analysed as shown below, and finally the gaps were identified.

The below table shows the responses of all Stakeholders:

S.No	Stakeholder	Responses
1	Faculty	60
2	Industry	20
3	Parents	74
4	Students	240
5	Training and Placement Officers	30

### IV. RESULTS

#### Faculty Feedback Questions:

S.No	Competitive Ability	VP	P	A	G	VG	PS
1	How you grade the students in technical skills.	5(8.3%)	0(0%)	15(25%)	30(50%)	10(16.7%)	66.7
2	Can you rate the Communication skills of the interacted students?	0(0%)	15(25%)	10(16.7%)	25(41.7%)	10(16.7%)	62.5
3	How much the students are comfortable with the Problem-solving abilities.	15(25%)	10(16.7%)	15(25%)	10(16.7%)	10(16.7%)	45.8
4	How much the students are capable doing the practical and real time projects.	10(16.7%)	25(41.7%)	15(25%)	5(8.3%)	5(8.3%)	37.5
5	How far the students are updated with advanced technologies.	10(16.7%)	25(41.7%)	10(16.7%)	10(16.7%)	5(8.3%)	39.6
	Curriculum Design						
6	Will you agree that the curriculum is aligned with industry?	0(0%)	15(25%)	20(33.3%)	15(25%)	10(16.7%)	58.3
7	How much the students are comfortable with business skills like entrepreneurship, financial literacy, and market analysis.	0(0%)	15(25%)	20(33.3%)	15(25%)	10(16.7%)	58.3
8	Are the students adaptable with the rapid changes in the industry, can you rate them.	0(0%)	15(25%)	25(41.7%)	5(8.3%)	15(25%)	58.3
10	Will you agree that outdated technology may no longer meet the demands or standards of modern industry practices?	0(0%)	15(25%)	25(41.7%)	5(8.3%)	15(25%)	58.3
11	Will you agree that Emerging Trends and Practices are not covered in curriculum?	0(0%)	15(25%)	25(41.7%)	5(8.3%)	15(25%)	58.3
	Leadership & Managerial Skills						
9	How much you rate for the leadership qualities.	15(25%)	10(16.7%)	15(25%)	10(16.7%)	10(16.7%)	45.8
12	Will you agree that the curriculum may	0(0%)	15(25%)	25(41.7%)	5(8.3%)	15(25%)	58.3

not provide enough hands-on experiences or real-world applications of concepts?							
---	--	--	--	--	--	--	--

According to Faculty feedback, out of 60 faculty members

1. 66.5 percent i.e., approximately 40 members opined on students having good technical skills.
2. 62.5 percent i.e., approximately 38 members opined on students having good communication skills.
3. Only 45.8 percent i.e., approximately 27 members opined on students being comfortable with problem solving abilities.
4. Only 37.5 percent i.e., approximately 23 members opined on students being capable of doing the practical and real time projects.
5. Only 39.6 percent i.e., approximately 24 members opined on students being up to date with advanced technologies.
6. 58.3 percent i.e., approximately 35 members agree that the curriculum is aligned with industry.
7. 58.3 percent i.e., approximately 35 members agree that the students are comfortable with business skills like entrepreneurship, financial literacy, and market analysis.
8. 58.3 percent i.e., approximately 35 members agree that the students are adaptable with the rapid changes in the industry.
9. 45.8 percent i.e., approximately 27 members opined on students having good leadership qualities.
10. 58.3 percent i.e., approximately 35 members agree that outdated technology may no longer meet the demands or standards of modern industry practices.
11. 58.3 percent i.e., approximately 35 members agree that Emerging Trends and Practices are not covered in curriculum.
12. 58.3 percent i.e., approximately 35 members agree that the curriculum may not provide enough hands-on experiences or real-world applications of concepts.

**Null Hypothesis:** The faculty feedback on students’ competitive ability, curriculum design, Leadership & Managerial Skills has resulted positively.

**Alternative Hypothesis:** The faculty feedback on students regarding the competitive ability, curriculum design, Leadership & Managerial Skills has not resulted positively.

	Null Hypothesis	Alternative Hypothesis	n	Mean	SD	T-value	P-Value	Conclusion on Null Hypothesis
Competitive Ability	$\mu = 4$	$\mu < 4$	60	3.02	0.44	17.49	0.000	Rejected
Curriculum Design	$\mu = 4$	$\mu < 4$	60	3.33	0.90	5.77	0.000	Rejected
Leadership & Managerial Skills	$\mu = 4$	$\mu < 4$	60	3.08	0.76	9.35	0.000	Rejected

*Industry Feedback:*

S.No	Competitive Ability	VP	P	A	G	VG	PS
1	How you grade the students in technical skills according to your requirements.	3(15%)	7(35%)	3(15%)	3(15%)	4(20%)	47.5
2	Can you rate the Communication skills of the interacted students.	2(10%)	6(30%)	6(30%)	5(25%)	1(5%)	46.25
3	How much the students are comfortable with the Problem-solving abilities.	0(0%)	8(40%)	7(35%)	2(10%)	3(15%)	50
4	How much the students are capable in doing the practical and real time projects in industry.	1(5%)	4(20%)	9(45%)	3(15%)	3(15%)	53.75
5	How far the students are updated with advanced technologies.	3(15%)	1(5%)	5(25%)	9(45%)	2(10%)	57.5
15	Graduates might not have been adequately trained in critical thinking or problem-solving methodologies; will you accept.	0(0%)	8(40%)	7(35%)	2(10%)	3(15%)	50
	Curriculum Design						
6	Will you agree that the curriculum is aligned with industry.	3(15%)	1(5%)	5(25%)	9(45%)	2(10%)	57.5
12	Will you agree that Emerging Trends and Practices are not covered in curriculum?	3(15%)	4(20%)	7(35%)	5(25%)	1(5%)	46.25
13	Will you agree that the curriculum may not provide enough hands-on experiences or real-world applications of concepts?	3(15%)	7(35%)	3(15%)	3(15%)	4(20%)	47.5
	Entrepreneurial Skills						
7	How much the students are comfortable with business skills like entrepreneurship, financial literacy, and market analysis.	1(5%)	6(30%)	3(15%)	5(25%)	5(25%)	58.75
9	How much you rate for the leadership qualities.	3(15%)	4(20%)	7(35%)	5(25%)	1(5%)	46.25
	Industry Readiness						
8	Are the students adaptable with the rapid changes in the industry, can you rate them.	2(10%)	7(35%)	4(20%)	4(20%)	3(15%)	48.75
10	Will you agree that the obsolete software or hardware may lack critical security updates and leave systems vulnerable to cyber threats.	1(5%)	6(30%)	3(15%)	5(25%)	5(25%)	58.75
11	Will you agree that outdated technology may no longer meet the demands or standards of modern industry practices?	2(10%)	7(35%)	4(20%)	4(20%)	3(15%)	48.75
14	Will you accept that the academic projects might not always mirror the collaborative environment of the industry, where teamwork and project management skills are critical.	2(10%)	6(30%)	6(30%)	5(25%)	1(5%)	46.25

According to Industry feedback, out of 20 industries,

1. Only 47.5 percent i.e., approximately 10 industries opined on students having good technical skills.
2. Only 46.25 percent i.e., approximately 9 industries opined on students having good communication skills.
3. 50 percent i.e., 10 industries opined on students being comfortable with problem solving abilities.
4. 53.75 percent i.e., approximately 11 industries opined on students being capable of doing the practical and real time projects.
5. 57.5 percent i.e., approximately 12 industries opined on students being up to date with advanced technologies.
6. 57.5 percent i.e., approximately 12 industries agree that the curriculum is aligned with industry.
7. 58.75 percent i.e., approximately 12 industries agree that the students are comfortable with business skills like entrepreneurship, financial literacy, and market analysis.
8. Only 48.75 percent i.e., approximately 10 industries agree that the students are adaptable with the rapid changes in the industry.
9. Only 46.25 percent i.e., approximately 9 industries opined on students having good leadership qualities.
10. 58.75 percent i.e., approximately 12 industries agree that the obsolete software or hardware may lack critical security updates and leave systems vulnerable to cyber threats.
11. Only 48.75 percent i.e., approximately 10 industries agree that outdated technology may no longer meet the demands or standards of modern industry practices.
12. Only 46.25 percent i.e., approximately 9 industries agree that Emerging Trends and Practices are not covered in curriculum.
13. Only 47.5 percent i.e., approximately 10 industries agree that the curriculum may not provide enough hands-on experiences or real-world applications of concepts.
14. Only 46.25 percent i.e., approximately 9 industries accept that the academic projects might not always mirror the collaborative environment of the industry, where teamwork and project management skills are critical.
15. 50 percent i.e., 10 industries accept that Graduates might not have been adequately trained in critical thinking or problem-solving methodologies.

**Null Hypothesis:** The industry feedback on students’ competitive ability, curriculum design, entrepreneurial skills and industry readiness has resulted positively.

**Alternative Hypothesis:** The faculty feedback on students regarding the competitive ability, curriculum design, entrepreneurial skills and industry readiness has not resulted positively.

	Null Hypothesis	Alternative Hypothesis	n	Mean	SD	T-value	P-Value	Conclusion
Competitive Ability	$\mu = 4$	$\mu < 4$	20	3.03	0.48	-9.04	0.000	Rejected
Curriculum Design	$\mu = 4$	$\mu < 4$	20	3.02	0.66	-6.64	0.000	Rejected

Entrepreneurial Skills	$\mu = 4$	$\mu < 4$	20	3.10	0.82	-4.91	0.000	Rejected
Industry Readiness	$\mu = 4$	$\mu < 4$	20	3.03	0.75	-5.78	0.000	Rejected

*Parent Feedback*

*Parent Feedback Questions:*

	Competitive Ability	VP	P	A	G	VG	PS
1	How do you grade your ward in Technical skills?	7(8.3%)	0(0%)	21(25%)	42(50%)	14(16.7%)	66.7
2	Can you rate the Communication skills of your ward?	0(0%)	21(25%)	14(16.7%)	35(41.7%)	14(16.7%)	62.5
3	How much your child is comfortable with the Problem solving abilities?	21(25%)	14(16.7%)	21(25%)	14(16.7%)	14(16.7%)	45.8
4	How much your child is capable in doing the practical and real time projects?	14(16.7%)	35(41.7%)	21(25%)	7(8.3%)	7(8.3%)	37.5
5	How far your ward is updated with advanced technologies.	14(16.7%)	35(41.7%)	14(16.7%)	14(16.7%)	7(8.3%)	39.6
	Curriculum Design						
6	Will you agree that the curriculum is aligned with industry?	0(0%)	21(25%)	28(33.3%)	21(25%)	14(16.7%)	58.3
9	Will you agree that Emerging Trends and Practices are not covered in curriculum?	0(0%)	21(25%)	35(41.7%)	7(8.3%)	21(25%)	58.3
	Leadership Skills						
7	How much your child is comfortable with business skills like entrepreneurship, financial literacy, and market analysis?	0(0%)	21(25%)	28(33.3%)	21(25%)	14(16.7%)	58.3
8	How much you rate for the leadership qualities.	0(0%)	21(25%)	35(41.7%)	7(8.3%)	21(25%)	58.3
10	How you rate your ward in-terms of interpersonal skills.	21(25%)	14(16.7%)	21(25%)	14(16.7%)	14(16.7%)	45.8

According to Parent feedback, out of 74 parents,

1. 66.7 percent i.e., approximately 49 parents opined on their ward having good technical skills.
2. 62.5 percent i.e., approximately 46 parents opined on their child having good communication skills.
3. Only 45.8 percent i.e., 34 parents opined on their child being comfortable with problem solving abilities.
4. Only 37.5 percent i.e., approximately 28 parents opined on their child being capable of doing the practical and real time projects.

5. Only 39.6 percent i.e., approximately 29 parents opined on their ward being up to date with advanced technologies.
6. 58.3 percent i.e., approximately 43 parents agree that the curriculum is aligned with industry.
7. 58.3 percent i.e., approximately 43 parents agree that their child is comfortable with business skills like entrepreneurship, financial literacy, and market analysis.
8. 58.3 percent i.e., approximately 43 parents have rated good for having good leadership qualities.
9. 58.3 percent i.e., approximately 43 parents agree that Emerging Trends and Practices are not covered in curriculum.
10. Only 45.8 percent i.e., approximately 34 parents have rated their ward as good for having interpersonal skills.

**Null Hypothesis:** The parent feedback on their Childs’ competitive ability, curriculum design, and leadership skills has resulted positively.

**Alternative Hypothesis:** The parent feedback on their Childs’ competitive ability, curriculum design, and leadership skills has not resulted positively.

	Null Hypothesis	Alternative Hypothesis	n	Mean	SD	T-value	P-Value	Conclusion
Competitive Ability	$\mu = 4$	$\mu < 4$	84	3.02	0.44	-20.41	0.000	Rejected
Curriculum Design	$\mu = 4$	$\mu < 4$	84	3.33	0.90	-6.82	0.000	Rejected
Leadership Skills	$\mu = 4$	$\mu < 4$	84	3.17	0.50	-15.21	0.000	Rejected

*Student Feedback:*

S.No	Competitive Ability	VP	P	A	G	VG	PS
1	How you grade yourself in technical skills.	36(15%)	12(5%)	60(25%)	108(45%)	24(10%)	57.5
2	Can you rate your Communication skills as per the requirement of industry.	12(5%)	72(30%)	36(15%)	60(25%)	60(25%)	58.75
3	How much you are comfortable with the Problem solving abilities.	24(10%)	84(35%)	48(20%)	48(20%)	36(15%)	48.75
4	Can you provide your capability in practical and real time experiences in industry.	36(15%)	48(20%)	84(35%)	60(25%)	12(5%)	46.25
5	How far you are updated with advanced technologies.	36(15%)	84(35%)	36(15%)	36(15%)	48(20%)	47.5
15	Graduates might not have been adequately trained in critical thinking or problem-solving methodologies ,will you accept.	0(0%)	96(40%)	84(35%)	24(10%)	36(15%)	50
	Curriculum Design						
6	Will you agree that the curriculum is aligned with industry .	36(15%)	12(5%)	60(25%)	108(45%)	24(10%)	57.5



12	Will you agree that Emerging Trends and Practices are not covered in curriculum.	36(15%)	48(20%)	84(35%)	60(25%)	12(5%)	46.25
13	Will you agree that the curriculum may not provide enough hands-on experiences or real-world applications of concepts	36(15%)	84(35%)	36(15%)	36(15%)	48(20%)	47.5
	Entrepreneurial Skills						
7	How much you are comfortable with business skills like entrepreneurship, financial literacy, and market analysis.	24(10%)	72(30%)	72(30%)	60(25%)	12(5%)	46.25
9	How much you rate for your leadership qualities.	24(10%)	84(35%)	36(15%)	48(20%)	48(20%)	51.25
	Industry Readiness						
8	How much you are adaptable with the rapid changes in the industry.	0(0%)	96(40%)	84(35%)	24(10%)	36(15%)	50
10	Will you agree that the obsolete software or hardware may lack critical security updates and leave systems vulnerable to cyber threats.	12(5%)	72(30%)	36(15%)	60(25%)	60(25%)	58.75
11	Will you agree that outdated technology may no longer meet the demands or standards of modern industry practices	24(10%)	84(35%)	48(20%)	48(20%)	36(15%)	48.75
14	Will you accept that the academic projects might not always mirror the collaborative environment of the industry, where teamwork and project management skills are critical.	24(10%)	72(30%)	72(30%)	60(25%)	12(5%)	46.25

According to Student feedback, out of 240 students,

1. 57.5 percent i.e., 138 students graded themselves for having good technical skills.
2. 58.75 percent i.e., 141 students rated themselves for having good communication skills as per the requirement of industry.
3. Only 48.75 percent i.e., 117 students opined on being comfortable with problem solving abilities.
4. Only 46.25 percent i.e., 111 students have provided their capability in practical and real time industry experiences.
5. Only 47.5 percent i.e., 114 students opined on being up to date with advanced technologies.
6. 57.5 percent i.e., 138 students agree that the curriculum is aligned with industry.
7. Only 46.25 percent i.e., 111 students opined on being comfortable with business skills like entrepreneurship, financial literacy, and market analysis.
8. 50 percent i.e., 120 students opined on being adaptable with the rapid changes in the industry.
9. 51.25 percent i.e., 123 students have rated themselves for having good leadership qualities.

10. 58.75 percent i.e., 141 students agree that the obsolete software or hardware may lack critical security updates and leave systems vulnerable to cyber threats.

11. Only 48.75 percent i.e., 117 students agree that outdated technology may no longer meet the demands or standards of modern industry practices.

12. Only 46.25 percent i.e., 111 students agree that Emerging Trends and Practices are not covered in curriculum.

13. Only 47.5 percent i.e., 114 students agree that the curriculum may not provide enough hands-on experiences or real-world applications of concepts.

**Null Hypothesis:** The student feedback on their competitive ability, curriculum design, and leadership skills has resulted positively.

**Alternative Hypothesis:** The parent feedback on their Children’s competitive ability, curriculum design, entrepreneurial skills and industry readiness has not resulted positively.

	Null Hypothesis	Alternative Hypothesis	n	Mean	SD	T-value	P-Value	Conclusion
Competitive Ability	$\mu = 4$	$\mu < 4$	734	3.06	0.49	-51.97	0.000	Rejected
Curriculum Design	$\mu = 4$	$\mu < 4$	734	3.02	0.65	-40.85	0.000	Rejected
Entrepreneurial Skills	$\mu = 4$	$\mu < 4$	734	2.95	0.74	-38.44	0.000	
Industry Readiness	$\mu = 4$	$\mu < 4$	734	3.04	0.60	-43.35	0.000	Rejected

*TPO Feedback Questions:*

	Competitive Ability	VP	P	A	G	VG	PS
1	How you grade the students in technical skills.	3(10%)	0(0%)	9(30%)	15(50%)	3(10%)	62.5
2	Can you rate the Communication skills of the interacted students?	0(0%)	9(30%)	6(20%)	12(40%)	3(10%)	57.5
3	How much the students are comfortable with the Problem solving abilities.	6(20%)	6(20%)	6(20%)	6(20%)	6(20%)	50
4	How much the students are capable doing the practical and real time projects.	6(20%)	9(30%)	9(30%)	3(10%)	3(10%)	40
5	How far the students are updated with advanced technologies.	6(20%)	9(30%)	6(20%)	6(20%)	3(10%)	42.5
	Curriculum Design						
6	Will you agree that the curriculum is aligned with industry?	0(0%)	9(30%)	12(40%)	6(20%)	3(10%)	52.5
9	How much you rate for the leadership qualities.	6(20%)	6(20%)	6(20%)	6(20%)	6(20%)	50
	Leadership Skills						
7	How much the students are comfortable with business skills like entrepreneurship, financial literacy, and market analysis.	0(0%)	9(30%)	12(40%)	6(20%)	3(10%)	52.5
8	Are the students adaptable with the rapid changes in the industry, can you rate them.	0(0%)	9(30%)	12(40%)	3(10%)	6(20%)	55

10	Will you agree that Emerging Trends and Practices are not covered in curriculum.	0(0%)	9(30%)	12(40%)	3(10%)	6(20%)	55
----	--	-------	--------	---------	--------	--------	----

According to TPO feedback, out of 30 TPOs,

1. 62.5 percent i.e., approximately 19 TPOs graded the students for having good technical skills.
2. 57.5 percent i.e., approximately 17 TPOs rated the interacted students for having good communication skills.
3. 50 percent i.e., 15 TPOs opined on student being comfortable with problem solving abilities.
4. Only 40 percent i.e., 12 TPOs opined on students being capable of doing the practical and real time projects.
5. Only 42.5 percent i.e., approximately 13 TPOs opined on students being up to date with advanced technologies.
6. 52.5 percent i.e., approximately 16 TPOs agree that the curriculum is aligned with industry.
7. 52.5 percent i.e., approximately 16 TPOs opined on students being comfortable with business skills like entrepreneurship, financial literacy, and market analysis.
8. 55 percent i.e., approximately 17 TPOs opined on students being adaptable with the rapid changes in the industry.
9. 50 percent i.e., 15 TPOs have rated the students for having good leadership qualities.
10. 55 percent i.e., approximately 17 TPOs agree that Emerging Trends and Practices are not covered in curriculum.

**Null Hypothesis:** The TPO feedback on students’ competitive ability, curriculum design, and leadership skills has resulted positively.

**Alternative Hypothesis:** The parent feedback on their Children’s competitive ability, curriculum design, entrepreneurial skills and industry readiness has not resulted positively.

	Null Hypothesis	Alternative Hypothesis	n	Mean	SD	T-value	P-Value	Conclusion
Competitive Ability	$\mu = 4$	$\mu < 4$	30	3.02	0.47	-11.42	0.000	Rejected
Curriculum Design	$\mu = 4$	$\mu < 4$	30	3.05	0.52	-10.01	0.000	Rejected
Leadership Skills	$\mu = 4$	$\mu < 4$	30	3.17	0.86	-5.29	0.000	Rejected

V. CONCLUSION

From the above it is evident that the students are lacking in Technical skills and competitive ability and Leadership skills from the perceptions of different stakeholders. Hence, it is suggested that based on the Gap Identified higher educational institutes must follow customised modules to fulfil that gap by providing the skills and increasing the competencies. This study seeks to help in the development of an employment pool which will be ready and adaptable to the requirements of the modern marketplace.

## REFERENCES

- [1] ADENIYI, A. O. (2023). THE MEDIATING EFFECTS OF ENTREPRENEURIAL SELF-EFFICACY IN THE RELATIONSHIP BETWEEN ENTREPRENEURSHIP EDUCATION AND START-UP READINESS. *HUMANITIES AND SOCIAL SCIENCES COMMUNICATIONS*, 10(1). [HTTPS://DOI.ORG/10.1057/s41599-023-02296-4](https://doi.org/10.1057/s41599-023-02296-4).
- [2] Ed-Dafali, S., Al-Azad, M. S., Mohiuddin, M., & Reza, M. N. H. (2023). Strategic orientations, organizational ambidexterity, and sustainable competitive advantage: Mediating role of industry 4.0 readiness in emerging markets. *Journal of Cleaner Production*, 401, 136765. <https://doi.org/10.1016/j.jclepro.2023.136765>
- [3] Iqbal, J., Yi, X., Ashraf, M. A., Chen, R., Ning, J., Perveen, S., & Imran, Z. (2022). How curriculum delivery translates into entrepreneurial skills: The mediating role of knowledge of information and communication technology. *PLOS ONE*, 17(5), e0265880. <https://doi.org/10.1371/journal.pone.0265880>
- [4] Li, Y., Cao, K., & Jenatabadi, H. S. (2023). Effect of entrepreneurial education and creativity on entrepreneurial intention in college students: mediating entrepreneurial inspiration, mindset, and self-efficiency. *Frontiers in Psychology*, 14. <https://doi.org/10.3389/fpsyg.2023.1240910>
- [5] Akdur, D. (2022). Analysis of Software Engineering Skills Gap in the Industry. *ACM Transactions on Computing Education*, 23(1), 1–28. <https://doi.org/10.1145/3567837>
- [6] Rikala, P., Braun, G., Järvinen, M., Stahre, J., & Hämäläinen, R. (2024). Understanding and measuring skill gaps in Industry 4.0 — A review. *Technological Forecasting and Social Change*, 201, 123206. <https://doi.org/10.1016/j.techfore.2024.123206>.
- [7] Harper, P., & Campbell, L. (2023). Addressing the awarding gap, fostering belonging: developing enhanced academic skills support for our Birmingham Scholars. *Journal of Learning Development in Higher Education*, (29). <https://doi.org/10.47408/jldhe.vi29.1074>.
- [8] Nazarzadeh Zare, M., & Parvin, E. (2023). The reasons for the gap between academic education and the required skills of the labor market in Iran. *Journal of Applied Research in Higher Education*. <https://doi.org/10.1108/jarhe-02-2023-0052>.
- [9] Dr.K. Ganga Raju, D. N. K. (2021, March 22). SCOPE OF PROMOTING INNOVATIONS IN RURAL ENTREPRENEURS AND ARTISANS IN WEST GODAVARI DISTRICT,ANDHRA PRADESH. *Psychology and Education Journal*, 57(9), 6090–6095. <https://doi.org/10.17762/pae.v57i9.2678>
- [10] Branch-Mueller, J., Rathi, D., & Stang, C. (2022). Identifying Critical “Soft Skills” for an Academic Career. *IASL Annual Conference Proceedings*. <https://doi.org/10.29173/iasl8534>.
- [11] Keng, S. H. (2023). The Effect of Soft Skills on Academic Outcomes. *The B.E. Journal of Economic Analysis & Policy*, 24(1), 35–67. <https://doi.org/10.1515/bejeap-2022-0342>.
- [12] Aman Chadha, Akriti Gupta, & Vijayshri Tewari. (2022, November 10). Gap Analysis of existing managerial skill set and the skills imparted by the management institutes for the IT Industry. *Economics, Business, Accounting & Society Review*, 1(3), 160–166. <https://doi.org/10.55980/ebasr.v1i3.45>