



IMPACT OF EMPLOYMENT DEVELOPMENT OPPORTUNITIES ON HIGHER EDUCATION SYSTEM RELATIONSHIP WITH STUDENTS' EMPLOYABILITY

Anuradha Shukla, Research Scholar, Department of Management, Swami Vivekananda University, Sagar, MP

Dr. Sangram Singh Tomar, Assistant Professor, Department of Management, Swami Vivekananda University, Sagar, MP

ABSTRACT

The current study is unique in terms of outcome measurement components. The student community is battling unemployment in all fields of study, including engineering, management, medicine, arts, and science. Industry, on the other hand, is short of trained workers. In actuality, the readily accessible graduates are unqualified for the industrial requirements. As time passes, the chasm widens. Industry is investing significant time and effort in training to get employed fresh graduates up to a useable level. The purpose of this research is to bridge gap between industry demands & institutional availability, as well as to minimise the time spent on training new employees in any firm. Typically, pupils are instructed to improve their abilities in order to manage the issue. So this study titled "Impact of employment development opportunities on higher education system relationship with students' employability".

KEYWORDS: Employment Development Opportunities, Teacher' Technology Readiness Index, Institution Mindfulness, Higher Education System & Students' Employability

INTRODUCTION

"Education is most potent weapon you can employ to change world," Nelson Mandela reportedly stated. Teachers have a vital role in the delivery of education. Whatever approach is used, teaching is a widely respected profession across the world, and instructors have a huge effect on the lives of many people, particularly their pupils. So it is the role of instructors to shape students into better citizens who are aware of social issues and eager to apply their knowledge to solve them and create a newer and better society.

All parties, including institutions, parents, and society, must contribute to the growth of the student community. Students, on their part, should be willing to embrace these suggestions for improvement. Parents with a lot of vision and aspirations work hard to get their children into the universities of their choice.

Students have certain expectations when they join college, such as a well-paying salaried job, a better lifestyle, a greater social position, and so on. For the majority of kids, particularly those in rural regions, these expectations are not met entirely for a variety of reasons. Successful



completion of each year of the curriculum at Rural Engineering Colleges is becoming a difficult undertaking for students.

In reality, the passing rate of students at the Engineering college is quite low. According to Sujata (2015), an examination of 2017-18 college results indicates that over 30% of the schools earned less than 25% pass percentage and approximately 70 institutions scored in the single digit category. Six colleges have received a 0%. This is not a good omen for a school system. Many appropriate arguments may be listed, all of which are rational. This is consistent with past years. The percentage fluctuates, but the scenario does not. Everyone blames others for the issue rather of attempting to improve it. That is the pressing need of the hour.

Students, parents, institutions, teachers, mentors, society, and the government all need to work together to make a difference. There are several approaches to addressing these difficulties, and this thesis focuses on teachers' duties. Teachers are the basis of institutions and colleges, laying the groundwork for students' careers. Teachers, in collaboration with colleges/institution(s), create an employable student community. Employability entails more than just getting a job; it also entails imbuing certain characteristics in students, such as attitude, skill set, which includes subject knowledge, critical thinking, self-confidence, professional outlook, positive attitude, social responsibilities, interpersonal skills, and so on. These attributes will pave the path for increased employability in professional positions, starting a business, or enrolling in further education to pursue better chances. Instead of taking the first job that comes up, students should have alternatives. These characteristics will undoubtedly contribute to the student community becoming a more informed community.

These attitudes must be fostered at various phases of students' lives. Teachers play a vital role in developing these abilities in their pupils. In addition, pupils must have the proper mentality in order to deal with any scenario. An proper attitude combined with abilities fosters a positive view in the minds of kids. When technology is applied to this, it will produce a winning combination at all phases.

Teachers' talents must be expanded in order to teach all of these skills to pupils. It is critical to remember that success in life is dependent on topic knowledge and skill set. Teachers are encouraged to acquire these abilities through self-learning or external learning. Learning can take place in both classrooms and through professional networking. Having industrial familiarity will contribute to the repository in terms of current market information and Industry expectations. Furthermore, technological awareness and attitude will make a teacher more educated, making information transfer far more effective and fun. Faculty must be willing to investigate the unknown in order to build a climate favourable to interactions.



OBJECTIVES OF THE STUDY

- To study impact of employment development opportunities on teacher' technology readiness index, institution mindfulness and higher education system relationship with students' employability

HYPOTHESIS OF THE STUDY

- **HA.** Higher education system is mediating the relationship between teachers technology readiness index, institution mindfulness and students' employability
- **H0.** Higher education system does not mediating the relationship between teachers technology readiness index, institution mindfulness and students' employability

LITERATURE REVIEW

According to Peter Scot (cited by Sjur et al, 2010), there is a shift in higher education perspectives toward students as a part of society's future workforce. This raises the possibility that industry and employers should develop curriculum that is focused not just on content but also on learning methods. In this sense, universities/colleges will be entrepreneurial institutions, mirroring those found in the market in terms of ideals and potential, organization and systems, and this will be the only way for them to survive. On the surface, this appears to be incredibly frightening, but in truth, it is very informative and eye-opening. Colleges cannot follow in the footsteps of industry or market, but they must align with them, and industry must also follow in the footsteps of colleges.

Bolman et al. (2011) illuminates the idea of the Higher Education System as having teachers and scholars with unique knowledge and capacity who, as a result, have autonomy in their actions, whether teaching, training, learning, or research. Because the complexity of the institutions is increasing as a result of the diverse student population, academic leaders are expected to conceive or design policies and processes that provide clarity to stakeholders in order to have a successful and harmonious working culture in the colleges.

According to Christine et al. (2012), collaboration among researchers is critical if the institution wishes to extend its activities and reach out to more individuals. Typically, such collaboration occurs informally between teaching-researchers for the purpose of exchanging information or ideas. Beyond that, research-oriented serious conversation or collaboration is not taking place due to institutional constraints and the fear of duplication. To address this, institutions, colleges, and governments must enable collaboration in order for research to become a widespread activity.

According to Jeffrey J. Selingo (2013), America's higher education system is flawed. The great qualification / degree race has resulted in universities getting into big business and adopting an environment in which middle-tier colleges boast of elite university-level tuition without



disclosing the fact of low graduation rates, producing graduates/students with few of the skills required for jobs in a rapidly changing industry. Colleges have begun to view students as clients, and degree programs are being pushed as products. In India, this condition has progressed to the point that instructors are being viewed as sales or marketing workers for student enrollment in the majority of colleges, particularly rural colleges. He goes on to say that students perceive instructors as service providers, paving the path for a significant power transfer from professors to students. This results in higher education costs, part-time faculty, more students, and "Me generation" pupils who prioritize their own demands. They are armed with technological gadgets that connect to a campus-wide network. Students who are dissatisfied with their teachers resort to these gadgets for information or enjoyment. As a result, instructors must continually innovate in order to better serve students by answering their questions.

According to Olen et al. (2014), the goal of universities/colleges is the tremendous duty of human being formation. To make it happen, one must first comprehend the present concept of a human being. The current concept of humanity is flawed and inaccurate. Universities should realize a truer, multidimensional understanding of human beings & work toward multidimensional education as a result. This will result in a fully formed human being.

According to Symeonidis (2015), institutions have a role in developing such instructors for a better future. Teachers enter the teaching profession for a variety of reasons, but regardless of where they work or where they live, they want appreciation, acknowledgment, autonomy, and respect. This element motivates individuals to produce higher-quality work and helps to influence the standing of the teaching profession. Students will also learn more efficiently in similar situations, as proven by the atmosphere created by instructors and students in Finland and Singapore. When there is a more positive climate and attitude among teachers, professional growth, inter-teacher exchanges, research orientation, and collaborative decision-making will be at a higher level. Institutions should develop rules and processes to ensure that these things occur. Training, promotions, professional independence, duties and authority, social security, recruiting, evaluation methodologies, involvement in decision-making activities, and so on should all be addressed in these policies.

According to Oitshpile (2016), while developing institutional structures and strategies, the labor market should be regarded as a significant and necessary partner. Such initiatives should include aspects such as interactions with companies, cooperation platforms such as conferences/alumni forums, and internships that offer students with adequate opportunity to explore labor markets. This also assists colleges in understanding and aligning with industry requirements while deciding on courses or curriculum. Career development activities may be utilized to discover and improve on areas of strength. Career workshops or other development activities will help.

According to Arum and Roksa (cited by Allison et al., 2016), students in higher education do not improve in critical thinking, complex reasoning, & writing because of



homework & course assignments, courses taken, faculty interactions, & peer climate for limited learning that is typical in colleges and universities. These assignments and comments never reveal how teaching & learning occur, or what individual circumstances influence this learning process. They go on to discuss the state of emerging adulthood, which is the young between the ages of 18 and 25 who are always eager for new experiences and willing to try new things. They are not as selfish as everyone claims, but they are self-focused in order to better identify themselves. These young adults want to see values in whatever they do, whether it's school, sports, workouts, or relationships. They are unconcerned with generations or the age linked with them. This presents a challenge for instructors to get acquainted with the phenomena known as self-focus and prepare to satisfy this demand.

According to Päivikki Jääskelä et al. (2017), university teachers are forced to adapt their teaching strategies in response to changing societal and professional demands. These new approaches are then tested in order to improve student learning, such as when it comes to the use of computers or online courses. Teachers must thus take part in the creation of learning and teaching environments as facilitators or learners. This is especially true for higher education, where online trends that make it possible to complete learning needs at any time, anywhere, are becoming the norm. Higher productivity, increased efficacy, and creative evaluation procedures are required by these worldwide developments. Instructors cannot operate in a one-sided "I teach, you listen" paradigm. In addition to the challenges and changes brought about by technology, they also need to prepare for the changing attitudes of society and the student body.

According to Rowe and Zegwaard (2017), the majority of experts consider employability skills to consist of three distinct types of talents: personal, discipline-specific, and generic. The general qualities include cooperation, communication, and organizing abilities, among others. Discipline particular refers to that field of expertise, such as engineering, law, or the humanities more broadly, or engineering on a more specialized level, such as electrical, computer science, or mechanical. Personal qualities include resilience, self-control, and self-assurance, among others.

Thorp et al. (2018) conducted a discussion with experts in higher education and presented their rationale for the current status of universities and colleges. Higher education has a gap in that its academics and staff avoid interaction with the general public and students since they lack the intelligence to recognize the complexities of the subjects and learning. Due to this difference, the two groups travel apart rather than together. He makes note of the difficulties faced by the youngsters, including health problems, overly watchful parents, social media isolation, pressure from high expectations, and more. Teachers and staff must spend quality time identifying these problems and offering solutions that will help children move past them. The problems he brought up with the professors are of a different kind. Faculty members would want to focus more on teaching and research than entering administration. This is a result of the increased benefits for both high-quality and high-quantity research. Senior management won't be interested in other responsibilities, even if they aid in the institutions' expansion. Additionally, staff members



contribute significantly to the improvement of the institutions by aiding or collaborating in a variety of ways, including student mentorship, problem-solving, idea generation for research, instructional support, and so forth. To improve the team's morale, these employees need to get the proper recognition.

According to Thorp et al. (2018), universities implement new tactics only after giving them considerable thought and consideration. 'Copycat' tactics are more common, thus innovators must bide their time. Peer pressure, competitiveness, and the so-called requirements of the market (which are not backed by any market study outside of those that are reported) push educational institutions to adopt new curricula without giving them any thought beforehand. Long-term sustainability of this sort of approach is unlikely, and the standard of education will significantly decline. Institutions should develop a plan based on their distinctive qualities that will serve as a guide for their expansion & survival.

In her post for Zoho University, Sharada (2019) explains how a young person from a small hamlet became a programmer and had a significant improvement in his quality of life. In southern Indian state of Tenkasi, Zoho has established a satellite office. Of the employees at this location, half are from nearby villages and the other half are students from Zoho University. The towns surrounding that location now have excellent job prospects because to this strategy. Corporate offices around the nation provide these amenities to its employees in order to accommodate local customs and facilitate their work. Each and every person stands to gain from this scenario. When the higher education institution works with these kinds of projects, both the institutions and the students gain. The institutions can supply the necessary infrastructure so that this arrangement can also generate income.

Klein et al. (2019) highlight how internal demands, external pressures, and technology innovation are causing the higher education system to shift toward data-intensive decision-making. It is necessary to continuously monitor and update information on teaching, learning, student profiles, research status, and the professional development of instructors. Their analysis is more focused on the needs of the learner and necessitates the collection and mining of vast amounts of data in order to provide proper analysis and comprehension. In order to make better decisions and increase institutional effectiveness, staff members and instructors must be aware of this technology and incorporate it into their everyday operations. This is because educational data is growing on many levels every day.

Yasmeen Bano and Vasantha, the Shanmugam (2020) define techniques or approaches for closing the employability skill gap in higher education. The study also emphasized the advantages of closing the employability gap in the Indian economy. The conceptual research serves as the foundation for the article. And the data was gathered from secondary sources of knowledge.

David Eshun Yawson (2020) investigates undergraduate student perceptions of work-related employable course learning outcomes. According to the survey results, manner of



delivery and difficulties with course content are elements that sum up their overall experiences. The findings also show that a trio of subject matter difficulty, student work experience, and course content happiness are closely related in shaping the experiences of pupils.

From the point of view of corporate executives, Shruti Srinivasan and Thangaraj Ravikumar (2021) give a list of competencies necessary for management graduates to become marketable for financial job jobs. This list will assist potential candidates in preparing themselves for a career in finance. According to the findings, a candidate should be able to properly deliver critical information and have practical advice abilities. Originality/value. The research would be extremely useful for management students who specialize in finance in obtaining finance jobs in India. Apart from technological understanding and hard abilities, this paper will help students prepare for the crucial soft skills necessary for various employment vocations.

Anita Gupta et al. (2021) look at whether there is a substantial disparity in the conveyed belief held by participants vis-à-vis the obstacles identified in the skill eco space in Sikkim based on an initial poll conducted in four districts of Sikkim including 600 respondents from between the various stakeholders. The findings may be used to make suggestions and suggest next steps for removing these barriers to greater outreach and successful execution of various programs by implementing appropriate practices.

RESEARCH METHODOLOGY

This study is descriptive research that will emphasize the understanding of ideas and insights. In this research, on the basis of the survey, the relationship between various factors such as teacher's technology readiness index, higher education system, employment development opportunities and employability of students will be established. To explore the relationship between these factors, the hypotheses will be proposed and tested in this study. Teachers at higher education colleges are the study's responders, as was previously mentioned. In Prayagraj, there are around 50 higher education colleges, and each institution employs 70 instructors on average. The sample size, n is 350. i.e. a minimum of 350 respondents should give the feedback for this sample. A total of 420 respondents gave their feedback for this study which is above the required number.

TABLE 1 FACTORS/ SUB-FACTORS / CONSTRUCTS MATRIX

S No	Factor	Sub-factor	No. Scale items
1	Teachers Technology readiness Index	Optimism	4
		Innovation	4
		Discomfort	4
		Insecurity	4
2	Institution Mindfulness	Preoccupation with failure (PF)	6
		Reluctance to simplify (RS)	9
		Sensitivity to operations (SO)	7
		Commitment to resilience (CR)	8
		Deference to expertise (DE)	7
3	Higher Education System (HES)	Policies (POL)	6
		Institution Standing (ISS)	8
4	Employment Development Opportunities (EDO)	Reflection & Evaluation (RE)	6
		Extra-Curricular Activities (ECA)	4
		Career Education (CE)	5
		Real-world Activities (RA)	5
		Work Experience (WE)	5
5	Students' employability	Attitude (ATT)	12
		Skill Set (SS)	13
		Students technology orientation (STO)	4

The items used in this study are pertinent to the research and appropriate for achieving the study's goals. Every construct is measured on a 5-point Likert scale, and TRI formula is based on Parasuraman's (2014) formulation.

DATA ANALYSIS

HYPOTHESIS

H0: Higher Education Skilling System is not mediating the relationship between Teachers Technology Readiness Index, Institution Mindfulness and students' employability.

H1: Higher Education Skilling System is mediating the relationship between Teachers Technology Readiness Index, Institution Mindfulness and students' employability.

Multiple regression equation of Higher Education System with Teachers Technology Readiness Index and Institution Mindfulness

Having analysed the effect of TTRI and IMIND on the HES individually, the combined effect on HES is being studied. In this regression analysis the independent variables are Teachers’ technology readiness Index and institution’ mindfulness.

Dependent Variable:

Higher Education System (Y)

Independent Variables:

1. Teachers Technology Readiness Index (X_1)
2. Institute’ mindfulness (X_2)

Multiple R Value : .75

R-Square Value : .56

F-Value : 535.62

P value : < .01**

TABLE 2 VARIABLES IN THE MULTIPLE REGRESSION ANALYSIS HES, TTRI AND IMIND

VARIABLES	UNSTANDARDIZED COEFFICIENT (B)	STANDARD ERROR OF B	STANDARDIZED COEFFICIENT	t VALUE	P VALUE
Constant	1.27	1.46		.87	.38
TTRI (X_1)	.18	.03	.18	5.88	<.01**
IMIND (X_2)	.27	.01	.62	20.38	<.01**

The multiple correlations value of .75 indicates the strength of the association between the HES and (TTRI and IMIND). The coefficient value of .75 indicates that the association among HES and the two independent variables is fairly strong and positive since the predicted values are produced as a linear mixture of TTRI and IMIND.

The Determination Coefficient R-square evaluates the predicted Sample Regression Plane's (SRP) goodness-of-fit in terms of the proportion of variance in the variables that is dependent explained by the fitted sample regression equation. $R_2 = .56$, which implies that the estimated SRP that employs TTRI and IMIND as independent factors explains 56.1% of the variance in HES, and R Value reaches significance at the 1% level.

The regression equation now will be:

$$Y = 1.27 + .18 X_1 + .27 X_2$$

The X_1 coefficient .18 represents partial effect of Teachers’ technology Readiness on the Higher Education System holding other variable constant. The impact is positive and the quantum is .18 for every unit increase of Teachers Technology Readiness Index & this coefficient is significant at 1 percent level. The coefficient of X_2 is .27 represents partial effect of Institution Mindfulness on Higher Education System holding other Teachers Technology

Readiness Index constant. That is for every unit increase of Institution mindfulness would result in increase of Higher Education System by .27. The coefficient is significant at 1 percent level.

Based on standardized coefficient, Institution Mindfulness (.62) is most important factor influencing Higher Education System followed by Teachers' technology Readiness Index (.18). This shows the influence of Mindfulness on the Higher Education system. Mindfulness being the state of alertness and awareness with openness for newness is very critical part of any organization's growth and it is more so for an education Institutions as they create leaders of future at any point in time. In the present study, mindfulness becoming a major impactful variable for rural engineering colleges is very vital point to note.

Multiple regression equation of students' employability with teachers technology readiness index and institution mindfulness

Dependent Variable:

Student Employability (Y)

Independent Variables:

1. Teachers TRI (X₁)
2. Institute' mindfulness (X₂)

Multiple R Value : .68

R-Square Value : .46

F-Value : 357.64

P value : < .01**

TABLE 3 VARIABLES OF MODEL DEPICTING TTRI, IMIND AND SE

VARIABLES	UNSTANDARDIZ ED CO-EFFICIENT(B)	STANDAR D ERROR OFB	STANDARDIZ ECO-EFFICIENT	t VALU E	P VALU E
Constant	21.00	3.09		6.78	<.01**
TTRI (X ₁)	.41	.07	.21	6.30	<.01**
IMIND (X ₂)	.43	.03	.52	15.42	<.01**

The coefficient of multiple correlations is .68 quantifies the strength of the link between the SE and (TTRI and IMIND). The coefficient value of .68 suggests that the association among the employability of students and the two independent variables is fairly strong and positive since the projected values are produced as a linear combination of TTRI and IMIND.

The Calculation Coefficient R-square evaluates the estimated Sample Regression Plane's (SRP) goodness-of-fit in terms of the proportion of variance in the variables that is dependent explained by the fitted sample regression equations. R² = .46, which implies that the estimated SRP that employs TTRI and IMIND as separate variables explains 46% of the variation in SE, and R Value matters at the 1% level.

The regression equation is:

$$Y = 21.00 + .41 X_1 + .43 X_2$$

The coefficients in the equation represents the amount of increase in the dependent variable when the unit increase of independent variables given above happens. In this equation all coefficients are significant at 1 percent level. The dominant factor is Institution Mindfulness where unit increase of IMIND will have an increase of .52 units of Student Employability. Unit increase of TTRI will have an increase of .21 units of Students' employability.

Multiple regression equation of students' employability with teachers technology readiness index, institution mindfulness and higher education system

Dependent Variable:

Student Employability (Y)

Independent Variables:

1. Teachers TRI (X₁)
2. Institute' mindfulness (X₂)
3. Higher Education System, (X₃)

Multiple R Value : .71

R-Square Value : .50

F-Value : 283.77

P value : < .01**

TABLE 4 VARIABLES IN THE MULTIPLE REGRESSION ANALYSIS SE WITH HES, TTRI AND IMIND

VARIABLES	UNSTANDARDIZ ECO-EFFICIENT (B)	STANDAR DERROR OF B	STANDARDIZ ECO- EFFICIENT	t VALU E	P VALU E
Constant	20.23	2.97	-	6.81	<.01**
TTRI (X ₁)	.30	.06	.16	4.73	<.01**
IMIND (X ₂)	.27	.03	.32	8.20	<.01**
HES (X ₃)	.61	.07	.32	8.59	<.01**

The coefficient of multiple correlations is .71 assesses the strength of the link between the SE and (TTRI, IMIND, and HES). The coefficient value of .71 indicates that the association between HES and each of the three independent variables is fairly strong and positive since the predicted values are produced as a linear combination of TTRI, IMIND, and HES.

The Determination Coefficient R-square evaluates the predicted Sample Prediction Plane's (SRP) goodness-of-fit in terms of the proportion of variance in the variables that is dependent explained by the fitted sample regression equation. R² = .50, which implies that the



estimated SRP that employs TTRI, IMIND, and HES as independent variables explains 50.4% of the variation in SE, and R Value is significant at the 1% level.

The regression equation is:

$$Y = 20.23 + .30 X_1 + .27 X_2 + .61 X_3$$

The coefficients in the equation represents the amount of increase in the dependent variable when the unit increase of independent variables given above happens. In this equation all coefficients are significant at 1 percent level. The dominant factor is Institution Mindfulness where unit increase of IMIND will have an increase of .32 of Student Employability. The other factors namely Teachers' technology index and HES have positive impact on Student employability. Their effects are .16 and .32 for a unit increase of the respective factors.

The effect of TTRI on HES is .16 whereas on the student employability it is .32 for HES. This is to show that Teachers when operate through the institution are working more on other aspects such as mindfulness and thus contribution of Technology Readiness becomes less for students' employability.

CONCLUSION

The Research was to ascertain the effect of TTRI and Institution Mindfulness on Students' employability. The study could establish the relationship and association with HES as mediator and EDO as moderator. Based on that findings, the study revealed the parameters or factors needed to establish this relationship strongly. That is corroborating which factors impact more and which one impacts relatively less was done using statistical methods such as Regression Analysis constructs. The analysis helped the researcher to suggest a training framework for the higher education institution teachers which can be adopted to any category of teachers. For this to be effective the role of the managers such as HODs, Principals, Heads of the institutions were indicated. In short training the teachers is like the train the trainer which has a longer impacting cycle in the institutions. Institutions should be governed with good practices such as "Train the Trainer" of the industries for the holistic growth of Educational institutions.

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