

An Analysis of Career Development Initiatives of Megathil Through Campus-Industry Collaboration

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ABSTRACT

The widening divide between what is taught in academic institutions and what the industries demand is a major challenge in increasing the employment rate of graduates in this highly competitive world. Career development strategies, especially those through campus industry collaboration, usually play a very significant role in addressing these challenges. Megathil, with its comprehensive approach towards learning, recruitment strategies, and learning enabled by technological advancements, attempts to address this challenge through the improvement of skills and career prospects of students. The research is centered on the effectiveness of the strategies in relation to the training process, skill development, industry exposure, and collaboration between industry and academia in enhancing employability. Data collection was done through a structured questionnaire using the stratified random sampling method.

Keywords: Career Development, Employability Skills, Campus–Industry Collaboration, Skill Gap, Training and Development, Job Readiness, Higher Education, Talent Development, Corporate Training, AI-based Learning

Every year, India generates millions of graduates. Only a few get employed as most of the them are unemployable because of their inability to have industry – relevant skills and exposure to industry. In the current world that is driven more and more by knowledge and technology, human capital becomes a very important driver of organizational competitiveness and national development. There is a constant gap that exists between what institutions teach and what organizations require, i.e., the ability to apply what one learns, adapt, and perform well since day one on the job. The difference between the knowledge that institutions impart and the skill that organizations require has increased further due to advancements in technology and changing job roles.

In order to overcome this challenge, there has been a rise in the significance of career development programs as an organized way of improving the employability of the graduates. Such initiatives have been focusing on developing a combination of technical ability, communication skills, critical thinking, design thinking, professional behavior, soft skills etc.

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these programs often promote the experiential learning to equip the graduates to gain practical exposure through internships, workshops, webinar, seminars, direct industry relationship and interactions to align the capabilities with now needed industry requirements. Organizations like Megathil are taking an innovative position in creating integrated talent ecosystems to support all aspects of a candidate's employment lifecycle. From recruitment and corporate training to placement readiness and AI-based learning tools. By implementing these types of programs, they use a collaborative campus industry model to develop courses, curriculum and content that meets the industry requirements and enhance student's career readiness for entry-level positions in the workplace.

Even though these kinds of programs and courses have been increasingly becoming popular, we can see that some studies have given us first-hand information on their effectiveness in achieving tangible employability skills. Through this research we are going to fill that void and provide a systematic assessment of Megathil's career development initiatives in developing the connection between campus and industries and improving the employability of graduates. This study uses quantitative analysis techniques to assess the relationship between each variable (skill development, etc.) and career development outcome. This study includes providing data on how Integrated Talent Development Models are impacting employees' perceptions of a candidate's employability/career-readiness and identifying those critical factors which are most likely to result in effective Campus-Industry Collaboration.

Statement of the Problem

In recent years, we can observe a significant gap or a disparity between the competencies acquired or learned by students in academic institutions and the skills demanded by employers or in the everchanging and growing industry. Classrooms still largely teach concepts and frameworks, whereas hiring managers look for people who can hit the ground running someone who communicates well, adapts quickly and doesn't need hand-holding from the start.

This mismatch of skills often leads to several challenges including reduced employability, delayed job placement, and increased training cost and extra effort in placement teams for organizations. Despite the introduction of various career development initiatives, training programs, and campus–industry collaborations to address this issue, their effectiveness in achieving the desired outcomes or in bridging the gap remains uncertain and unclear.

Furthermore, there is limited empirical evidence on how integrated models like combining training industry exposure and technology enabled and backed learnings will impact the career outcomes of the students. So, the core problem addressed by us in this study is to evaluate whether career development initiatives by Megathil can successfully bridge the gap between academic learning and industry requirements, and to assess to what extent they enhance the employability and career readiness among students.

Need of the Study

There has been increasing concern over the recent years about how well or equipped the university graduates are able to find employability in today's highly volatile and ever-changing competitive job market. Most of the students have obtained their academic qualifications but they also lack the necessary practical experiences or professional competence that is a must for the employers, this creates an apparently wide gap between the academic learning and employment. This study is crucial and a must to identify this gap and see if it is solvable.

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The reason for doing this research are as the below mentioned:

1. To establish the level of discrepancy between what the students learn at an university and what the employers of current market place expect in terms of work - related skills.
2. To effectively assess the career development initiatives and programs and the trainings in improving the employability of the students
3. To investigate the importance of partnerships and collaborations between universities and industry in enabling students to be prepared to enter the workforce upon graduation
4. To determine which elements most significantly contribute to a student's ability to prepare themselves for a successful entry into the workforce after graduating.
5. To provide educational stakeholders with objective information to help improve their talent development strategies.

This study has been conducted in order to provide an additional contribution to the academic literature as it will provide an empirical evaluation of how integrated talent development models implemented by Megathil. This study also provides a basis for practical application and execution for educational organizations, training agencies to develop and design better employment development models or frameworks which can aid in increasing the employability of students and their preparedness for jobs in the current market.

Objectives of the Study Primary Objective

The primary goal of this study is to determine whether the career development programs and training initiated by Megathil are successful at improving the quality of collaborations between the industry and campuses as well as enhancing the career success of their students.

Secondary Objectives

1. This study will also investigate how Megathil's training and development can positively affect the skills that students bring to an employer.
2. It will also compare what employers across the industry require from new employees with the level of competence those same employees have when they graduate.
3. Additionally, this research will explore the degree to which a gap currently exists regarding the skills required by employers and the levels of proficiency exhibited by recent college graduates.
4. Finally, this research will measure the impact that increased cooperation between the colleges/universities and industries has on the readiness of students for careers as well as job opportunities available to them.
5. Strategies for improving career development activities via enhanced partnerships between educational entities and business partners will be proposed.

REVIEW OF LITERATURE

The increasing concern over the employability or the job readiness of graduates has led to extensive research on career development initiatives and industry - academia collaboration activities. In this literature we are highlighting that academic knowledge alone is insufficient to meet or qualify for industry expectations resulting in the need for structured programs that integrate skill development initiatives, practical exposure to students, and industry engagement paired with the academic curriculum.

Several studies along the years have focused mainly on the integration of employability skills with academic learning. Wardle et al. in their paper they have examined the impact of

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combining and joining the career development learning and practises with employability training and job readiness practices in a business school environment and context. Their findings have indicated that the structured programs incorporating mentorship and industry interaction has significantly enhanced student's professional readiness, job readiness, self-confidence, and adaptability which results in their study further highlighting the importance of aligning academic curriculum with industry requirements to improve graduate employability.

It has been widely recognised that the role of every industry - academic collaborations is the key factor in bridging the gap between employability of a candidate and his education. Pillai has emphasized in their paper that these partnerships formed between the educational institutions and the industries provide students with real world practical exposure through internships, training programs organised by the institutions and corporates, and real-world interactions. Ferns et al. in their paper has introduced the concept of Work-Integrated Learning (WIL) often now followed in all the tech giants across India demonstrating that combining theoretical knowledge taught in the college with practical workplace experience which students gain at work always enhances job readiness and facilitates smoother transitions the students from their learning phase into employment and job readiness.

In addition to this, a number of studies and research have shown us that sustainable and organized collaborations with the industry will be very important for the future education. Manan et al. has showed us that that long term partnership arrangement or project-based internships can develop the student's confidence and ability to apply their knowledge (academic) much better than the short-term training programs. Rawlinson et al. has also similarly stressed that when two or more organizations collaborate successfully, they will need to communicate effectively and understand each other well and share a common objective.

It has been identified through many research that experiential and project-based learning approaches have been a key contributor to employability and job readiness and in his paper, Shin et al. has developed an integrated internship and capstone program which shows that real world project exposure is improving the students problem solving abilities and their technical skills are solidifying. In another paper written by Naseer et al. they have proposed a framework of project-based learning that actually integrates the industry collaboration and highlights that constant and continuous feedback and real-world exposure and engagement is highly enhancing and growing the students career readiness. This claim has been very much further claimed and supported by Lu They have claimed that this growth is achieved by demonstrating that experiential learning improves the student's workplace confidence and professional identity among their peers.

Another key factor that has been found to support the students employability and skill development is the industry supported courses and apprenticeship models implemented by the colleges. Kumar et al. in their research they have found that the industry involvement in designing the student's curriculum enhances their job readiness and professional competencies. Welbourn et al. in their paper has examined degree apprenticeships and concluded that combining academic learning with workplace experience leads to the development of job-ready graduates across all domains. Salazar-Gomez et al. in his research paper has highlighted that the structured apprenticeship programs have proven to improve the employability of the graduates by providing them practical experience and mentorship.

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The gap between what students learn in college and what industries or corporate companies are actually expecting has been very widely discussed in recent research globally, Beaupre et al. has emphasized that there is a major gap between the industry expectations and students skill level posing as a challenge for securing jobs and to bridge this gap collaborations between both the parties are a must to align the curriculum that the students follow with the latest market demands. In another paper Ezeuduji et al. further explored the stakeholder perspectives in the gap and found that collaboration is the only major positive impact on employability, confidence, and job readiness among students and them becoming more prepared for real job environments.

Despite the extensive and huge amount of research that has been done on the issue of career development and activities such as industry-academic collaborations, there are still some vital gaps existing within these students since the majority of them usually concentrate on particular aspects of these processes and do not consider talent development as an organic whole but focus on certain aspects such as internship, educational training, and curriculum design. Moreover, there is a relative lack of research about technology-based career development tools and how they contribute to the improvement of students employability.

This study by me focuses mainly on the understanding of how an integrated career development approach can better prepare the students for the real world by examining the model implemented by Megathil currently which brings together skill training, exposure to industry practices, and the use of technology in learning, and through this we aim to offer practical insights on how combining these elements altogether can improve the employability, job readiness and overall career readiness while adding meaningful evidence to existing research in this area.

RESEARCH METHODOLOGY

In this paper we have followed a systematic process and used it to collect, analyze, and interpret data for the purpose of the study. We have focused mainly on evaluating the effectiveness of career development initiatives undertaken by Megathil through industry academic collaboration, particularly in improving employability skills and career readiness among students across all domains and department. This research is designed following a descriptive methodology, which assists in knowing about the current status without making any alteration in it. This research emphasizes the perception of the students regarding their training, the effectiveness of their training, and the impact of career development programs on the trainees. This methodology is qualitative in nature; numerical data will be gathered to make an analysis and conclusion.

As for this study, we have concentrated on analyzing the views of students belonging to various colleges who have participated in Megathil's training programs throughout the past year, including those at the undergraduate, postgraduate levels, and other categories, and by ensuring that an equal representation of students in all categories was provided through random sampling methods, we obtained a sample size of 130 which is deemed adequate enough to derive significant information from the data. In essence, we sought to understand the way in which the students perceived these training programs, their effectiveness in the lives of these students, and their influence on the employability of these career development initiatives, with the entire process being based solely on quantitative data analysis.

The questionnaire was formulated based on the feedback provided by the students regarding the training programs conducted by Megathil for them, and the same was distributed to

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students from various college who participated in those programs, and their responses were recorded in order to know their experience and opinions. We have been provided with a 5-point Likert scale, which ranges from ‘Strongly Agree’ to ‘Strongly Disagree’, and the same was used to record their opinions in an easy and effective manner. Along with the primary data, we also collected secondary data through research paper, journals and effective manner. Along with the primary data, we also collected secondary data through research paper, journals and other organizational reports.

The analysis focused on what seemed to matter most how much students felt their skills had grown, what kind of industry exposure they actually received, and whether any of it translated into a real sense of career readiness. SPSS was used throughout, starting with frequencies and means, then moving into regression, ANOVA, chi-square, factor analysis, and Cronbach’s Alpha to test for reliability and uncover deeper patterns.

Table: 1 Reliability

Measure	Value
Cronbach’s Alpha	0.839
Cronbach’s Alpha (Standardized Items)	0.884
Number of Items	32

Interpretation

However, the measures of reliability show us the other side of the coin, and in this case, we can only be positively impressed. Thus, the value of Cronbach’s Alpha being equal to 0.839 proves that the measure items are cooperating with each other as expected. This impression is corroborated by the value of standardized alpha which is 0.884. It is quite impressive that all 130 subjects answer the questionnaire completely.

Table: 2 Descriptive Statistics

Variable	N	Min	Max	Mean	Std. Dev	Skewness	Kurtosis
Platform Usage	130	0	1	0.81	0.396	-1.580	0.503
Career Awareness	130	1	5	4.15	0.779	-0.962	1.626
Academic- Industry Connection	130	1	5	4.13	0.820	-1.018	1.835
Industry Exposure	130	1	5	4.06	0.851	-0.654	0.213
Skill Module Relevance	130	2	5	4.13	0.709	-0.591	0.481
Skill Improvement	130	1	5	3.96	0.875	-0.629	0.166
Strength Identification	130	1	5	3.87	0.960	-0.750	0.423

Interpretation

The survey responses were obtained from 130 hence gave a clearer idea about the overall opinion of the students on the same. It was noticed that most students have given high rating, indicating that the students had a positive perception of Megathil as a company. The benefits mentioned by the participants include career advancement, industry practices, skills enhancement, interview preparation, and other. It proves that we have met their expectations. Furthermore, the students valued such aspects as confidence boosting, feedback provided by AI and connection between academic education and industry demands.

In general, the feedback was consistent since many students expressed similar thoughts.

Table: 3 Model Summary (Regression)

Model	R	R ²	Adjusted R ²	Std. Error
Model 1	0.797	0.635	0.621	1.874

Career impact = f (App Experience + AI Learning + Skill Development + Campus – Industry Collaboration + Awareness)

Table: 4 ANOVA

Source	Sum of Squares	df	Mean Square	F value	P Value
Regression	758.805	5	151.761	43.195	0.000
Residual	435.664	124	3.513	-	-
Total	1194.469	129	-	-	-

Table: 5 Coefficients

Variable	B	Std.Error	Beta	T - value	P - value
Constant	1.262	1.326	-	0.951	0.343
Awareness	0.058	0.109	0.037	0.531	0.596
Skill Development	0.180	0.078	0.190	2.312	0.022
AI Learning	0.202	0.068	0.214	2.957	0.004
Campus–Industry Collaboration	0.368	0.074	0.379	4.967	0.000
App Experience	0.355	0.156	0.156	2.275	0.025

Interpretation

The regression results show that the model is good, with an R² value of 0.635, which means 63.5% of career impact is explained by the selected factors.

The ANOVA result (p = 0.000) shows that the model is statistically significant, so the analysis is valid. Among the factors, campus–industry collaboration has the highest impact, followed by AI learning, skill development, and app experience, and all of them significantly improve career impact.

However, awareness does not have a significant effect.

Overall, the study shows that practical learning, industry exposure, and skill development are the key factors influencing career impact.

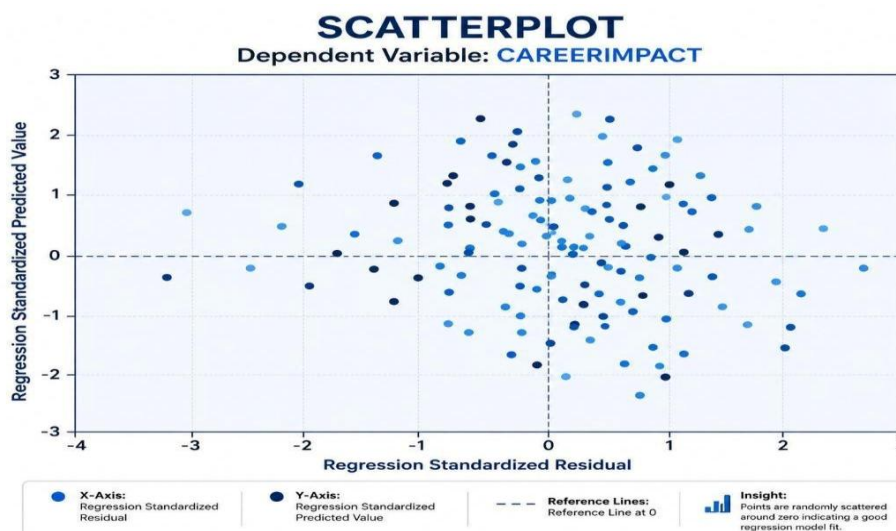


Figure a: Scatterplot of Regression Standardized Residual vs Predicted Values (Source: SPSS Output, Author’s Analysis)

Table: 6 ONEWAY ANOVA

Statement	F Value	P Value	Result
Confidence in Interview	2.321	0.078	Not Significant
Industry-Ready Skills	0.246	0.864	Not Significant
Employability Improvement	0.664	0.576	Not Significant
Career Opportunity Identification	1.066	0.366	Not Significant
Overall Career Development	0.383	0.765	Not Significant

Interpretation

It does not matter to whom Megathil is addressed as all p-values are more than 0.05. In other words, respondents have almost identical opinions, which suggests that on average Megathil is effective in raising confidence and competencies of students and making them more career-ready.

FINDINGS AND CONCLUSION

By this research and study, we can come to the findings that are drawn from a detailed analysis of the collected data and provide a detailed understanding of how the Megathil's platform is perceived and utilized by students across domains and departments. A large proportion of the respondents have actively used the Megathil's platform with 80.8% indicating prior usage which suggests that the platform has achieved a strong level of adoption with users and practical engagement among students 84.6% of respondents are familiar with Megathil's career development initiatives, reflecting effective outreach and communication efforts which shows that the awareness levels among the users are also high. User perceptions of the site are primarily favorable. A total of 73.1 percent of users stated that they would be willing to recommend this site to other people. Additionally, a total of 69.2 percent of users were very satisfied with the site; however, only a small number of users indicated low levels of satisfaction. This indicates that the vast majority of users had a highly positive experience using the site, and therefore there is likely an adequate amount of trust in the site for many users.

Analysis of the demographics of the users also reveals some trends. There is an uneven distribution of universities represented by the users of the site. Universities such as SA Engineering College, Kumaraguru College of Technology, and VISTAS tend to have higher rates of participation than universities not listed here. Post graduate students made up the majority of the survey participants at 57.7% which may suggest that older students tend to use sites that provide them with a structured means of developing their careers. Students who were in their final two years of study comprised the largest demographic group, which suggests that as students get closer to graduating, they tend to become more interested in developing skills related to their career.

The descriptive statistics presented above indicate that all but one variable have a mean value greater than 4. These findings indicate that all but one of the items on the survey are perceived by users to have a positive contribution to development of skills, increasing awareness of industries and closing the gap between what is learned in school and what is expected of individuals in the workforce, and ultimately improving their career opportunities. In addition, ANOVA analysis method was applied in this research study to determine whether there were any significant differences between the various sub-groups of students as far as their opinions of the website were concerned. This is because there were no significant difference in any of the comparisons made ($p > 0.05$). As such, it can be inferred that the

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opinions regarding this web site remained constant across varying levels of student progress (academic year).

Regression analysis demonstrates how the most important factors contribute to career development, based on an R^2 value of 0.635. This means that about 61.8 percent of the variability in career outcome can be explained by several other important factors including learning, skill development, and campus-based support. Campus related supports were shown to be the most influential factor among them.

CONCLUSION

The objective of this research was to assess if the career development programs and initiatives provided for students by the industry academic partnership and the Megathil's platform can improve the job readiness and career preparedness of college students. While the data collected during this project were analyzed overall the analysis indicates that the career development programs being developed through these partnerships have made a substantial positive impact on both the awareness and utilization of the programs. A large number of the students participating in the survey indicated they had utilized the program or at least knew about it, indicating there is a high degree of acceptance and applicability of the program within today's educational community. The overall majority of the students who participated in the survey expressed a very favorable opinion regarding their experience with the program particularly in relation to acquiring skills and developing an understanding of what it takes to work in the industry gaining confidence and preparing them for careers upon graduation from school, supporting evidence that the program has addressed many of the differences in how academics and employers view preparation for employment. One of the most important insights from the study that we found out is that skill development plays a central and very crucial role in influencing career outcomes of the students. There is a greatest relationship between the skill acquired and the growth of the individual career. This implies that there are significant benefits gained from training programs accompanied by exposure and guidance. These findings reveal the importance of other factors such as learning experience, campus support and training in the process of career development. In fact, campus support plays an especially crucial role among these factors.

This research further shows us that the students across all and different departments and categories share a common perception of the Megathil platform. This strengthens the reliability and generalizes the findings which tells us that the platform is very capable in delivering similar successful benefits to a wide range of user groups across different segments of users.

On the other hand, the uneven participation from different universities shows that even through high levels of user satisfaction were recorded, it is possible to improve their level of engagement and outreach. Providing greater access, involving the students at an earlier stage, and ensuring constant interaction with the user will help make the impact of the system even more substantial.

In Summary, the study shows that the combined approaches for career development by means of providing training, industry experience, and technological support of effective in closing the gap between education and the working environment. The study of Megathil proves that a correct combination of all these aspects results in better skill development, increased self-confidence, and higher preparedness on the part of students for the job market.

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Conflict of Interest

The author(s) declared no conflict of interest.

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