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HR 5.0 Practices for Bridging the Skill Gap and Enhancing Youth Employability: Evidence from Corporate-Oriented Training in Ludhiana, Punjab

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Abstract

The rapid transformation of the workplace driven by Industry 5.0, digitalization, and emerging technologies has significantly influenced the nature of skills required by organizations. In this evolving business environment, bridging the skill gap among youth has become a critical challenge for enhancing employability and ensuring sustainable workforce development. The present study examines the role of corporate-oriented training initiatives in developing employability skills among youth within the framework of Human Resource 5.0 (HR 5.0). The study focuses on understanding how industry-driven training approaches, technological integration, and human-centric HR practices contribute to improving workforce readiness and career opportunities. The studies is performed in Ludhiana, Punjab, thinking about its importance as an business hub with numerous employment opportunities. An empirical studies layout has been followed to research the perceptions of children concerning company schooling effectiveness, talent improvement practices, and employability enhancement. Primary facts become accumulated from respondents thru a established questionnaire, and suitable statistical strategies have been carried out to observe the connection among company-orientated schooling and children employability. The findings of the study highlight that industry-aligned training programs play a significant role in reducing skill mismatches, enhancing technical and soft skills, and improving employment prospects among young individuals. The study emphasizes the importance of HR 5.0 practices that integrate technology, continuous learning, and human-centric approaches to develop a future-ready workforce. The research contributes to the existing literature by providing empirical insights into how organizations, educational institutions, and policymakers can collaborate to design effective training frameworks for youth employability enhancement.

Keywords: *HR 5.0, Youth Employability, Skill Gap, Corporate-Oriented Training, Workforce Development*

1. Introduction

The transition from education to employment has become increasingly complex as technological change, changing production systems, and evolving employer expectations reshape the nature of work. For young people, possessing a formal educational qualification is no longer sufficient to ensure successful entry into the labour market. Employers increasingly seek a combination of technical competence, digital literacy, communication, problem-solving, adaptability, teamwork, and the ability to learn continuously. This creates a persistent gap between what young people acquire through conventional education and what organisations actually require at the workplace. In India, this challenge is particularly significant because the country has a large and expanding youth population entering the labour market every year. The India Employment Report 2024, prepared by the International Labour Organization (ILO) and the Institute for Human Development (IHD), identifies the relationship between education, skills and employment as a central concern in India's

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youth labour market and highlights the need for stronger linkages between skills development and employment opportunities (ILO & IHD, 2024). Research Repository

The problem is therefore not simply one of unemployment but also of employability and skill mismatch. A young person may possess a degree but still lack the practical, behavioural and technological capabilities required to perform effectively in an organisation. Khare (2018) argues that the expansion of higher education in India has not automatically translated into adequate employability because many graduates remain insufficiently prepared for employer expectations. Similarly, research on employability skills in the Indian context demonstrates differences between the skills graduates believe they possess and those employers expect from entry-level employees. Such gaps can make the transition from education to employment longer and more uncertain, particularly for first-time job seekers (Tarananum & Alam, 2021). Recent research further indicates that digital competencies, business fundamentals and behavioural capabilities have become important components of graduate employability in the technology-enabled workplace (Succi & Canovi, 2020; Tripathy et al., 2022). Thus, improving youth employability requires a shift from qualification-oriented education towards competency-oriented and industry-relevant learning.

The emergence of Industry 5.0 further strengthens this requirement. Industry 5.0 extends the technological orientation of Industry 4.0 by placing human beings, sustainability and resilience at the centre of industrial development. The European Commission (2021) describes Industry 5.0 as a human-centric approach in which advanced technologies are used not merely to increase productivity but also to enhance worker well-being, empowerment and resilience. Research and innovation This transformation has important implications for human resource management because organisations increasingly require employees who can work effectively alongside artificial intelligence (AI), automation, robotics, data analytics and other digital technologies. Rather than viewing technology as a substitute for human capabilities, the Industry 5.0 perspective emphasises the complementary relationship between people and technology. Consequently, future employees need both technological competencies and distinctly human capabilities such as creativity, critical thinking, communication, collaboration, ethical judgement and adaptability.

Within this changing environment, Human Resource 5.0 (HR 5.0) can be understood as an emerging HRM orientation that integrates digital technologies and data-driven decision-making with human-centred, inclusive, sustainable and employee-oriented practices. The increasing application of AI and analytics in recruitment, performance management, learning, workforce planning and employee development is changing the traditional role of HR departments. However, technology alone cannot produce a future-ready workforce. HR professionals must use technology to identify skill gaps, personalise learning, monitor competency development and connect individual capabilities with organisational requirements while maintaining human judgement and employee well-being. Recent scholarship on AI-enabled HRM similarly argues that technological integration should be accompanied by a human-centred approach that brings humans and intelligent technologies into productive collaboration rather than treating technology simply as a mechanism for replacing human labour. PubMed Central (PMC)

The Indian context reinforces the importance of stronger industry participation in skill development. The ILO's sectoral analysis of India emphasises that effective skills strategies require the involvement of social partners and closer alignment between training systems and changing labour-market requirements. International Labour Organization The World Bank has likewise identified persistent skills mismatches in India and the need to make skills training more responsive to labour-market demand. Its recent support for upgrading India's Industrial Training Institutes places particular emphasis on industry-driven training and stronger connections between training institutions and employers. World Bank Evidence from employment-oriented training initiatives also suggests that combining occupational training, employment mobilisation, placement support and post-training engagement can improve the transition of young people into work. World Bank These developments indicate that employability should be treated as a shared responsibility involving educational institutions, employers, HR professionals, training providers and policymakers rather than as the responsibility of young people alone.

This issue is particularly relevant to Ludhiana, Punjab, an important industrial and commercial centre with a substantial presence of manufacturing, engineering, textiles, hosiery, auto components and other enterprises. Its

industrial character provides an appropriate setting for examining the relationship between corporate-oriented training and youth employability. In an industrial labour market undergoing technological transformation, employers require workers who can combine occupation-specific knowledge with digital capabilities, communication skills, problem-solving abilities and adaptability. At the same time, young job seekers may enter the labour market with educational qualifications but limited exposure to actual organisational environments. This creates a potential mismatch between the supply of educated youth and the competencies demanded by local industries. Examining this relationship at the local level is therefore important because national-level skill indicators may not fully capture variations in industrial structure, employer requirements, training availability and employment opportunities across regions.

Corporate-oriented training becomes particularly important in this context because organisations possess direct knowledge of changing job roles and technological requirements. When companies participate in curriculum design, internships, apprenticeships, practical training, competency assessment and career guidance, training can become more closely connected with actual employment opportunities. Research on employability in India has similarly called for stronger convergence between higher education institutions and business stakeholders to develop broader skill portfolios among graduates (Tripathy et al., 2022). The OECD also stresses that effective work-based learning can help young people acquire both technical and soft skills while giving employers opportunities to identify and develop prospective employees. OECD

Against this background, the present study examines HR 5.0 practices for bridging the skill gap and enhancing youth employability through corporate-oriented training in Ludhiana, Punjab. The study focuses on the extent to which industry-oriented training contributes to technical, digital and soft-skill development and whether such training is perceived to improve employment readiness and career opportunities among youth. Particular attention is given to the integration of technology, continuous learning, practical exposure, industry alignment and human-centred HR practices. By examining these dimensions empirically, the study seeks to move beyond a general discussion of skill shortages and investigate how organisations can actively contribute to developing a future-ready workforce. The study is also relevant for educational institutions and policymakers because its findings can inform stronger academia-industry collaboration, more responsive training curricula and employment-oriented skill-development strategies. In this sense, HR 5.0 provides a useful framework for connecting technological transformation with human capability development, while corporate-oriented training represents a practical mechanism through which the emerging skill gap can be addressed and youth employability strengthened.

2. Skill, Employability and Youth

The developing issue over adolescents employability has turn out to be a chief project for policymakers, academic institutions, and corporations worldwide. Rapid technological advancements, business transformation, and converting organisation expectancies have widened the distance among educational qualifications and place of job talents. Employability is not restricted to obtaining educational knowledge; instead, it incorporates a mixture of technical expertise, tender skills, adaptability, essential thinking, and lifetime getting to know talents that permit people to steady and preserve significant employment (McQuaid & Lindsay, 2005; Tomlinson, 2012). In India, notwithstanding a significant boom in better training enrollment, graduate employability stays extraordinarily low because of insufficient realistic publicity and inadequate alignment among educational curricula and enterprise requirements. According to the Government of India (2024), most effective approximately 42.6% of graduates own the talents required with the aid of using employers, highlighting the pressing want for enterprise-orientated talent improvement initiatives.

Corporate-orientated education has emerged as one of the simplest tactics to bridging the ability hole among instructional establishments and the hard work market. Such education applications integrate technical understanding with sensible place of job experience, allowing graduates to broaden capabilities that healthy enterprise expectations. Organizations more and more more spend money on based studying interventions, together with certification applications, internships, apprenticeships, mentoring, and competency-primarily based totally improvement projects to put together destiny personnel for dynamic enterprise environments (Association for Talent Development, 2024). Mehra

and Khanna (2026) mentioned that graduates collaborating in based company education validated considerably better employability and location charges than the ones depending totally on traditional educational education. Similarly, Brown and Carter (2026) argued that competency-primarily based totally company education improves team of workers adaptability with the aid of using equipping newbies with sensible understanding and enterprise-unique capabilities that beautify organizational productivity.

Recent trends in Human Resource Management have added the idea of HR 5.zero, which integrates superior virtual technology with human-targeted organizational practices. HR 5.zero emphasizes the strategic use of Artificial Intelligence (AI), device getting to know, huge records analytics, automation, and virtual getting to know systems to customise worker improvement whilst preserving a robust recognition on human values and organizational sustainability (Zenjari et al., 2024). Unlike in advance HR fashions that often centered on administrative efficiency, HR 5.zero promotes non-stop getting to know, competency mapping, personalised profession improvement, and evidence-primarily based totally skills management (Amany, 2025). Digital HR structures facilitate real-time evaluation of worker competencies, become aware of talent deficiencies, and endorse custom designed getting to know pathways that decorate staff readiness. Orlova (2021) in addition emphasised that corporations imposing virtual HR practices enjoy better worker engagement, stepped forward getting to know outcomes, and higher organizational overall performance thru records-pushed skills improvement.

The integration of HR-pushed education fashions has extensively converted organizational methods in the direction of worker improvement and expertise management. Modern HR departments an increasing number of behavior competency checks to become aware of present talent gaps and layout focused interventions aligned with organizational objectives (Gupta & Mehta, 2024). Effective HR-pushed education consists of mentoring, coaching, overall performance feedback, non-stop assessment, and profession making plans to make sure sustainable worker improvement (Bansal & Sharma, 2025). Such incorporated methods now no longer simplest enhance technical skills however additionally beautify verbal exchange skills, management abilities, teamwork, adaptability, and problem-fixing skills which are crucial in today`s aggressive hard work market. Peterson and Roy (2024) determined that businesses adopting competency-primarily based totally HR education fashions finished higher worker retention, better productivity, and advanced body of workers overall performance in comparison to businesses the use of conventional education methods.

Experiential getting to know has additionally received tremendous interest as a realistic mechanism for enhancing graduate employability. Unlike classroom-primarily based totally instruction, experiential getting to know allows people to collect expertise thru direct place of work exposure, reflection, and sensible application. Internships, apprenticeships, project-primarily based totally getting to know, commercial visits, simulations, and place of work mentoring offer possibilities for college kids to apprehend organizational subculture and practice theoretical ideas in actual commercial enterprise settings (Richardson & Hughes, 2024). Research performed via way of means of Mathematica (2026) verified that apprenticeship members skilled notably better employment quotes and more profession balance than non-members. Similarly, Lerman (2024) highlighted that apprenticeship packages constitute one of the maximum cost-powerful team of workers improvement techniques due to the fact they concurrently gain employers and beginners thru established on-the-process training.

Industry-identified certifications have come to be some other crucial factor of employability enhancement. Professional certifications validate technical abilties in line with standardized enterprise necessities and enhance organisation self belief all through recruitment. Kovalev et al. (2025) determined that licensed graduates revel in higher employment opportunities, better salaries, and quicker profession development than non-licensed individuals. Furthermore, certification-primarily based totally schooling included with place of work revel in produces more potent employment consequences than certification on my own as it combines theoretical expertise with realistic competency development (Gupta & Mehta, 2024). However, researchers additionally warning that the growing wide variety of certifications calls for more potent high-satisfactory guarantee mechanisms and non-stop collaboration among academic establishments and industries to make certain the relevance of competency standards.

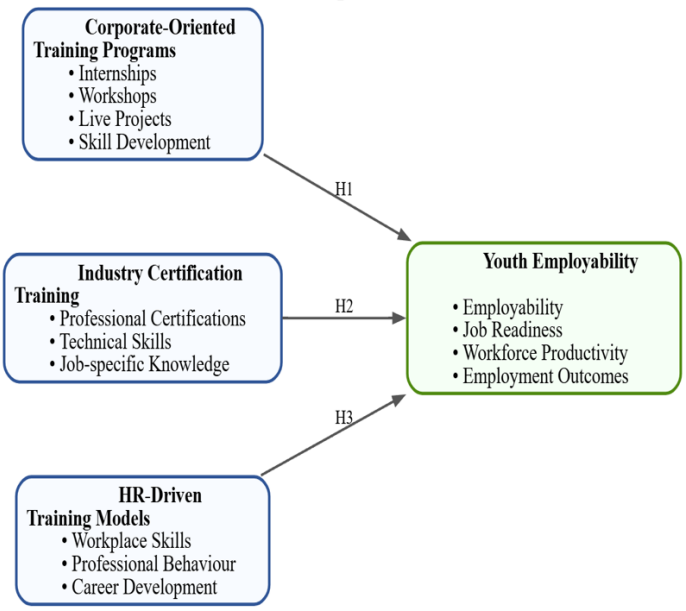
Within the Indian context, authorities tasks inclusive of the Skill India Mission, Pradhan Mantri Kaushal Vikas Yojana (PMKVY), and the National Apprenticeship Promotion Scheme (NAPS) have appreciably extended possibilities for vocational training and talent development (Ministry of Skill Development and Entrepreneurship, 2024). Although those tasks have progressed get right of entry to to training, numerous research suggest that local industries maintain to stand shortages of professional manpower because of curriculum-enterprise mismatch and insufficient realistic exposure (Verma & Sethi, 2024). Industrial areas inclusive of Ludhiana, Punjab, illustrate this challenge, in which manufacturing, textile, automobile, and engineering sectors more and more more call for digitally ready specialists able to adapting to Industry 4.zero and Industry 5.zero technologies (Bedi & Kapoor, 2025).

Although preceding studies has substantially tested employability, talent development, authorities initiatives, and company schooling programs, fantastically restrained empirical proof exists concerning the effectiveness of HR 5.zero-pushed company-orientated schooling inside particular nearby commercial ecosystems. Most current research emphasize national-degree regulations or multinational agencies whilst overlooking the specific group of workers necessities of rising commercial clusters together with Ludhiana. Furthermore, restrained studies investigates the mixed have an impact on of HR 5.zero practices, competency-primarily based totally schooling, experiential learning, and enterprise certifications on teenagers employability. Addressing those studies gaps is important for designing proof-primarily based totally HR techniques that beautify group of workers readiness and fortify collaboration amongst academic institutions, industries, and policymakers. Therefore, the existing observe contributes to the present literature through empirically analyzing how HR 5.zero-enabled company-orientated schooling bridges the talent hole and improves teenagers employability in Ludhiana, Punjab.

Research Objectives

1. To analyse the gap between academic competencies and industry-required skills among youth in Ludhiana, Punjab.
2. To evaluate the effectiveness of corporate-oriented training programs in improving employability, job readiness, and professional competencies among youth.
3. To examine the relationship between corporate-oriented training and employment outcomes.
4. To explore the role of HR-driven training models in enhancing workforce readiness and employability.

Figure 1: *Conceptual Framework of the Study*



Source: *Author's creation*

3. Method of the Study

This paper follows a quantitative studies layout to look at the position of HR 5.0-pushed company-orientated schooling in bridging the talent whole and improving children employability in Ludhiana, Punjab. Primary records had been accumulated the usage of a based questionnaire comprising Likert-scale, multiple-choice, and demographic questions. The pattern length become decided the usage of the Yamane (1967) components with a 5% margin of error. Based at the Census of India (2011) populace of Ludhiana district (3,498,739), the specified pattern length become 399 respondents. An overall of 399 responses had been accumulated thru comfort sampling from children, activity seekers, clean graduates, HR managers, company trainers, and operating professionals. The accumulated records had been analyzed the usage of IBM SPSS Statistics. Descriptive statistics (frequency, percentage, mean, and general deviation) and inferential statistics, which includes the Pearson Correlation Analysis, had been used to look at the relationships many of the look at variables and check the proposed hypotheses.

4. Result and Discussion

Table 1: Value of Cronbach's Alpha

Reliability Statistics		
Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
.944	.975	37

(Source: Primary Data 2026)

Reliability analysis revealed a very high level of internal consistency among the 37 items used in the study. The Cronbach's Alpha value of 0.944 and standardized alpha of 0.975 are both well above the acceptable threshold of 0.7, demonstrating excellent reliability. This suggests that these items systematically measure underlying constructs related to training, employability, and labour market outcomes. Additionally, all 400 cases were valid and had no missing data, ensuring the accuracy and completeness of the analysis. Overall, the scale is very reliable and the data collected are suitable for statistical testing and further hypothesis evaluation without worrying about measurement consistency.

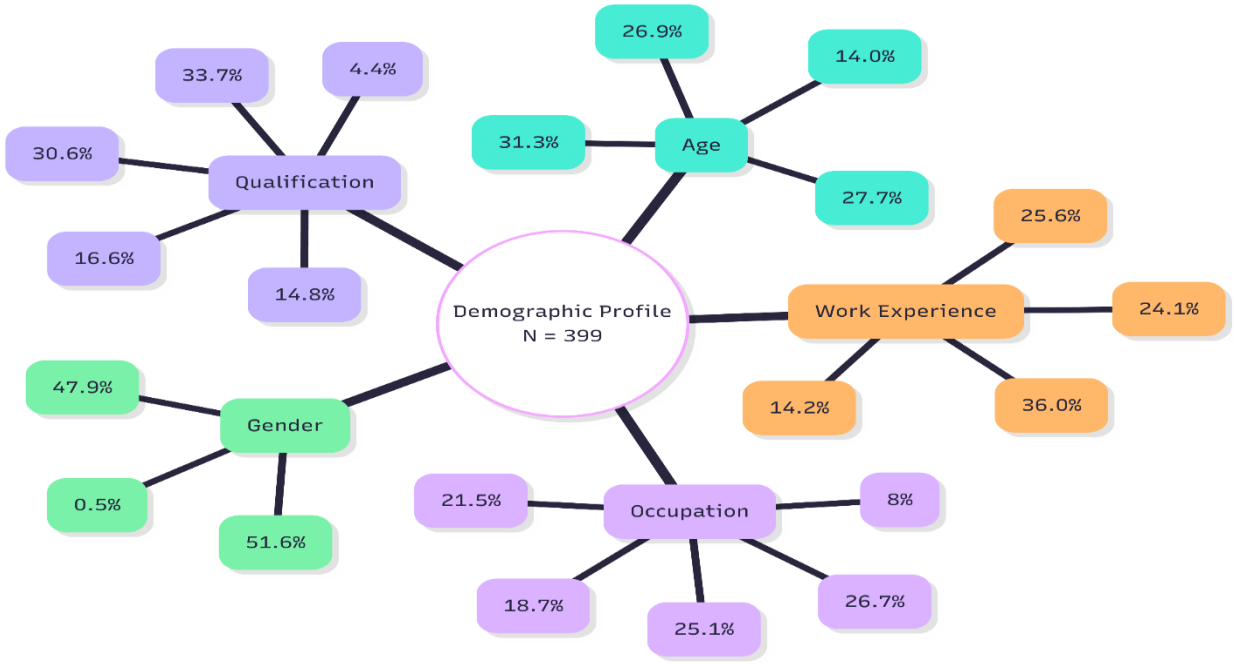


Figure 2: *Demographic Profile of Respondents*

Figure 2 offers the demographic profile of the 399 respondent's blanketed within side the study. The majority of respondents (31.three%) belonged to the 22–25 years age group, observed through 26–30 years (27.7%) and 18–21 years (26.9%), indicating that the pattern normally comprised younger people withinside the early ranges in their careers.

Regarding paintings experience, 36.0% of the respondents had much less than three hundred and sixty five days of experience, at the same time as 24.1% and 25.6% had 1–three years and three–five years of experience, respectively. The gender distribution changed into nicely balanced, with 51.6% woman respondents and 47.9% male respondents. In phrases of instructional qualifications, maximum respondents had been postgraduates (33.7%) and graduates (30.6%), reflecting a exceedingly nicely-certified pattern. Furthermore, the occupational profile blanketed salaried employees (26.7%), final-12 months students (25.1%), self-hired people (21.five%), task seekers (18.7%), and respondents from different occupations (8.0%). Overall, the demographic traits imply that the pattern correctly represents younger people with numerous instructional and expert backgrounds, making it appropriate for inspecting the effectiveness of corporate-orientated schooling in improving employability and staff readiness.

Table 2: Pearson Correlation Analysis between Corporate-Oriented Training and Employment Outcomes

Variables	RCTEO	TMWRE
Corporate-Oriented Training and Employment Outcomes (RCTEO)	1.000	0.927*
Training Models Enhancing Workforce Readiness and Employability (TMWRE)	0.927*	1.000

Note: $p < 0.001$ (2-tailed); N = 399 Source: Computed from Primary Data (2026).

Table 2 provides the Pearson correlation evaluation among Corporate-Oriented Training and Employment Outcomes (RCTEO) and Training Models Enhancing Workforce Readiness and Employability (TMWRE). The consequences screen a totally robust nice and statistically big courting among the 2 variables ($r = 0.927$, $p < 0.001$). This suggests that powerful corporate-orientated schooling is strongly related to advanced team of workers readiness and employability amongst youth. Since the connection is statistically big on the 0.001 level, the null speculation is rejected, and the opportunity speculation is accepted.

Table 3: Pearson Correlation Matrix between Training Models Enhance Workforce Readiness and Employability (TMWRE) and Corporate-Oriented Training Programs (CTP)

Variables	TMWRE	CTP
Training Models Enhance Workforce Readiness and Employability (TMWRE)	1.000	0.891***
Corporate-Oriented Training Programs (CTP)	0.891***	1.000

Note: Pearson correlation coefficients are reported. ***Correlation is significant at the 0.001 level (2-tailed). N = 399. Source: Primary Data (2026).

The Pearson correlation evaluation found out a robust high quality and statistically good sized courting among Training Models Enhance Workforce Readiness and Employability (TMWRE) and Corporate-Oriented Training Programs (CTP) ($r = 0.891$, $p < 0.001$) primarily based totally on responses from 399 participants. The correlation coefficient shows that powerful corporate-orientated education applications are strongly related to better body of workers readiness and employability. Since the importance price is much less than 0.001, the connection is statistically especially good sized, indicating that the discovered affiliation is not going to have happened through chance. Therefore, the null hypothesis ($H0_2$), which states that corporate-orientated education applications do now no longer appreciably decorate body of workers readiness and employability, is rejected, whilst the opportunity hypothesis ($H1_2$) is accepted. These findings offer robust empirical proof that corporate-orientated education applications play a good sized position in enhancing body of workers readiness and employability.

Table 4: Pearson Correlation Matrix between Corporate-Oriented Training Programs (CTP) and Relationship between Corporate-Oriented Training and Employment Outcomes (RCTEO)

Variables	CTP	RCTEO
Corporate-Oriented Training Programs (CTP)	1.000	0.940***
Relationship between Corporate-Oriented Training and Employment Outcomes (RCTEO)	0.940***	1.000

Note: Pearson correlation coefficients are reported. ***Correlation is significant at the 0.001 level (2-tailed). N = 399. Source: Primary Data (2026).

As per the Table 4, The Pearson correlation evaluation discovered a totally sturdy tremendous and statistically giant courting among Corporate-Oriented Training Programs (CTP) and the Relationship among Corporate-Oriented Training and Employment Outcomes (RCTEO) ($r = 0.940$, $p < 0.001$) primarily based totally on responses from 399 participants. The excessive correlation coefficient suggests that corporations imposing powerful corporate-orientated schooling applications are much more likely to obtain stepped forward employment effects. Since the importance fee is much less than 0.001, the connection is statistically especially giant, demonstrating that the located affiliation is not going to have took place with the aid of using chance. Therefore, the null hypothesis ($H0_3$), which states that corporate-orientated schooling applications do now no longer drastically impact employment effects, is rejected, whilst the opportunity hypothesis ($H1_3$) is accepted. These findings offer sturdy empirical proof that corporate-orientated schooling applications play a crucial position in improving employment effects and strengthening the alignment among organizational schooling projects and body of workers success.

Table 5: Pearson Correlation Matrix between the Gap between Academic and Industry Skills Required (GAP) and Corporate-Oriented Training Programs (CTP)

Variables	GAP	CTP
Gap between Academic and Industry Skills Required (GAP)	1.000	0.910***
Corporate-Oriented Training Programs (CTP)	0.910***	1.000

Note: Pearson correlation coefficients are reported. ***Correlation is significant at the 0.001 level (2-tailed).

N = 399. Source: Primary Data (2026).

The Pearson correlation evaluation discovered a totally robust fine and statistically massive courting among the Gap among Academic and Industry Skills Required (GAP) and Corporate-Oriented Training Programs (CTP) ($r = 0.910$, $p < 0.001$) primarily based totally on responses from 399 participants. The excessive correlation coefficient shows that corporate-orientated schooling packages are strongly related to addressing the distance among educational understanding and enterprise-required skills. Since the importance price is much less than 0.001, the connection is statistically exceedingly massive, suggesting that the discovered affiliation is not likely to have happened via way of means of chance. Therefore, the null hypothesis ($H0_4$), which states that corporate-orientated schooling packages do now no longer notably lessen the distance among educational and enterprise-required skills, is rejected, even as the opportunity hypothesis ($H1_4$) is accepted. These findings offer robust empirical proof that corporate-orientated schooling packages play a critical function in bridging the distance among educational training and enterprise expectations, thereby improving graduates` employability and administrative center readiness

5. Conclusion

The study concludes that the persistent gap between educational preparation and industry requirements remains a significant barrier to youth employability. Although many young graduates possess theoretical knowledge, they often lack the practical, technical, communication, teamwork, problem-solving, and workplace competencies demanded by contemporary industries. The findings indicate that corporate-oriented training, industry certification programmes, and HR-driven training models significantly contribute to improving employability by strengthening practical competence, professional confidence, adaptability, and job readiness. The statistical results further demonstrate significant positive relationships among the major study variables, supporting the proposed hypotheses and confirming that structured training and certification can enhance employment opportunities, workplace productivity, and professional competence. Industry-based learning and practical exposure also help young people understand workplace expectations and transition more effectively from education to employment. The study therefore emphasises the need for stronger collaboration among educational institutions, industries, HR professionals, and policymakers to develop demand-driven, skill-based training programmes aligned with changing labour-market requirements. In the context of Ludhiana, such collaborative initiatives can help reduce skill mismatches, improve workforce readiness, and expand career opportunities for youth. Overall, continuous skill development, industry exposure, and human-centred HR practices are essential for building an adaptable, competent, and future-ready workforce.

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