

**Moumita Das**

State Aided College Teacher  
Hiralal Mazumder Memorial  
College for Women  
[moumitadas590@gmail.com](mailto:moumitadas590@gmail.com)

# Role of Institutions on Students' Career Development and Confidence Building

**Moumita Das**

**Sunil Kumar Baskey**

**Dr. Sunil Kumar Baskey**

Assistant Professor, Dept. of  
Education

Rabindra Bharati University  
: [baskeys1@gmail.com](mailto:baskeys1@gmail.com)

## Abstract:

*Institutions are the key location for students where they get the initial education and training for career development. Later on, the institutions allow the students to boost their confidence on a positive note to gain better career development skills. Through these steps, they evolve their future in professional fields and achieve success. Here, the Indian institutions also present similar factors to provide career development training and increase confidence among students.*

*In this study, the introduction chapter highlights the aims, objectives and significance of the study. Furthermore, the research explains the planning of the educational institutions of India to boost the confidence and the process to improve the career development skills of Indian students. The literature review chapter shares knowledge on career development opportunities in India and the process of Indian institutions to help students improve their career development skills and confidence. Also, it describes the guidelines and the importance of NEP 2020 in career development in Indian institutions through governmental support. In methodology, the primary quantitative method and its justification for use in this study are shared. The purposive sampling technique and Likert-type scale data collection tool are also elaborated briefly. Similarly, the findings of the study share the comparison between the hypothesis and the objectives of the study through survey data analysis. Likewise, the data analysis emphasises the viewpoints of the students towards the action of institutions in their career development and confidence-boosting.*

**Keywords:** *Institutions, career, development, confidence, students*

## 1. Introduction:

This paper is about the role that institutions play in the career development and confidence boosting of students in India. Concerning this, the background, problems associated with the research topic, definitions of key terms and significance of the study have been presented in this chapter. Also, this chapter discloses the aim, objectives and hypothesis to drive the research towards the expected direction. Considering the requirements and quality maintenance criteria, this research paper has chosen both male and female students from both urban and rural areas of India. It has not only helped this research to explore contradictory and variety of information, but also identify the similarities and dissimilarities among those to check the validity of proposed hypothesis.



## 2. Review of Literature:

### 2.1 Concepts of Students' Career Development and Confidence:

Career development is the process through which students achieve goals in the future. Also, to achieve long-term success through building skills, creative decisions and so on, career development education is the key solution for students. Tate et al. (2015)<sup>1</sup> have critically explained that students' career development is a concept of educational training that helps them achieve occupational success quickly. It helps students to develop skills rather than theoretical knowledge. According to Landrum (2020)<sup>2</sup>, the confidence of the students is part of self-belief that helps them to achieve success in their careers and academics. However, a lack of self-confidence deteriorates the developmental process of a student and sets them back to learning and acquiring new skills for future progression.

### 2.2 Factors Influencing Indian Institutions to Promote Career Development Opportunities:

According to the studies of Ray et al. (2020)<sup>3</sup>, developing skills, and increasing the competencies among students are significant factors for Indian institutions to develop students and their future careers. Through this, the institutions build responsibility among students for future development and the institutions also gain a chunk of a reputation from the success of the students. On the other hand, Schleiff et al. (2023)<sup>4</sup> have argued that in terms of public health graduate students, Indian educational institutions provide career development opportunities to increase public awareness among students. Through collaboration and internship in public health sectors, the medical institutions provide career development opportunities and increase the responsibility among them for better professional careers. On the contrary, to help the students deal with stress, and professional challenges, career development opportunities are also necessary. Similarly, in Indian institutions, through career development and grooming classes, the faculties provide such training and lessons to their students to handle critical situations and professional challenges. Through this, the students gain better knowledge and the success rate of the institutions in training a student for a future career also increases.

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<sup>1</sup> Tate, K. A., Caperton, W., Kaiser, D., Pruitt, N. T., White, H., & Hall, E. (2015). An Exploration of First-Generation College Students' Career Development Beliefs and Experiences. *Journal of Career Development*, 42(4), 294–310. <https://doi.org/10.1177/0894845314565025>

<sup>2</sup> Landrum, B. (2020). Examining Students' Confidence to Learn Online, Self-Regulation Skills and Perceptions of Satisfaction and Usefulness of Online Classes. *Online Learning*, 24(3), 128–146. <https://eric.ed.gov/?id=EJ1271797>

<sup>3</sup> Ray, A., Bala, P. K., Dasgupta, S. A., & Srivastava, A. (2020). Understanding the factors influencing career choices in India: from the students' perspectives. *International Journal of Indian Culture and Business Management*, 20(2), 175. <https://doi.org/10.1504/ijicbm.2020.105641>

<sup>4</sup> Schleiff, M., Brahmabhatt, H., Banerjee, P., Reddy, M., Miller, E., Majumdar, P., Mangal, D. K., Gupta, S. D., Zodpey, S., & Shet, A. (2023). Key factors influencing public health students and curricula in India: Recommendations from a mixed methods analysis. *PLOS ONE*, 18(2), e0279114. <https://doi.org/10.1371/journal.pone.0279114>



### 2.3 Growth of Students' Career Development Opportunities in India:

Career development in Indian institutions has been commendable for the last few educational years. Here, [Vashisth and Kumar \(2015\)](#)<sup>5</sup> have shared that the Indian institutions for higher education are focused on career development classes, like talent management, network mentoring, communication and interaction sessions and so on. Gradually, every institution with professional curriculums has adopted such compulsory training to develop their students' future. However, [Chakrabarty \(2019\)](#)<sup>6</sup> has critically reported that despite the growth and enthusiasm towards career development plans and curriculums in the institutions, the students are lacking in career direction while pursuing the right option. As per the report, 93% of Indian post-graduate students know only seven career options. On the other hand, in India, there are 250 career options and opportunities exist in 40 education domains. However, [The Times of India \(2023\)](#)<sup>7</sup> have reported that recently, the University of Delhi has developed a career development centre with the collaboration of 20 colleges. Through this centre, they help the students to communicate with entrepreneurs and they will be their mentors to provide a guide for a better professional future. It will increase the growth of career opportunities among the students.

### 2.4 Current Career Development Programmes in Indian Institutions:

In the government institution of India, the National Apprenticeship Promotion Scheme is the major career development programme for students. Through this scheme, the students can develop their skills according to the demands of the required industry. Also, it helps the students to grab job experimental training for their future betterment. As per the data of [Pib.gov.in \(2022\)](#)<sup>8</sup>, in 2016, the government of India introduced this scheme and since then, nearly 13.38 lakh students have engaged with the developmental programme. Also, the major government institutions of India encourage their students to enrol with schemes for better career opportunities and enhance their skills. On the other hand, IIT Roorkee has introduced an independent career development programme in collaboration with Japan. Through this programme, they provide a scholarship to eligible students and job opportunities in Japan in

<sup>5</sup>Vashisth, A., & Kumar, A. (2015). *Career Development in 21st Century India: A Comprehensive Approach*. Researchgate. [https://www.researchgate.net/publication/296674528\\_Career\\_Development\\_in\\_21st\\_Century\\_India\\_A\\_Comprehensive\\_Approach](https://www.researchgate.net/publication/296674528_Career_Development_in_21st_Century_India_A_Comprehensive_Approach)

<sup>6</sup> Chakrabarty, R. (2019). *93% Indian students aware of just seven career options: What are parents doing wrong?* India Today. <https://www.indiatoday.in/education-today/news/story/93-indian-students-aware-of-just-seven-career-options-what-are-parents-doing-wrong-1446205-2019-02-04>

<sup>7</sup> The Times of India. (2023, February 9). Career development centres at 20 Delhi University's colleges to encourage startup culture. *The Times of India*. <https://timesofindia.indiatimes.com/city/delhi/career-development-centres-at-20-du-colleges-to-encourage-startup-culture/articleshow/97746853.cms?from=mdr>

<sup>8</sup> Pib.gov.in. (2022). *National Apprenticeship Promotion Scheme*. Pib.gov.in. <https://pib.gov.in/PressReleasePage.aspx?PRID=1844727>



their academic domain. In current years, nearly 200 students have the advantage of achieving this opportunity.

### 2.5 Relationship between Students' Career Development and Confidence Improvement:

Career development programmes and lessons for students help them boost both their soft and professional skills for better career opportunities. With the development of skills, students get proper motivation and can rely on their skill sets for better outcomes. On this note, motivation increases the confidence among students to achieve required goals. Here, Cloutier et al. (2015)<sup>9</sup> have explained that confidence comes from the emotions of well-being and belief of human beings. Therefore, the training, lessons and academic knowledge of students help them to build confidence in themselves positively. On this note, career development is a crucial step for students to build their confidence. Hence, it reflects that the development programmes are related to confidence building for students.

### 2.6 Guidelines in NEP 2020:

According to the declaration of Pib.gov.in (2023)<sup>10</sup>, the NEP 2020 has improved the B.Ed. education schedule from five years to four years. Therefore, the students will be able to save one entire year to do other educational training to enhance their career opportunities in the education field. It will be a beneficial action for the students, who seek internships and brush up their educational skills for better career development. Also, the NEP 2020 has provided felicity in subject selection for students in their higher studies. For example, a student who has a good knowledge of mathematics can choose that subject with philosophy or history. Therefore, the career scope for Indian students will increase after their graduation or post-graduation. From a developmental perspective, this idea will provide more opportunities for the institution to help their students have several pieces of training in separate subjects to build a strong career.

### 2.7 Implementation of NEP 2020 by Indian Institutions in Students' Career Development:

According to Akram and Bhat (2023)<sup>11</sup>, the NEP 2020 is a progressive education policy that focuses on the critical thinking, innovation and creativity of students through primary and higher education. Therefore, through this, higher education institutions can provide better career guidance to students for their career development. Also, through experimental learning of NEP

<sup>9</sup> Cloutier, O., Felusiak, L., Hill, C., Jean, E., & Mberton-Jones, P. (2015). *The Importance of Developing Strategies for Employee Retention* (pp. 119–129). [http://www.m.www.na-businesspress.com/JLAE/Pemberton-JonesEJ\\_Web12\\_2\\_.pdf](http://www.m.www.na-businesspress.com/JLAE/Pemberton-JonesEJ_Web12_2_.pdf)

<sup>10</sup> Pib.gov.in. (2023). *4 Year Integrated Teacher Education Programme (ITEP) launched in 57 reputed Central/State Government Universities/Institutions from academic session 2023-24*. Pib.gov.in.

<sup>11</sup> Akram, M., & Bhat, J. A. (2023). "Career building in higher education with reference to NEP of India 2020." *IJCRT*, 11(3), 2320–2882. <https://ijcrt.org/papers/IJCRT2303923.pdf>



2020, the institutions can help the students grab knowledge outside of the earlier traditional curriculums. For example, a diverse knowledge of mixed subjects in higher education can be an opportunity for students to pursue their interests and develop a better career. However, Pandit (2023)<sup>12</sup> has arguably reported that the leading government universities and professional colleges in India have not yet accepted or adopted the NEP 2020. Despite that, 87 autonomous colleges in India have adopted the NEP 2020 from the 2023 education year. Therefore, they will provide their students with flexible subject-choosing opportunities to enhance their careers accordingly. Despite that, the majority of state institutions and private technical and professional colleges of India are still following the old education policy and pursuing their career development programmes for students in the traditional way.

### 3. Background of the Study:

The UGC and State Higher Education Directorates in India have assigned importance to Career Planning and Leadership to promote career development opportunities for students (Ugc.gov.in, 2023)<sup>13</sup>. Concerning this, they have established Career Planning and Leadership centres in universities and colleges to support students in shaping their future. For example, Gudimetla & Rajaram (2015)<sup>14</sup> have identified that career aspirants in fashion in India have opportunities to avail of fashion education courses to develop their careers and boost confidence.

#### 3.1 Research Aim:

This research aims to identify and discuss the role that institutions in India play in the career development and confidence of students.

#### 3.2 Research Objectives:

This research has set the objectives as follows-

- To compare the attitudes between the students of urban and rural India towards the role of institutions in their career development and confidence
- To compare the attitudes between the male and female students of India towards the role of institutions in their career development and confidence

#### 3.3 Problem Statement:

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<sup>12</sup>Pandit, N. (2023, June 10). *State to roll out NEP-based courses at 87 autonomous colleges from new session*. Hindustan Times. <https://www.hindustantimes.com/cities/mumbai-news/state-to-roll-out-nep-based-courses-at-87-autonomous-colleges-from-new-session-101686338349545.html>

<sup>13</sup> Ugc.gov.in. (2023). *University Grants commission ::Mandate*. [www.ugc.gov.in](http://www.ugc.gov.in)  
<https://www.ugc.gov.in/page/Mandate.aspx#:~:text=The%20UGC%60s%20mandate%20includes%3A&text=Determining%20and%20maintaining%20standards%20of>

<sup>14</sup>Gudimetla, C. R., & Rajaram, N. J. (2015). *Career Aspirations and Background of Students Opting for Fashion Education Courses in India*.  
[https://www.researchgate.net/publication/276859445\\_Career\\_Aspirations\\_and\\_Background\\_of\\_Students\\_Opting\\_for\\_Fashion\\_Education\\_Courses\\_in\\_India](https://www.researchgate.net/publication/276859445_Career_Aspirations_and_Background_of_Students_Opting_for_Fashion_Education_Courses_in_India)



The fundamental issue in this research is the role and responsibilities of institutions in India to shape the career development and confidence of students. In India, most of the students neglect their interests and choose a career that satisfies their financial expectations. As noted by Chakrabarty (2019)<sup>15</sup>, 93% of Indian students are aware of only seven career options instead of having many other options. Due to this, the institutions are expected to support them in properly developing their career and boosting confidence.

Career development plans and procedures help students grow both personally and professionally in institutions. Thus, Tekkol & Demirel (2018)<sup>16</sup> have mentioned that institutions, such as colleges and universities have to support students in being motivated and self-directed while planning and achieving their own career goals. Through this, they can discover their potential, liking and uniqueness to do professional performances. Similarly, in India, it is a considerable issue for institutions nowadays to provide invaluable career development assistance to UG students through which they can gain more knowledge and improve their skills. However, in Brainwonders (2023)<sup>17</sup>, it has been reported that there is still a lack of awareness and information about several career options available for students after they pass out of school. Under this scenario, career counsellors in institutions will help students explore all possible career options and understand their workplace expectations to ensure a bright future in the competitive world. Also, the Indian government is there to launch several initiatives to promote skill development and career improvements for students (Sharma, 2023)<sup>18</sup>. Significantly, educators in India are extensively working towards achieving improvements in the institutions and thus, the students also need to grab those improvements to enhance their confidence. This study will shed light on the strategies institutions in India undertake to support students in career development and confidence-boosting.

### 3.4 Hypothesis:

**H<sub>01</sub>:** There is no significant difference between the attitudes of urban and rural students towards the role of institutions in their career development and confidence.

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<sup>15</sup> Chakrabarty, R. (2019). 93% Indian students aware of just seven career options: What are parents doing wrong? India Today. <https://www.indiatoday.in/education-today/news/story/93-indian-students-aware-of-just-seven-career-options-what-are-parents-doing-wrong-1446205-2019-02-04>

<sup>16</sup> Tekkol, İ. A., & Demirel, M. (2018). An Investigation of Self-Directed Learning Skills of Undergraduate Students. *Frontiers in Psychology*, 9(2324). <https://doi.org/10.3389/fpsyg.2018.02324>

<sup>17</sup> Brainwonders. (2023). *Need and Importance of Career Guidance – 10 Reasons why Career Guidance is Important for Students*. Brainwonders. <https://www.brainwonders.in/blog/why-career-guidance-is-important-for-student>

<sup>18</sup> Sharma, K. K. (2023). *Importance of Education in Career Development in India*. [www.linkedin.com](https://www.linkedin.com/pulse/importance-education-career-development-india-dr-kamal-kumar-sharma#:~:text=It%20can%20provide%20the%20skills). <https://www.linkedin.com/pulse/importance-education-career-development-india-dr-kamal-kumar-sharma#:~:text=It%20can%20provide%20the%20skills>



**H<sub>02</sub>:** There is no significant difference between the attitudes of male and female students towards the role of institutions in their career development and confidence.

### 3.5 Definitions of Key Terms:

- i) **Institutions:** According to Gräbner &Ghorbani (2019)<sup>19</sup>, institutions are organisations, foundations, establishments, societies or engaged to promote any particular programme or cause, such as education or charity. Thus, institutions have specific purposes to perform. These purposes also included religious, professional or social aims. For example, schools, colleges and universities are educational institutions, churches are religious institutions, hospitals are charitable or social institutions, companies are professional institutions and so on.
- ii) **Career Development:** Career development denotes the support an organisation provides to employee professional growth, particularly to the movements of employees to a new position or project within the firm. In this support, mentoring, coaching, networking, skill improvement and career pathing are involved. (Niati et al. 2021)<sup>20</sup> has also defined career development as the process of learning and utilising short-term skills to progress towards long-term professional goals.
- iii) **Confidence:** Confidence is the feeling or belief that one can have faith in or rely on something or someone (Greenacre et al., 2014)<sup>21</sup>. It also refers to the belief on own abilities realistically and securely without any arrogance. It is not about feeling superior to others, but feeling oneself capable of doing something.

### 3.6 Significance of the study:

This study will help readers to understand the importance of starting career development plans from the institutional level. Also, the relationship between establishing a career and improving the confidence of students has been portrayed in this study. On the other hand, this research carries enough significance to identify the role of Indian institutions in supporting students in ensuring career development and confidence enrichment. In the Indian context, this study has the potential to exhibit the new directions taken by Indian institutions to provide career-centric education by exploring available career options.

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<sup>19</sup>Gräbner, C., &Ghorbani, A. (2019). *Defining institutions - A review and a synthesis*. Www.econstor.eu.  
<https://www.econstor.eu/handle/10419/193628>

<sup>20</sup>Niati, D. R., Siregar, Z. M. E., &Prayoga, Y. (2021). The Effect of Training on Work Performance and Career Development: The Role of Motivation as Intervening Variable. *Budapest International Research and Critics Institute (BIRCI-Journal): Humanities and Social Sciences*, 4(2), 2385–2393. <https://doi.org/10.33258/birci.v4i2.1940>

<sup>21</sup> Greenacre, L., Tung, N. M., & Chapman, T. (2014). (PDF) *Self confidence, and the ability to influence*. ResearchGate.  
[https://www.researchgate.net/publication/286318041\\_Self\\_confidence\\_and\\_the\\_ability\\_to\\_influence](https://www.researchgate.net/publication/286318041_Self_confidence_and_the_ability_to_influence)





#### 4. Methodology:

##### 4.1 Methods Adopted:

Here, the researcher has followed the primary quantitative method. For survey data collection, the primary quantitative method is a helpful methodology for every researcher. Similarly, a survey has been conducted here to collect ground-level data from rural and urban students of India. Also, interpretive philosophy has been followed here to analyse the vast data. Furthermore, to analyse the research evidence according to the objectives, the explanatory design has been obeyed here.

##### 4.2 Tools for Data Collection:

The researcher has created a self-constructed questionnaire for Indian students containing twenty statements. On this note, the questionnaire was based on a five-point Likert-type scale and therefore, it has provided the highest possible score i.e., 5x20 (100). Accordingly, following the construction of the dimension, a five-point Likert-type scale is applied.

##### 4.3 Variables:

In this study, the dependable variables are Students' career development and confidence improvement. On the other hand, the independent variable is academic institutions.

##### 4.4 Sampling:

In this current research, the participants, such as students for the data collection through the survey were from rural and urban areas of India. The Indian students were divided into two categories, male and female from the urban and rural parts. Here, 50 Indian male students and 50 female students have been selected as samples. To do this sampling, the researcher has determined the purposive sampling technique based on the characteristics of the population of participants. All the students were selected from two separate colleges in India, 50 of them from urban areas and 50 of them from rural areas. Therefore, from each category, a total of 100 students were selected from urban and rural areas respectively.

**Table 1: Sample Distribution Table**

Area	Male students	Female students	Total
Urban	50	50	100
Rural	50	50	100
<b>Total</b>	100	100	200





## 5. Data Collection and Analysis of Collected Data:

The researcher has edited, coded, classified and tabulated all the collected data. The process of data analysis took place after the tabulation was done and a statistical package for the attitude of the rural and urban students towards the role of Indian institutions in giving career development opportunities was used. By using description, the collected data has been executed to identify the significant differences in attitude towards career development scopes.

## 6. Description and Interpretation of Collected Data:

Measurement of core tendencies aims to represent a set of statistics and eventually, it is a unique number. It determines the central positioning of the information. Consequently, a measurement of crucial tendencies is often considered as a proportion of pivotal positions. Along with considering these as the summarised facts, all of the average, median and mode are legitimate measures of the core. The normal of the data collection has been executed by using mean, median and mode. At the same time, by using descriptive statistics, it was exhibited whether there is an area-based difference among students or not. Regarding this, by using a z-test, the attitude towards career development plans and opportunities between urban and rural areas is invested. If the level of significance is 5% and the degree of freedom is 28, the z-value is 21.71. Consequently, calculating the z-value as less than 21.71 will result in accepting the Null Hypothesis. If the level of significance is 1% and the degree of freedom is 28, the z-value is 1.70. Consequently, calculating the z-value as greater than 1.70 will result in rejecting the Null Hypothesis.

**Table 2: Frequency Distribution for Attitude Score of Male Students**

Score	Frequency Distribution for Attitude of Male Students	Frequency Distribution for Attitude ff Female Students
30-39	10	12
40-49	20	18
50-59	40	35
60-69	60	64
70-79	30	31
80-89	30	25
90-99	10	15



Table 3: Calculation for Central Tendency of Attitude Score of Male and Female Students:

N=100	Central Tendency	Calculated Value
	Mean (x)	66
	Median (me)	64.5
	Mode (mo)	61.5

The table presented above exhibits that the Mean, Median and Mode are quite close to one another. It concludes that the distribution of scores of Male and Female students is normally distributed

Table 4: Frequency Distributions for Attitude of Rural and Urban Students

Score	Frequency Distribution for Attitude of Rural Area Students	Frequency Distribution for Attitude of Urban Area Students
30-39	10	14
40-49	30	26
50-59	40	35
60-69	60	65
70-79	30	27
80-89	20	23
90-99	10	10

Table 5: Calculation for Central Tendency of Attitude Score of Students of Rural and Urban Areas

N=100	Central Tendency	Calculated Value
	Mean (x)	63
	Median (me)	62.83
	Mode (mo)	62.49

The table mentioned above shows that the measurement of Mean, Median and Mode is almost equal. Thus, it indicates that the distribution of scores of rural and urban students is normally distributed.



Table 6: Z-Test Area Concerning Rural and Urban Area Basis

Area	X (Mean)	N	Level of significance (0.05)	Level of significance (0.01)	Calculated value for Z test
Rural	64	100	1.960	2.576	4.76
Urban	62	100			

In the table presented above, it is clear that the calculated value of z is 4.76. Also, the table value of z from the table at the 5% level of significance is 1.96. It reflects that the table value is less than the calculating value, [i.e.  $z (96 < 4.76)$ ] at a significance level of 5%. It indicates that the Null Hypothesis is rejected.

Table 7: Z-Test Area Concerning Male and Female Basis

Area	X (Mean)	N	Level of significance (0.05)	Level of significance (0.01)	calculated value for the Z test
Male	65	100	1.96	2.576	7.14
Female	63	100			

From the above-mentioned table (No 7), it can be stated that 7.14 IS the calculation value of Z. At the 5% level of significance, the table value of Z from the table is 1.96.it exhibits that the calculating value is greater than the table value, [i.e.  $z (7.14 > 1.96)$ ] at a 5% level of significance. It means that the Null Hypothesis is not accepted.

## 7. Findings of the Study:

- i) To compare the attitudes between the students of urban and rural India towards the role of institutions in their career development and confidence
- ii) There is no significant difference between the attitudes of urban and rural students towards the role of institutions in their career development and confidence.
- iii) Based on the data analysis, it can be concluded that the hypothesis is not accepted. Thus, it signifies that there is a significant difference between the attitudes of urban and rural students towards the role of institutions in providing career development opportunities and confidence enrichment. Importantly, rural students have a more positive attitude towards the role of institutions in students' career development and confidence-boosting than urban students.



- iv) To compare the attitudes between the male and female students of India towards the role of institutions in their career development and confidence
- v) There is no significant difference between the attitudes of male and female students towards the role of institutions in their career development and confidence.

The collected data and its analysis show that the hypothesis is not accepted. It means that there is a significant difference between male and female students of India regarding their attitudes towards the role of institutions in students' career development and confidence enhancement. The statistical representation shows that female students possess a more positive attitude towards the role of institutions in providing them with career development and confidence than male students.

## 8. Conclusion:

Based on the collected data and its analysis, it can be concluded that male and female students in India have different attitudes towards the role of institutions in supporting their career development and confidence-boosting. At the same time, the attitudes of rural and urban students towards the same differ from each other. The rural female group has the most positive attitude among all. Eventually, it disclosed that the Indian institutions have potential enough to support students in giving career development opportunities and are now providing satisfactory career development scopes to students to enhance their confidence.

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