

# Job Oriented Skill Development and Training – A challenge in MBA Course

## Introduction

India's higher education system is the third largest in the world, next to the United States and China. (World Bank 16) The main governing body at the territory level is the university Grant commission, which enforces its standards, advises the government, and helps coordinate between the centre and the state. Indian higher education is in need of radical reforms. A focus on enforcing higher standards of transparency The rise of IT sector and engineering education in India has boxed students into linear path without giving them a chance to explore and discover their passions. Concerted and collaborative efforts are needed in broaden student choices through liberal arts education (The Hindu 2016)

A major concern for India is creation of employable workforce to harness our demographic dividend. According to Industry reports supported by NASSCOM, only 25% of technical graduates and about 15% of other graduates are considered employable by IT/ITES industry. Another survey conducted on 800 MBA students across different cities in India revealed that only 23% of them were considered employable. Hence, there is an immediate need for a holistic and symbiotic association between industry and academia to make employable graduates. (T.o.I 2014). In this context the present paper analyses the needs of the system in making higher education viable, relevant and meaningful to society. Some suggestions and (re)orientations are also attempted to ensure balancing of quality with accessibility for the sake of universality and equity at the same time. It is time that we gave serious thought to making higher education a platform for freedom from inequality and exclusion. This is in-keeping with our vision of a transformative society that is socially inclusive and economically progressive one in which all Indians feel valued and has the opportunity to participate fully in the life and activities of our society and economy. Essentially this means that all Indians will have the resources – available and accessible – and capability to learn, decide, work and enjoy equally for their growth and welfare. This is the essence of inclusive growth or broad-based and sustainable development.

1. To know the adequacy of the skills training imparted to MBA students
2. To evaluate the relevance of soft skills from employment point of view
3. To suggest the remedial measures based on the feedback

The idea of MBA has been affiliated with building the career prospects among students. The advantage of an MBA education is to augment flexibility and ability to pursue various career fields, and move ahead to

higher and better-paid jobs. MBA degree also has been utilized to make a faster career growth with its credentials by many ambitious executives. Attraction of a “attractive pay package” has been a contributory factors for the unusual admission seekers in tier 2 cities. Ideally it is expected that pursuing an MBA should be a matter of personal choice i.e. passion and not the result of parental and peer pressure.

. Today, business houses are looking for innovative solutions from the academia to help meet their business needs of higher productivity and lower costs, yet increase efficiency. Employability is defined as the ability to gain and maintain a job in a formal organization (Fugate, Kinicki, & Ashforth, 2004; Hillard & Pollard, 1998),

### **Problem Statement**

The employability skills are inadequate with the MBA students as evident by the growing number of MBA unemployed graduates

### **Research Methodology**

The management institutes selected were either affiliated to Universities in Karnataka or autonomous institutes in Karnataka. The empirical-analytical approach helped in deductive reasoning while keeping the existing premise as a foundation for formulating project objectives that needed to be explored. Data collection process involved questionnaires surveys, interviews, and observation.. Data was collected between March 2016 and March 2017. The colleges were situated across 12 districts of Karnataka.. Questionnaires were sent to 300 teachers among the 38 selected colleges of which 216 teachers' responses were received.

### **Limitation of the study.**

1. Many faculty member keep changing the colleges for better prospects resulting in the limited knowledge about the present college under study
2. Faculty members hesitate to disclose the complete information with the lurking fear that college management may not like it to divulge.

## Data Analysis

Classification of Place	Percentage of students Employable in College				Total
	< 10%	< 20%	< 40%	< 50%	
Metro	0	4	8	44	56
City	8	36	48	52	144
Town	0	4	12	0	16
Total	8	44	68	96	216

The actual employment obtained through campus interviews in the last three years shows that 40-50 per cent students obtained jobs in 44 per cent management institutions. It was 20-40 per cent as mentioned by 32 per cent of the management institutions, 10-20 per cent in 21 per cent of the management institutions and less than 10 per cent in eight per cent of the management institutions.

Opinion	Frequency	Percent	Valid Percent	Cumulative Percent
Yes	104	48.1	48.1	48.1
No	112	51.9	51.9	100.0
Total	216	100.0	100.0	

In the opinion of the teachers the duration of the soft skill training were not sufficient as expressed by 52 per cent teachers. 13 per cent of them felt that the duration of the training should be more than one week. It was more than two weeks in 43 per cent cases, and more than four weeks in 33 per cent cases.

## Finding of the study

The idea behind students aspiring for MBA education centers around securing a decent job in a good company with a good salary which is possible only with bridging the gap between Academia and Industry. The following observations summarize the study.

The study reveals that the present day management curriculum is not in league with preparation of the managerial job positions in corporate sector, which expects a wide range of employability skills in order to face the inherent -- internal and external challenges. Therefore, although large number of Management graduates is churned out ever year in our country, it was observed that multinational companies face the shortage of talented MBA graduates which means supply does not match the demand. The reason as stated by most company managers that knowledge of and appetite for Entrepreneurship skills are much below industry – expectation.

## SUGGESTIONS

1. MBA course has to begin with the orientation programme where in the facts and figures of the contemporary market condition where Corporate expectations and skill set and not just text book theories has to be highlighted. .
2. MBA education must provide a congenial environment for the innovation and incubation of new ideas. These ideas have to be nurtured periodically through discussions and seminars.
3. Management education may develop entrepreneurial clinics inviting budding entrepreneurs, senior students in corporate employees and students with entrepreneurial mind to hone up their skills to change their ideas to marketable product/services.
4. There is an indispensable need of creating alumni networking to strengthen the relation between industry and academia in order to guide the MBA students on the concept of reflective interactive methods to evolve them into successful managers.

5. Business models have to be simulated in the MBA colleges to inspire the student's motivation and inspiration.

Higher Education in India: introspection Times of India Jul 21, 2014

**World Bank Report 2016**

**The Hindu 2016**

[www.drededucation](http://www.drededucation.com) .com 2016

**Rukmini s,The Hindu 2015,only 8.15 % of the Indians are graduates**

