

Bridging the Transferable Skills Gap in MBA Education: A Stakeholder-Informed Framework for Employability Alignment in India

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Abstract

A persistent gap remains between the transferable skills developed in MBA programmes and those required by contemporary organizations, despite sustained scholarly attention and ongoing employer concern. This paper examines the gap as a structural issue shaped by conceptual ambiguity, fragmented stakeholder engagement, and misalignment in pedagogical and assessment practices, with a particular focus on the Indian context. The study adopts a conceptual approach, drawing on a critical review of the literature on graduate employability, transferable skills, and management education, supported by practitioner insights from industry professionals, faculty, and career services practitioners in India's National Capital Region (NCR). The analysis is grounded in Human Capital Theory and Jackson's Two-Stage Model of Graduate Employability, which together frame transferable skill development as an investment process and highlight the role of institutional design in shaping employability outcomes. The paper proposes the Stakeholder-Informed Transferable Skills (SITS) Framework, conceptualizing skill development as an ongoing, feedback-driven process shaped by sustained stakeholder interaction. The framework offers a structured approach to aligning MBA curricula with evolving labour market expectations and outlines directions for future empirical research.

Keywords: transferable skills; MBA employability; human capital theory; stakeholder perspectives; management education; India; skills gap

JEL Classification: I23; J24; M53

1. Introduction

Despite sustained scholarly attention and ongoing employer concern, a gap persists between the competencies developed in MBA programmes and those required by contemporary organizations. This disconnect goes beyond questions of graduate preparedness. It points to deeper structural and conceptual challenges within management education, including fragmented stakeholder engagement, unclear definitions of key skills, and misalignment in pedagogy and assessment practices (Jackson & Chapman, 2009; Williams et al., 2016; Bhatnagar, 2018).

Within this broader issue, transferable skills have emerged as a central, though not always clearly defined construct. They are generally understood as context-independent capabilities, such as communication, critical thinking, leadership, adaptability, and collaborative problem-solving, and

are widely linked to both employability and workplace effectiveness (Dacre Pool & Sewell, 2007; Anderson & Tomlinson, 2021; Caballero et al., 2022). At the same time, there is still limited clarity on which of these skills matter most, how they can be effectively developed within MBA programmes, and how their acquisition can be assessed in a meaningful way.

The scale of this concern is particularly visible in the Indian context. With more than 5,000 business schools (AICTE, 2017), India has one of the largest management education systems globally. Yet recent evidence, including the India Skills Report (2025), suggests that a significant proportion of MBA graduates are not viewed as employment-ready by employers. Notably, this gap is not primarily attributed to a lack of technical knowledge. Instead, employers repeatedly point to shortcomings in communication, the ability to navigate ambiguous problems, leadership, collaboration, and

adaptability—capabilities that are increasingly critical in rapidly changing organizational settings (Deloitte, 2024; India Skills Report, 2025).

This raises an important question: why does this gap persist despite being so consistently identified? The answer is not straightforward. Part of the explanation lies in the difficulty of developing interpersonal and higher-order cognitive skills through conventional teaching approaches. There is also no widely accepted framework that clearly defines and prioritizes transferable skills within management education. In addition, the disconnect between academic institutions and industry stakeholders limits meaningful curriculum alignment. Finally, assessment systems continue to emphasize technical knowledge, while broader capabilities are often unevenly developed (Biggs, 2011; Mintzberg, 2004; Cassidy, 2006).

This paper builds on these concerns by drawing on Human Capital Theory (Becker, 1964; Schultz, 1961) and Jackson's Two-Stage Model of Graduate Employability as its primary theoretical anchors. It pursues three interrelated objectives: to clarify the conceptual foundations of transferable skills in relation to MBA employability; to examine the structural and epistemological drivers of the skills gap; and to propose a conceptual framework, the Stakeholder-Informed Transferable Skills (SITS) Framework, that places multi-stakeholder dialogue at the center of how transferable skills are identified, developed, and evaluated within MBA education.

Notably, these issues point to a deeper problem of alignment—one that existing frameworks have only partially addressed.

The remainder of the paper is structured as follows. Section 2 defines transferable skills and situates them within the broader employability discourse. Section 3 outlines the theoretical foundations. Section 4 presents practitioner-informed insights to contextualize the gap. Section 5 analyses the structural drivers underlying their persistence. Section 6 reviews existing frameworks and their limitations. Section 7 introduces the SITS Framework. Section 8 outlines a research agenda, followed by the paper's contributions and conclusion.

2. Navigating the Conceptual Terrain: What Do We Mean by Transferable Skills?

Any meaningful attempt to address the transferable skills gap in management education needs to begin with a basic issue: the ambiguity surrounding the term itself. "Transferable skills" sits within a cluster of overlapping constructs such as soft skills, generic skills, graduate attributes, employability skills, and core competencies that have evolved over time in the employability literature (De La Harpe, Radloff & Wyber, 2000). These terms are not identical, but they are often used interchangeably, which makes comparison across studies difficult and, in practice, leads to imprecise institutional responses.

For the purposes of this paper, a definition is adopted that is both broad enough to capture the range of competencies involved and precise enough to remain analytically useful. Drawing on De La Harpe et al. (2000), transferable skills are understood as a combination of skills, attributes, values, and behavioural dispositions that can be applied across different roles, organizational contexts, and professional settings. What sets them apart from technical or discipline-specific knowledge is their portability: they stay with the individual rather than being tied to a particular role or domain.

This portability helps explain both their value and the difficulty of defining them clearly. Because they are not anchored to specific roles, their relevance shifts as industries evolve, organizational structures change, and the nature of work itself continues to transform. For example, the ability to collaborate across geographically dispersed teams, once seen as useful, has now become essential in many post-pandemic work settings. At the same time, some routine competencies have lost importance as tasks become automated. In this sense, the transferable skills landscape is not static, and any framework that treats it as fixed is likely to become outdated.

Even so, the literature points to a relatively stable set of competencies that employers continue to value across sectors and over time. These include communication, critical thinking, teamwork, leadership, adaptability, emotional intelligence, self-management, and, increasingly, digital and data

literacy. Taken together, they reflect not only what graduates need to enter the workforce, but also what

enables them to function effectively within organizations.

Table 1. Key Transferable Skill Categories for Graduate Employability

Skill Category	Core Dimensions	Representative Scholarship
Communication Effectiveness	Verbal, written, listening, persuasion, cross-cultural	Bhagwan (2017); Jackson & Chapman (2009); Agnihotri (2021)
Critical Thinking & Analytical Reasoning	Problem analysis, logical reasoning, evidence evaluation	Knight & Yorke (2003); Anderson & Tomlinson (2021)
Teamwork & Collaboration	Team dynamics, conflict management, shared accountability	Williams et al. (2016); Bhatnagar (2018); Caballero et al. (2022)
Leadership & Agency	Initiative, influence, decision ownership, accountability	Mihail & Elefterie (2006); Bhagwan (2017); Hogan et al. (2013)
Adaptability & Resilience	Learning agility, flexibility, ambiguity tolerance	Khambayat (2022); Dacre Pool & Sewell (2007)
Emotional Intelligence	Self-regulation, empathy, interpersonal awareness	Hogan et al. (2013); Dacre Pool & Sewell (2007)
Self-Management & Professionalism	Time management, work ethic, ownership, conduct	Van Der Heijde & Van Der Heijden (2006); Dacre Pool & Sewell (2007)
Digital & Data Literacy	Data interpretation, AI awareness, tech orientation	India Skills Report (2025); Deloitte (2024)
Lifelong Learning Orientation	Curiosity, self-directed learning, openness to feedback	Khambayat (2022); Caballero et al. (2022)

Source: Authors' elaboration

Table 1 brings these recurring competencies together into a structured synthesis, drawing on established scholarship to map how transferable skills are typically conceptualized and grouped within the employability literature. Rather than introducing new categories, the table consolidates what is already known, making visible the degree of convergence across studies.

Three observations follow. First, most of these competencies are not easily developed through traditional lecture-based teaching and assessment models that still dominate management education, particularly in the Indian context. Their development requires more experiential, reflective, and practice-oriented learning environments. Second, the relative importance of specific skills is not fixed; it varies across industries, organizational cultures, and career stages. This suggests that any meaningful framework should allow for ongoing stakeholder input rather than relying on a fixed hierarchy of skills. Third, there remains a gap between what employers value and what MBA programmes systematically develop. This misalignment remains a central challenge for employability.

Taken together, these observations point to a broader limitation in existing approaches. While the literature has been effective in identifying and categorizing transferable skills, it has been less successful in addressing how these skills should be prioritized, developed, and continuously updated in response to changing industry needs. In particular, the limited integration of stakeholder perspectives has constrained efforts to translate conceptual clarity into curricular practice.

It is this gap that the present paper seeks to address. Building on the insights outlined above, the Stakeholder-Informed Transferable Skills (SITS) Framework is proposed as a way of repositioning transferable skill development as an ongoing, dialogue-driven process shaped by both academic priorities and evolving industry expectations.

3. Theoretical Foundations

3.1 Human Capital Theory and the Investment Logic of Skill Development

Human Capital Theory offers a useful starting point for understanding the relationship between MBA education and employability. At its core, the theory treats education as an investment: individuals

commit time, effort, and financial resources with the expectation that the capabilities they develop will enhance their productivity and labour market outcomes (Becker, 1964; Schultz, 1961).

Applied to the MBA context, this logic has a straightforward implication. The value of the degree depends not simply on completion, but on whether the competencies developed align with what employers actually require. When that alignment weakens, the returns on the investment begin to diminish for graduates, for organizations that must compensate through additional training, and for institutions whose outcomes come under scrutiny.

Subsequent work has broadened what counts as valuable human capital. Scholars such as Knight and Yorke (2003) and Dacre Pool and Sewell (2007) argue that employability depends not only on disciplinary knowledge, but also on a wider set of capabilities—particularly those that can be applied across contexts. In this sense, transferable skills are not peripheral; they form a central component of employable human capital.

This expanded view introduces a practical tension. While transferable skills are widely recognized as important, their development is less straightforward than that of technical knowledge. They tend to build gradually, depend on context, and require sustained practice. As a result, the link between education and labour market outcomes depends not only on what is taught, but on how deeply these capabilities are developed.

3.2 Jackson's Two-Stage Model of Graduate Employability

While Human Capital Theory explains why transferable skills matter, Jackson's Two-Stage Model of Graduate Employability helps explain how they are (or are not) developed within institutional settings.

Jackson distinguishes between two stages. The first concerns the development of employability-related capabilities within the academic environment—through curriculum design, pedagogy, assessment, and experiential learning. The second concerns the translation of these capabilities into workplace performance after graduation.

The key implication of this distinction is that labor market outcomes are largely shaped by what happens within Stage One. If transferable skills are not developed in a systematic way during the academic phase, they are unlikely to be fully realized later, regardless of individual effort. In this sense, employability is not only an outcome of student motivation; it is also shaped by institutional design.

Importantly, this perspective shifts attention from outcomes to processes. It raises questions about how skills are identified, prioritized, embedded, and evaluated within programmes, and whether these processes remain aligned with changing external expectations.

Together, these frameworks suggest that the employability gap is not simply a deficit of skills, but a problem of alignment between educational investment and labour market demand, and between institutional processes and stakeholder expectations.

4. The Problem in Practice: Voices from the Field

Theoretical frameworks, however strong, acquire their persuasive force from their ability to illuminate real experience. The following section draws on preliminary insights collected from senior industry practitioners, academic professionals, and career services personnel in India's NCR. These perspectives can be read through the theoretical lens developed above. If transferable skills form a core component of human capital, and if their development depends on institutional processes, the key question becomes where this alignment breaks down in practice.

4.1 Industry Perspectives: The Employer's Dilemma

Across sectors, employers consistently point to a gap between what MBA graduates are expected to do and what they are able to demonstrate in practice. This gap is rarely framed in terms of technical knowledge. Instead, it centers on the application of transferable skills.

A recurring concern is that graduates are familiar with concepts such as leadership, communication, and teamwork, but lack the depth needed to apply them in real situations. From a Human Capital

perspective, this suggests that the investment in skill development has been partial—enough to signal awareness, but not enough to translate into usable capability.

Employers also highlight limitations in independent thinking and ownership. In roles that require judgement under uncertainty, graduates often rely on external input rather than working through problems themselves. This points to a gap in higher-order cognitive skill development, which, in terms of Jackson’s framework, reflects limitations in Stage One processes.

Another theme that emerges strongly is the growing importance of learning agility. Employers increasingly value the ability to adapt, reskill, and respond to evolving organizational demands. Yet these capabilities are difficult to cultivate within static curricular structures. Their relative absence suggests that skill development has not kept pace with changing labor market conditions.

4.2 Academic and Career Services Perspectives: Constraints from Within

Insights from within institutions point to the structural sources of this misalignment. Faculty often note that while transferable skills are acknowledged in curriculum design, their development is constrained by dense syllabi and assessment systems that prioritize content coverage.

From a process perspective, this reflects a gap between intended outcomes and actual learning conditions. Skills that require repeated practice and reflection are frequently compressed into limited instructional time, which restricts meaningful development.

Career services professionals offer a complementary perspective. Positioned between academia and industry, they observe that employer expectations tend to evolve more quickly than institutional practices. The result is a lag that is difficult to address through incremental adjustments alone.

Perhaps most importantly, there is limited sustained interaction between those who design curricula and those who hire graduates. As a result, the feedback loops that should inform curriculum design remain weak. In terms of the theoretical framing, this

represents a breakdown in the mechanisms through which alignment is maintained.

5. Why the Gap Persists: A Structural Analysis

The persistence of the transferable skills gap, despite broad agreement on its existence and consequences, calls for closer examination. If the problem is widely recognized, why has progress been limited? Drawing on the literature and the practitioner evidence summarized above, five interconnected structural factors can be identified.

5.1 The Pedagogical Paradox

Transferable skills do not lend themselves easily to the instructional formats that dominate management education. Capabilities such as communication, critical thinking, emotional intelligence, and leadership cannot be developed through passive absorption of content. They require sustained practice, feedback, and reflection in socially embedded settings (Biggs, 2011; King, 1993).

Yet the typical MBA classroom remains content-heavy, time-constrained, and oriented toward examination performance. This creates a structural mismatch: the very skills that matter most are the hardest to develop within existing pedagogical arrangements. Faculty who recognizes this constraint often face limits in terms of curriculum flexibility, institutional support, or pedagogical training.

5.2 Definitional Incoherence

As discussed earlier, the conceptual landscape of transferable skills remains fragmented, characterized by terminological and definitional inconsistencies. Terms such as soft skills, employability skills, and graduate attributes are used inconsistently, often without clear operational definitions.

This lack of shared understanding creates coordination problems. When employers, curriculum designers, and institutions are not aligned on what exactly should be developed, curriculum decisions tend to default to what is measurable and familiar, rather than what is most relevant (De La Harpe et al., 2000; Dacre Pool & Sewell, 2007).

5.3 Stakeholder Fragmentation

A more fundamental issue lies in the limited and often episodic interaction among key stakeholders in the MBA ecosystem. Employers communicate hiring expectations, but this feedback does not always reach those responsible for curriculum design. Faculty often work with limited visibility into evolving industry requirements, while students receive guidance that is necessarily general rather than context specific.

Alumni who have navigated the transition from academia to employment and possess valuable insight are rarely consulted in any systematic way. Without sustained dialogue, the system operates with partial and uneven signals (Bhatnagar, 2018; Agnihotri, 2021; Shahani, 2019).

5.4 Assessment Misalignment

Assessment plays a central role in shaping both student effort and institutional priorities. When evaluation is largely focused on technical knowledge, students respond accordingly.

Transferable skills, which are rarely assessed in systematic or high-stakes ways, tend to receive less attention. This is less about individual motivation and more about incentive structures. Assessment signals what matters; where those signals are narrow, learning tends to follow (Cassidy, 2006; Deeley, 2014).

5.5 Industry's Shared Responsibility

A structural account of the gap must also recognize the role of industry. Employers are not only recipients of graduates; they are participants in the broader ecosystem that shapes skill development. When feedback to institutions remains vague, when engagement is limited to recruitment cycles, and when expectations are not clearly articulated, opportunities for alignment are lost. As several practitioners noted, sustained and structured collaboration between industry and academia remains limited. Addressing the gap, therefore, requires shared responsibility rather than one-sided critique (Cappelli, 2015; Mintzberg, 2004).

Together, these structural constraints point to the need for a more integrated and feedback-driven

approach to transferable skill development — an approach that the Stakeholder-Informed Transferable Skills (SITS) framework is designed to provide.

6. Existing Frameworks: Contributions and Limitations

The graduate employability literature offers several well-established frameworks that are relevant to this study. A brief engagement with these helps clarify the space that the SITS framework seeks to address.

Yorke's (2006) USEM model conceptualizes employability across four dimensions: Understanding, Skills, Efficacy beliefs, and Metacognition. Its strength lies in recognizing that employability is not reducible to skills alone but involves an integrated set of cognitive and affective capabilities. However, it remains largely descriptive, offering limited guidance on how these capabilities are developed or prioritized within institutional settings.

Similarly, the CareerEDGE model (Dacre Pool & Sewell, 2007) integrates career learning, experience, subject knowledge, generic skills, and emotional intelligence into a holistic framework. While practically oriented and student-focused, it does not engage in depth with the institutional mechanisms required to develop these capabilities, nor does it address how competing stakeholder perspectives should be reconciled.

Jackson's (2013) Two-Stage Model offers a more process-oriented account by focusing on skill development within the academic phase as the foundation for employability outcomes. As discussed earlier, its strength lies in highlighting the importance of institutional processes. However, it provides limited direction on how institutions can continuously align these processes with evolving external expectations, particularly in contexts such as India.

Taken together, these frameworks share a common limitation. They are largely researcher-driven constructs that do not systematically incorporate sustained stakeholder engagement as a core mechanism. As a result, they offer clarity on what employability consists of, but less guidance on how

it should be dynamically shaped in response to changing conditions. It is this gap that the SITS framework seeks to address.

This limitation becomes particularly significant in contexts where institutional and labor market conditions are evolving rapidly, as is the case in India.

7. The Stakeholder-Informed Transferable Skills (SITS) Framework

The SITS framework builds on the structural gaps identified earlier and proposes a more process-oriented and stakeholder-integrated approach to transferable skill development. Rather than treating skills as fixed outputs, it views their development as an ongoing, adaptive process shaped by institutional design and stakeholder interaction. The framework rests on four interconnected principles.

Principle 1: Transferable Skills as Strategic Human Capital

Transferable skills are not supplementary to MBA education; they are central to its value. From a human capital perspective, the effectiveness of an MBA programme depends on whether it develops capabilities that are usable in real organizational contexts. Where such capabilities are underdeveloped, the returns on educational investment are correspondingly reduced.

This implies that transferable skills must be deliberately designed into programmes, adequately resourced, and meaningfully assessed. Treating them as incidental outcomes of coursework is unlikely to produce consistent results.

Principle 2: Stakeholder Dialogue as the Basis of Skill Identification

No single stakeholder group can fully define what constitutes employability readiness. Employers understand performance demands; faculty understand pedagogical constraints; career services professionals see the points of friction; alumni bring retrospective insight.

The SITS framework therefore positions structured and ongoing stakeholder dialogue as essential. Without it, curriculum design risks becoming either overly theoretical or narrowly vocational. With it,

institutions are better placed to calibrate skill priorities in context.

Principle 3: Intentional Embedding Through Pedagogical Design

Identifying relevant skills is only the first step. Their development requires deliberate integration into curriculum, pedagogy, and assessment.

The broader literature offers substantial evidence for the effectiveness of several pedagogical approaches in developing transferable competencies: extended, well-supervised internships; live project partnerships with industry; team-based problem-solving assignments with structured peer evaluation; reflective practice portfolios; mentoring programmes linking students with senior practitioners; and simulation-based learning environments that approximate the complexity and ambiguity of real organizational settings (Cassidy, 2006; Byrne, 2022; Deeley, 2014). The common thread across these approaches is active, sustained, socially embedded engagement. However, these conditions are difficult to sustain within conventional instructional formats and require deliberate institutional commitment.

Principle 4: Continuous Renewal Through Institutional Learning

Transferable skill requirements evolve over time. Advances in technology, particularly AI, are already reshaping expectations around digital literacy, problem-solving, and learning agility. The SITS framework therefore treats renewal as a structural necessity. Mechanisms such as employer engagement, alumni feedback, and periodic skills assessments must be institutionalized, not treated as one-off exercises. Curriculum design, in this sense, becomes a continuous rather than episodic process.

Taken together, these principles shift the focus from static skill lists to the processes through which skills remain relevant. The framework complements existing models by embedding stakeholder feedback loops directly into the development cycle. Table 2 below summarizes the SITS Framework's four principles and their implications for the principal stakeholder groups whose engagement the framework requires.

Table 2: The SITS Framework — Principles, Rationale, and Stakeholder Implications

Principle	Theoretical Grounding	Institutional Implication
Transferable Skills as Strategic Human Capital	Human Capital Theory (Becker, 1964; Schultz, 1961)	Treat skill development as a core output; ensure deliberate design, resourcing, and assessment
Multi-Stakeholder Epistemology	Stakeholder theory; knowledge diversity; constructivism	Embed sustained stakeholder dialogue in curriculum design and review
Intentional Pedagogical Embedding	Jackson's (2013) Stage One Model; experiential learning theory	Integrate skills through active, reflective, practice-based pedagogy; support faculty development
Continuous Institutional Renewal	Dynamic capabilities; organizational learning; labor market responsiveness	Institutionalize feedback loops (employers, alumni); enable continuous curriculum updating

Source: Authors' elaboration

The framework is summarized in Figure 1, which illustrates the cyclical nature of transferable skill

development and the central role of stakeholder feedback in sustaining alignment.

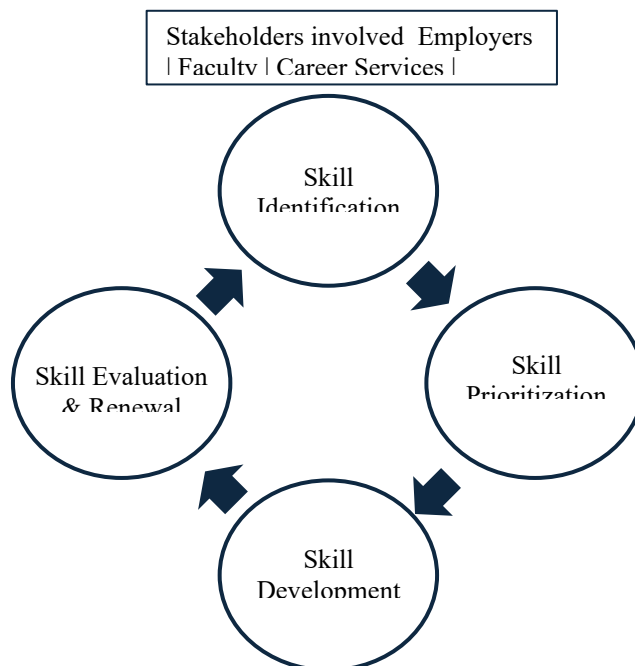


Figure 1. The Stakeholder-Informed Transferable Skills (SITS) Framework

Source: Authors' elaboration

As shown in Figure 1, transferable skill development is conceptualized as a continuous, feedback-driven process rather than a one-time design task.

8. Implications for a Research Agenda

A conceptual framework is, by definition, a proposal rather than a conclusion. Its value is determined not

by its internal coherence alone but by the quality of the empirical inquiry it generates and the usefulness of the insights it helps produce. The SITS framework points to several priorities for future research.

First, there is a need for multi-stakeholder empirical studies that capture how different groups define and experience transferable skills. Much of the existing

literature focuses on single stakeholder perspectives and relies heavily on survey methods. Qualitative approaches can provide deeper insight into how the gap is experienced and where it originates.

Second, the Indian context offers a particularly important research setting. Its scale, diversity, and employability challenges make it more than an extension of existing frameworks. It presents an opportunity to generate contextually grounded insights that can inform both scholarship and policy.

Third, greater attention is needed on institutional processes. While outcomes are widely studied, less attention has been given to how transferable skills are actually developed within programmes. Understanding classroom practices, curriculum design decisions, and industry engagement mechanisms is essential.

Finally, there is scope for intervention-based research. Future studies can examine which pedagogical approaches, assessment models, and industry partnerships are most effective in improving employability outcomes.

9. Contributions of the Paper

9.1 Theoretical Contributions

This paper makes three interrelated contributions to the employability and management education literature. First, it extends Human Capital Theory by emphasizing the quality of skill development, rather than credential attainment, as central to employability outcomes.

Second, it builds on Jackson's Two-Stage Model of Graduate Employability by linking Stage One processes to stakeholder engagement, arguing that curriculum quality depends on the diversity of inputs that inform it.

Third, it introduces the SITS framework as a process-oriented model that integrates stakeholder dialogue into transferable skill development, offering a way of bridging conceptual clarity with institutional practice.

9.2 Practical Contributions

For institutions, the paper highlights the need to treat transferable skill development as a strategic priority. The SITS framework provides a structured way to

approach curriculum design, pedagogy, and industry engagement.

For employers, it underscores the importance of clear and sustained feedback to academic institutions. Employability is a shared outcome that depends on ongoing collaboration.

For policymakers and accreditation bodies, it suggests extending quality frameworks to include evidence of skill development, stakeholder engagement, and graduate outcomes.

9.3 Methodological Contributions

The paper also argues for the value of qualitative, multi-stakeholder research in this domain. Understanding the transferable skills gap requires attention to lived experience and institutional context dimensions that are difficult to capture through surveys alone.

10. Conclusion

The transferable skills gap in MBA education is best understood as a coordination problem. The knowledge required to address it exists, but it is fragmented across stakeholders and weakly integrated into institutional processes.

The SITS framework does not offer a simple solution. Rather, it provides a way of organizing the work required, by clarifying why transferable skills matter, how they should be identified, how they can be developed, and why the process must remain ongoing.

In the Indian context, this challenge is also an opportunity. With the scale and diversity of its management education system, even incremental improvements in alignment could have significant impact. Realizing this potential, however, will require moving beyond rhetorical commitment to employability and towards sustained institutional change. The next step lies in empirically testing and refining this framework across institutional contexts.

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