An analysis of -factor effecting the placement & personality of MBA Students & implementation of PULL strategy to get 100 percent placement

ABSTRACT – The Growing need of market is creating the demand for technical knowledge with managerial skill. The quality is become unsatisfactory & quantity is increasing which is more than its demand. Professionalism is replacing incompetent. Master of Business Administration helps the students to understand personal, social & Professional Etiquette. Placement & Personality are two wheels which drive their career to their final Destination. Still 70% are not getting the job after doing MBA. On an average they are paying fees between 1lakhs to 150 lakhs for doing MBA from university affiliated colleges especially in Madhya Pradesh & Utter Pradesh. This paper is to analysis the factors which are affecting the personality & placement of MBA students; It strives to present a comprehensive view on drivers of personality & placement Developer and suggest the strategy for strategy to DAVV affiliated college & students for 100’s percent placement after MBA’S.

KEY WORDS- Placement, personality development, MBA ‘S, Affiliated college, curriculum

Introduction –
Management education is one discipline of Higher education by which students are taught to be business leaders, managers and administrators. It focuses on process of imparting or acquiring knowledge to develop the members of the executive or administration of an organization or business, managers or employers collectively, or train in the techniques, practice, or science of managing, controlling or dealing, in the skillful or resourceful use of materials and time. The number of B-schools are increasing at increasing at increasing rate. In MP, there are 293 colleges including government colleges, out of which 187 colleges run MBA Course. Total number of seats 6600, it includes Advertising & Public relation, foreign trade, Hospital Administration, Rural Management, Agri business Management, International business, Tourism Management, Business Economics, Marketing Management, Financial Management & Personal Administration. It is found that 80 % of students do MBA as non-attending. Placement & Personality are two wheels which drive their career to their final Destination. Personality can be developed through organizing Events, activities role modeling and field work. Placement. through campus events such as career fairs, interview, and alumni visits, company information sessions besides GD & mock interview. The main motive of college is to collect fees, mostly through Scholarship are happy that they will get degree without attending class as they are working Simultaneously with study. Government of India provide scholarship to different categories Sc/St /OBC, at the same time they work they work in different organization. Sufficient material is available and they take the help of YouTube to understand the concepts especially numerical. Even they prefer to go to coaching for 15days or 1 month before
Examinations. They only solve the case study at the time of Exams. My question in this research, is it the right way to produce such types professional managers. Do our students can survive in longer time in industries.

Rational of the study

It is important educationalist to understand the personality & placement factors which are essential for transforming student for future industrial expectation. A particular type of skills is to be developed through curriculum.

Literature Review

- **Shreekumar K. Nair & Sadhana Ghosh (2006)** This paper presents the results of a study that attempted to link students' placement prospects, operationalized through student perceptions of recruiting organizations to certain academic parameters such as performance in the entrance examination, group discussion, as well as personal interview, grade point average, internship marks, and ratings on extra-curricular or Journal of Business Perspective is a quarterly peer-reviewed journal of the Management Development Institute, Gurgaon, India published by SAGE Publications. Volume: 10 issue: 1, page(s): 41-49 Issue published: January 1, 2006

- **Tanvi Paras Kohori, Dr sameer sudhakar pingle (2015)** The Purpose of this paper is to infer group membership of teaching styles based on personality traits among management teachers. It was found that significant difference was found between the different demographic variables and personality traits as well as teaching styles. The users of facilities teaching style were portrayed by emotional stability and extraversion and delegators by agreeableness and extraversion traits. The journal – contemporary management research 2015 vol 9 issue no 2 16-38” personality Traits and teaching style of management teachers “An Empirical study

- **Abdullah AL-Mutairi & Muna Saeid (2016)** The attempt is made in this study to identify students’ motives and reasons behind enrolling in an MBA program offered by universities operating in Kuwait. The study showed that the main reasons behind selecting the MBA program by students are to satisfy their personal concerns and improve their knowledge and skills. The students cited overseas accreditation as the most used criteria followed by faculty reputation, institution reputation and admission requirements. “Factors Affecting Students’ Choice for MBA Program in Kuwait Universities” International Journal of Business and Management; Vol. 11, No. 3; 2016 ISSN 1833-3850 E-ISSN 1833-8119

- **Ms. Stuti Sahni, Dr. Farhat Mohsin (2017)** This research aimed at understanding the latest trend in management education with respect to student's preference. It also aimed at studying the different factors affecting the selection of best B-School. The researchers tried to discover how far, parameters like past placement and internship, total cost on the program, ranking of the college/university/institute, word of mouth and other promotional activities, profile of faculties and other extra-curricular activities contribute to their selection. “FACTORS INFLUENCING STUDENT'S DECISION IN SELECTION OF A RIGHT BUSINESS SCHOOL - AN EMPIRICAL INVESTIGATION” international education and research journal vol 3 no7 pp16-18

- **Puja Sharma, Pawan Singh, Shivani Kalhan, Shilpa Garg (2017)** Study was conducted at department of Pathology, SHKM Government medical college after getting ethical approval. Ninety-one students of 4rth semester participated in the study. Students responded to a self-administered pretested questionnaire and were subsequently interviewed for the factors they perceive to be affecting their academic performance. Results were categorized and analyzed by descriptive statistical methods. Results: Different factors affecting
academic performance were categorized into – Individual factors, Teacher related factors, Factors related to use of teaching – learning methods, factors related to learning environment and related to family. Individual factors were recognized to be the most important factor influencing academic performance of students. Important factors having adverse effect on academic performance were found to be lack of interest, difficulty in understanding, difficulty with language and time management issues.” Analysis of Factors Affecting Academic Performance of MBBS Students in Pathology”. Annals of International Medical and Dental Research, Vol (3), Issue (5) DOI: 10.21276/aimdr.2017.3.5.PT4

Husain Salilul Akareem & Syed Shahadat Hossain (2012) In this study a sample of 400 students were taken from the five renowned private universities of Bangladesh for measuring perception toward education quality of existing students. Principle component analysis was used to measure grouping among variables indicating dimensions of education quality. It showed that perceptions toward quality of education depend on students' current status and socio-economic background. Perception” Journal of Marketing for Higher Education Volume 22, 2012 - Issue 1: MARKETING FOR HIGHER EDUCATION IN DEVELOPING COUNTRIES

Tanuja Agarwal (2008) This paper aims to explore the influence of a range of factors on the career choice of management students in India. The study seeks to address the relationship of the cultural values of individualism-collectivism and the protean/conventional career orientations of MBA students from India, with factors as well as people influencing the choice of a career “Skills, competencies, and abilities” was the most important factor and “father” was the most significant individual influencing the career choice of Indian management students. The predominant cultural value was collectivism, although the students demonstrated individualist tendencies in some contexts. "Factors influencing career choice of management students in India", Career Development International, Vol. 13 No. 4, pp. 362-.

Sujit S. Sansgiry, PhD, Monali Bhosle, MS, and Kavita Sail, MS(2006) the objective of this study was to examine factors such as academic competence, test competence, time management, strategic studying, and test anxiety, and identify whether these factors could distinguish differences among students, based on academic performance and enrollment in the experiential program .Academic performance was significantly associated with factors such as academic competence and test competence. Students with a cumulative GPA of 3.0 or greater significantly differed in their level of test competence than those with a GPA of less than 3.0.” Factors That Affect Academic Performance Among Pharmacy Students” American Journal of Pharmaceutical Education .70(5); 2006 Oct 15 PMC1637000

Objectives of the study -

1. To analyzing the factors which is affecting placement & Personality of MBA’S Students.
2. To analyze the curriculum content design of MBA which help develop skills required for personality and placement. to identify the criterion which will help in modification of the curriculum for Discovering & Exploiting Entrepreneurial & placement l Opportunities for students.
3. Lastly to study the strategies to DAVV affiliated college & students for 100’s percent placement after MBA’S.
HYPOTHESIS -

Ho – It is significant that content design of MBA will help to develop skills required for personality and placement.

H1 — It is in significant that content design of MBA will does not help to develop skills required personality and placement.

RESEARCH DESIGN AND DATA COLLECTION:

The Study was carried out by using convenience sampling under non probability sampling method of descriptive research design. Study was carried out by taking sample of 1000 students &. Study was carried out by using primary data through personal interview of students. Personal interview was conducted through questionnaire. Questionnaire was semi structured with open ended and close ended questions. Sample was selected on the random technique basis.

To analyzing the factors which is affecting placement & Personality of MBA’S Students. after identifying the factors same have been tested among the students and their response been analysis. From 4 college affiliated to DAVV. Voluntary sampling method & 1000 student responded. ANOVA TEST Scheffe Test is a statistical test that is post-hoc test used in statistical analysis.

<table>
<thead>
<tr>
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<th>A</th>
<th>R</th>
<th>D</th>
<th>SD</th>
<th>t-value is -</th>
<th>The value of p</th>
<th>RESULT</th>
</tr>
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<td>300</td>
<td>50</td>
<td>121</td>
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<td>13.133651.</td>
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<tr>
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<tr>
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<tr>
<td>9</td>
<td>Technical questions &amp; test online</td>
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<td>242</td>
<td>100</td>
<td>119</td>
<td>209</td>
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Personality

<table>
<thead>
<tr>
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<th>Disagree</th>
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<td>2</td>
<td>Extraverted</td>
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<td>119</td>
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<td>3</td>
<td>Reading</td>
<td>232</td>
<td>112</td>
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<tr>
<td>4</td>
<td>skill</td>
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<td>282</td>
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<td>Observation</td>
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<td>Negotiator</td>
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<td>7</td>
<td>Analytical</td>
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<td>8</td>
<td>Listening capacity</td>
<td>198</td>
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<td>9</td>
<td>Innovative</td>
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<td>Tolerance</td>
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<td>11</td>
<td>Leadership</td>
<td>102</td>
<td>108</td>
<td>23</td>
</tr>
</tbody>
</table>

Analyzing the above table, we reject that above factors does not help in development of personality and placement of the students. It means that their curriculum content design of MBA courses may important for his or her better prospects.

To Study critically the curriculum content design of MBA courses & to identify the criterion which will help in modification of the curriculum for Discovering & Exploiting Entrepreneurial & placement Opportunities for students.

For this we have taken two Government University and two private universities

Devi Ahilya Vishwavidyalaya Indore, Vikram University Ujjain, Shri Vaishnav Vidyapeeth Vishwavidyalaya, Symbiosis University of Applied Sciences, (SUAS) Indore
<table>
<thead>
<tr>
<th></th>
<th>Project management skill</th>
<th>116</th>
<th>82</th>
<th>52</th>
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<tr>
<td>18</td>
<td>Organizational skill</td>
<td>101</td>
<td>94</td>
<td>55</td>
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<td>19</td>
<td>Nursing skill</td>
<td>112</td>
<td>128</td>
<td>10</td>
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<td>20</td>
<td>Creativity skill</td>
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<td>54</td>
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<tr>
<td>21</td>
<td>Active listening skill</td>
<td>82</td>
<td>128</td>
<td>40</td>
</tr>
</tbody>
</table>

Descriptive statistics of your kk=3 independent treatments:

<table>
<thead>
<tr>
<th>Treatment</th>
<th>A</th>
<th>B</th>
<th>C</th>
<th>Pooled Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>observations N</td>
<td>21</td>
<td>21</td>
<td>21</td>
<td>63</td>
</tr>
<tr>
<td>sum Σxi</td>
<td>2,257.0000</td>
<td>1,854.0000</td>
<td>1,139.0000</td>
<td>5,250.0000</td>
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<tr>
<td>mean ¯x</td>
<td>107.4762</td>
<td>88.2857</td>
<td>54.2381</td>
<td>83.3333</td>
</tr>
<tr>
<td>sum of squares Σx2i</td>
<td>247,641.0000</td>
<td>180,568.0000</td>
<td>75,333.0000</td>
<td>503,542.0000</td>
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<tr>
<td>sample variance s2</td>
<td>253.3619</td>
<td>844.3143</td>
<td>677.7905</td>
<td>1,065.1935</td>
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<tr>
<td>sample std. dev. ss</td>
<td>15.9173</td>
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<td>26.0344</td>
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<td>std. dev. of mean SE¯x</td>
<td>3.4734</td>
<td>6.3408</td>
<td>5.6812</td>
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</table>

One-way ANOVA of your kk=3 independent treatments:

<table>
<thead>
<tr>
<th>source</th>
<th>sum of squares SS</th>
<th>degrees of freedom νν</th>
<th>mean square MS</th>
<th>F statistic</th>
<th>p-value</th>
</tr>
</thead>
<tbody>
<tr>
<td>treatment</td>
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<td>60</td>
<td>591.8222</td>
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<tr>
<td>total</td>
<td>66,042.0000</td>
<td>62</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Conclusion from Anova:

The p-value corresponding to the F-statistic of one-way ANOVA is lower than 0.05, suggesting that the one or more treatments are significantly different.

**scheffé results**

<table>
<thead>
<tr>
<th>treatments pair</th>
<th>Scheffé T^2-statistic</th>
<th>Scheffé p-value</th>
<th>Scheffé inference</th>
</tr>
</thead>
<tbody>
<tr>
<td>A vs B</td>
<td>2.5561</td>
<td>0.0450046</td>
<td>* p&lt;0.05</td>
</tr>
<tr>
<td>A vs C</td>
<td>7.0912</td>
<td>1.1721e-08</td>
<td>** p&lt;0.01</td>
</tr>
<tr>
<td>B vs C</td>
<td>4.5351</td>
<td>0.0001445</td>
<td>** p&lt;0.01</td>
</tr>
</tbody>
</table>

The Scheffé p-value of the observed T^2-statistic T_i,j is shown below for all relevant pairs of treatments, along with color coded Scheffé inference (red for insignificant, green for significant) based on the p-value.

<table>
<thead>
<tr>
<th>S.no</th>
<th>Criteria</th>
<th>Agree</th>
<th>Neutral</th>
<th>disagree</th>
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</thead>
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<td>1</td>
<td>Critical thinking skill</td>
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<td>76</td>
<td>90</td>
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<tr>
<td>2</td>
<td>Decision making skill</td>
<td>102</td>
<td>89</td>
<td>59</td>
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<tr>
<td>3</td>
<td>Time management skill</td>
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<td>82</td>
<td>104</td>
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<tr>
<td>4</td>
<td>Microsoft office skill</td>
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<td>90</td>
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<td>5</td>
<td>Communication skill</td>
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<td>Conflict resolution skill</td>
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<td>Leadership skill</td>
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<td>Adoptability</td>
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<td>Team work skill</td>
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<td>Emotional intelligence skill</td>
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<td>Creativity skill</td>
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<td>21</td>
<td>Active listening skill</td>
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<td>55</td>
<td>88</td>
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</table>
### Descriptive statistics of your $k=3$ independent treatments:

<table>
<thead>
<tr>
<th>Treatment →</th>
<th>A</th>
<th>B</th>
<th>C</th>
<th>Pooled Total</th>
</tr>
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<tr>
<td>observations N</td>
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<td>21</td>
<td>21</td>
<td>63</td>
</tr>
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<td>$\sum x_i$</td>
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### One-way ANOVA of your $k=3$ independent treatments:

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<th>degrees of freedom $\nu$</th>
<th>mean square $MS$</th>
<th>F statistic</th>
<th>p-value</th>
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</tbody>
</table>

The p-value corresponding to the F-statistic of one-way ANOVA is lower than 0.05, suggesting that the one or more treatments are significantly different.
### Scheffé results

<table>
<thead>
<tr>
<th>treatments pair</th>
<th>Scheffé T^T-statistic</th>
<th>Scheffé p-value</th>
<th>Scheffé inference</th>
</tr>
</thead>
<tbody>
<tr>
<td>A vs B</td>
<td>2.0484</td>
<td>0.1316246</td>
<td>insignificant</td>
</tr>
<tr>
<td>A vs C</td>
<td>4.7001</td>
<td>8.2345e-05</td>
<td>** p&lt;0.01</td>
</tr>
<tr>
<td>B vs C</td>
<td>2.6518</td>
<td>0.0359834</td>
<td>* p&lt;0.05</td>
</tr>
</tbody>
</table>

The Scheffé p-value of the observed T^T-statistic T_{i,j}Ti,j is shown below for all relevant pairs of treatments, along with color coded Scheffé inference (red for insignificant, green for significant) based on the p-value.

<table>
<thead>
<tr>
<th>S.no</th>
<th>Criteria</th>
<th>Agree</th>
<th>Neutral</th>
<th>disagree</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Critical thinking skill</td>
<td>72</td>
<td>25</td>
<td>53</td>
</tr>
<tr>
<td>2</td>
<td>Decision making skill</td>
<td>68</td>
<td>12</td>
<td>70</td>
</tr>
<tr>
<td>3</td>
<td>Time management skill</td>
<td>42</td>
<td>19</td>
<td>89</td>
</tr>
<tr>
<td>4</td>
<td>Microsoft office skill</td>
<td>56</td>
<td>22</td>
<td>72</td>
</tr>
<tr>
<td>5</td>
<td>Communication skill</td>
<td>66</td>
<td>32</td>
<td>52</td>
</tr>
<tr>
<td>6</td>
<td>Conflict resolution skill</td>
<td>86</td>
<td>32</td>
<td>32</td>
</tr>
<tr>
<td>7</td>
<td>Leadership skill</td>
<td>76</td>
<td>29</td>
<td>45</td>
</tr>
<tr>
<td>8</td>
<td>Adoptability</td>
<td>82</td>
<td>46</td>
<td>22</td>
</tr>
<tr>
<td>9</td>
<td>Team work skill</td>
<td>77</td>
<td>29</td>
<td>44</td>
</tr>
<tr>
<td>10</td>
<td>Emotional intelligence skill</td>
<td>91</td>
<td>41</td>
<td>18</td>
</tr>
<tr>
<td>11</td>
<td>budgeting</td>
<td>101</td>
<td>29</td>
<td>20</td>
</tr>
<tr>
<td>12</td>
<td>Technical report writing skill</td>
<td>97</td>
<td>37</td>
<td>16</td>
</tr>
<tr>
<td>13</td>
<td>Data visualization skill</td>
<td>99</td>
<td>40</td>
<td>11</td>
</tr>
<tr>
<td>14</td>
<td>Interpersonal skill</td>
<td>76</td>
<td>26</td>
<td>48</td>
</tr>
<tr>
<td>15</td>
<td>Managerial skill</td>
<td>66</td>
<td>36</td>
<td>48</td>
</tr>
<tr>
<td>16</td>
<td>Marketing skill</td>
<td>91</td>
<td>21</td>
<td>38</td>
</tr>
<tr>
<td>17</td>
<td>Project management skill</td>
<td>112</td>
<td>27</td>
<td>11</td>
</tr>
<tr>
<td>18</td>
<td>Organizational skill</td>
<td>98</td>
<td>31</td>
<td>21</td>
</tr>
<tr>
<td>19</td>
<td>Nursing skill</td>
<td>83</td>
<td>29</td>
<td>38</td>
</tr>
<tr>
<td>20</td>
<td>Creativity skill</td>
<td>79</td>
<td>32</td>
<td>39</td>
</tr>
<tr>
<td>21</td>
<td>Active listening skill</td>
<td>102</td>
<td>25</td>
<td>23</td>
</tr>
</tbody>
</table>
Descriptive statistics of your \( k = 3 \) independent treatments:

<table>
<thead>
<tr>
<th>Treatment ( \rightarrow )</th>
<th>A</th>
<th>B</th>
<th>C</th>
<th>Pooled Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>observations ( N )</td>
<td>21</td>
<td>21</td>
<td>21</td>
<td>63</td>
</tr>
<tr>
<td>( \sum x_i )</td>
<td>1,720.0000</td>
<td>620.0000</td>
<td>810.0000</td>
<td>3,150.0000</td>
</tr>
<tr>
<td>mean ( \overline{x} )</td>
<td>81.9048</td>
<td>29.5238</td>
<td>38.5714</td>
<td>50.0000</td>
</tr>
<tr>
<td>( \sum x_i^2 )</td>
<td>146,676.000</td>
<td>19,544.000</td>
<td>40,196.000</td>
<td>206,416.000</td>
</tr>
<tr>
<td>sample variance ( s^2 )</td>
<td>289.9905</td>
<td>61.9619</td>
<td>447.6571</td>
<td>788.9677</td>
</tr>
<tr>
<td>sample std. dev. ( s )</td>
<td>17.0291</td>
<td>7.8716</td>
<td>21.1579</td>
<td>28.0886</td>
</tr>
<tr>
<td>std. dev. of mean ( S\overline{E} )</td>
<td>3.7161</td>
<td>1.7177</td>
<td>4.6170</td>
<td>3.5388</td>
</tr>
</tbody>
</table>

One-way ANOVA of your \( k = 3 \) independent treatments:

<table>
<thead>
<tr>
<th>source</th>
<th>sum of squares ( SS )</th>
<th>degrees of freedom ( \nu )</th>
<th>mean square ( MS )</th>
<th>F statistic</th>
<th>p-value</th>
</tr>
</thead>
<tbody>
<tr>
<td>treatment</td>
<td>32,923.8095</td>
<td>2</td>
<td>16,461.9048</td>
<td>61.7623</td>
<td>2.6645e-15</td>
</tr>
<tr>
<td>error</td>
<td>15,992.1905</td>
<td>60</td>
<td>266.5365</td>
<td></td>
<td></td>
</tr>
<tr>
<td>total</td>
<td>48,916.0000</td>
<td>62</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Conclusion from Anova:

The p-value corresponding to the F-statistic of one-way ANOVA is lower than 0.05, suggesting that the one or more treatments are significantly different.

The Scheffé p-value of the observed \( T \)-statistic \( T_{ij} \) is shown below for all relevant pairs of treatments, along with color coded Scheffé inference (red for insignificant, green for significant) based on the p-value.
Scheffé results

<table>
<thead>
<tr>
<th>treatments pair</th>
<th>Scheffé TT-statistic</th>
<th>Scheffé p-value</th>
<th>Scheffé inference</th>
</tr>
</thead>
<tbody>
<tr>
<td>A vs B</td>
<td>10.3966</td>
<td>3.7859e-14</td>
<td>** p&lt;0.01</td>
</tr>
<tr>
<td>A vs C</td>
<td>8.6008</td>
<td>3.4195e-11</td>
<td>** p&lt;0.01</td>
</tr>
<tr>
<td>B vs C</td>
<td>1.7958</td>
<td>0.2079294</td>
<td>insignificant</td>
</tr>
</tbody>
</table>

Descriptive statistics of your $k=3$ independent treatments:

<table>
<thead>
<tr>
<th>Treatment →</th>
<th>A</th>
<th>B</th>
<th>C</th>
<th>Pooled Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>observations N</td>
<td>21</td>
<td>21</td>
<td>21</td>
<td>63</td>
</tr>
</tbody>
</table>
One-way ANOVA of your $k=3$ independent treatments:

<table>
<thead>
<tr>
<th>source</th>
<th>sum of squares $SS$</th>
<th>degrees of freedom $\nu$</th>
<th>mean square $MS$</th>
<th>$F$ statistic</th>
<th>$p$-value</th>
</tr>
</thead>
<tbody>
<tr>
<td>treatment</td>
<td>25,004.6667</td>
<td>2</td>
<td>12,502.3333</td>
<td>109.7445</td>
<td>1.1102e-16</td>
</tr>
<tr>
<td>error</td>
<td>6,835.3333</td>
<td>60</td>
<td>113.9222</td>
<td></td>
<td></td>
</tr>
<tr>
<td>total</td>
<td>31,840.0000</td>
<td>62</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Conclusion from Anova:
The $p$-value corresponing to the $F$-statistic of one-way ANOVA is lower than 0.05, suggesting that the one or more treatments are significantly different.

The Scheffé $p$-value of the observed $T_i,j$-statistic $T_i,j$ is shown below for all relevant pairs of treatments, along with color coded Scheffé inference (red for insignificant, green for significant) based on the $p$-value.
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<th>Scheffé p-value</th>
<th>Scheffé inference</th>
</tr>
</thead>
<tbody>
<tr>
<td>A vs B</td>
<td>14.7170</td>
<td>1.1102e-16</td>
<td>** p&lt;0.01</td>
</tr>
<tr>
<td>A vs C</td>
<td>8.8331</td>
<td>1.3995e-11</td>
<td>** p&lt;0.01</td>
</tr>
<tr>
<td>B vs C</td>
<td>5.8839</td>
<td>1.1615e-06</td>
<td>** p&lt;0.01</td>
</tr>
</tbody>
</table>

After doing the research on skill factors which is develop through curriculum content design of MBA courses, to identify the criterion which will help in modification of the curriculum for Discovering & Exploiting Entrepreneurial & placementl Opportunities for students.

<table>
<thead>
<tr>
<th>Skill required</th>
<th>Instruments</th>
<th>Subjects to be included</th>
</tr>
</thead>
<tbody>
<tr>
<td>Critical thinking skill</td>
<td>TERM PAPER on current topics</td>
<td>Politics and international challenge</td>
</tr>
<tr>
<td>Decision making skill</td>
<td>CASE STUDY</td>
<td>Decision making</td>
</tr>
<tr>
<td>Time management skill</td>
<td>NUMERICALS</td>
<td>Economics &amp; financial Management</td>
</tr>
<tr>
<td>Microsoft office skill</td>
<td>PRESENTATIONS AND PRACTICE</td>
<td>IT &amp; E-Fundamentals</td>
</tr>
<tr>
<td>Communication skill</td>
<td>INTERACTION SESSIONS WITH MULTINATIONAL COMPANIES MANAGERS</td>
<td>English &amp; foreign language</td>
</tr>
<tr>
<td>Conflict resolution skill</td>
<td>ACTIVITIES</td>
<td>Theories of organization behaviour</td>
</tr>
<tr>
<td>Leadership skill</td>
<td>EVENT MANAGEMENT</td>
<td>Sociology &amp; success and failer stories of businessman</td>
</tr>
<tr>
<td>Adoptability</td>
<td>COLLOBORATION WITH OTHER UNIVERSITIES / STUDENT EXCHANGE COLLABORATIONS</td>
<td>International Business Environment &amp; International business</td>
</tr>
<tr>
<td>Team work skill</td>
<td>PREPARATION OF PLACEMENT BROCHERS AND VISIT TO COMPANIES FOR PLACEMENT</td>
<td>Logistic Management</td>
</tr>
<tr>
<td>Emotional intelligence skill</td>
<td>COMPULSORY WORK IN RURAL AREAS</td>
<td>Theories of philosophies</td>
</tr>
<tr>
<td>budgeting</td>
<td>STUDENTS ORGANIZE THE SEMINARS AND CONFERENCE UNDER GUIDENCE OF PROFESSORS</td>
<td>Accounting Tax Management and operation management</td>
</tr>
<tr>
<td>Technical report writing skill</td>
<td>PREPARATION OF COLLEGE RESEARCH JOURNALS BY STUDENTS</td>
<td>Computed added business analysis &amp; project Management</td>
</tr>
<tr>
<td>Data visualization skill</td>
<td>Daily newspaper analysis and also share market analysis</td>
<td>Market Research</td>
</tr>
<tr>
<td>Interpersonal skill</td>
<td>Work with NGO’S &amp; college clubs</td>
<td>psychology</td>
</tr>
</tbody>
</table>
Managerial skill | Training programs | Entrepreneurship
--- | --- | ---
Marketing skill | Organizing fete in college and outside the college | Sales and distribution management
Project management skill | Business plan competition | Project management
Organizational skill | Traffic control training | Organization Development
Nursing skill | Working with old people and small children | Business Ethics
Creativity skill | Role playing activities | Technology and innovation Management
Active listening skill | Attendance mandatory * Saturday & Sunday classes for non-attaindent students | 20 hours classes for each subject.

From above table it is true that Management is combination of many arts and science subjects. To develop the personality of MBA students few skills have to development, not only through regular classes but also through some activities mentioned in above table. Personality will lead to 100% placement.

Lastly to study the strategies to DAVV affiliated college & students for 100’s percent placement after MBA’S

Before we start with placement strategies, let talk about admission policy of affiliated college of DAVV INDORE

They opt AIDA POLICY –

<table>
<thead>
<tr>
<th>S.no</th>
<th>AIDA Significance</th>
<th>Connected</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>A - AWARENESS</td>
<td>Through agents</td>
</tr>
<tr>
<td>2</td>
<td>I - INTEREST</td>
<td>OB/SC/ST students will get scholarship up to 90% to 100% depending on fees of private colleges and for General categories non-attending concept and they can work symmetrically. It is also for OB/SC/ST students</td>
</tr>
<tr>
<td>3</td>
<td>D-DESIURE</td>
<td>MBA promotional degree is required for career advancement and for marriage (well educated status &amp; get higher educated life partner)</td>
</tr>
<tr>
<td>4</td>
<td>A-ACTION</td>
<td>CLC ROUND on the basis of last qualifying examination marks i.e. 50% for General categories &amp; for OB/SC/ST students 40%</td>
</tr>
</tbody>
</table>

I am suggesting new model –12 E’S Which will help in lifting the quality of MBA students & also help in developing their personality and thereby 100% placement. I call it pull marketing strategy.
Conclusion ‘;

This paper conclude that personality and placement driven factors have significant relationship with skill development and DAVV Affiliated colleges use Push marketing strategies should replace with pull marketing strategies.

References


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