Employability of Post Graduate Management Students in Business School

Doctoral Thesis submitted

In partial fulfilment of the requirements for the award of the degree of

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In

MANAGEMENT

By

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I declare that this research thesis titled **'Employability of Post Graduate Management Students in Business School'** submitted by me in partial fulfilment of the requirements for the award of the degree of Doctor of Philosophy in Management by ICFAI University, Jharkhand, Ranchi is my own work. It contains no material previously published or written by another person nor material which has been accepted for the award of any degree or diploma of the University or other institute of higher learning, except where due acknowledgement has been made in the text. I further state that I complied with the plagiarism guidelines of the university, while preparing the thesis.

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ABSTRACT

INTRODUCTION

The topic of research is introduced in this chapter. An overview of education and the importance of higher education institutions for society is being described. More educated the people, better is the economic growth of a nation. Various important terms have been defined. Quality of education is defined as the overall development of students which helps them become employable. Teaching methodology are the techniques used in the learning of students. Quality of teachers is defined as the effectiveness in classroom management, time management, and resource allocation for teaching. Student's perception is related to the factors which influence their decision to join a higher education institution and a job thereafter. Employability is the knowledge, skills, and attributes defined by employers based on which an individual can be employed.

The motivation for this research is based upon various articles which I came across while enrolling for the Ph.D. program in Management. These articles mentioned that there has been a decrease in the number of individuals applying for management entrance exams. Also because of an economic slowdown, there was a decline in the hiring of fresh graduates. A detailed description of research motivation has been given in the thesis.

The objectives of research, research methodology adopted, projected findings, and challenges have been mentioned in brief in this chapter.

OBJECTIVES

The objectives of this research are:

1. To identify parameters of competence of postgraduate management students in business schools for assessing employability.
2. To assess corporate perception towards the competence of management students with regards to their employability.
3. To analyse perception of teachers and students with respect to expectations of corporates on competence parameters for employability.
4. To evaluate pedagogy and academic processes in business schools and suggest approach for developing management students for employability.

Based on these objectives, hypotheses have been formulated.

HYPOTHESES

H_1: There is no relationship between depth of knowledge and CGPA as per selection criteria for hiring of students by corporates.

H_2: There is no relationship between 'understanding the environment' and 'organizing capabilities'.

H_3: There is no relationship between coaching/mentoring and performance expectations.

H_4: There is no difference between expected competencies and actual competencies of students.

H_5: There is no relationship between 'Creativity & Innovation' and 'Problem Solving' among expected competencies of students.

H_6: There is no relationship between 'Creativity & Innovation' and 'Problem Solving' among actual competencies of students.

H_7: There is no difference between perception of teachers on recruiters' expectations and perception of teachers on actual level of competence of students.

H_8: There is no relationship between 'Creativity & Innovation' and leadership on recruiters' expectation as perceived by teachers.

H_9: There is no relationship between Actual level of 'Creativity & Innovation' and 'Planning skills' of students as perceived by teachers.

H_{10}: No relationship exists between 'deviation from topic' and 'students not finding classroom as an opportunity for placement'.

H_{11}: No relationship exists between 'lack of time to prepare for sessions' and 'involvement in many activities'.

H_{12}: There is no relationship between effectiveness of guest lectures and management seminars.

H_{13}: No relationship exists between 'increase in knowledge and skills' and 'participation in workshops / conferences' among teaching interests.

H_{14}: No relationship exists between teamwork and interpersonal skills as perceived by students.

H_{15}: There is no relationship between location and faculty details for decision making by students to select an institution for management courses.

H_{16}: There is no relationship between 'Engaging' and 'Clear objectives' as qualities of teachers perceived by students.

H_{17}: There is no difference among Corporate, Teachers and Students on expected competencies of students for employability.

H_{18}: There is no difference between Corporate and Teachers on actual competencies of students for employability.

RESEARCH METHODOLOGY

This chapter tries to explain the methodology adopted to conduct the research. Research design is the blueprint that helps in carrying out this research. This is an exploratory research which tries to get insights on the challenges and techniques which should be used to improve the quality of students. The business schools of Jharkhand have been selected for this study.

The data is collected from three sources – corporate, teachers, and students through the questionnaire survey. The Likert scale has been used as the scale in the questionnaire. The effective data for corporate is 50, for teachers is 50, and for students is 125.

The pilot study for this study indicates that the questionnaire adopted for the collection of data is suitable. Descriptive statistics, factor analysis, correlation, and ANOVA have been used as the tools for data analysis. A detailed overview of these tools has been given in this chapter.

DATA ANALYSIS AND INTERPRETATION

This chapter is divided into corporate analysis, teacher analysis, and student analysis.

According to the descriptive statistics, the ability to learn is considered as the most important factor during the selection of fresh graduates for job. Three components have been extracted using SPSS for selection criteria. The first component comprises of CGPA (or marks), continuity in education, and discipline in college. The second component comprises of the

ability to learn and the ability to apply theory to real-life situations. The third component comprises of the depth of knowledge and personality traits. 56 percent of respondents from corporate have opted for CGPA for screening during placement.

Respondents from corporate feel that there is a strong need to provide training to students. 58 percent of respondents feel that colleges are unable to guide the students for career options. For all the skills the expectations of corporate are higher than the actual skills which they get in fresh graduates.

The teacher analysis indicates that the recruiter's expectation of the various skills is higher than the current level of skills that the fresh graduates have. Faculty members and colleagues are the most preferred sources for knowing about the skill requirements of fresh graduates. On an average for good classroom management 33 is an average number of students that a teacher can handle effectively. On an average 6 researches have been done by the respondents from whom data has been collected. On an average the course curriculum is updated every 1.6 years.

The infrastructure challenge which faculty members face is limited access to online journals and not many relevant Indian cases available for teaching. The infrastructure challenges can be divided into two components. The first component consists of inadequate training to improve teaching skills, not getting much time to prepare for sessions, and involvement in many activities. The second component consists of old and limited books available at the library, limited access to online journals and resources, and not many Indian cases available for teaching.

According to the descriptive statistics for the frequency of teaching the methods, lecture method is the most frequently used method for teaching. However, the respondents have mentioned that the effectiveness of various methods such as case method, role plays, assignments, group activity, evaluation process, business games and simulation, guest lectures, film / video clips/ and seminars is high for the learning process but the frequency of use of these methods is low for teaching.

According to descriptive statistics, respect from students is the most important aspect for people to join the teaching profession. Three components have been extracted using SPSS for aspects of teaching interest. The first component consists of interaction with other teachers in the department, research and consultancy, opportunity to grow knowledge and skills, and

opportunity for participation in workshops / conferences. The second component consists of comfort in approaching college authorities, and system of performance appraisal of faculty. The third component consists of number of hours spent at college, ambience of classrooms, and respect from students.

Faculty members on an average spend 70 percent of time in classroom activities which they believe should be reduced to 61 percent.

Students feel that teamwork is an important skill that the corporate expects from fresh graduates. According to the descriptive statistics, career opportunity is the most important aspect students consider in selecting a business school. Three components have been extracted using SPSS for the selection of management colleges. The first component consists of career opportunities, placement record, brand, and faculty details. The second component consists of feedback on social media, social media pages, and college website. The third component consists of location and cost.

According to descriptive statistics, faculty members and college placement officers are the most important sources for knowing about the skill requirements for students. Three components have been extracted using SPSS for sources of skill requirement. The first component comprises of college placement officer and recruiting organizations. The second component comprises of social media sites and job portals. The third component comprises of faculty members, classmates, and alumni.

According to descriptive statistics, salary is the most important aspect that students consider for joining a job. Three components have been extracted using SPSS for aspects related to job preparedness. The first component consists of job timings, job location, and salary. The second component consists of job profile and designation or position of job.

Communication is the most important aspect which students consider the teachers should have. Case study and power point presentation are considered to be the most important methods of learning.

CONTRIBUTION

Employability Index (Corporate) has been conceptualised to measure the level of employability of students. This index is normalized average for a given set of competencies

of management students, which have been rated in the questionnaire, for a given time period. Employability index for corporate is 77.2 % while that for teachers' is 71.6 %.

FINDINGS AND CONCLUSION

1. New education policy which has been drafted for higher education in India has pointed out that the number of students in a classroom and diversity among students has an impact on the quality of education. According to the data obtained the number of students that a faculty member can handle effectively is 34. The new education policy states that for a classroom to be effective minimum there should be 15 students.

2. Another thing which the new education policy has pointed upon is the creation of National Research Foundation. The purpose of the creation of such a foundation is based upon the need to focus upon research in India. The number of researchers per lakh of population in India is only 15. According to the findings in this research the average involvement in a number of research work per faculty member is only 3.

3. The number of years of experience of faculty members in industry and academia is important. According to the data obtained the average number of years of industry experience of faculty members is around 3 years while the academic experience is around 8 years. The average age of faculty members is 31.

4. Attracting more people to the teaching profession to address the shortage of faculty members. For this it is important to understand the reasons for which an individual opts for teaching as a profession. The findings of this study suggest that people are attracted to teaching because of the kind of respect they get from students.

5. Faculty should be made aware about the modern day teaching practices which include teaching through case study method, role plays, group activity, play projects, business simulation games, etc. They should be provided with enough resources to improve their knowledge, abilities, and skills. The findings of this research suggest that there is not much focus on training of faculty members.

6. Literature review has suggested that there are no right methods to teach a certain topic but whichever method is adopted the students should be involved and motivated.

7. Teacher training could focus upon classroom management where teachers are trained in handling the students efficiently.

8. Students should be taught to manage time effectively. Time management is a crucial skill which is also linked with planning.

9. According to the results faculty members and college placement officers are the important sources for knowing about the skill requirements. College placement officers and faculty members are the first point of contact. They should have clear understanding regarding the skill requirements expected by the corporate.

10. The course curriculum should be linked with the changing industry dynamics. According to the results the average duration for updating the course curriculum is 1.6 years.

11. Industry academia connect is crucial. Institutes such as IIMs have offered working professionals to take up teaching as a career option.

12. Students should be proactive and should be encouraged to do volunteer work during the period of education in business schools. Those students who opt for volunteer work are considered to be self-motivated and have a better chance of impressing the recruiting organizations. Volunteer work will also help in developing their skills for the job.

13. Many people who opt for teaching as a profession want to share their knowledge and skills with others. The findings suggest that respect from students is one of the important aspects which attract people towards teaching. Findings also suggest that teaching also provides an opportunity for research and development and is a good source for continuous improvement of knowledge and skills.

14. During interaction with corporate and faculty members from various colleges and universities pointed out that the human factor is missing in the current students. Self-awareness, self-management, social awareness, and relationship management are various aspects related to human factors. Emotional intelligence is one of the skills which corporate expect from the fresh graduates. There will be ups and downs in the industry and students should be able to adjust themselves accordingly with the changing environment.

15. A research environment should be created. Students should be encouraged to ponder upon real life problems and they should be given the opportunity to suggest solutions. The idea of research should not be limited to only those opting for a research field. But a culture of research should be developed in the higher education institutions.

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List of Abbreviation

GER – Gross Enrolment Ratio

GPA – Grade Point Average

CGPA – Cumulative Grade Point Average

CAT – Common Admission Test

XAT – Xavier Aptitude Test

HEdPERF – Higher Education Performance

HiEdQual – Higher Education Quality

SWOT – Strength Weakness Opportunity Threat

IT/IS – Information Technology and Information Systems

MOOC – Massive Open Online Courses

JAC – Jharkhand Academic Council

JEPC – Jharkhand Education Project Council

SBTE – State Board of Technical Education

CHAPTER 1: INTRODUCTION

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1.1 Overview

Education plays a vital role in everyone's life as education can help in improving the living conditions of an individual. A person who is educated has better career opportunities and thus the level of education ensures the level of success in life. A nation that has a higher number of educated individuals will have better economic conditions and it will perform better. Business schools were earlier confined to few metro cities and some selected towns in India. It was experienced that there are greater employment prospects for management graduates and post-graduates. Many management institutions have come up in many cities due to better employability of management students. Many universities also opened separate management departments and now offering BBA and MBA degrees. Growth of global as well as the Indian economy was catalyst to employment opportunities to management students. Corporates increased hiring of management graduates to capitalise on business opportunities arising out of increased economic activities and growth of the market.

In the Jharkhand state of India, many management institutions and departments have come up in the last ten years in line with many other states. Many companies are recruiting management graduates on certain quality parameters of students. But institutions miss the emphasis on the development of the quality among students to meet the expectations of corporate. Then it leads to the problem of employability and students fail to come up to mark to get suitable employment with a satisfactory salary. When we talk about employability, it is not only getting the job offer letter but remaining competent to retain the job. Employability is not a one-off event but a continuous process.

It is necessary to understand the expectations of corporate by these management institutions and develop their students accordingly to enhance the employability of their students. Management institutions facilitate the process of development and teachers and students play an important role to make the process effective. In fact, one should look into tri-pod of employability in which corporates, teachers and students are three vertices. Corporates state the needs in terms of their expectations and students develop themselves with professional teaching by faculty members of management institutions to meet the expectations of corporates. Pedagogy in business schools shapes the students mind and knowledge to meet the challenges of job. Students who opt-out of campus placement drive and decide to become

an entrepreneur should also possess the qualities which corporate expect plus also have the risk-taking ability.

Higher education institutions require financial resources, human resources, and physical resources. Higher education institutions face the challenge of generating enough financial resources so that they are able to provide the required infrastructure to students. Faculty, librarians, technicians, and other staff are the human resources required to ensure that proper knowledge is imparted to the students. Physical resources in higher education are libraries, computer labs, and classrooms through which knowledge is imparted.

For being employable along with knowledge, skills and attitude play a crucial role. It is important that students are aware of the skills which will be helpful in getting them employment after getting their education. Job-specific skills are helpful not just in getting placed at various organizations immediately after completion of education but also in future these skills help in career growth. Required skills of students help in getting a job with better salary and job roles which will motivate them to lead a better life.

The course curriculum of management institutions needs to be aligned with the expectations of employers. The qualities which employers expect from students need to be developed through a mix of a theoretical and practical approach. Management institutions need to ensure that students have theoretical clarity of various concepts. Also, students should be able to apply these concepts in a real business scenarios.

The job market is changing dynamically and it has become important that the management institutions meet the requirements of the changing job market. The employability crunch which students are facing can be addressed only by aligning the course curriculum with the expectations of employers. Along with designing a course curriculum that is aligned with the job market requirements the individual goals of students need to be aligned with the organization goals.

1.2 Definition

This section tries to provide insight into the various terms which have been considered for framing the theoretical concepts for the research. A detailed discussion has been covered in the further review of literature chapter.

1.2.1 Quality of Education

Quality is defined as fitness for use while satisfying the customer expectations. Quality is a perceptual attribute and different people will have different perceptions with regards to quality. Student quality will be a measure for higher education institutions. Student quality is the degree to which higher education institutions are able to meet the requirements of employers. Student quality is not just about marks or grades but the overall development of students towards being employable. Student quality will depend on the quality of education. To attract and retain the number of students in various courses student's perception towards the quality of education is important. For higher education institutions, the market in which they operate, sustainability can be attained by providing quality education. There are various aspects that influence the quality of education. Along with teaching methodology, faculty credentials, curriculum design, and administrative support have an influence on the quality of education.

1.2.2 Teaching Methodology

Teaching is an important aspect of imparting education by teachers. Teaching comprises of methods used by teachers to impart knowledge and ensure student learning. The teaching method is decided on the basis of the subject matter which the teacher has to cover. Teaching approaches can be broadly classified as teacher-centred and student-centred.

In the teacher-centred approach teacher is the main authority and students put all their focus towards the teacher. Teachers have to do the talking and the role of students is to listen exclusively. In this method, the teacher has full control over the classroom activity.

In the student-centred approach also teachers are the main authority but teachers and students have equal participation in the learning process. Teachers and students have a shared focus on this method. Teachers act as coaches and facilitators and help students learn the subject matter. Group projects, individual assignments and class participation are encouraged in this method.

1.2.3 Challenges in Teaching

Every teacher will use different pedagogy to teach the students and during the teaching process they face various challenges. These challenges could be related to classroom activities; availability of resources; and expectations from college management and society.

When it comes to classroom activity it is important for teachers to note that every student is different. With different kinds of students having different learning styles, it becomes a challenge for teachers to make sure every student is learning whatever is being taught. As a teacher, the interaction with students is limited to a short duration and thus understanding the learning style of students is a challenge.

Resources in the area of teaching and learning keep getting updated every day and it is another challenge that teachers face. Teachers need to keep themselves updated with the latest developments which are happening in their area of interest. But the challenge is to find out the latest updates as they might not be available in the college library. If updated resources are not available then they will not be able to provide required information to the students which could be useful in the job life.

There are expectations from the college management which teachers have to meet. These expectations could become a challenge in ensuring that they are able to make the students learn. Teachers might be involved in other activities that are not related to teaching. With various activities to perform in colleges, the focus towards teaching could be reduced.

1.2.4 Interest towards Teaching

For quality education, it is important that not only the competence of teachers is examined but also the aspects which motivate them towards teaching should be taken into consideration. Teachers have a great influence on students and they are instrumental in shaping up a student's mind with knowledge. Sustaining a good teacher is a challenge for educational institutions and for this it is essential to understand things that keep a person motivated towards the teaching profession. Salary is definitely one of the motivating factors for having an interest in teaching. But there could be other aspects related to time spent in college, the opportunity for research, interaction with other teaching and administrative staff in college, classroom ambiance and interaction with students. These aspects could have a positive impact on teachers and they would enjoy the teaching profession.

1.2.5 Qualities of Teacher

Every person is different and has a different style of teaching. There are certain qualities of teachers that can have an impact on the learning of students. The various qualities which could be important for students are related to communication, clarity, discipline, and rapport

with students. How effectively a teacher is able to engage the class and keep the attention of students is crucial in student learning.

1.2.6 Student Perception

Students are the users of higher education and so their perception towards higher education institutions is important. Factors that influence the perception of students can be broadly classified as – location, cost, socio-economic status, infrastructure, and reputation of college/university. Through various sources, students try to get information about the various colleges which are offering higher education.

The perception of individuals regarding career also has an influence on the choice of the subject they want to pursue during higher studies. Students want to work not only for money but also want to make a difference in their life. However, the problem is that students have very little awareness about the details of work which has to be performed in a given job. Colleges and universities have an important role in shaping the perception of students towards their career.

It is the responsibility of colleges to help students get the required understanding of various jobs that will be offered by employers.

1.2.7 Employability

In today's competitive world it has become important to understand an employer's perceptions regarding employability. Employability can be defined as the aspects which are determined by employers for hiring an individual. Every employer has to serve customers and this requires the right kind of workforce. The right kind of workforce is decided by the knowledge and skill set. Higher education institutions should determine to what extent the employability skills of graduates are enhanced.

Employability comprises skills, achievements, understandings, and personal attributes that help graduates more likely to become employable and successful in their chosen occupations, which are beneficial for them, the workforce, community, and the economy. Employability skills can be categorized in many different ways such as academic skills, thinking skills, and personal qualities. The way in which individuals present their skills to employers will help them get employability. It is important that these skills are aligned with the job market as there are various criteria that employers consider during the recruitment and selection process for employability. These employability skills are teachable and can be learned in higher

education institutions. Thus higher education institutions have a key role in imparting the required employability skills to graduates.

1.2.8 Competence for Job Opening

The job opening is the vacant position within an organization that has to be filled in the given course of time. This position could be created because of various reasons. Every year there are vacant positions created for fresh graduates in organizations. Colleges have the challenge to find about the vacant positions created for fresh graduates and help the graduates in getting a job in one of these job openings.

Most of the colleges and universities have placement cells and this cell is responsible for finding out the various jobs which could be aligned with the course curriculum. The placement cell has various members which include both faculty members and students.

There are various sources that these placement cells use to find out job openings in the organizations for fresh graduates. These sources could include family, friends, peer group, alumni, social media websites, job portals, and various other options.

The job of the placement cell is not just to know about the job opening in any organization but also to know the competence which is required for that job. The various sources through which organizations get to know about job openings; are also used for determining the competency required for the job. These inputs help the colleges and universities in better preparation for the job opening.

1.2.9 Campus Recruitment

Through various sources, employers recruit the right candidate for employment and campus recruitment is also one such source. In campus recruitment employers visit colleges and universities to hire fresh talent. There are various benefits of campus recruitment for employers, higher education institutions, and students. Employers get an opportunity to reach out to a pool of talented candidates who are job-ready and can join the organization immediately. Campus recruitment helps organizations in building a brand image. When a college is able to a place a good number of students through campus recruitment then it indicates that the college is able to produce good quality graduates. Students get a job while they are studying and can start earning immediately after the completion of their course.

1.2.10 Job Interview

A job interview in campus placement leads to the final decision for the selection of candidate. The level of preparedness of student in the job interview during campus placement has an impact on determining their chances for final placement. The preparation for job interview begins even before the company visits college for campus placement. Through various sources, students try to determine the kind of job they can perform and the skill required for the job. Do the students try to know about the companies which offer the job in their area? Through which sources do the students try to understand about the company? Once the job has been offered then what are the aspects which students consider for joining the job? The answers to these questions will be instrumental in understanding student's perceptions towards job interview and campus placement.

1.2.11 Internship

The internship is a short duration work that students perform during the period of their study. It gives an opportunity for students to gain practical experience and apply theoretical concepts learned during the course. Students become aware of the knowledge, skills and attitude which will be useful in performing the job. During the period of internship students would face various challenges. It helps them learn about strategies and ways to handle those challenges and perform a job successfully.

1.2.12 Challenges after Recruitment

After the recruitment process is over organizations have various challenges. The individual goals are different from organization goals and it is a challenge for organizations to align the individual goals with organizational goals. To establish a long term relationship with the employee it is important that the individual goals are aligned with organizational goals.

After the recruitment and selection of the candidate, training is provided so that the candidates become aware of the skills which they will use to perform the job. Also, training is planned to overcome the challenges which are faced by employers. It helps the managers to know about the organisation and its goals and strategies. Relevant business environments and internal processes are understood by them in the right perspective in order to carry out the job effectively. It helps them to relate their job with organisational priorities. Organisations facilitate the on-boarding of fresh pass-out students in the mainstream functions of the organisation. Organisations normally term it as Induction training or Orientation programmes. Core values of organisations are also understood by trainees so that their

attitude and behaviour are tuned to the core values. Recruitment is a one-time effort and challenges are faced by corporate as well as management graduates after recruitment. Image of business schools also depends upon how these challenges are met successfully by their passed out students in corporate jobs.

1.3 Research Motivation

With the global economic slowdown, the aspirants for management studies have become conscious. The high fee and low return on investment have become a prime concern for such aspirants because of which there has been a decline in the number of aspirants in various MBA entrance exams. MBA institutions have been affected by this decline.

Year	2013	2014	2015	2016	2017
Total Number of Applicants	2,14,000	2,05,000	2,04,000	2,41,000	2,90,000
Total Number of Test Takers	1,95,000	1,86,000	1,85,000	2,30,000	2,76,000
Total number of candidates skipping CAT	19,000	19,000	19,000	11,000	14,000
Percentage of candidates skipping the test	8.88	9.27	9.31	4.56	4.83

Table 1. 1 Year on Year data on CAT Applicants vs CAT Takers

(Source: https://bschool.careers360.com/articles/cat-2018-receives-above-2-41-lakh-applications)

Employability has become a prime concern for both the management institutes and the students enrolled in the management program. Even the employers are having the challenge to find the required skilled workforce because of this decline. With the government of India also focusing on skill development and stress being laid upon a skilled workforce this is a relevant area for research.

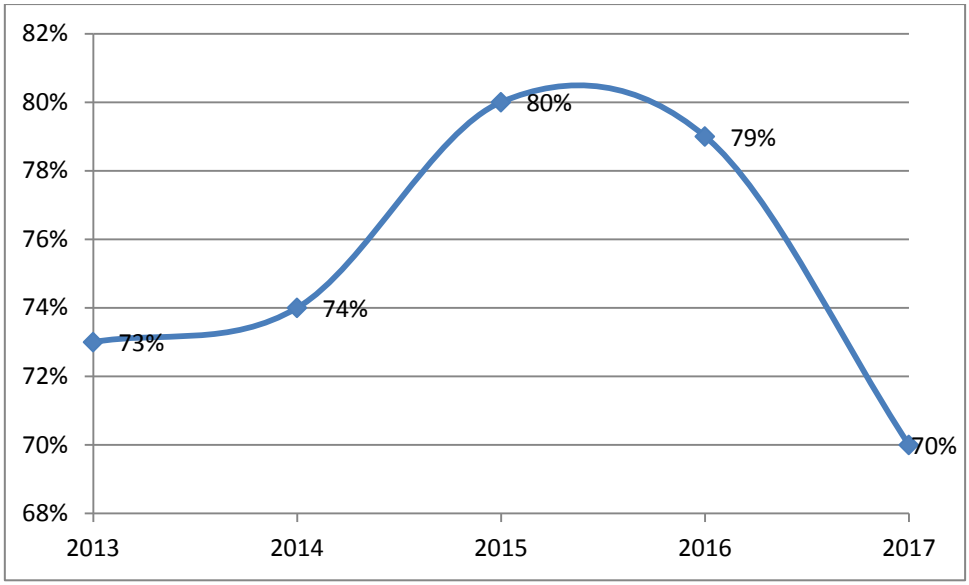


Figure 1. 1 Percentage of Hiring of Management Graduates

(Source: https://www.statista.com/statistics/1043234/india-hiring-rate-management-students/)

As of 2019, the hiring rate of management or equivalent degree graduates in India is 13 percent when compared to 22 percent in 2014. There has been considerable decline in the hiring rates of management graduates over the 5 years. In the current economic scenario, not many management graduates are getting hired with good salary and campus placements have gone down. Most of the management graduates are struggling to find a job after completion of the course because of which there has been a drop in the number of students enrolling for the course. This leads to vacant seats in the management colleges because of which sustainability of the colleges becomes a big challenge. Thus to be sustainable in the market it will be essential that these colleges focus upon providing quality education. This research will focus on finding strategies which will help in improving the quality of students and ensure colleges are sustainable in the long run. Also, it is required to examine the challenges faced by management institutions in providing quality education and find solutions to overcome these challenges.

1.4 Objectives of the Study

The objective of this research is to develop the approach which will help in improving the quality of students enrolled in the business schools of India. The idea is to improve the quality of students by improving the teaching practices and making the current model of

delivering education in business schools as student-centric and more employability oriented. The research problem considered for this research work is how to improve model qualities of management graduates for better employability.

These objectives will help in preparing the students as per the industry expectations and thus make the students employable in various organisations. The following objectives have been set in the research study:

1. To identify parameters of competence of postgraduate management students in business schools for assessing employability.
2. To assess corporate perception towards the competence of management students with regards to their employability.
3. To analyse perception of teachers and students with respect to expectations of corporates on competence parameters for employability.
4. To evaluate pedagogy and academic processes in business schools and suggest approach for developing management students for employability.

1.5 **Research Approach and Methodology**

A systematic approach has been adopted for conducting the research. An exhaustive literature review has been conducted. Various sources such as books, journals, articles, internet sources, newspapers, and magazines have been studied for conducting this research. The literature review helped in identifying research gaps and streamlining the idea for research. Discussions were carried out with some corporate executives associated with recruitment, Faculty members and students of Business schools to explore the expected quality parameters of students for employability. Based on the literature review and interaction with them, the questionnaire was designed for the survey at three levels:- Corporate, Teachers and Students. The questionnaire survey helped in collecting data from corporate, teachers and students. Detail about research methodology has been covered in the chapter on Research Methodology. Questionnaires also included curriculum design and pedagogy adopted in selected business schools so that suitable strategies can be adopted by business schools to achieve better employability of students.

1.6 Relevance of Projected Findings

The relevance of this finding will be that unbiased information will be obtained regarding the reasons for applying for post-graduate courses in business administration by surveying the students preparing for management entrance exams. The quality indicators obtained from corporate will be useful for business schools. Management institutions will use these quality indicators as a tool to measure performance. The gaps which exist between the performance indicators and student's requirements have been identified and thus better strategies can be developed. Perception of Faculty members and students on quality parameters were measured on a scale and compared with the expectation of corporate on these quality parameters for employability. It will help to know the perception difference between teachers and students with corporate and more clarity will emerge to understand the quality parameters for employability from the corporate perspective.

1.7 Challenges and Limitations

Across India, there are various colleges which are offering PGPM, PGDM and MBA courses and it will be difficult to collect data from each and every college. Also with a large amount of data, the analysis will become difficult and it may be more generalised in nature. Collection and analysis of data from selected business schools have been considered for survey in Jharkhand state to make the study more focused. Some of the business schools might not be willing to provide the required information during the survey and this could affect the data collection process. Data has been collected from various respondents from corporate, teachers and students and there could be a possibility where the real state of the respondent's mind is not reflected sometimes.

1. 8 Chapter Schema

Thesis has been divided into following chapters:-

Chapter-1: Introduction

Chapter-2: Review of Literature

Chapter-3: Research Methodology

Section-3.1: Objectives and Hypothesis

Chapter-4: Data Analysis and Interpretation

Section-4.1: Corporate Analysis

Section-4.2: Teacher Analysis

Section-4.3: Student Analysis

Section-4.4: Comparison of Competencies of Students

Chapter-5: Result, Discussion and Conclusion

Bibliography

Appendices

1.9 Summary

Education and employability are linked as those having better education have the opportunity to have better career choices. But in today's competitive environment education alone cannot ensure employability. There are certain skills which employers look while hiring individuals for different job positions. With the increase in un-employability and decline in the number of aspirants enrolling for management program the idea to conduct research was thought. The research tries to explore employer's perception regarding employability skills and quality of students. The effectiveness of curriculum and teaching practices is being determined. Perceptions of teachers and students regarding employability skills have also been measured. The empirical approach has been adopted for conducting the research.

CHAPTER 2: REVIEW OF LITERATURE

CHAPTER 2: REVIEW OF LITERATURE

2.1 Overview

Job is a magic word for those who are in the final year of their graduation (or post-graduation). Every graduate desires to settle down by landing a job in the final year. As soon as a student gets in the final year there is a quest for finding the right job in their chosen field. Stone suggested that students only have personality and general ability to get a job as they do not have the required experience for the job (Stone, 1937). In this regards guidance from the college has an important role to play.

Guidance by college is to prepare the students for job and help them get placed in a job which is best suitable for them. During campus placement the job which a person gets should ensure success and happiness in future. A person's talents should be used at maximum levels and ensures their progress and advancement in the chosen field. A good guidance can ensure that the students are not thrown out of the job market. Alumni are also key stakeholders who can help in enhancing the quality and credibility of the institution. Alumni could be useful in guiding the current students and aspirants in the placement process (Tigga, 2014).

Mulvin in the paper mentioned about guidance for getting the students placed. In the paper it is mentioned that not much attention was given to the aspect of guidance in the placement program (Mulvin, 1938). Fleishmann in the paper discusses about *work-integrated learning*. According to the paper, work-integrated learning gives opportunity to students in applying theoretical knowledge and skills in the practical scenario (Fleishmann, 2015). Kaushal in the paper mentions about industry academia gap and the role of academia in these gaps. Academia needs to play the role of facilitators where they provide awareness, self-analysis, and acquisition of skills to the students (Kaushal, 2016). Mould and DeLoach suggests that alternative measures of success and predictive factors should be used as these might be helpful in placing the students at better places. It is difficult to track and quantify these other measures as compared with quantification and measurement of GPAs (Mould & DeLoach, 2017). Clement and Murugavel in the paper discusses about the need of English language for campus placement. A study conducted for engineering colleges in India indicate that many engineering graduates are unemployable because of poor communication skills. This paper suggests that suitable training programs should be conducted for making the students employable in the industry (Clement & Murugavel, 2014). Moyer, et al. discusses about

benefits of *simulated work-based learning*. Simulated work-based learning is career-theme based setting offered by educational institutions that replicate tools, processes, and environment of workplace and gives opportunity to do a realistic hands-on practice which helps them grow their technical skills, employability skills, and knowledge learned through classroom instructions (Moyer, Snodgrass, Klein, & Tebben, 2017)

Education has been regarded as soul of the society passed from one generation to the next generation and it calls for raising the bar for Indian education (The Economic Times, *Best Education Brands*, 2019). It may be interpreted that teachers and students are separated by two different generations. But both generations are working towards common goal of raising the standard of education and enhancing employability of students in more concrete terms especially in management institutions.

Career perceptions encourage people to enrol for a degree course. People who enrol for the degree program then undergo the learning process and acquire the required knowledge, skills, and aptitude. In the end these students graduate and become employable in the society. There are various physical resources, human resources, and financial resources required during the learning process. The learning process includes teaching, learning, research, administrative activities, and knowledge transformation. Examinations and continuous assessment process provides information regarding the value gained by the enrolled students.

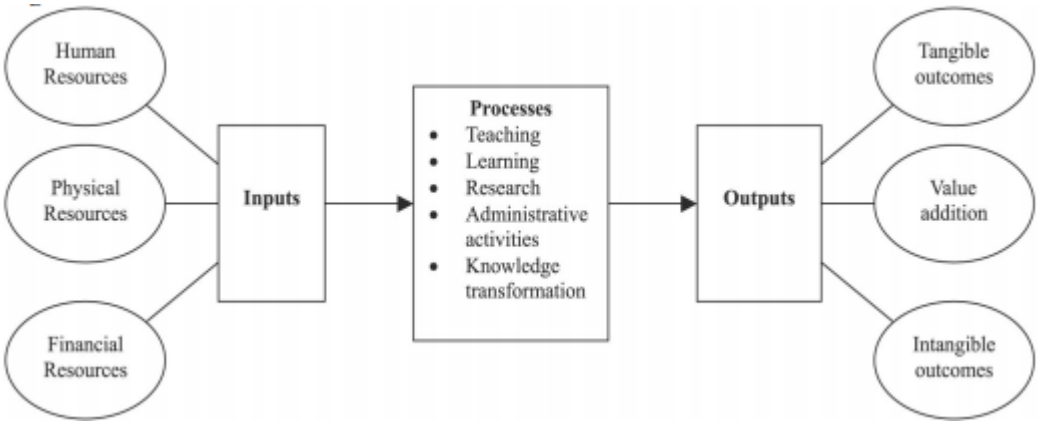


Figure 2. 1 Supply Chain of Educational Institutions

Source: Gupta,S.K. (1993). 'Explorations in teaching and learning',St Lucie Press, Dealy Beach Florida

Gupta has rightly quoted 'Right person on the right job' in his book which is essential mantra of HRM (Human Resources Management) (Gupta, 2016). He believes that each and every employee cannot be a critical asset for an organisation and only the right people, having the

right set of expertise and attributes should be indispensible to an organisation. Dessler and Varkkey have explained different ways of college recruiting which includes on-campus recruiting, on-site visit (where selected good candidates are called to the office or plant for an on-site visit and interview) and internships (Dessler & Varkkey, 2011). According to them, there are other sources for recruitment such as internet, web-based ads, applicant tracking system, referrals and walk-in.

2.2 Quality of Higher Education

In the last few decades various stakeholders have shown great concern over the quality assurance and accreditation in higher education. With the beginning of 21st century, the world witnessed establishment of various quality assurance mechanisms for the higher education system. To adopt any quality mechanism approach it is important to understand the purpose of higher education, purpose of quality assurance, and appropriate instrument for quality assurance (Beerkens, 2016). The conception of higher education quality is a multidimensional and dynamic concept of quality which involves different education levels (Žibėnienė & Savickienė, 2014).

Each stakeholder has different perspectives regarding quality of higher education. Quality of higher education has been concern for employers who act as recruiters and also as research and training collaborators. Government and its agencies also want good quality in higher education (Elton, 1998). Harvey and Green have defined quality as exception, as consistent, as fitness for use, as value for money and as transformative (Harvey & Green, 1993). For development of quality assurance mechanisms it is important to understand perspectives of every stakeholder as they have different understanding about quality (Beerkens, 2016).

Along with the aspect of quality assurance building up quality culture is also important. Quality culture can be defined as organizational culture where the intent is to enhance quality permanently and can be categorized by 2 distinct elements – cultural/psychological element of shared values, expectations, beliefs, and commitment towards quality and a structural/managerial element where processes are defined to enhance the quality and aim at coordinating individual efforts (EUA, 2006). Higher education quality assurance can be defined as periodic evaluation and assessment of quality of subject, module, program, department, and institution with the aim of improving the quality of courses being taught (Žibėnienė & Savickienė, 2014).

Abidin in the paper looks at education sector as service sector and mentions customer satisfaction being an important measure for the concept of quality. For the improvement in higher education quality the education quality should be defined with respect to stakeholder satisfaction (Abidin, 2015). Sallis in the book, Total Quality Management in Education, has identified students as external stakeholders and teachers as internal stakeholder. Students are the learners who directly receive services whereas teachers are those who are employed by the institution to provide the services (Sallis, 2002).

Dimensions of SERVQUAL can be used to measure the quality of education. Tuan has identified 5 such dimensions of SERVQUAL for measuring quality of education. These dimensions are – tangibles, reliability, responsiveness, assurance, and empathy (Tuan, Effects of Service Quality and Price Fairness on Student Satisfaction, 2012). Athiyaman has used 8 characteristics to measure quality of education and these are (Athiyaman, 1997):

- How well students are taught
- Staff availability for student consultation
- Providing library services
- Facilities for computing
- Recreational activities
- Size of class
- Difficulty level of subject content
- Workload of students

LeBlanc and Nguyen identified 7 factors of service quality – faculty, reputation of institution, physical evidence related to classrooms and campus, administration, course curriculum, responsiveness from institution, and access to facilities (LeBlanc & Nguyen, 1997). Abdullah in the paper has developed HEdPERF (Higher Education PERFormance-only) as a measuring instrument for quality of higher education sector. HEdPERF consists of 6 factors (Abdullah, 2006):

- Non-academic aspects related to duties of non-academic staff which help students to fulfil their obligation towards studies
- Academic aspects related to responsibilities of academicians
- Reputation related to image projected by higher education institutions
- Access related to ease of approaching, availability and convenience of contact person

- Program issues related to structure and syllabus of academic program/specialization
- Understanding needs of students related to health and counselling.

Annamdevula and Bellamkonda have developed HiEdQual where a significant relationship was found between 5 dimensions – teaching and course content, academic facilities, administrative services, campus infrastructure, and support services (Annamdevula & Bellamkonda, 2012). Hoque has credited higher education as vehicle for creating larger personal and social wealth in a nation and it develops intellectual, social, cultural, aesthetic, economical and moral aspects also (Hoque, 2018). India has shown notable growth in central, state and private universities and institutions offering various professional and higher education courses and there is remarkable improvement in enrolment of students in these courses.

2.3 Indian Higher Education

Education is an important aspect for the growth and development of any society and it should reach out to every individual irrespective of their gender, race, economic background, physical ability, culture, geographic, or linguistic differences. With educational aspect India has been systematically progressing and has made appreciable attempts in reaching out to everyone in the society. In the next 10 years huge expansions are planned by Indian government at all levels of education. It will be a challenging task to get into transformational change in terms of scale and pace in education sector.

In terms of students enrolled in higher education India is at the third position, next to China and United States (Jaipuria, 2014). There has been an increase in the number of universities and colleges which are offering courses in higher education. Private sector involvement has been a key advantage for Indian higher education sector. In the current five year plan along with increasing the number of institutions focus is being given on improving the quality of higher education in the country (Shaguri, 2013).

Lamoria has mentioned following challenges with respect to Indian higher education (Lamoria, 2016):

- Low quality of teaching and learning – There is shortage of faculties and student-teacher ratio is low. This has led to ineffective quality assurance system for the stakeholders.

- Supply-demand gap – Even though there have been increase in the number of institutions offering higher education the gross enrolment ratio (GER) is very low. Even if India is able to increase GER by 30% still the number of students being employed will be a big question.
- Constraints on research capacity and innovation – The number of students taking research posts and doing Ph.D. is very low. The quality of researchers in India is low.

Agarwal has conducted a SWOT analysis of higher education in India (Agarwal, 2006). The inflexibility of universities is a weakness as universities are unable to respond to the changing demands. Poor funding in higher education has resulted in degradation of standards of higher education in India. Regulatory system is rigid and ineffective. The Indian economy is growing at a fast pace and this has resulted a shift in focus towards growth in higher education. Private enterprises are getting opportunities to invest in this sector. Entrepreneurship has given a dynamic and vibrant feel in the higher education sector. With the increasing income of middle class a large number of people can afford to pay for higher education. Higher education creates job opportunities (Hoque, 2018) and students are being imparted necessary knowledge, skills and attitude to fit the job. But quality of students for employability is major concern till date and the degree of concern varies from region to region and state to state.

2.4 Teaching Methodology

In the field of teaching and learning the most important thing is outcome. The outcome is answer to the question on what or how much has the student learnt. A strategy, method, or program needs to be determined which can ensure significant impact in learning process (Hosseini & Watt, 2010). Better learning also ensures that students will be able to put practical application of theoretical concepts in work.

Beliefs related to teaching pedagogy can be divided into 2 types – traditional and constructivist. In the traditional belief final outcome is important rather than the process adopted. Retention of facts is valued in this belief. In this belief the teacher gives lectures and controls the classroom (Brown & Atkins, 1988). In the constructivist belief students are provided with a wide range of resources, materials, and tools. A rich learning environment is provided by conducting activities. The idea is to develop student's learning through the construction process where teachers monitor as well as allow students to monitor their own

learning through various assessment approaches (Brown & Atkins, 1988). Teachers using constructivist beliefs are flexible and prefer discovery of student's potentials. Based on the way students experience and learn, the learning outcomes can be diversified.

Mohammadjani and Tonkaboni in the paper have made a comparison between lecture method and cooperative learning teaching method. In cooperative teaching method students get the opportunity to share their thoughts, ideas, opinions, and beliefs regarding the subject. A situation of conflict could arise in this method which needs to be managed properly. Proper management could result in positive outcome with regards to increased learning and development (Mohammadjani & Tonkaboni, 2015). The satisfaction level of students is also higher in cooperative method in comparison with lecture method. This is because of the degree of freedom which students get in cooperative method to share their thoughts.

Ardalan has made a comparison between case method and lecture method. In lecture method teaching is imparted through textbooks. Students learn techniques through textbooks which will help in solving real world problems (Ardalan, 2013). In case method a description of specific business situation is used as a teaching tool. Students understand the business situation and apply the conceptual framework to solve the problem (Ardalan, 2013). Thus students gain the working knowledge along with the fundamental concepts to solve the problem. In lecture method students find answers for a well defined problem whereas in case method students identify the problem and suggest solutions using analytical tools. In lecture method time and energy of teachers and students is utilized in gaining knowledge whereas in case method students are trained to act in real situation (Ardalan, 2013). In lecture method learning is related to recalling of facts which are delivered by teachers whereas in case method learning is related to development of analytical and decision-making skills.

Pollock, et al. in the paper has mentioned that discussions act as supplement to lectures and are beneficial in active learning of students. With the number of students increasing in higher education the paper suggests that students should be divided into small groups for the discussion method to produce effective learning outcomes (Pollock, Hamann, & Wilson, 2011). Students from different ethnic background have a positive impact on equal participation during group discussion. Students who have low GPA in previous semester tend to be more participative compared with higher GPA students.

Pugsley and Clayton in the paper have made a comparison between traditional model and experiential model. The traditional model consisted of lecture format, article assessment, and

examination (Pugsley & Clayton, 2003). Faculties were responsible for delivery of lecture and grading of articles and examinations. The experiential model consisted of problem-solving activity, mini-research project, and classroom discussion (Pugsley & Clayton, 2003). In the problem-solving activity students were divided into groups and each group was given a problem. The group shared the problem along with solution with the class. In the mini-research project students were assigned with real life problems and they conducted a research and through presentation shared their findings. In the classroom discussion the students were given articles. As part of home assignment students evaluated the assignments and then the findings were discussed in the classroom.

With the introduction of mobile devices such as smart phones, laptops, and tablets new possibilities for learning and teaching have opened up. These mobile devices are being integrated with social media and being used for teaching purposes. Social media can be used as a fun way to teach the students and also help in reducing burden on teachers. Students use social media as a tool to search for information thus reducing burden on teachers. Cartner and Hallas share the experiences of teachers who first learned how to use a blog and took a critique of social media (Cartner & Hallas, 2017). This was an important learning experience for teachers regarding proper implementation of social media as teaching tool. Social media is a useful tool for sharing knowledge with everyone in the learning community. Social media can be used as a research network and also as a learning network.

It has been mentioned by Lubbers el al. (2019) that the size of both core and acquaintanceship networks act as resource to provide social support and size of such networks influence the adequate availability of social support. They have studied and found that individuals are not only influenced by their own attributes and macro-level characteristics, but also by their relationships with others (Lubbers el al., 2019). Social media support through core and acquaintanceship network facilitates individuals to learn and thus social media act as influencer in learning process. Teachers and students are gradually considering to adopt social media as part of teaching methodology.

2.5 Challenges in Teaching

Effectively managing the classroom behaviour is a major challenge for both new and experienced teachers. Teachers have to manage students with different backgrounds and interests (Griffith, Steptoe, & Cropley, 1999). As teachers they have to ensure that the

learning environment which is being provided to students is warm and cooperative. Classroom behaviour has a great impact on both the students and teachers.

Shoaga et al. in their paper have mentioned that nervousness, high expectations, and too much work lead to stressful situation for teachers (Shoaga, Bukki, & Obiyomi, 2015). For being able to effectively handle the class it is essential that an educator is able to handle these stressful situations. Teachers have to interact with parents, counsellors, administrators, and other teachers because of which they are stressed out. When teachers decide to meet the demands then maintaining a work-life challenge is a problem. Multiple negative classroom experiences result in lower self-efficacy.

Student discipline problems and motivating students for learning is a challenge. Also school working condition plays a key role. When support from school administration is not there and teachers cannot influence in the decision making process then it becomes difficult for teachers to stay in the job (Ingersoll & Smith, 2003). These challenges could result in teachers leaving their jobs and schools end up facing staffing problems. Student disruptive behaviour also results in emotional exhaustion of teachers and affects personal accomplishment of teachers (Brouwers & Tomic, 2000). Teachers tend to demonstrate a cold and distant attitude towards students when students demonstrate disruptive behaviour. Teachers tend to generate a negative attitude towards students which affects the learning process of students.

Classroom management is not a way to discipline students but assigning responsibilities in such a way that a sense of belongingness is developed on the part of students (Akın, Yıldırım, & Goodwin, 2015). Students should enjoy being part of the class and respect each other. However right skills are required to ensure a positive classroom environment is created.

Understanding the course curriculum is another challenge which is faced by teachers. When teachers are not given sufficient time to understand course curriculum they are not able to catch up with the course curricula. The concerns related to course curriculum are objectives of course curriculum are not clear (Rice & Shannon, 2016); centralized curriculum might not be effective in different settings (Dixon, 2014); and too much time is taken in planning of curriculum for the year (Akın, Yıldırım, & Goodwin, 2015).

Time management is another challenge which is faced by teachers where they have to make a daily schedule. Daily schedule will include activities for students which help in learning

process (Marzano, 2003). For each activity a time limit needs to be assigned within which the students will complete the given tasks and assignments. These activities need to be related with the course curriculum and also completed within the given program calendar. One important thing about time is that it is limited and so judicious planning needs to be done to ensure time is utilized effectively. With increased competition there is an increase in the workload assigned to faculty members. Huge workload results in accumulation of tasks and teachers feel the time is insufficient to complete the tasks (Li, Liu, & Wang, 2016).

Parent involvement is empowering the parents for protecting the rights and interests of their children. Parents could play a role of objector, pressure maker, help seeker, and collaborator (Wu, 2015). The kind of role played by parents affects the decision making aspects of teachers. Parents could have different perspectives which could lead to tensions between parents and teachers (Akın, Yıldırım, & Goodwin, 2015). A situation of conflict could arise between parents and teachers because of different perspectives about approaches being used for the well-being of the students.

With the introduction of computers and interactive boards in the educational environment, tools for teaching have improved. There are various benefits of technology enabled education system so that students have an active part in learning (Isman, 2011); classroom environment becomes enjoyable; helps in time management (Marzano, 2003); teaching becomes more efficient; and outer happenings are brought in the classroom environment (Roux, 2008). But technology also brings new challenges with regards to classroom management for teachers. There is an increase in the number of instruments which are used for technology-based teaching. Aesthetics of the classroom are very important where it has to be ensured that classroom appearance is soothing and also multiple instruments can be used (Taş, 2017). Teachers need to learn new techniques and understand the effective ways of using technology which can make the teaching environment enjoyable. It is a challenge for teachers to use technology in such a way that technology-based teaching is better than the traditional methods (Glover, Miller, Averis, & Door, 2007).

Using the web for teaching students has its own limitations as the information provided on the web is not authenticated and unfiltered and it would require critical skills to find out useful information. Because of the web, students demand to get the answers immediately and the time span given to think over the problem is not effective enough (Berk, 2009). The text literacy of students is being affected because of the web. Students could just copy the content

and claim it to be their own work (Mason & Rennie, 2008). Prensky has mentioned about digital natives and digital immigrants and the way they think and process information is different. Digital natives are those who have grown up with technology while digital immigrants are those who are trying to learn these technologies (Prensky, 2001). Digital immigrant teachers need to change so that they can reach their digital native students.

In an exploratory study conducted by Barak, importance of integrating collaborative technology has been indicated as means for facilitating flexible thinking; thus preparing higher education students to a world of online communication and teamwork (Barak, 2018). The findings also indicated that technology proficient students are more likely to be flexible in thought and less inclined to resist change than those who are less technology savvy. The findings of study indicate that technology proficient students termed as digital natives are more likely to be flexible in thought and less inclined to resist change than those who are less technology savvy.

Ololube et al. have mentioned their observation in their article on use of Information Technology (IT) and Information Systems (IS) by Digital Immigrants and Digital Natives that millions of university teachers and students are online whether at home, at school, at friends houses, or if they have Internet access on their handheld devices or cell phones almost anywhere (Ololube, 2013). Most of the students and almost all teachers carry laptop and/or mobile to their institutions and these IT devices are being used substantially now for teaching and learning purpose. They suitably mention about debate which remains over the most efficient techniques and procedures to measure students and faculties information technology and information systems (IT/IS) use and the use of IT and IS vary from developed to developing country.

2.6 Interest towards Teaching

What motivates a person to opt for the teaching profession? What are the drivers for one to opt for the teaching profession? Teacher turnover, shortages and quality is a concern for educational institutes. With the increase in student enrolment, there is a demand for new teachers. Teachers need to be well educated, highly trained and highly motivated.

Stuart mentioned that home factors, school factors, and community factors play an important role in choosing a teaching career (Stuart, 2000). Encouragement from families which is given by supporting the education and verbally motivating the person creates a strong sense

of being successful in the teaching profession. The inclination towards teaching career begins from the time a person is enrolled in the college. College instructors act as role models for pursuing a teaching career (Stiegelbauer, 1992). Once a person has opted for the teaching career then relationship with principal and colleagues have an impact on job satisfaction.

Previous studies have discussed about intrinsic, altruistic, and extrinsic factors which influence the choice for selection of teaching profession (Kyriacou & Coulthard, 2000). Intrinsic factors are internal factors for opting teaching profession. Altruistic factor is related to social contribution made by teachers in the growth of individual and advancement of the society. Extrinsic factors are the rewards or benefits which a teacher gets. Extrinsic factors are associated with salary, balance between career and personal life, and opportunities for personal growth (Harms & Knobloch, 2005).

According to Ozbeck, personal factors have a significant impact over social and economic factors in opting for the teaching career (Özbek, 2007). In the case of female teachers personal and social factors play an important role whereas in case of male teachers economic factors are important. The income level of families does not have an impact on the choice for teaching profession.

Lawver and Torres found that teaching morale, expert career, fallback career, working with adolescents, job security, and intrinsic career value have significant impact to teach (Lawver & Torres, 2011). Teacher morale is related to the belief that teachers are loyal, confident, and highly enthusiastic. Society values them and their career is well-respected. Teachers get an opportunity to share their expertise and personal knowledge about the subject. Teaching profession is intellectually demanding and motivating career option (Richardsona & Watt, 2006). Fallback career is the confident selection of teaching career and not considering it as second option. Teachers get an opportunity to work with young people and bring a positive difference in their lives (Hayes, 1990). There is job security, reliable income, and steady career path in the teaching profession. There is passion about teaching and people genuinely enjoy being teacher.

Balyer and Özcan have found that females chose teaching profession for the opportunity to work with children while males chose teacher profession for salary (Balyer & Özcan, 2014). Teaching profession offers longer holidays, suitable working hours, good working conditions, a feeling of being worthy, and enjoy life (Ergen, 2014). Teaching is considered as a blessed profession and this could be based on the historical process associated with teaching. Some

people have prior teaching experience in the form of private tutoring. Prior teaching experience helps them discover their potential and passion for teaching (Chang-Kredl & Kingsley, 2014)

Tight (2018) has mentioned in his paper that developing the scholarship of teaching is more than striving to be an excellent teacher or being scholarly (Tight, 2018). Achieving excellence in teaching requires a high level of proficiency in stimulating students and fostering their learning in a variety of appropriate ways. He says that a scholarly approach to teaching entails being updated with the latest ideas in one's subject and also being informed by current ideas for teaching that subject. In scholarly approach a teacher needs to evaluate and reflect on one's teaching practice and the student learning Excellence in teaching also involves communicating and disseminating about the teaching and learning practices of one's subject. Interest in teaching profession calls for investigating questions related to how students learn in their discipline.

Deng et al. (2019) have mentioned about four key learning and teaching factors in MOOCs (Massive Open Online Courses): *learner factors, teaching context, learner engagement, and learning outcomes* (Deng, Benckedorff, & Gannaway, 2019). It shows that practice of teaching revolves around learner and learning outcome when learning is becoming more online.

2.7 Qualities of Teacher

With technology coming into picture the role of teachers has changed to being a facilitator. Students are given more control over their learning and they are given opportunity to share their knowledge with everyone. Self-efficacy beliefs of a teacher are crucial which relates to one's own belief to affect the performance of students (Bandura, 1994). A teacher's belief influences the learning of students even those who are demotivated or difficult. Factors such as power and personal influence have impact on teaching and learning situations of students irrespective of their social, economic, or demographic conditions (Guskey & Passaro, 1993).

Elton has discussed about teaching excellence from multiple dimensions which includes department, institution, and individual (Elton, 1998). A department which wants excellence should think about future and constantly keep changing and innovating. Management and leadership skills are required to plan the courses so that there is effective student learning.

Institution might not be involved directly with teaching as the department is involved. However institutions play a key role as facilitator where the required infrastructure is provided which contributes to teaching (Dearing, 1997). Training of staff should be provided to ensure continuous development of teachers and this will also help in their career progression and promotion. At the individual level it is important to distinguish between teaching competence and teaching excellence. Competence is a combination of knowledge and the ability to perform the specific operations. A list of competences which a teacher should have might include (Kirschner, Vilsteren, Hummel, & Wigman, 1997):

- Organizing: Planning, preparation, time usage, meeting the objectives
- Presentation: Clarity, knowledge about subject, presentation skills, interest for the subject
- Relationships: Involvement with the students, empathy with students, sense of humour
- Assessment: Match the objectives, encourage learning among students
- Evaluation: Self-reflection, peer evaluation; response to feedback

A teacher should put self-reflection systematically into practice, be an innovator, conduct research, and be a scholar in one's own discipline (Elton, 1998). A teacher should be able to manage resources, develop other staff, develop and review courses, and promote, lead and support change (Aylett & Gregory, 1996).

Chickering and Gamson have mentioned 7 principles which make a good teacher: faculty-student contacts are encouraged; cooperation among students are encouraged; active learning techniques are used; prompt feedback is given; emphasizes on timely completion of task; high expectations are communicated; diverse talents are respected (Chickering & Gamson, 1987). A good teacher will employ – activity, cooperation, diversity, expectations, interaction, and responsibility; in their teaching practices. Good teachers (or faculty) of colleges are good learners, continuously engage in professional development activities, eager to convey about their discipline to students, use approaches which help in deep learning, have clarity about goals, and support the students (Ramsden & Martin, 1996).

2.8. Student Perception

From universities perspectives students are viewed as joining university with whatever is being offered. University's policies, practices, programs, and standards are aimed at serving

the needs of the society. Students are expected to adapt with the modus operandi of the university so that they get the benefits in terms of better and high paying jobs. Students going to universities desire for respect, relevance, reciprocity, and responsibility (Kirkness & Barnhardt, 1991). Universities need to focus on capacity building so that students advance to being distinct and self-determining. Tuan has used a model according to which the student satisfaction depends on 2 independent variables – perceived price fairness and perceived service quality (Tuan, Effects of Service Quality and Price Fairness on Student Satisfaction, 2012).

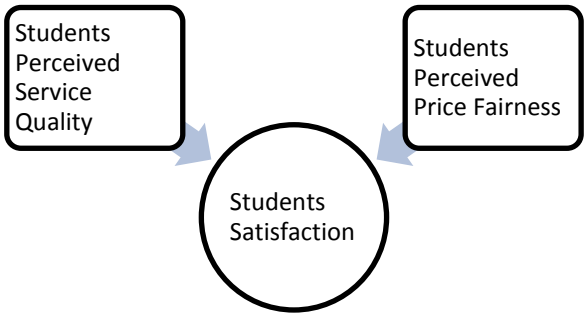


Figure 2. 2 Factors of Students Satisfaction

Tuan came out with 5 factors which have influence on the student satisfaction and these are (Tuan, Effects of Service Quality and Price Fairness on Student Satisfaction, 2012):

- Facility related to classroom and library which are useful as learning aid for students.
- Nature, academic credentials, and knowledge of faculty
- Administration which is supportive and acts in best interest of the students.
- Documentation of students which is error free, timely, and accurate.
- Appearance of staff.

Tinto's integration model tries to provide an insight into student's persistence towards enrolling for higher education. According to this model, student's family background, individual attributes, and pre-college schooling lead to goal and institutional commitment (Gajewski & Mather, 2015). The commitment towards enrolling for higher education system is further influenced by the academic system and social system. The academic system is related to intellectual development while the social system is related to interactions with the peer group. Students invest their time and energy in an academic institution and it is the most precious resource for any academic institution. Students while enrolling for any program look into the quality of program, institution's academic reputation, and degree of interest towards

the course (Astin, 1999). Counsellors and student personnel workers play a crucial role in attracting students and retaining them for the program.

College cost including fee is a consideration for selecting any college or university for higher education. The family income is limited and thus funding for the college education is an important consideration (Bound, Lovenheim, & Turner, 2007). There is a causal relationship between the student's background and college outcome. Parental education also plays crucial role in enrolment for higher education. Students whose parents have lower academic ability tend to dropout from the higher education.

S Ramesh Shankar, Executive VP & Country HR Head, Siemens India has mentioned in his article that all of us are excited to our first job in our life and we eagerly await completion of our formal education to enter corporate life (Shankar, 2017). He has suggested how to prepare oneself for the corporate world. In his views, what make a difference is the performance and the value which new inductee brings to the table. He has emphasised to unlearn, learn and relearn because corporate sphere changes fast unlike academic world.

2.9 Employability

In today's business scenario it has become important that university graduates understand the importance of competence of management graduates and acquire the skills for becoming employable at graduate level. Davies, et al., in their paper have mentioned drivers for change which has led towards the importance of competence of gradauets for employability. The 5 drivers for change are (Davies, Fidler, & Gorbis, 2011):

Extreme longetivity – The global lifespans have increased which has changed the nature of career and learning.

Increase in workplace automation – Smart machines have replaced humans in many tasks and this has forced humans to ask the question that what are they uniquely good at. Because of these machines humans have been forced to identify their position alongside the machines.

Computational world – In today's time data is being collected from every interaction, every object, everything with which people come in contact. With the enormous amount of data being collected, businesses need to understand the pattern of data, make decisions based on collected data, and design models for desired outcomes.

New communication tools – With advancement of technologies new multimedia ways have evolved for communication. Video, animation, and other visual communication options are being used to reach out to people through internet on their smart phones and laptops.

Globally connected world – The interaction and integration across geographic borders have increased and it has become a challenge for businesses to satisfy the needs of category of consumers belonging to different nations.

The competence of management gradautes are categorized as shown in the figure below for the research study for students to become more employable as:

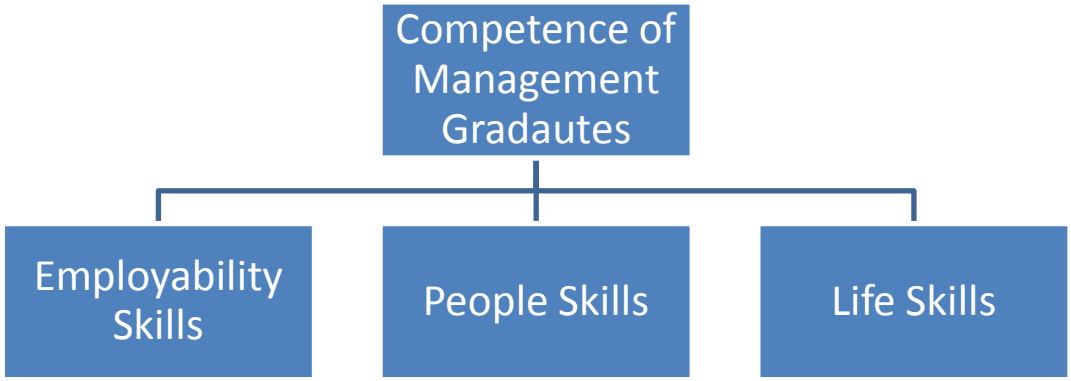


Figure 2. 3 Skill set of an Individual (as conceptualised for study by researcher)

The employability skills can be further classified into:

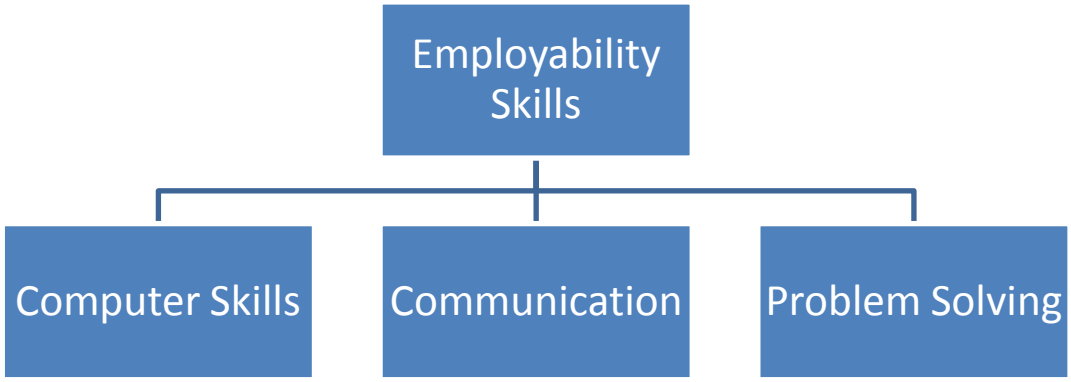


Figure 2. 4 Components of Employability Skills

Computer skills – A management graduate as an employee will be using computers for the purpose of analysis, reporting, and presentation. It is essential that the students have a basic idea of computers and are also efficient at using internet.

Communication – Communication is the most important aspect for students who are aspiring to become future managers. As managers they will have to communicate with various stakeholders. And the communication could be either in verbal or oral form. The communication needs to be effectively correct so that the right message is sent out to the stakeholders. Communication helps in creating a positive image about organization.

Problem solving –Management graduates will be facing difficult and challenging problems during their work tenure. Problem solving skills will be helpful in better handling of problems and providing a timely solution to the problems faced by them.

People skills are required in a job to carry along people inside and outside organisations and work in team to give result. Dimensions of people skills are depicted in the figure below:

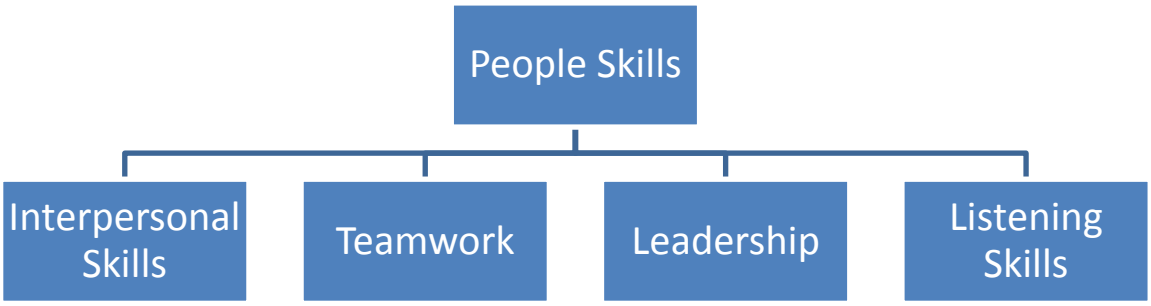


Figure 2. 5 People Skills and its Dimensions

Interpersonal skills – As managers the management graduates will be performing various activities such as negotiation, problem solving, decision making etc. In all these activities interpersonal skills will play a key role where they will have to interact with different people and also the work needs to be completed by different people in their team. Interpersonal skills are related to the way in which they interact with people, form relationship with others and get the work done.

Teamwork – In an organization people work in teams. Fresh management graduates should be able to work in team. They need to understand that they will be assigned with different roles in the team. For the successful completion of tasks it is essential that the team performs well and every individual makes a meaningful contribution in the team.

Leadership – In a team every individual is a leader of the roles and responsibilities assigned to them. Depending on the situation management graduates will have to perform the leadership task and achieve their goals. Leadership in an organization is related to having a vision and setting the goals to achieve the desired vision. Silbiger emphasises upon self-confidence to make decisions, motivating others and assuming responsibility for your actions for effective leadership (Silbiger, 2014). In a nutshell he says that you have to overcome your fears and anxieties to become an effective leader.

Listening skills – To be a good communicator it is essential to be a good listener. Management graduates need to listen attentively so that they can have a better communication with the various stakeholders.

Everyone needs life skills to live in the social and organisational environment. There is social theory behind existence of organisations also. Two important components of life skills are depicted in the following figure:-

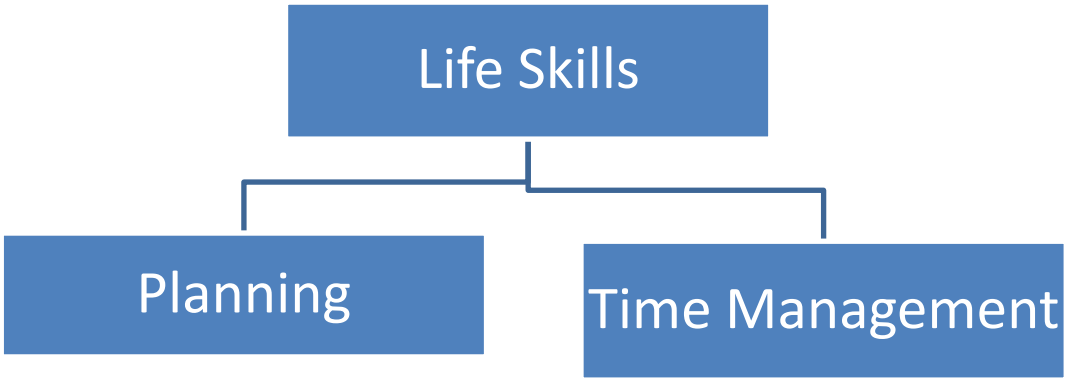


Figure 2. 6 Two aspects of Life Skills

Planning – Planning in business is crucial. Businesses need to think ahead of time to perform better in this competitive world. Planning helps in identification of potential problems which could hamper the goals which the organization desires to achieve. As management graduates should learn to plan things effectively so that they can reduce the risks and achieve the goals efficiently.

Time management – Time is limited and thus managing time in an effective manner is important. Management graduates should understand that every project in an organization is time bound and ineffective management of time could have dire consequences. Ineffective time management could lead to delay of projects and thus increase the overall costs. Thus it is

essential that the management graduates learn to manage time efficiently to achieve efficient and better results.

2.10 Brief Survey of Research Work

Brief survey of pertinent research work has been presented in the table below:

Table 2. 1: Brief survey of Research Work

S.No.	Literature Reviewed (Title of the paper, article, etc. along with the source, i.e., the name of the Journal, Magazine, Book, etc.)	Literature Type (Research Paper, Review Paper, Chapter of a Book, etc.)	Author/s	Publishing Year	Gist of Points gained	Linkage to own research
1.	Higher Education in India: Structure, Statistics and Challenges	Journal of Education and Practice Vol. 3(2(Journal Article)	Deepti Gupta and Navneet Gupta	2012	Mentions that there is demand supply gap. Shortage of number of universities offering higher education. Two-third Indian colleges and universities are below standard. Indian higher education institutions are poorly connected with research centers.	Need for more research in providing insight for improving quality of education.

					Shortage of faculty Mentions government initiatives taken to overcome these issues	
2.	Globalization and Indian Higher Education	Journal Of Educational and Instructional Studies in the World Vol. 3(01)(Journal Article)	Dr. Vikrant Mishra	2013	Indian higher education system lacks in terms of international quality standards. Private sector institutions focus more on commercial aspect rather than knowledge creation No effective system to monitor and control violation in the norms. Vested political interest because of which right steps not taken towards improving quality.	No inputs given on the parameters on which international quality standards in higher education measured. So dimensions of quality of students to be explored.
3.	Quality Assurance Mechanisms in Higher Education	ASCI Journal of Management Vol. 36(1)(Journal	Goolam Mohamed Bhai	2006	Difficult to define quality of higher education Conduct	Inputs provided for quality improvement of institutions

		Article)			internal and external academic audit for institutional improvement Mechanism of accreditation for programs and for institutions. Increase in number of students while available resources are diminishing.	will be useful in this research
4.	Development of Indian Higher Education in the 21st Century	International Journal of Social Science & Interdisciplinary Research Vol. 1(10)(Journal Article)	Suresha. R and B. C. Mylarappa	2012	More focus on elementary education and higher education being neglected in India. India has largest number of higher education institutions in the world but gross enrolment ratio is low. Shortage of resources for higher education	Role Infrastructure and resources in quality of education and quality of students have been studied
5.	Emerging Issues and Challenges in Higher Education	International Monthly Refereed Journal of	Dr. Suhas Avhad	2013	Shortage of funds for significant reforms in	Fund constraints, possibilities and

		Research In Management & Technology Vol. 2(Journal Article)			higher education system connected with political and social systems. Have a realistic perception regarding what is possible.	perception in higher education.
6.	Status of Ethics, Corporate Governance, CSR and Environment Education in Business Schools in India: An Exploratory Study	Indian Institute of Management, Bangalore (Research Paper)	Padmini Srinivasan, Vasanthi Srinivasan and R.V. Anand	2012	No bodies to ensure integration of ethics and CSR in curriculum of business schools. Students in India enrolled in MBA education do not have prior work experience. Lecture method most preferred mode for delivery of courses Challenge in bringing New and relevant cases centered around India Exciting ways should be used for teaching	Inputs from this research will be helpful in understanding the challenges faced by business schools

					courses Strong faculty interaction through conferences and workshops	
7.	Can Operational Tools & Techniques be Used to Achieve Excellence in Higher Education System in India – An Exploration	International Journal of Management and Strategy Vol. 4(6)(Journal Article)	Vidya Yerneni and Dr. Supriya Jha	2013	Orientation of higher education should be vibrant, competitive, meaningful, and purposeful. Suitable assessment and accreditation mechanism to ensure quality standards in higher education. Methods for teacher preparation and sustaining quality of teachers. Amount of research work conducted in quality of higher education not much	This paper has mentioned about quality tools and a thought over these tools for improving quality can be focused
8.	Higher Education Sector in India: Issues and Imperatives	Journal of Global Economy Vol. 6(4)(Journal Article)	Dr. P. Arunachalam	2010	New challenges and opportunities in higher education	Suggestions given in this article could be useful in analyzing the possibility of

					because of rapid changes Challenge of making higher education accessible to all Pressure to enhance access and equity and also maintain high quality of excellence India one of the fastest developing countries and to maintain growth rate there is need to increase number of institutes. Teaching methodology followed should be such that students get an opportunity to think, innovate, challenge existing ideas and generate new ideas. Transparent and full-proof method of evaluation	implementation

					should be adopted Students should be encouraged to select subject combinations Institutions should setup social accountability cells RTI should be implemented in higher education institutions	
9.	Implementation of Total Quality Management in Higher Education	Asian Journal of Business Management Vol. 2(1) (Journal Article)	Murad Ali and Rajesh Kumar Shastri	2010	Lot of innovative experiments being conducted to improve the performance of higher education sector To apply TQM in higher education system more funds are required With budget constraints from government in higher education the institutions should provide quality	Application of TQM practices to improve quality of students

					education at lower costs	
10.	A Framework for Analyzing Demand and Supply of Faculty and the Quality of Higher Education	Indian Institute of Management, Bangalore (Research Paper)	Chiranjib Sen	2011	Mentions reasons for shortage of faculty Academic careers unattractive in comparison with other professions Work environment and service conditions have become difficult Salaries are low because many institutions face funds shortage Policy constraint because of which institutions have an upper limit over increasing the number of faculty members Minimum faculty-student ratio is not achieved which affects the quality of education Trade off between the	Outlining role of teachers and their motivation in higher education

					net operating income and quality of education Develop strategies to attract and retain talented faculty members Fix certain expenditure to increase quality of education	
11.	Quality Teaching in Higher Education	OECD Publishing ,Paris (Article)	Fabrice Henard and Soleine Leprince-Ringuet,	2008	Stress upon student centered approach where all students learn Pedagogical methods should address the student needs Whole institution and learning environmen t should be considered in quality teaching Indicators which are able to measure the effectivenes s of quality teaching.	Student-centred approach and pedagogy to identify quality teaching indicators
12.	Higher Education Growth of India Governance of Indian Higher	IMJ Think Different (Journal Article)	Jayprakas h Lamoria	2016	Mentions challenges faced in higher	More insights are needed into suggestions

	Education				education. Norms of Rashtriya Uchchatar Shiksha Abhiyan (RUSA) , 12th Five Year Plan mentions extra funding for higher education	for challenges faced in Indian higher education
13.	Higher Education in India: Challenges and Opportunities	Journal of Education and Practice (Journal Article)	Younis Ahmad Sheikh	2017	Insufficient numbers of higher education institutes to meet the demand of increased enrolments. Quality education is a concern. Poor infrastructure of many colleges and universities. There is political interference in universities. Unable to attract and retain well qualified teachers which is leading to faculty shortages. Not much focus on research	India has rich human resources but ideas for attracting and retaining them in the higher education system is essential.
14.	Past, Present, and	Internation	Sridhar K.	2015	Lack of	

	Future of Management Education in India	al Journal of Business and Administration Research Review (Journal Article)	& Bharath Bhushan B.		conviction among faculty members. Industries should come forward to provide adequate support to management institutions. FDPs should concentrate on content which can be beneficial for faculties.	
15.	Quality of Management Institution in India – Concerns **Source:**	International Journal of Research in Economics and Social Services (Journal Article)	R. Anita	2016	Industry-academia collaboration for curriculum, teaching, research, and training. Stress on teaching pedagogy for improving the basic skills of students. Create innovation labs which can help students test their ideas and get trained.	

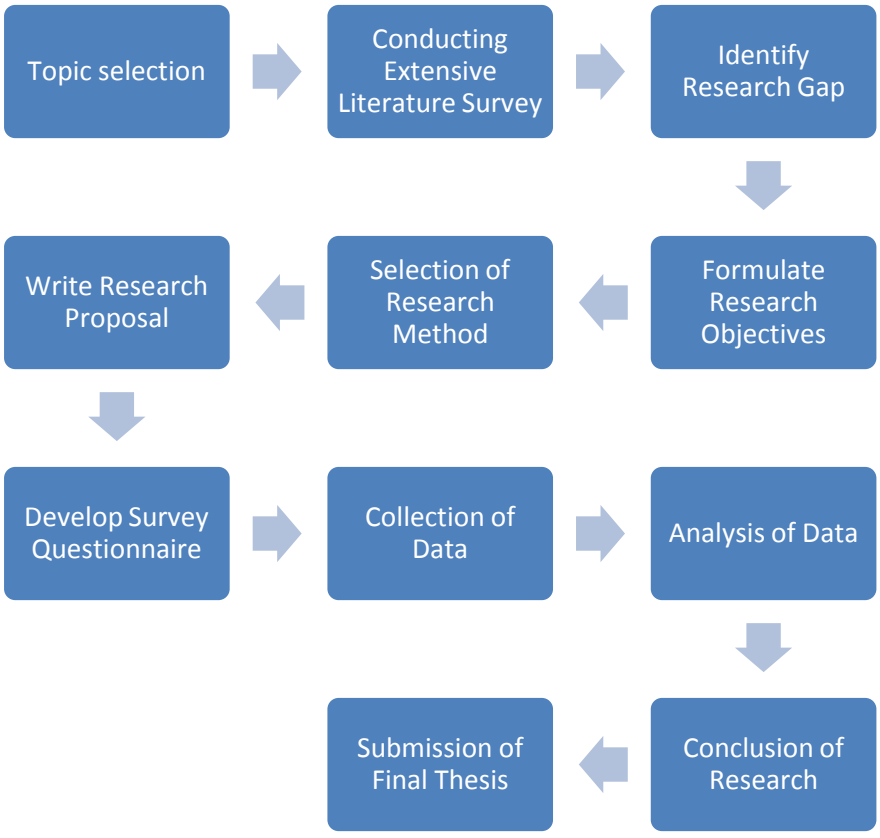
2.11 Research Gap

The literature review suggests that there is research done in the area of exploring the quality of education and challenges involved in quality of students. However research has not been done to explore the aspects of quality of students enrolled in higher education with respect to employability. This research addresses this problem of quality of students enrolled in post graduate program of management. It will help to understand the corporate expectations regarding qualities of post graduate management students hired by them. Understanding of faculty members and students is also to be explored regarding corporate expectations of competencies of students. The insights provided in this research will be useful for the faculty members and students of business schools. Such research is required to be done to provide approach for improving the competencies of students enrolled in post graduate program of management.

2.12 Conceptual Framework of Research

Conceptual framework of research has been explained in the diagram below:

Figure 2.7 Conceptual Framework of Research



This research can be divided into phases where the first phase began with the selection of topic for the research. After the topic was selected an extensive literature review related to the topic was conducted. The purpose of conducting literature review was to get better insights regarding the topic. The extensive literature review helped in identifying the research gaps. The first phase was concluded by formulating the objectives for research.

The second phase began by selecting the method for conducting this research. A research proposal was written during this phase. This phase was concluded by developing a research questionnaire.

The third phase began with collection of data from various sources. In this phase the collected data has been analysed and the findings have been concluded. This phase ends with the writing and final submission of thesis. A detailed insight into this framework has been provided in further chapters.

2.13 Summary

Various authors have tried to identify variables related to both academic and non-academic to define the quality of students in higher education. Education is looked like a service that is being measured in terms of course content, support to faculties and students, and overall infrastructure of an institution. There are various challenges in Indian higher education such as low quality of teaching and learning, the gap in supply and demand, and the inability of colleges and universities to adapt to the changing environment. There are various challenges faced by teachers related to classroom management and time management. Classroom management is related to student discipline in the class and motivating the students towards learning. Time management is related to effectively planning the activities for the class. There are various reasons because of which an individual opts for teaching as profession. For some, it could be because they have teachers as role models while for some it is purely because of economic reasons. For females the reason for opting for teaching could be related to having a work-life balance where they are able to provide enough time to their family and loved ones. There are various methods of teaching available. These methods have been classified based on whether students are involved in the classroom teaching activities or not. Most of the researchers have suggested that the methods where students are involved in teaching have better performance. There are various factors which influence students' choice

of enrolling in higher education. These could be based upon parents decision, cost of education, peer group, and counsellors. With the changing environment the employability skills have become important. There are various skills which corporate expect from the students. These skills can be identified as employability skills, people skills, and life skills.

The literature reviews conducted in this research topic identifies that there is a demand-supply gap. The universities in India are facing the challenge of shortage of funds and shortage of qualified staffs. With the rapidly changing environment it has become a challenge for universities to change accordingly. Quality parameters of students expected by corporates need to be understood by management institutions with regard to their employability.

CHAPTER 3: RESEARCH METHODOLOGY

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3.1 Introduction

To find any new information a systematic approach has to be adopted which is called research. There are various factors which motivate a person to conduct research. The motivation to conduct this research is based on the articles published in various journals and newspapers and these have been discussed in detail in chapter one.

The research methodology is the procedure which is adopted to conduct the research. It is a scientific way of conducting research. Once the research problem has been identified the research methods help in identifying the sources from which data has to be collected; and also helps in identifying the tools which will be used for the analysis of data.

3.2 Research Design

Research design is a framework that helps in the execution of the research. It guides in the structuring of collection and analysis of data. A descriptive research has been adopted which tries to give a clear picture about the collection of data An exploratory study has been conducted to seek insights and get clarity of the research problem The research problem considered for this research is how to improve the qualities of management graduates for better employability.

The research is exploratory in the sense that quality parameters of students needed for better employability have been explored through literature review and preliminary surveys involving interviews and discussion. Cooper et.al have explained the need for exploratory research to learn something about the dilemma faced by managers and researchers (Cooper, Schinder, & Sharma, 2013). Perceptions of corporate, teachers and students have been measured through questionnaire. It has been mentioned by Cooper et. al that researcher describe or define a subject in descriptive study, often by creating a profile of a group of problems, or events. (Cooper, Schinder, & Sharma, 2013). According to them, descriptive research involves collection of data and representation of distribution of data with number of times researcher observes particular events of characteristics known as research variables. According to Mohan and Parameswaran, descriptive research studies are non experimental and deal with relationship between non-manipulated variables in a natural, rather than artificial setting (Mohan & Parameswaran, 2008). Various parameters of quality of students

in business schools for employability have been identified and analysed with descriptive statistics in the research work. It describes nature of these parameters and importance of each parameter has been discussed by applying statistical techniques and using statistical charts and diagrams.

According to Kothari, the methods of research utilised in descriptive research are survey methods of all kinds, including comparative correlational methods. He has explained the descriptive research which includes surveys and fact-finding inquiries of all kinds (Kothari, 2009). Surveys have been conducted in the research work on three groups- Corporates, Teachers and Students and data has been presented in the analysis on various parameters of quality of management students for employability. Exploratory research studies are also termed as formulative research studies. Kothari states the main purpose of the exploratory study as formulation of a problem for more precise investigation or of developing the working hypothesis from an operational point of view. Hypotheses have been developed in the study based on a literature survey and insight-stimulating examples. Open-ended interviews have been conducted to explore the quality parameters for employability. Components of course curriculum and teaching pedagogy have also been identified through literature survey and interviews.

3.3 Study Area

The study area selected for this research is the business schools of Jharkhand. Jharkhand is one of the states in the eastern part of India. It was formed on 15th November 2000 and has an area of 79,710 Km^2. It shares its border with Bihar in north, Uttar Pradesh in northwest, West Bengal in east, Chhattisgarh in west, and Orissa in south. Ranchi is the capital of Jharkhand.

Figure 3. 1 Map of Jharkhand State of India

(Source: Maps of India website)

The literacy rate of Jharkhand according to the 2011 population census is 66.41 percent in which the male literacy rate is 76.84 percent and female literacy rate is 52.04 percent (Jharkhand, 2016). Education in Jharkhand starts at the age of 5 years and children are admitted to schools which are affiliated by either state boards or CBSE or ICSE. The government has launched Sarva Siksha Abhiyan with the aim to provide education to everyone until the age of 14 years. The government of Jharkhand is working towards improving and strengthening the education scenario in the state. Jharkhand Academic Council (JAC), Jharkhand Education Project Council (JEPC), and State Board of Technical Education (SBTE) are the prominent bodies working towards boosting education in Jharkhand. Universities and institutions run by central and state governments and private bodies are offering management and other higher education course in Jharkhand.

3.4 Selection of Business Schools

For the selection of business schools a list of best business schools in Jharkhand have been selected. Institutions such as Indian Institute of Management (IIM), Ranchi and Xavier Labour Relation Institute (XLRI), Jamshedpur are the outliers in the list because of their selection process and these institutions are not facing much problem of employability of students. IIM Ranchi and XLRI select through CAT (Common Admission Test) and XAT (Xavier Aptitude Test) respectively followed by Group Discussion and Personal Interviews. Other institutions are using CAT, XAT and/or other tests score to screen candidates. It has been known through interaction with corporate, faculty members and students as well other news items that placement is not much problem in IIM, Ranchi and XLRI. But interaction with them helped in identifying quality parameters which are considered by recruiting organisations. Image of these institutions is an important factor for selection of institution by organisations for placement of students. Image of institution has not been included as quality parameter of students for employability to be measured in this research.

List of universities and institutions (offering higher management courses in Jharkhand) selected for this research are listed below:

- ICFAI University Jharkhand
- Institute of Science and Management (ISM), Pundag
- Birla Institute of Technology, Mesra
- Birla Institute of Technology, Lalpur
- Xavier's Institute of Social Science (XISS)
- IIT (Indian School of Mines), Dhanbad
- Jharkhand Rai University
- Ranchi University
- Birsa Agricultural University
- Central University Jharkhand

3.5 Sources of Data

Both primary and secondary sources have been used for the collection of data. The collection of primary data from three different entities associated with the employability of management graduates has been considered and these are – *corporate* executives who hire management graduates, *teachers* (faculty members) who take courses in management and *students* enrolled

in the post graduate program in management or business administration. Secondary data sources are the various books, journals, articles, newspapers, magazines and other internet sources. Secondary sources of data were useful in the preparation of the questionnaire. It also provided valuable insights into the research topic. In-depth interaction and focus group discussion of corporate executives helped in putting up the various parameters related to the employability of management graduates. Discussions were also conducted with Faculty and students about curriculum, internship and pedagogy for the preparation of the questionnaire.

3.6 Population

On average 15 recruiters (corporate) connect for placement in a business school of Jharkhand. The same recruiters visit other business schools also. So there are estimated about 30 recruiting organisations which visit these selected business schools for selecting management students. 30 other organisations were also considered which do not participate in campus recruitment from these institutions directly, but these organisations recruit from other institutions and go for open advertisement, job portals or referrals. Their responses were also taken to the general perception of corporate as their quality parameters for selection may or may not be similar even though they do not directly recruit from the selected business schools for research study. So it was decided to collect their responses also. Out of these 60 recruiting organisations 50 were selected for response and 50 responses from corporate were obtained for useful analysis. Respondents were directly or indirectly involved in recruitment and they had understanding of recruitment process of their organisations. The respondents represent both the manufacturing and service sectors.

With the limited number of good business schools in Jharkhand 10 business schools were selected for data collection. For the collection of data from teachers, a sample of total of 80 teachers has been selected. However the data has been received from 50 teachers. For the collection of data from students, a sample of 150 students has been selected. However, the data has been received from 125 students For the collection of data from corporate a sample of 60 has been selected. However, effective data that is useful for analysis is 50 corporate.

3.7 Sample Size

Formula (given by Israel, 1991) used for sample size has been given below

$$n = N / \{1+N (e)^2\}$$

where n = Sample size.

N= Population

e= level of precision

At 95% confidence level has been considered for calculation of sample size in view of less chances of variability and value of e=0.05 for this precision. Sample sizes thus calculated are as follows:

Corporates - 52

Teachers - 80

Students – 140

Actual response received on three questionnaires is as given below. Response from teachers and students were somewhat less. But it was felt that responses from them represent the group as academic process and background are not at much variation.

Corporates - 50

Teachers - 50

Students – 125

Non-probability sampling was done to collect the data from Corporate executives, Teachers and Students. Cooper et al. have described non-probability sampling as arbitrary and subjective (Cooper et al., 2013). When sample was selected subjectively, we do with a pattern or scheme in mind according to them. Convenience sampling was adopted to select respondents from all three categories to take care of availability and readiness of respondents as per their convenience. Data from corporate was collected through internet, hence it was subjective and judgemental non-probability sampling was adopted.

3.8 Data Collection Method and Tools

A questionnaire survey was conducted for the data collection process. A pilot study was conducted taking about 5% from population of each category to explore the quality parameters of management students for employability and to understand the difficulty level of three questionnaires. Interviews were conducted with 5 corporate executives, 5 teachers

and 15 students respectively. Following selection criteria were considered based on interviews with corporate executives who are associated with recruitment and selection process:

1. Depth of knowledge
2. Ability to learn
3. Ability to apply theory to real life situation
4. Personality traits
5. CGPA (or % Marks)
6. Continuity in education (i.e. no break or loss in education)
7. Discipline in college

The following expected and actual competencies of students were explored in discussion and included in the questionnaire:

1. Domain/subject knowledge
2. Awareness about Business environment
3. Computer skills
4. Creativity and Innovation
5. Team work
6. Leadership
7. Interpersonal Skills
8. Oral communication
9. Written communication
10. Problem solving
11. Planning
12. Time management

Questionnaires were finalised based on feedback from respondents to collect relevant data. Likert scale of 1-5 was used for answering most of the questions in all three questionnaires where 1-least important, 2-somewhat important, 3-important, 4-very much important and 5-most important were ratings. The questionnaire for corporate, teachers, and students has been provided in the appendix section.

3.8.1 Questionnaire for Corporate Survey

The questionnaire for corporate executives was divided into 2 parts where the first part was related to aspects of the selection process and the second part was related to the employability

skills which they consider during the selection process. Questionnaire administered to corporate executives has been given in Appendix. Below are the details of reliability analysis for the questionnaire of corporate survey:

Table 3. 1: Reliability Analysis of Corporate Survey Questionnaire

Factors	Constructs	Cronbach's Alpha Score
Criteria for selection of students	Depth of knowledge	0.671
	Ability to learn	
	Ability to apply theory to real life situations	
	Personality Traits	
	CGPA (or % Marks)	
	Continuity in education (i.e. no break or loss of year in education)	
	Discipline at college	
Aspects of volunteer work or extra-curricular activities	Understanding about environment	0.834
	Candidate's accomplishments and achievements	
	Self-motivation	
	Ability to develop skills	
	Organising capability	
Challenges faced with the fresh management graduates after recruitment	Coaching/mentoring	0.776
	On-boarding in organisation	
	Time consuming to onboard	
	Different individual goals	
	Understanding of clear performance expectations	
	Understanding company policies, systems and procedure	
Competencies of students (expected)	Domain/subject knowledge	0.910
	Awareness about Business environment	
	Computer skills	
	Creativity and Innovation	
	Team work	
	Leadership	

	Interpersonal Skills	
	Oral communication	
	Written communication	
	Problem solving	
	Planning	
	Time management	
Competencies of Students (actual)	Domain/subject knowledge	0.937
	Awareness about Business environment	
	Computer skills	
	Creativity and Innovation	
	Team work	
	Leadership	
	Interpersonal Skills	
	Oral communication	
	Written communication	
	Problem solving	
	Planning	
	Time management	

Cronbach's Alpha value is more than 0.7 or ≈ 0.7 in above table. It shows that items in the corporate questionnaire have relatively high internal consistency.

3.8.2 Questionnaire for Teachers

The questionnaire for teachers was divided into 3 parts where the first part focused on the understanding of teachers regarding employability skills and corporate expectations, the second part focused on infrastructure provided by institutions for teaching, and the third part focused on teaching practices and challenges faced from students. Questionnaire administered to teachers has been given in appendix. Below are the details of reliability analysis for the questionnaire of teacher survey:

Table 3. 2: Reliability Analysis of Teachers Questionnaire

Factors	Constructs	Cronbach's Alpha Score
Competencies of Students	Domain/subject knowledge	0.796
	Awareness about Business	

(recruiter expectation)	environment	
	Computer skills	
	Creativity and Innovation	
	Team work	
	Leadership	
	Interpersonal Skills	
	Oral communication	
	Written communication	
	Problem solving	
	Planning	
	Time management	
Competencies of Students (Current level of students)	Domain/subject knowledge	0.918
	Awareness about Business environment	
	Computer skills	
	Creativity and Innovation	
	Team work	
	Leadership	
	Interpersonal Skills	
	Oral communication	
	Written communication	
	Problem solving	
	Planning	
	Time management	
Sources to know competence requirements of students	Fellow faculty members and colleagues	0.750
	College placement officer	
	Social media sites	
	Job portals	
Challenges in teaching students	Students deviate from topic of discussion	0.714
	Students are silent/passive	
	Students not finding classes as opportunity for placement	
	Students request for more time to submit assignments	
Facilities provided	Inadequate training to improve teaching skills	0.855
	Old and limited books available at library	

	Limited access to online journals and resources	
	Not getting much time to prepare for sessions	
	Involvement in many activities	
	Not many Indian cases available for teaching	
Teaching methods (effectiveness)	Lecture method	0.739
	Case Method	
	Role Plays	
	Power point presentation	
	Assignments	
	Group activity	
	Evaluation process	
	Business games and simulation	
	Guest lecturers from various organisations	
	Films / Video clips	
	Management seminars	
Teaching methods (frequency used)	Lecture method	0.865
	Case Method	
	Role Plays	
	Power point presentation	
	Assignments	
	Group activity	
	Evaluation process	
	Business games and simulation	
	Guest lecturers from various organisations	
	Films / Video clips	
	Management seminars	
Aspects related to teaching interest	Number of hours spent at college	0.759
	Interaction with other teachers in department	
	Research and Consultancy	
	Comfort in approaching college authorities	
	System of performance appraisal of faculty	
	Opportunity to grow knowledge and skills	
	Ambience of classrooms	
	Opportunity for participation in workshops / conferences	
	Respect from students	

As seen in above table, Cronbach's Alpha value is more than 0.7. It suggests high internal consistency in the items of the Teachers questionnaire.

3.8.3 Questionnaire for Students

The questionnaire for students was divided into 3 parts where the first part tried to look into student's decision for choosing a business school, the second part focused upon the understanding and preparedness of students regarding employability, and the third part tried to understand the perception of students regarding various teaching practices. Questionnaire administered to students has been given in appendix. Below are the details of reliability analysis for the questionnaire of student survey:

Table 3. 3: Reliability Analysis of Students Questionnaire

Factors	Constructs	Cronbach's Alpha Score
Competencies of Students	Domain/subject knowledge	0.782
	Awareness about Business environment	
	Computer skills	
	Creativity and Innovation	
	Team work	
	Leadership	
	Interpersonal Skills	
	Oral communication	
	Written communication	
	Problem solving	
	Planning	
	Time management	
Selection criteria for selecting MBA colleges	Career Opportunities	0.765
	Placement record	
	Location	
	Cost	
	Brand	
	Feedback on social media	
	Social media pages	
	College website	

	Interaction with alumni	
	Faculty details	
Sources for information about skill requirements	Faculty members	0.669
	College placement officer	
	Classmates	
	Social media sites	
	Job portals	
	Recruiting organizations	
	Alumni	
	Other colleges/institutions	
Preparation level for job interview	Check company's website and gather information about company	0.706
	Enquire about company from known contact who is already working there	
	Enquire about company through people working there using social media such as linkedin.com	
	Wait for company's presentation and then gather knowledge about company	
Aspects related to job offering	Job profile	0.712
	Designation or position of the job	
	Job timings (morning shift, day shift, night shift)	
	Job location	
	Salary	
Quality of teachers	Resource provider	0.728
	Engaging	
	Clear	
	Discipline	
	Communication	
	High expectations	

Aspects related to internship	Ability to relate work with theoretical concepts	0.725
	Ability to explain work to others	
	Seeking help from college during internship	
	Providing weekly feedback to college during internship	
Teaching methods	Lecture Method	0.799
	Case Study Method	
	Role Plays	
	Power Point Presentation	
	Assignments	
	Group Activity	
	Films / Video clips	
	Guest Lecture	

It may be seen in above table that Cronbach's Alpha value is more than 0.7 or ≈ 0.7. Thus there is relatively high internal consistency in the items of the Students questionnaire.

3.9 Data Analysis Method

Data collected from the respondents have been entered into the SPSS computer and computed using SPSS. To test the hypotheses statistical package has been used. Descriptive statistics, factor analysis, and correlation have been computed for the collected data. Details of these techniques have been mentioned below.

3.9.1 Descriptive Statistics

Descriptive statistics is used to measure the central tendency of the sample. A single value is used to describe the centrality of the data. The three measures of central tendency have been used – mean, median, and mode.

Mean is the average score of collected data of the sample. Mean is given by the following formula:

$\bar{x} = \sum x / N$ where $\sum x$ = sum of all data and

N = total number of data of the given sample.

Median is the middle score of the sample. It divides the sample into two halves where there is same score above the median and below the median. Median is given by the following formula:

$M = LL + (i)\ ((0.5n - \text{cum } f_{below}) / f)$

where LL = lower real limit of the score containing the 50th percentile,

i = width of the score interval,

0.5n = half the cases,

cum f_{below} = number of cases lying below the LL, and

f = number of scores in the interval containing the median.

Mode is the most frequent score in the sample data. Mode is based on the maximum frequency of a response which appears in the sample.

Standard deviation explains the dispersion of data from the mean. Standard deviation is given by the following formula

$$\sigma = \sqrt{\frac{\sum (x - \bar{x})^2}{n}}$$

where σ = standard deviation

x = value of each data in the set

x bar = mean of all values

n = total number of data in the set

Mean, median, and mode provide information regarding the central tendency of data and also the skewness of the data. For a symmetric and unimodal distribution mean, median, and mode values will be equal. However for an asymmetric distribution the mean and mode values will be different. When the mean is less than mode then the distribution is skewed to

the left side and this indicates negative skewness. When the mean is more than mode then the distribution is skewed to the right side and this indicates positive skewness.

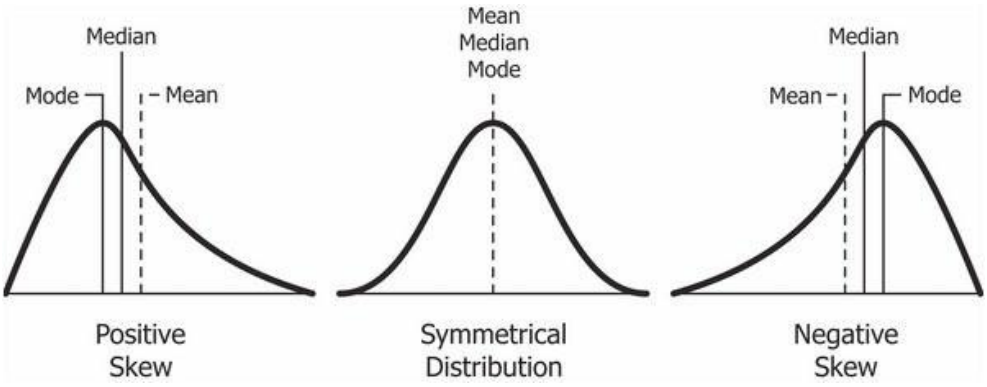

Figure 3. 2 Graphical Representation of Skewness of Data

The best value of mean, media, and mode has been used as a measure of central tendency for the analysis and interpretation of data.

3.9.2 Correlation

Correlation provides information about the strength of relationship between two variables. Correlation does not provide information about the cause and effect but only determines the strength of relationship of two variables. The variables could be strongly correlated or negatively correlated. A positive correlation indicates that with the increase in value of one variable there is increase in the value of another variable. Whereas negative correlation indicates that with increase in value of one variable there is decrease in the value of another variable. Correlation is determined by the following formula

$$r = \frac{n(\Sigma xy) - (\Sigma x)(\Sigma y)}{\sqrt{[\, n\Sigma x^2 - (\Sigma x)^2 \,][\, n\Sigma y^2 - (\Sigma y)^2 \,]}}$$

where, n is number of pairs of scores

Σ xy = summation of the products of paired scores

Σ x = summation of scores of variable x

Σ y = summation of scores of variable y

Σx^2 = summation of squared scores of variable x

Σy^2 = summation of squared scores of variable y

3.9.3 Factor Analysis

Factor analysis has been used to reduce a large number of variables into smaller numbers of factors. For the reduction of variables into fewer numbers of factors principle component analysis has been used. Measure of KMO and Bartlett's Test describes the suitability of factor analysis. KMO and Bartlett's test is calculated by the following formula

$$MO_j = \frac{\sum_{i \neq j} r_{ij}^2}{\sum_{i \neq j} r_{ij}^2 + \sum_{i \neq j} u}$$

where R = $[r_{ij}]$ is the correlation matrix and

U = $[u_{ij}]$ is the partial covariance matrix

Factor loading explains the relationship of each variable with the underlying factor.

3.9.4. ANOVA

Analysis of Variance (ANOVA) is a statistical tool used for hypothesis testing. When the probability p-value is less than specified threshold level, α, there is a significant difference between the group means. Thus the null hypothesis is rejected. For a particular independent variable there are different groups. In this research for the competencies of students there are three groups consisting of corporate, teachers, and students.

The following terms are obtained from ANOVA result:

Sum of Squares between the Group: This provides information about variation because of interaction between samples

Sum of Squares within the Groups: This provides information about variation because of differences within the individual samples.

F-ratio: The F-ratio is a test statistic which is used for testing of null hypothesis. The F-ratio is the ratio of between-group variability to the within-group variability. For the null hypothesis to be true the F-value will be approximately equal to one.

p-value: The probability of observing F-statistic also provides information about how common or rare is the F-value and this probability value for F-ratio is known as p-value.

When the p-value is less than the significance level it indicates that group means are different. A lower p-value is a strong evidence for rejecting the null hypothesis.

3.10 Summary

Based on the literature survey four objectives have been identified. The first objective is to determine the quality parameters for students for their employability. It helped to understand the corporate perception towards the quality of students. Corporate feedback has been taken regarding the various skills which are required for the jobs of fresh management graduates. These skills might also be used as a feedback tools for faculty members and students. In this research, inputs have been gathered on various teaching methodologies that have been found out in the literature survey. This research has also been carried to explore the reasons because of which students opt for management education. Hypotheses for this research have been developed which have been used as the basis for analysis and discussion.

The area of study of this research is the business schools of Jharkhand. The data has been collected from the teachers (faculty members) and students of various business schools in Jharkhand; and the corporates who hire the management graduates from business schools. A questionnaire survey has been conducted for collection of data. The value of cronbach's alpha is satisfactory for the pilot study and thus the questionnaire has been used to collect further data from the corporate, faculty members and students. Mean, median, mode, correlation, factor analysis and ANOVA have been used as statistical techniques for the data analysis.

Section 3.1: Objectives and Hypothesis

3.1.1. Research Problem

An extensive literature survey helped in understanding the research problem better. There is a demand supply gap where there is shortage of universities offering quality higher education. There is a gap regarding quality parameters which could be used to measure the quality of higher education. Business schools face challenges related to supply of funds and shortage of good faculty members. It is essential to address these challenges. Various teaching methodologies have been identified in the literature survey but it is important to find the level of awareness and application by business schools regarding these methodologies.

How do teaching methodology, curriculum, faculty, staff and infrastructure contribute in developing the required competence of students for employability?

What is the perception of corporate with respect to competence of students with regards to employability?

How do teachers and students perceive about recruiters' expectation on qualities of students for employability?

The various gaps which have been identified during the literature survey helped in developing the research objectives. Based on the research objectives the hypotheses for this research have been developed and mentioned in this chapter.

3.1.2. Research Objectives

The objectives of this research which have been identified based on the gaps identified in literature survey are as follows:

1. To identify parameters of competence of postgraduate management students in business schools for assessing employability.
2. To assess corporate perception towards the competence of management students with regards to their employability.
3. To analyse perception of teachers and students with respect to expectations of corporates on competence parameters for employability.

4. To evaluate pedagogy and academic processes in business schools and suggest approach for developing management students for employability.

3.1.3. Research Hypotheses

Hypotheses have been developed in view of research problem and objectives of research. Null hypothesis have been mentioned below:-

H_1: There is no relationship between depth of knowledge and CGPA as per selection criteria for hiring of students by corporates.

H_2: There is no relationship between 'understanding the environment' and 'organizing capabilities'.

H_3: There is no relationship between coaching/mentoring and performance expectations.

H_4: There is no difference between expected competencies and actual competencies of students.

H_5: There is no relationship between 'Creativity & Innovation' and 'Problem Solving' among expected competencies of students.

H_6: There is no relationship between 'Creativity & Innovation' and 'Problem Solving' among actual competencies of students.

H_7: There is no difference between perception of teachers on recruiters' expectations and perception of teachers on actual level of competence of students.

$H_{8:}$ There is no relationship between 'Creativity & Innovation' and leadership on recruiters' expectation as perceived by teachers.

H_9: There is no relationship between Actual level of 'Creativity & Innovation' and 'Planning skills' of students as perceived by teachers.

H_{10}: No relationship exists between 'deviation from topic' and 'students not finding classroom as an opportunity for placement'.

H_{11}: No relationship exists between 'lack of time to prepare for sessions' and 'involvement in many activities'.

H_{12}: There is no relationship between effectiveness of guest lectures and management seminars.

H_{13}: No relationship exists between 'increase in knowledge and skills' and 'participation in workshops / conferences' among teaching interests.

H_{14}: No relationship exists between teamwork and interpersonal skills as perceived by students.

H_{15}: There is no relationship between location and faculty details for decision making by students to select an institution for management courses.

H_{16}: There is no relationship between 'Engaging' and 'Clear objectives' as qualities of teachers perceived by students.

H_{17}: There is no difference among Corporate, Teachers and Students on expected competencies of students for employability.

H_{18}: There is no difference between Corporate and Teachers on actual competencies of students for employability.

3.1.4. Summary

Based on the literature survey four objectives have been identified. It is important to determine the quality parameters for students for their employability. It helped to understand the corporate perception towards the quality of students. Corporate feedback has been taken regarding the various skills which are required for the jobs of fresh management graduates. These skills might also be used as a feedback tool for faculty members and students. In this research, inputs have been gathered on various teaching methodologies that have been found out in the literature survey. This research has been carried to explore the reasons also because of which students opt for management education. Hypotheses for this research have been developed which have been used as the basis for analysis and discussion.

CHAPTER 4: DATA ANALYSIS AND INTERPRETATION

CHAPTER 4: DATA ANALYSIS AND INTERPRETATION

Introduction

The various statistical tools as mentioned in the research methodology chapter have been used to analyze the data collected from corporate, teacher, and students. The various statistical tools used for analysis are descriptive statistics which includes mean, median, mode, and standard deviation. SPSS has been used to analyse the data. Correlation between the variables is determined. Using these statistical tools the hypotheses which have been formed in the research methodology chapter have been tested.

The data analysis and interpretation have been divided into three sections. The first section provides insight into data collected from corporate. The data collected from corporate is related to skills they expect from fresh graduates, the actual skills of fresh graduates, challenges faced after recruitment and selection of fresh graduates, and expectations from universities and colleges.

The second section provides insights into data collected from teachers. The data collected from teachers is related to understanding about the various skills of students, challenges faced by teachers with relation to infrastructure, curriculum, their interest towards teaching, challenges faced in relation to students, and their effectiveness and frequency of use of various teaching pedagogies.

The third section provides insights into data collected from students. The data collected from students is related to an understanding about various skills of students, variables that affect their decision making for the choice of college, the job preparedness of students, and their expectations from the job.

Section 4.1 Corporate Analysis

Various quality parameters of students for employability were identified through discussion with HR managers and recruiters of corporates, placement coordinators and teachers and students of business schools. Responses from (N=50) corporates were obtained mostly through online using Google form on criteria of selection of students, using CGPA (% Marks) for screening, lacunae mostly observed in Business Schools, importance of volunteer work in recruitment, need for training of fresh recruits, challenges faced with fresh management graduates, competencies of students expected and actually found and finally their suggestions.

4.1.1 Criteria of Selection

Following criteria of selection of students by corporate were considered for response from the corporate on 5-point scale (where 1-least important, 2-somewhat important, 3-important, 4-much important and 5- most important)

X1 = Depth of knowledge

X2 = Ability to learn

X3 = Ability to apply theory to real life situations

X4 = Personality Traits

X5 = CGPA (or % Marks)

X6 = Continuity in education

X7 = Discipline in college

Descriptive Statistics

Responses on above criteria were analysed statistically and results are given below:

Table 4. 1: Criteria of Corporates for Selection of Students

(N=50)

	X1	X2	X3	X4	X5	X6	X7
Mean	3.50	4.58	4.00	3.92	2.72	2.52	3.22
Median	3.0	5.0	4.0	4.0	3.0	2.5	3.0
Mode	3.0	5.0	4.0	4.0	3.0	3.0	3.0
Standard Deviation	0.814	0.785	0.833	0.853	0.730	1.015	1.130
Standard Error	0.115	0.111	0.118	0.121	0.103	0.144	0.160

According to the responses obtained and statistical analysis of these data in the above table, the **ability to learn** is considered as the most important parameter during the selection of students for the job. CGPA (% of Marks) has not been rated very important parameter for selection of fresh MBA/PGDM students.

Correlation

Correlation results have been shown in table below:-

Table 4. 2: Correlation among Selection Criteria by Corporates

	X1	X2	X3	X4	X5	X6	X7
X1	1						
X2	.335*	1					
X3	.331*	.375**	1				
X4	.176	.406**	.086	1			
X5	.275	.182	.201	.226	1		
X6	.247	-.079	-.048	.096	.614**	1	
X7	-.011	.175	.065	.315*	.571**	.396**	1
*. Correlation is significant at the 0.05 level (2-tailed).							
**. Correlation is significant at the 0.01 level (2-tailed).							

H_1: There is no relationship between depth of knowledge and CGPA as per selection criteria for hiring of students by corporates

According to the correlation matrix result, the null hypothesis is accepted as there is no significant correlation between depth of knowledge and CGPA. The correlation matrix indicates that there is significant correlation between depth of knowledge and ability to learn, depth of knowledge and ability to apply theory to real life situations, ability to learn and ability to apply theory to real life situations, ability to learn and personality traits, personality traits and discipline in college, CGPA and continuity in education, CGPA and discipline in college, and education and discipline in college.

Factor Analysis

Table 4. 3: KMO and Bartlett's Test (Selection Criteria)

Kaiser-Meyer-Olkin Measure of Sampling Adequacy		0.622
Bartlett's Test of Sphericity	Approx. Chi-Square	82.599
	df	21

	Sig.	0.000

The KMO value is greater than 0.6 and the Barlett's Test of Sphericity sig value is less than 0.05. Thus the factor analysis for the selection criteria is accepted. Below are the results of the component matrix.

Component Matrix

Table 4. 4: Component Matrix of Selection Criteria of Students by Corporates

Items	Component		
	1	2	3
Depth of knowledge	0.522	0.384	**0.530**
Ability to learn	0.520	**0.641**	-0.251
Ability to apply theory to real life situations	0.403	**0.581**	0.315
Personality Traits	0.538	0.224	**-0.609**
CGPA (or % Marks)	**0.813**	-0.342	0.137
Continuity in education (i.e. no break or loss of year in education)	**0.603**	-0.586	0.308
Discipline in college	**0.670**	-0.383	-0.362

Three components have been extracted using SPSS.

Component 1 *(Academics and College)* comprises of CGPA (or % marks), continuity in education, and discipline in college.

Component 2 *(Learning and Application)* relates ability to learn and ability to apply theory to real life situations.

Component 3 *(Knowledge and Personality)* relates to personal aspects comprises of depth of knowledge and personality traits.

4.1.2. Is CGPA (or % marks) used for screening?

Corporate were asked to respond whether they use CGPA (% of Marks) for screening. Their response has been given in figure below:-

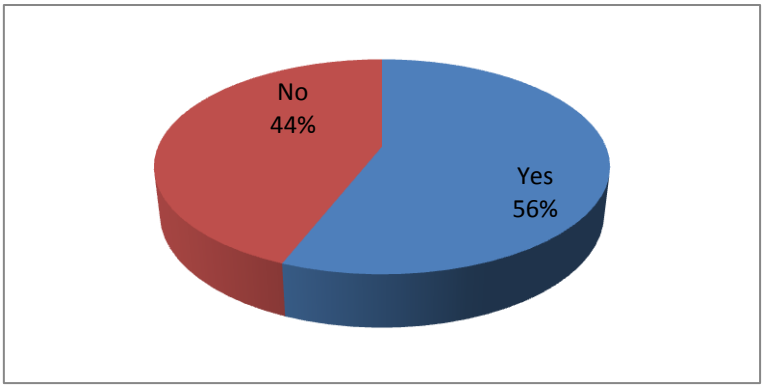

Figure 4. 1 CGPA (% Marks) for Screening

56 percent of respondents have responded that they use CGPA (or % Marks) for screening of students while 44 percent respondents have responded that they do not use CGPA (or % Marks) as a factor for screening of students for job. It shows that CGPA is used by some corporate and not used by other corporate. From Table 4.1, it is interpreted that CGPA is very important selection criterion.

4.1.3. Gaps in business schools in meeting corporate requirements

Corporate survey included identification of different types of lacunae mostly observed in business schools in meeting corporate requirements. The respondents were asked to select various options identified as different types of lacunae. Following gaps or lacunae were observed and percentages of respondents are given in each gap in the table:

Table 4. 5: Gaps observed by Corprates in Business Schools (in % age of respondents)

(N=50)

Lack of Linkage of curriculum	Unable to develop commitment among students	Inability to guide students for career options	Students becoming too much dependent on others
46%	50%	58%	16%

The respondents were asked to pick the various options for the gaps mostly observed with business schools. *58 percent of respondents indicated that the business schools are unable to*

provide guidance to students for the various career options. In absence of proper guidance for career option, students are not able to select a suitable career and do not find job of their capability and interest. This is the reason that they remain unsettled and unsatisfied in the job. 50 percent of the respondents mentioned that business schools are unable to develop the required commitment among students. 46 percent respondents responded that there is a lack of linkage between industry and academia for the preparation of curriculum. Only 16 percent of respondents felt that the students become too dependent on others.

4.1.4 Volunteer Work or Extra-curricular Activities

Following aspects of volunteer work or extra-curricular activities were included for response by corporate on importance give for recruitment:

X1 = Understanding about environment

X2 = Candidate's accomplishments and achievements

X3 = Self-motivation

X4 = Ability to develop skills

X5 = Organising capability

Descriptive Statistics

Table 4. 6: Volunteer Work or Extra-curricular Activities

	X1	X2	X3	X4	X5
Mean	3.7	3.52	4.42	4.22	3.92
Median	4.0	4.0	5.0	4.0	4.0
Mode	4.0	4.0	5.0	5.0	4.0
Standard Deviation	0.931	0.909	0.785	0.932	0.986
Standard Error	0.132	0.129	0.111	0.132	0.140

According to the results in the above table, organising capability has not been rated the most important aspect in recruitment. Self-motivation level and ability to develop skills are more important aspects considered by corporate and students who are involved in volunteer work.

Correlation

Table 4. 7: Correlation of Volunteer Work or Extra-curricular Activities

	X1	X2	X3	X4	X5
X1	1				
X2	.429**	1			
X3	.539**	.517**	1		
X4	.266	.464**	.624**	1	
X5	.440**	.594**	.598**	.597**	1
**. Correlation is significant at the 0.01 level (2-tailed).					

H_2: There is no relationship between understanding the environment and organizing capabilities.

According to the results in the above table, the null hypothesis is rejected as a significant correlation exists between understanding the environment and organizing capabilities. The correlation matrix also indicates that there is significant correlation between understanding the environment and self-motivation, organizing capabilities and self-motivation, and self-motivation and ability to develop skills.

4.1.5 Need for training to fresh recruits

Respondents from corporate were asked to indicate how important they feel need for training to fresh recruits. Their response has been given in the table below:-

Table 4. 8: Need for Training of Fresh Recruits

(N=50)

Mean	Median	Mode	Standard Deviation
4.38	5	5	0.830

Mean, median and mode values are very high in the above table. It is interpreted from the table that training to fresh recruits is considered very important by corporate who hire students after the completion of their studies. They strongly believe that training narrows down the gap between required quality and actual quality of students and facilitates the on-boarding of fresh recruits in the organisation.

4.1.6 Challenges faced by Corporates with fresh management graduates

Corporates responded to following challenges which they face with fresh management graduates

X1 = Coaching / mentoring

X2 = On-boarding in organisation

X3 = Time consuming to onboard

X4 = Different individual goals

X5 = Understanding of clear performance expectations

X6 = Understanding company policies, systems and procedure

Descriptive Statistics

Table 4. 9: Challenges faced by Corporate with fresh management graduates

(N=50)

	X1	X2	X3	X4	X5	X6
Mean	3.64	3.46	3.34	3.82	3.58	3.62
Median	4.0	4.0	3.0	4.0	4.0	4.0
Mode	4	4	3	4	4	3
Standard Deviation	1.139	1.092	1.062	1.004	0.950	1.086

It may be seen from above table that time consuming to on-boarding fresh management graduates in organisation is the moderate challenge which is faced by corporate. Different individual goals and coaching / mentoring are most challenging issues faced by corporate.

Correlation

Table 4. 10: Correlation among Challenges faced with fresh management graduates

	X1	X2	X3	X4	X5	X6
X1	1					
X2	.546**	1				
X3	.559**	.637**	1			
X4	.210	.412**	.250	1		
X5	.424**	.446**	.529**	.283*	1	
X6	.036	.288*	.150	.610**	.139	1
**. Correlation is significant at the 0.01 level (2-tailed).						
*. Correlation is significant at the 0.05 level (2-tailed).						

H_3: There is no relationship between coaching/mentoring and understanding of clear performance expectations.

The hypothesis is rejected as a significant correlation exists between coaching/mentoring and understanding of clear performance expectations. The correlation matrix indicates that there is a significant correlation between coaching/mentoring and on-boarding in organisation, coaching/mentoring and time consuming to onboard, on-boarding in organization and time consuming to onboard, on-boarding in organization and different individual goals, different individual goals and understanding of clear performance expectations, and different individual goals and understanding company policies, systems and procedure.

KMO and Bartlett's Test

Table 4. 11: KMO and Bartlett's Test (Challenges faced)

Kaiser-Meyer-Olkin Measure of Sampling Adequacy.		0.747
Bartlett's Test of Sphericity	Approx. Chi-Square	95.563
	Df	15
	Sig.	0.000

The KMO value is greater than 0.6 and the Barlett's Test of Sphericity sig value is less than 0.05. Thus the factor analysis for the challenges faced with fresh management graduates is accepted. Below are the results of the component matrix.

Component Matrix

Table 4. 12: Component Matrix of Challenges faced with Fresh Mgt. Graduates

	Component	
	1	2
Coaching/mentoring	**0.707**	-0.406
On-boarding in organisation	**0.835**	-0.072
Time consuming to onboard	**0.798**	-0.312
Different individual goals	0.613	**0.643**
Understanding of clear performance expectations	**0.700**	-0.219
Understanding company policies, systems and procedure	0.450	**0.791**

Two components are extracted as given below using SPSS.

Component 1 (Company Process) related to company aspects comprises of coaching / mentoring, on-boarding in organization, time consuming to onboard, and understanding of clear performance expectations.

Component 2 (Individual & Company) related to individual aspects comprises of different individual goals, and understanding company policies, systems, and procedures.

4.1.7 Expected vs Actual Competencies of Students

Corporates expect following competencies of students while recruiting and their importance were rated by them in the questionnaire. They were also asked to rate what they actually find in students while recruiting. Expected vs. actual competencies of students have been compared in the table below:-

All the below mentioned tables relating to Expected Vs Actual may be clubbed together in the below mentioned format

Descriptive Statistics

The table below gives the mean, median, mode and standard deviation of expected and actual competencies of students as responded by corporate.

Table 4. 13: Expected and Actual competencies of Students (as responded by Corporates)

(N=50)

Competencies of Students	**Expected**				**Actual**			
	Mean	**Median**	**Mode**	**Standard Deviation**	**Mean**	**Median**	**Mode**	**Standard Deviation**
Domain / subject knowledge	3.46	4	3	0.952	2.88	3	3	0.872
Awareness about Business Environment	3.68	4	3	1.058	2.76	4	2	1.080
Computer Skills	3.70	4	4	0.974	3.32	3	3	0.913
Creativity and Innovation	3.82	4	4	0.941	2.96	3	3	1.087

Team Work	4.22	4	5	0.996	3.16	3	3	1.017
Leadership	3.58	4	4	1.108	2.90	3	2	1.111
Interpersonal Skills	4.12	4	4	0.918	3.16	3	3	0.955
Oral Communication	4.20	4	4	0.857	3.24	3	3	1.041
Written Communication	3.96	4	4	0.832	3.02	3	3	1.059
Problem Solving	4.04	4	4	0.947	3.02	3	3	0.979
Planning	3.70	4	5	1.129	2.70	3	2	1.147
Time Management	3.88	4	4	1.100	2.68	2	2	1.096
Average	**3.86**				**2.98**			

Employability Index (Corporate) has been conceptualised to measure the level of employability of students. This index is normalized average for a given set of competencies of management students, which have been rated in the questionnaire, for a given time period. This index is based on average value of all expected and actual competencies of students as perceived by corporate. This statistic has been designed to help compare the level of different skills when taken as a whole. This index could be used to measure the employability levels of management graduates.

It may be computed in % age and its formula is given below:-

$$\textbf{Employability Index (\%)} = \frac{\text{Average of Actual Level of Competencies of Students}}{\text{Average of Expected Level of Competencies of Students}} \times 100$$

$$= (2.98/3.86) \times 100$$

$$= \mathbf{77.2\%}$$

Employability Index (Corporates) = 77.2% indicates that corporate consider employability of students as 77.2% based on competencies of students.

Expectation of Corporate based on the above results for which the following four competencies have been rated of very high importance (4.0 or more on 5-point scale).

Table 4. 14: Top four Expected competencies of students

Competencies of Students	Mean (Expected Competency)
1.Team Work	4.22
2. Oral Communication	4.20
3. Interpersonal Skills	4.12
4. Problem Solving	4.04

Team work has been given highest important quality of students by corporate. These top four competencies are essentially related with skills which need to be developed by business school for better employability of management graduates.

Domain/subject knowledge has been given lowest importance on scale among 12 competencies. But its median value of 4 indicates that this is an important competency of students with regards to their employability.

ANOVA of Expected and Actual Competencies of Students

Domain / Subject Knowledge

SUMMARY				
Groups	*Count*	*Sum*	*Average*	*Variance*
Column 1	50	173	3.46	0.907
Column 2	50	144	2.88	0.761

Table 4. 15: Corporate Expected and Actual Comparison of Domain/Subject Knowledge

$\alpha = 0.05$

ANOVA						
Source of Variation	*SS*	*df*	*MS*	F_{SS}	*P-value*	*F crit*
Between Groups	8.41	1	8.41	10.088	0.002	3.938
Within Groups	81.7	98	0.834			
Total	90.11	99				

The p-value is lesser than α and also F_{crit} is less than F_{SS} for domain / subject knowledge thus it indicates that there is significant difference between the means of expected and actual domain / subject knowledge.

Awareness about Business environment

SUMMARY				
Groups	*Count*	*Sum*	*Average*	*Variance*
Column 1	50	184	3.68	1.12
Column 2	50	138	2.76	1.166

Table 4. 16: Corporate Expected and Actual Comparison of Awareness about Business Environment

α = 0.05

ANOVA						
Source of Variation	*SS*	*df*	*MS*	*Fss*	*P-value*	*F crit*
Between Groups	21.16	1	21.16	18.515	0.000	3.938
Within Groups	112	98	1.143			
Total	133.16	99				

The p-value is lesser than α and also F_{crit} is less than F_{SS} for awareness about business environment thus it indicates that there is significant difference between the means of expected and actual awareness about business environment.

Computer Skills

SUMMARY				
Groups	*Count*	*Sum*	*Average*	*Variance*
Column 1	50	185	3.7	0.949
Column 2	50	166	3.32	0.834

Table 4. 17: Corporate Expected and Actual Comparison of Computer Skills

α = 0.05

ANOVA						
Source of Variation	*SS*	*df*	*MS*	*Fss*	*P-value*	*F crit*
Between Groups	3.61	1	3.61	4.049	0.047	3.938
Within Groups	87.38	98	0.892			
Total	90.99	99				

The p-value is lesser than α and also F_{crit} is less than F_{SS} for computer skills thus it indicates that there is significant difference between the means of expected and actual computer skills.

Creativity and Innovation

SUMMARY				
Groups	*Count*	*Sum*	*Average*	*Variance*
Column 1	50	191	3.82	0.885
Column 2	50	148	2.96	1.182

Table 4. 18: Corporate Expected and Actual Comparison of Creativity and Innovation

$\alpha = 0.05$

ANOVA						
Source of Variation	*SS*	*df*	*MS*	*Fss*	*P-value*	*F crit*
Between Groups	18.49	1	18.49	17.888	0.000	3.938
Within Groups	101.3	98	1.034			
Total	119.79	99				

The p-value is lesser than α and also F_{crit} is less than F_{SS} for creativity and innovation thus it indicates that there is significant difference between the means of expected and actual creativity and innovation.

Team Work

SUMMARY				
Groups	*Count*	*Sum*	*Average*	*Variance*
Column 1	50	211	4.22	0.991
Column 2	50	158	3.16	1.035

Table 4. 19: Corporate Expected and Actual Comparison of Team Work

$\alpha = 0.05$

ANOVA						
Source of Variation	*SS*	*df*	*MS*	*Fss*	*P-value*	*F crit*
Between Groups	28.09	1	28.09	27.722	0.000	3.938
Within Groups	99.3	98	1.013			
Total	127.39	99				

The p-value is lesser than α and also F_{crit} is less than F_{SS} for team work thus it indicates that there is significant difference between the means of expected and actual team work.

Leadership

SUMMARY				
Groups	*Count*	*Sum*	*Average*	*Variance*
Column 1	50	179	3.58	1.228
Column 2	50	145	2.9	1.235

Table 4. 20: Corporate Expected and Actual Comparison of Leadership

$\alpha = 0.05$

ANOVA						
Source of Variation	*SS*	*df*	*MS*	*Fss*	*P-value*	*F crit*
Between Groups	11.56	1	11.56	9.387	0.003	3.938
Within Groups	120.68	98	1.231			
Total	132.24	99				

The p-value is lesser than α and also F_{crit} is less than F_{SS} for leadership thus it indicates that there is significant difference between the means of expected and actual leadership.

Interpersonal Skills

SUMMARY				
Groups	*Count*	*Sum*	*Average*	*Variance*
Column 1	50	206	4.12	0.842
Column 2	50	158	3.16	0.913

Table 4. 21: Corporate Expected and Actual Comparison of Interpersonal Skills

$\alpha = 0.05$

ANOVA						
Source of Variation	*SS*	*df*	*MS*	*Fss*	*P-value*	*F crit*
Between Groups	23.04	1	23.04	26.255	0.000	3.938
Within Groups	86	98	0.878			
Total	109.04	99				

The p-value is lesser than α and also F_{crit} is less than F_{SS} for interpersonal skills thus it indicates that there is significant difference between the means of expected and actual interpersonal skills.

Oral Communication

SUMMARY				
Groups	*Count*	*Sum*	*Average*	*Variance*
Column 1	50	210	4.2	0.735
Column 2	50	162	3.24	1.084

Table 4. 22: Corporate Expected and Actual Comparison of Oral Communication

$\alpha = 0.05$

ANOVA						
Source of Variation	*SS*	*df*	*MS*	*Fss*	*P-value*	*F crit*
Between Groups	23.04	1	23.04	25.336	0.000	3.938
Within Groups	89.12	98	0.909			
Total	112.16	99				

The p-value is lesser than α and also F_{crit} is less than F_{SS} for oral communication thus it indicates that there is significant difference between the means of expected and actual oral communication.

Written Communication

SUMMARY				
Groups	*Count*	*Sum*	*Average*	*Variance*
Column 1	50	198	3.96	0.692
Column 2	50	151	3.02	1.122

Table 4. 23: Corporate Expected and Actual Comparison of Written Communication

$\alpha = 0.05$

ANOVA						
Source of Variation	*SS*	*df*	*MS*	*Fss*	*P-value*	*F crit*
Between Groups	22.09	1	22.09	24.351	0.000	3.938
Within Groups	88.9	98	0.907			
Total	110.99	99				

The p-value is lesser than α and also F_{crit} is less than F_{SS} for written communication thus it indicates that there is significant difference between the means of expected and actual written communication.

Problem Solving

SUMMARY				
Groups	*Count*	*Sum*	*Average*	*Variance*
Column 1	50	202	4.04	0.896
Column 2	50	151	3.02	0.959

Table 4. 24: Corporate Expected and Actual Comparison of Problem Solving

$\alpha = 0.05$

ANOVA						
Source of Variation	*SS*	*df*	*MS*	*Fss*	*P-value*	*F crit*
Between Groups	26.01	1	26.01	28.042	0.000	3.938
Within Groups	90.9	98	0.928			
Total	116.91	99				

The p-value is lesser than α and also F_{crit} is less than F_{SS} for problem solving thus it indicates that there is significant difference between the means of expected and actual problem solving.

Planning

SUMMARY				
Groups	*Count*	*Sum*	*Average*	*Variance*
Column 1	50	185	3.7	1.276
Column 2	50	135	2.7	1.316

Table 4. 25: Corporate Expected and Actual Comparison of Planning

$\alpha = 0.05$

ANOVA						
Source of Variation	*SS*	*df*	*MS*	*Fss*	*P-value*	*F crit*
Between Groups	25	1	25	19.291	0.000	3.938
Within Groups	127	98	1.296			
Total	152	99				

The p-value is lesser than α and also F_{crit} is less than F_{SS} for planning thus it indicates that there is significant difference between the means of expected and actual planning.

Time Management

SUMMARY				
Groups	*Count*	*Sum*	*Average*	*Variance*
Column 1	50	194	3.88	1.210
Column 2	50	134	2.68	1.202

Table 4. 26: Corporate Expected and Actual Comparison of Time Management

$\alpha = 0.05$

ANOVA						
Source of Variation	*SS*	*df*	*MS*	*F*	*P-value*	*F crit*
Between Groups	36	1	36	29.858	0.000	3.938
Within Groups	118.16	98	1.206			
Total	154.16	99				

The p-value is lesser than α and also F_{crit} is less than F_{SS} for time management thus it indicates that there is significant difference between the means of expected and actual time management.

H_4: There is no difference between expected competencies and actual competencies of students.

It has been found that mean value of actual quality found in students by corporate is less than expected competencies for all 12 competencies in table above. Median and mode values are also less mostly in actual competency than expected competency. Also from the ANOVA it is clear that there is significant difference between the expected and actual competencies of students. So the hypothesis is rejected as there is difference between expected and actual competencies of students.

Table 4. 27: Difference of Expected and Actual Competencies of Students

Competencies of Students	Expected Mean	Actual Mean	Difference (%age) (Expected-Actual) * 100 / 5
1. Domain / subject knowledge	3.46	2.88	11.60
2. Awareness about Business Environment	3.68	2.76	18.40
3. Computer Skills	3.70	3.32	7.60
4. Creativity and Innovation	3.82	2.96	17.20
5. Team Work	4.22	3.16	**21.20**
6. Leadership	3.58	2.90	13.60
7. Interpersonal Skills	4.12	3.16	19.20
8. Oral Communication	4.20	3.24	19.20
9. Written Communication	3.96	3.02	18.80
10. Problem Solving	4.04	3.02	**20.40**
11. Planning	3.70	2.70	**20.00**
12. Time Management	3.88	2.68	**24.00**

It may be observed that following competence has got very high difference:

1. Time Management
2. Teamwork
3. Problem Solving
4. Planning

Computer skills and Domain/subject knowledge have got very less gap and actual levels are very much meeting expected levels.

Correlation

X1 = Domain/subject knowledge

X2 = Awareness about Business environment

X3 = Computer skills

X4 = Creativity & Innovation

X5 = Team work

X6 = Leadership

X7 = Interpersonal Skills

X8 = Oral communication

X9 = Written communication

X10 = Problem solving

X11 = Planning

X12 = Time management

Table 4. 28: Correlation of Expected Competencies of Students

	X1	X2	X3	X4	X5	X6	X7	X8	X9	X10	X11	X12
X1	1											
X2	.433**	1										
X3	.570**	.558**	1									
X4	.185	.433**	.452**	1								
X5	.408**	.436**	.427**	.631**	1							
X6	.167	.335*	0.259	.533**	.585**	1						
X7	.309*	.334*	.383**	.545**	.663**	.572**	1					
X8	.385**	.499**	.538**	.628**	.521**	.391**	.695**	1				
X9	.307*	0.217	.488**	.486**	.356*	0.225	.568**	.641**	1			
X10	.409**	.420**	.434**	.581**	.553**	.483**	.605**	.518**	.494**	1		
X11	.264	.447**	.362**	.486**	.514**	.631**	.469**	.401**	0.269	.527**	1	
X12	.307*	.299*	.404**	.432**	.565**	.544**	.601**	.502**	.485**	.534**	.792**	1
**. Correlation is significant at the 0.01 level (2-tailed).												
*. Correlation is significant at the 0.05 level (2-tailed).												

H_5: There is no relationship between Creativity & Innovation and Problem Solving among expected competencies of students.

This hypothesis gets rejected as the significant correlation value between Creativity & Innovation and Problem Solving is good (0.581).

The correlation matrix indicates that significant relationship exists between time management and planning, interpersonal skills and oral communication, creativity and innovation and teamwork, teamwork and interpersonal skills, leadership and planning, written communication and oral communication, and problem solving and interpersonal skills.

Correlation of Actual Competencies of Students

Correlation of actual competencies of students found by corporate is given in the table below:-

Table 4. 29: Correlation of Actual Competencies of Students

	X1	X2	X3	X4	X5	X6	X7	X8	X9	X10	X11	X12
X1	1											
X2	.489**	1										
X3	.433**	.411**	1									
X4	.404**	.531**	.445**	1								
X5	.505**	.463**	0.251	.615**	1							
X6	.282*	.439**	0.193	.503**	.646**	1						
X7	.293*	.434**	.455**	.596**	.603**	.650**	1					
X8	.459**	.651**	.325*	.550**	.637**	**.709****	**.781****	1				
X9	.312*	.629**	.415**	.568**	.622**	.522**	.682**	.643**	1			
X10	.361**	.584**	.472**	**.768****	.550**	.546**	.651**	.736**	.629**	1		
X11	0.228	.567**	.308*	.661**	.549**	**.728****	.696**	.608**	**.744****	.623**	1	
X12	.429**	**.727****	.410**	.623**	.523**	.643**	.674**	.677**	.691**	.653**	**.863****	1
**. Correlation is significant at the 0.01 level (2-tailed).												
*. Correlation is significant at the 0.05 level (2-tailed).												

H_6: There is no relationship between Creativity & Innovation and Problem Solving among actual competencies of students.

From the above table it can be seen that a significant correlation exists between creativity & innovation and problem solving and therefore hypothesis gets rejected.

The correlation matrix also indicates that a significant correlation exists between planning and time management, teamwork and leadership, leadership and planning, interpersonal skill and oral communication, written communication and planning, and domain/subject knowledge and planning.

Findings in the above tables address the ***third objective*** in which perception of teachers has been evaluated with regards to current business scenario and expectation by corporates on quality parameters of students for employability. Correlation has also been found out among various competences of students.

4.1.8 Qualitative findings from Corporate

Suggestions were sought from corporate on competencies of students in open ended question. These suggestions have been mentioned below:-

1.	Make them more aware of real business challenges
2.	Develop exercises for proactiveness, positive outlook building, more company exposures, company presentation in campus etc
3.	They should possess some more knowledge about the business environment and some more ideas about written business communication. For some of them even planning for their work is lacking at times. This aspect they should take care from the initial phase of their work life.
4.	They need to be Dynamic and flexible. And most importantly they should manage their time well.
5.	Business Schools should appointment professional organisation or individual to provide basic of soft skills as well as developing Inner Excellence among the students with basic core knowledge of domain specific.....students can be re-moulded as per the company requirements in certain job roles.
6.	Lacks Aspiration & Engagement hence fails miserably in Ability
7.	It is important for the graduate to know why he/ she is doing what they are doing, and she be taught before entering their Career that it necessarily isn't cake walk, but prepare yourself to face a few speed breakers on the way, and don’t let them affect you like mountains. Temperament, is the key, and positive attitude will always help.
8.	Decision taking capabilities should be inbuilt. Graduate should be self confident

	over his/her strength.
9.	Management students should adapt to the business scenario and should take ownership on completing the task.
10.	Competencies and skills to be identified for each function (marketing, HR, Finance, IT) and orient the course towards case studies, projects, presentations that tests. Less of chalk & talk in lecture sessions, more of discussion oriented classes where students speak, discuss, argue with models and theories.
11.	Will be better if institutions let the students understand their core competence and work towards strengthening these core competencies
12.	Make them aware of the cultural environment in Indian companies specially which are family owned.

Section 4.2.: Teachers Analysis

Teachers play the most important role in developing knowledge, competence and attitudes of students. Their job contributes very significantly in developing competencies of students which corporate expect while recruiting their students. Teaching is the process which converts newly admitted students into job ready graduates (or post-graduates). Impact of their teaching style and methodology and curriculum design is felt even after recruitment and students succeed in the job after recruitment also. Analysis has been made of their perception on competence of students, challenges in teaching and learning, curriculum and pedagogy.

4.2.1 Expected and Actual Competencies of Students

Teachers were asked to rate about recruiters' expectation on different competencies of students on a 5-point scale (1 being least and 5 being most). They also rated actual level found by them in management students on 5-point scale. Results have been shown in descriptive statistics in the table below:-

Descriptive Statistics

Table 4. 30: Perception of Teachers on Recruiters Expectation and Actual Competency of Students

(N=50)

Competencies of Students	**Recruiters Expectation**				**Actual found**			
	Mean	Median	Mode	Standard Deviation	Mean	Median	Mode	Standard Deviation
Domain/subject knowledge	4.08	4	4	0.829	2.98	3	3	0.742
Awareness about Business Environment	4.26	4	5	0.777	2.74	3	3	0.899
Computer Skills	4.16	4	5	0.817	3.16	3	3	1.131
Creativity and Innovation	4.14	4	4	0.756	3.02	3	3	1.000
Team Work	4.44	4	4	0.577	3.42	3	3	0.835
Leadership	4.22	4	5	0.764	3.22	3	3	0.856
Interpersonal Skills	4.34	4	4	0.688	3.16	3	3	0.790
Oral Communication	4.58	5	5	0.575	3.02	3	3	0.979
Written Communication	3.96	4	4	0.679	3.02	3	3	0.940

Problem Solving	4.40	5	4	0.670	3.18	3	3	1.004
Planning	4.16	4	4	0.766	3.02	3	3	0.892
Time Management	4.60	5	5	0.606	2.82	3	3	0.800
Average	**4.28**				**3.06**			

Employability Index (Teachers) has been conceptualised to measure the level of employability of students based on average value of all expected and actual competencies of students as perceived by teachers. It may be computed in % age and its formula is given below:-

Employability Index (%) = $\frac{\text{Average of Actual Level of competencies of Students}}{\text{Average of Expected Level of Competencies of Students}}$ X 100

= (3.06/4.28) x 100

Employability Index (Teachers) = **71.6%**

Employability Index (Teachers) = 71.6% indicates that teachers consider employability of students as 71.6% based on competencies of students.

It may be seen that Employability Index (Corporates) is 77.2% which is higher than Employability Index (Teachers).

ANOVA of Recruiter's Expectation and Current Level of Students

Domain / Subject Knowledge

SUMMARY				
Groups	*Count*	*Sum*	*Average*	*Variance*
Column 1	50	204	4.08	0.687
Column 2	50	149	2.98	0.551

Table 4. 31: Recruiter's Expectations and Actual Level of Domain / Subject Knowledge

$\alpha = 0.05$

ANOVA						
Source of Variation	*SS*	*df*	*MS*	*Fss*	*P-value*	*F crit*
Between Groups	30.25	1	30.25	48.871	0.000	3.938
Within Groups	60.66	98	0.619			
Total	90.91	99				

The p-value is lesser than α and also F_{crit} is less than F_{SS} for domain / subject knowledge thus it indicates that there is significant difference between the means of recruiter's expectations and actual level of domain / subject knowledge.

Awareness about Business Environment

SUMMARY				
Groups	*Count*	*Sum*	*Average*	*Variance*
Column 1	50	213	4.26	0.604
Column 2	50	137	2.74	0.809

Table 4. 32: Recruiter's Expectations and Actual Level of Awareness about Business Environment

$\alpha = 0.05$

ANOVA						
Source of Variation	*SS*	*df*	*MS*	*Fss*	*P-value*	*F crit*
Between Groups	57.76	1	57.76	81.752	0.000	3.938
Within Groups	69.24	98	0.707			
Total	127	99				

The p-value is lesser than α and also F_{crit} is less than F_{SS} for awareness about business environment thus it indicates that there is significant difference between the means of recruiter's expectations and actual level of awareness about business environment.

Computer Skills

SUMMARY				
Groups	*Count*	*Sum*	*Average*	*Variance*
Column 1	50	208	4.16	0.668
Column 2	50	158	3.16	1.28

Table 4. 33: Recruiter's Expectations and Actual Level of Computer Skills

$\alpha = 0.05$

ANOVA						
Source of Variation	*SS*	*df*	*MS*	*Fss*	*P-value*	*F crit*
Between Groups	25	1	25	25.671	0.000	3.938
Within Groups	95.44	98	0.974			
Total	120.44	99				

The p-value is lesser than α and also F_{crit} is less than F_{SS} for computer skills thus it indicates that there is significant difference between the means of recruiter's expectations and actual level of computer skills.

Creativity and Innovation

SUMMARY				
Groups	*Count*	*Sum*	*Average*	*Variance*
Column 1	50	207	4.14	0.572
Column 2	50	151	3.02	1.000

Table 4. 34: Recruiter's Expectations and Actual Level of Creativity and Innovation

$\alpha = 0.05$

ANOVA						
Source of Variation	*SS*	*df*	*MS*	*Fss*	*P-value*	*F crit*
Between Groups	31.36	1	31.36	39.913	0.000	3.938
Within Groups	77	98	0.786			
Total	108.36	99				

The p-value is lesser than α and also F_{crit} is less than F_{SS} for creativity and innovation thus it indicates that there is significant difference between the means of recruiter's expectations and actual level of creativity and innovation.

Team Work

SUMMARY				
Groups	*Count*	*Sum*	*Average*	*Variance*
Column 1	50	222	4.44	0.333
Column 2	50	171	3.42	0.698

Table 4. 35: Recruiter's Expectations and Actual Level of Team Work

$\alpha = 0.05$

ANOVA						
Source of Variation	*SS*	*df*	*MS*	*Fss*	*P-value*	*F crit*
Between Groups	26.01	1	26.01	50.475	0.000	3.938
Within Groups	50.5	98	0.515			
Total	76.51	99				

The p-value is lesser than α and also F_{crit} is less than F_{SS} for team work thus it indicates that there is significant difference between the means of recruiter's expectations and actual level of team work.

Leadership

SUMMARY				
Groups	*Count*	*Sum*	*Average*	*Variance*
Column 1	50	211	4.22	0.583
Column 2	50	152	3.04	0.733

Table 4. 36: Recruiter's Expectations and Actual Level of Leadership

$\alpha = 0.05$

ANOVA						
Source of Variation	*SS*	*df*	*MS*	*Fss*	*P-value*	*F crit*
Between Groups	34.81	1	34.81	52.890	0.000	3.938
Within Groups	64.5	98	0.658			
Total	99.31	99				

The p-value is lesser than α and also F_{crit} is less than F_{SS} for leadership thus it indicates that there is significant difference between the means of recruiter's expectations and actual level of leadership.

Interpersonal Skills

SUMMARY				
Groups	*Count*	*Sum*	*Average*	*Variance*
Column 1	50	217	4.34	0.474
Column 2	50	161	3.22	0.624

Table 4. 37: Recruiter's Expectations and Actual Level of Interpersonal Skills

$\alpha = 0.05$

ANOVA						
Source of Variation	*SS*	*df*	*MS*	*Fss*	*P-value*	*F crit*
Between Groups	31.36	1	31.36	57.124	0.000	3.938
Within Groups	53.8	98	0.549			
Total	85.16	99				

The p-value is lesser than α and also F_{crit} is less than F_{SS} for interpersonal skills thus it indicates that there is significant difference between the means of recruiter's expectations and actual level of interpersonal skills.

Oral Communication

SUMMARY				
Groups	*Count*	*Sum*	*Average*	*Variance*
Column 1	50	229	4.58	0.330
Column 2	50	151	3.02	0.959

Table 4. 38: Recruiter's Expectations and Actual Level of Oral Communication

$\alpha = 0.05$

ANOVA						
Source of Variation	*SS*	*df*	*MS*	*Fss*	*P-value*	*F crit*
Between Groups	60.84	1	60.84	94.400	0.000	3.938
Within Groups	63.16	98	0.644			
Total	124	99				

The p-value is lesser than α and also F_{crit} is less than F_{SS} for oral communication thus it indicates that there is significant difference between the means of recruiter's expectations and actual level of oral communication.

Written Communication

SUMMARY				
Groups	*Count*	*Sum*	*Average*	*Variance*
Column 1	50	211	4.22	0.461
Column 2	50	144	2.88	0.883

Table 4. 39: Recruiter's Expectations and Actual Level of Written Communication

$\alpha = 0.05$

ANOVA						
Source of Variation	*SS*	*df*	*MS*	*Fss*	*P-value*	*F crit*
Between Groups	44.89	1	44.89	66.797	0.000	3.938
Within Groups	65.86	98	0.672			
Total	110.75	99				

The p-value is lesser than α and also F_{crit} is less than F_{SS} for written communication thus it indicates that there is significant difference between the means of recruiter's expectations and actual level of written communication.

Problem Solving

SUMMARY				
Groups	*Count*	*Sum*	*Average*	*Variance*
Column 1	50	220	4.4	0.449
Column 2	50	159	3.18	1.008

Table 4. 40: Recruiter's Expectations and Actual Level of Problem Solving

$\alpha = 0.05$

ANOVA						
Source of Variation	*SS*	*df*	*MS*	*Fss*	*P-value*	*F crit*
Between Groups	37.21	1	37.21	51.087	0.000	3.938
Within Groups	71.38	98	0.728			
Total	108.59	99				

The p-value is lesser than α and also F_{crit} is less than F_{SS} for problem solving thus it indicates that there is significant difference between the means of recruiter's expectations and actual level of problem solving.

Planning

SUMMARY				
Groups	*Count*	*Sum*	*Average*	*Variance*
Column 1	50	208	4.16	0.586
Column 2	50	151	3.02	0.796

Table 4. 41: Recruiter's Expectations and Actual Level of Planning

$\alpha = 0.05$

ANOVA						
Source of Variation	*SS*	*df*	*MS*	*Fss*	*P-value*	*F crit*
Between Groups	32.49	1	32.49	47.031	0.000	3.938
Within Groups	67.7	98	0.691			
Total	100.19	99				

The p-value is lesser than α and also F_{crit} is less than F_{SS} for planning thus it indicates that there is significant difference between the means of recruiter's expectations and actual level of planning.

Time Management

SUMMARY				
Groups	*Count*	*Sum*	*Average*	*Variance*
Column 1	50	230	4.6	0.367
Column 2	50	141	2.82	0.640

Table 4. 42: Recruiter's Expectations and Actual Level of Time Management

$\alpha = 0.05$

ANOVA						
Source of Variation	*SS*	*df*	*MS*	*Fss*	*P-value*	*F crit*
Between Groups	79.21	1	79.21	157.201	0.000	3.938
Within Groups	49.38	98	0.504			
Total	128.59	99				

The p-value is lesser than α and also F_{crit} is less than F_{SS} for time management thus it indicates that there is significant difference between the means of recruiter's expectations and actual level of time management.

H_7: There is no difference between perception of teachers on recruiters' expectations and perception of teachers on current level of competence of students.

It may be seen from the table that perception of teachers on recruiters' expectations is more than perception on current level of competence of students in respect of all competence. Also from the ANOVA it is clear that there is significant difference between the recruiters' expectations and perception of teachers on current level of competence of students. Therefore the hypothesis is rejected that there is difference between perception of teachers on recruiters' expectations and perception on current level of competence of students.

Expectation on following four qualities which have been rated of very high importance (4.40 or more on 5-point scale):

Table 4. 43: Top four Expected Competencies of students (by Teachers)

Competencies of Students	**Mean of Expectation**
1.Time Management	4.60
2. Oral Communication	4.58
3. Team Work	4.44
4. Problem Solving	4.40

Actual levels of following three competencies which have been rated low (below 3.00 on 5-point scale):

Table 4. 44: Bottom three levels of actual Competencies of students (perceived by Teachers)

Competencies of Students	**Mean of Actual Level**
1.Time Management	2.74
2. Awareness about business environment	2.82
3. Domain/subject knowledge	2.98

Table 4. 45: Difference between Expected and Actual competence of Students (Responded by Teachers)

Competencies of Students	Mean (Recruiter's Expected)	Mean (Actual Found)	Difference (Expected-Actual) * 5 / 100
Domain / subject knowledge	4.08	2.98	22.00
Awareness about Business Environment	4.26	2.74	**30.40**
Computer Skills	4.16	3.16	20.00
Creativity and Innovation	4.14	3.02	22.40
Team Work	4.44	3.42	20.40
Leadership	4.22	3.22	23.60
Interpersonal Skills	4.34	3.16	22.40
Oral Communication	4.58	3.02	**31.20**
Written Communication	3.96	3.02	**26.80**
Problem Solving	4.40	3.18	24.40
Planning	4.16	3.02	22.80
Time Management	4.60	2.82	**35.60**

Following four competencies of students have shown more gap between expected and actual levels as perceived by teachers:-

Table 4. 46: Difference in expected and actual levels competence of students (perceived by teachers)

Competencies of Students	Expected Mean	Actual Mean	Difference (Expected-Actual) * 5 / 100
Time Management	4.60	2.82	35.60
Oral Communication	4.58	3.02	31.20
Awareness about Business Environment	4.26	2.74	30.40
Written Communication	4.40	3.18	26.80

Correlation

X1 = Domain/subject knowledge
X2 = Awareness about Business environment
X3 = Computer skills

X4 = Creativity and Innovation
X5 = Team work
X6 = Leadership
X7 = Interpersonal Skills
X8 = Oral communication
X9 = Written communication
X10 = Problem solving
X11 = Planning
X12 = Time management

Recruiters Expectation (perceived by Teachers)

Table 4. 47: Correlation of Expected Competence of Students (perceived by Teachers)

	X1	X2	X3	X4	X5	X6	X7	X8	X9	X10	X11	X12
X1	1											
X2	0.094	1										
X3	0.131	0.003	1									
X4	0.177	0.249	.326*	1								
X5	0.096	0.195	0.064	.417**	1							
X6	0.229	0.245	0.073	**.699****	.685**	1						
X7	0.084	0.175	0.119	0.024	.335*	.682**	1					
X8	0.072	.341*	0.146	0.185	.507**	.401**	.575**	1				
X9	0.113	0.033	0.119	0.018	.321*	0.259	.317*	.551**	1			
X10	.419**	0.266	0.253	.411**	.486**	.343*	-0.08	.392**	0.162	1		
X11	0.204	0.237	0.219	0.137	.299*	.588**	0.127	.434**	0.245	.530**	1	
X12	.349*	.355*	0.214	.347*	.397**	.414**	0.039	.328*	0.069	.553**	.625**	1
**. Correlation is significant at the 0.01 level (2-tailed).												
*. Correlation is significant at the 0.05 level (2-tailed).												

$H_{8:}$ There is no relationship between Creativity & Innovation and Leadership on recruiters' expectation as perceived by teachers.

As seen in above table, there is significant correlation (0.699) between Creativity & Innovation and Leadership. Thus the above hypothesis is rejected.

From the above correlation matrix indicates that there is significant relationship between teamwork and interpersonal skills, leadership and interpersonal skills, interpersonal skill and oral communication, written communication and oral communication, and planning and time management.

Correlation of Current Level of Students (as perceived by teachers)

Table 4. 48: Correlation of Actual Competence of Students (perceived by Teachers)

	X1	X2	X3	X4	X5	X6	X7	X8	X9	X10	X11	X12
X1	1											
X2	.604**	1										
X3	.344*	.363**	1									
X4	.386**	.415**	.358*	1								
X5	.508**	.393**	.295*	.307*	1							
X6	.355*	.570**	0.225	.657**	.547**	1						
X7	.460**	.341*	.371**	.408**	.638**	.530**	1					
X8	.422**	.562**	0.163	.354*	.464**	.683**	.627**	1				
X9	.553**	.421**	.364**	.307*	.456**	.387**	.541**	.691**	1			
X10	.388**	.505**	0.008	.464**	.492**	.395**	.361*	.557**	.564**	1		
X11	.617**	.592**	.280*	0.137	.536**	.507**	.457**	.444**	.514**	.475**	1	
X12	.509**	.387**	.416**	0.081	.299*	0.219	.387**	.291*	.432**	0.27	.634**	1
**. Correlation is significant at the 0.01 level (2-tailed).												
*. Correlation is significant at the 0.05 level (2-tailed).												

H_9: There is no relationship between Actual levels of Creativity & Innovation and Planning as perceived by teachers.

In above table, there is significant correlation between Actual level of Creativity & Innovation and Planning as perceived by teachers. Thus the above hypothesis gets rejected.

From the above correlation matrix indicates that there is significant relationship between creativity and innovation and leadership, teamwork and interpersonal skills, oral communication and leadership, written communication and oral communication, problem solving and written communication, and planning and time management.

4.2.2 Source of competence requirement of Students (as rated by Teachers)

Teachers were asked to rate the sources through which they get information about competence of students required by recruiters.

Descriptive Statistics

X1 = Faculty members and colleagues

X2 = College placement officer

X3 = Social media sites such as linkedin.com etc.

X4 = Job portals such as timesjobs.com, naukri.com

Table 4. 49: Sources of information about Competence requirement

	X1	X2	X3	X4
Mean	3.54	3.68	3.46	3.48
Median	4.0	4.0	3.0	3.5
Mode	4	3	3	4
Standard Deviation	0.973	0.935	0.838	0.974
Standard Error	0.138	0.132	0.119	0.138

According to the above table, teachers use all four sources almost equally to get information about competence of students required by students. Fellow faculty members are considered as the preferred source.

Correlation

Table 4. 50: Correlation of sources of information about Competence requirement

	X1	X2	X3	X4
X1	1			
X2	0.682**	1		
X3	0.04	.348*	1	
X4	0.001	0.172	.374**	1
*. Correlation is significant at the 0.05 level (2-tailed).				
**. Correlation is significant at the 0.01 level (2-tailed).				

The above correlation table indicates a significant correlation exists between faculty members and colleagues and college placement officer, college placement officer and social media sites, and social media sites and job portals.

4.2.3 Effective number of students in a class

Views were sought from teachers about number of students which should be there to teach for effective learning. Their views are given in table below:-

Table 4. 51: No. of Students recommended in a class

Statistic	No. of Students
Mean	34
Median	35
Mode	40
Standard Deviation	8.116

It indicates that effective learning may take place if number of students is 34 in a class. Teachers feel that there may be good interaction if class size is 34. But standard variation is high which indicates that number of students recommended in a class is not very consistent among teachers. If the number is less than 34, it may affect the motivation of teachers and students for learning. Number of students more than 34 may impair learning with less attention on each student. The bar representation of data collected indicates that a lot of faculty members indicated 40 as a good number of students for effective learning in classroom. But it was found that some of the institutions were having very less enrolments of students in the course.

4.2.4 Number of research or project work

Teachers are involved in research projects (including Ph.D.) in addition to teaching. Descriptive statistics of their response are given in the table below:-

Table 4. 52: No. of Research/Project Work by Teachers

	No. of Research/Project works
Mean	3
Median	2
Mode	0
Standard Deviation	3.55

Undertaking research by faculty members is also indicator of academic quality in an institution. On average teachers are involved in 3 research or project work. It contributes in the image building of institutions and keeping students aware about developments in different subjects. *But mode value of 0 (zero) indicates that most of the faculty are not involved in research/project work (including Ph.D.)*

4.2.5 Challenges with Students

Following challenges were identified for survey through Teachers Questionnaire. Faculty members face these challenges in regards to teaching students.

X1 = Deviate from topic of discussion

X2 = Silent/passive

X3 = Students not finding classes as opportunity for placement

X4 = Request for more time to submit assignments

Descriptive Statistics

Table 4. 53: Challenges in teaching students

	X1	X2	X3	X4
Mean	2.44	2.6	2.56	3.38
Median	2.5	2.5	3	3.5
Mode	3	2	3	4
Standard Deviation	0.861	1.088	1.181	1.227
Standard Error	0.122	0.154	0.167	0.174

According to the results, it may be interpreted that students do not find classes as opportunity for placement. It shows that classes and placement are delinked. The most challenging aspect which faculty members face is related to students requesting for more time for submission of assignments.

Correlation

Table 4. 54: Correlation of Challenges in teaching students

	X1	X2	X3	X4
X1	1			
X2	.285*	1		
X3	.656**	0.244	1	
X4	.340*	0.156	0.182	1
*. Correlation is significant at the 0.05 level (2-tailed).				
**. Correlation is significant at the 0.01 level (2-tailed).				

H_{10}: No relationship exists between students deviate from topic of discussion and not finding classroom as an opportunity for placement.

The hypothesis is rejected as there is significant correlation between students deviate from topic of discussion and not finding classroom as an opportunity for placement. A significant correlation exists between students deviate from the topic and being silent/passive, and students deviate from topic of discussion and request for more time to submit assignments. It shows that students want more placement oriented classes and deviation in class may be due to lack of interest in subject.

4.2.6. Challenges in effective learning of students

There are challenges in business schools which impede learning process of students. These challenges identified for study are enumerated below:-

X1 = Inadequate training to improve teaching skills

X2 = Old and limited books available at library

X3 = Limited access to online journals and resources

X4 = Not getting much time to prepare for sessions

X5 = Involvement in many activities

X6 = Not many Indian cases available for teaching

Descriptive Statistics

Table 4. 55: Challenges in effective learning of students

	X1	X2	X3	X4	X5	X6
Mean	2.40	2.72	4.14	2.76	3.28	3.98
Median	2	2.5	4	3	3	4
Mode	3	2	4	3	4	4
Standard Deviation	1.107	1.278	1.178	1.205	1.070	0.820
Standard Error	0.156	0.181	0.167	0.170	0.151	0.116

The most challenging aspect related to infrastructure is limited access to online journals and resources and followed by not many Indian cases available for teaching. Case studies provide problem solving and decision making skills which are important competencies of students considered for employability.

Correlation

Table 4. 56: Correlation of Challenges in effective learning of students

	X1	X2	X3	X4	X5	X6
X1	1					
X2	.428**	1				
X3	0.278	.680**	1			
X4	0.172	0.181	.286*	1		
X5	0.007	-0.002	-0.119	0.061	1	
X6	0.11	.583**	.556**	0.097	0.01	1
**. Correlation is significant at the 0.01 level (2-tailed).						
*. Correlation is significant at the 0.05 level (2-tailed).						

H_{11}: No relationship exists between not getting much time to prepare for sessions and involvement in many activities.

The null hypothesis is accepted as no significant correlation exists between not getting much time to prepare for sessions and involvement in many activities. However a significant correlation exists between inadequate training to improve teaching skills and old and limited books available at library, old and limited books available at library and limited access to online journals and resources, old and limited books available at library and not many Indian cases available for teaching, and limited access to online journals and resources and not many Indian cases available for teaching.

Factor Analysis

KMO and Barlett's Test

Table 4. 57: KMO and Bartlett's Test (Challenges in effective learning)

Kaiser-Meyer-Olkin Measure of Sampling Adequacy.		0.643
Bartlett's Test of Sphericity	Approx. Chi-Square	39.917
	Df	15
	Sig.	0.000

The KMO value is greater than 0.6 and the Barlett's Test of Sphericity sig value is less than 0.05. Thus the factor analysis for the challenges in effective learning is accepted. Below are the results of the component matrix.

Component Matrix

Table 4. 58: Component Matrix of Challenges in effective learning

	1	2
X1	-0.178	**0.673**
X2	**0.794**	-0.139
X3	**0.773**	-0.037
X4	0.515	**0.627**
X5	0.167	**0.796**
X6	**0.575**	-0.344

The challenges in effective learning of students can be divided into following two components.

The first component (*Training and Activities*) is related to college activities consists of inadequate training to improve teaching skills, not getting much time to prepare for sessions, and involvement in many activities.

The second component (*Academic Resources*) is related to resources which consists of old and limited books available at library, limited access to online journals and resources, and not many Indian cases available for teaching.

4.2.7 Frequency of Course Curriculum Updation

Business schools review and update course curriculum from time to time to meet requirement of recruiters. Teachers were asked to suggest the frequency at which course curriculum should be updated. Their response is given below:-

Table 4. 59: Frequency of Course curriculum updation

	Years
Mean	1.63
Median	1
Mode	1
Standard Deviation	1.42
Standard Error	0.200

According to the results, frequency of updation of course curriculum should be more than a year and it may be around two years. There is variation in their response and median and mode suggest one year. It will keep pace with the change in business scenario and corporate requirements. Students will be more prepared to face the placement and meet quality requirements for employability.

4.2.8 Teaching Methods

Different teaching methods are being used in business schools to impart knowledge and develop competence of students. Teachers were asked about effectiveness of various teaching methods which help in improving quality of students for job requirement. They were also asked to rate the frequency of these methods being used in courses. 5-point Likert scale was used to rate the effectiveness and frequency of use of these methods (in which 1-least, 2-somewhat, 3-moderate, 4-very much and 5-most). Descriptive statistics of effectiveness and frequency of use of following methods have been given in table below:-

X1 = Lecture Method

X2 = Case Method

X3 = Role Plays

X4 = Power Point Presentation

X5 = Assignments

X6 = Group Activity

X7 = Evaluation process

X8 = Business games and simulation

X9 = Guest lecturers

X10 = Films / Video clips

X11 = Management seminars

Descriptive Statistics

Table 4. 60: Effectiveness and Frequency of use of Teaching Methods (Response of Teachers)

Teaching Methods	**Effectiveness Rating**				**Frequency being used**			
	Mean	**Median**	**Mode**	**Standard Deviation**	**Mean**	**Median**	**Mode**	**Standard Deviation**
Lecture Method	3.98	4	4	0.795	4.32	5	5	0.768
Case Method	4.22	4	4	0.737	3.40	3	3	1.182
Role Play	3.98	4	4	0.845	3.12	3	4	1.177
Power point presentation	4.04	4	4	0.925	3.68	4	4	1.186
Assignments	4.10	4	4	0.915	4.18	5	5	1.260
Group Activity	4.36	5	5	0.776	3.50	4	4	1.216
Evaluation Process	4.06	4	4	0.843	3.62	3	3	0.975
Business games and simulation	4.18	4	5	0.850	3.24	3	3	1.287
Guest lecturers from organisations	4.16	4	5	0.934	4.08	4.5	5	1.115
Film/Video Clip	3.92	4	4	0.986	2.78	3	2	1.314
Management seminars	4.18	4	5	1.024	3.08	3	3	1.158

The effectiveness and frequency of use for lecture method are different. Lecture method is most frequently used teaching method but its effectiveness is not rated very high compared to other methods.

According to the results, the effectiveness and frequency of use for case method are different. Effectiveness of case method is very good but the frequency of use is average.

Statistics in table indicates that the effectiveness and frequency of use for role plays are different. Effectiveness of role plays is good but the frequency of use is average.

According to the results, the effectiveness and frequency of use for power point presentation are same and both are high.

Correlation

Table 4. 61: Correlation of Effectiveness of Teaching Methods

	X1	X2	X3	X4	X5	X6	X7	X8	X9	X10	X11
X1	1										
X2	-.035	1									
X3	.344*	0.226	1								
X4	-.205	0.183	0.099	1							
X5	.302*	0.101	0.15	0.215	1						
X6	-.105	0.24	.648*	.308*	.400**	1					
X7	0.044	0.083	0.041	0.239	.588**	.303*	1				
X8	.341*	0.134	.332*	0.031	0.111	.654**	0.132	1			
X9	-0.08	0.083	0.134	0.173	0.131	0.268	0.247	.410**	1		
X10	-.182	0.059	0.154	.511**	0.128	0.239	.305*	0.255	.311*	1	
X11	-.097	0.23	0.215	0.234	0.216	.615**	0.231	.384**	.675**	.402**	1
*. Correlation is significant at the 0.05 level (2-tailed).											
**. Correlation is significant at the 0.01 level (2-tailed).											

H_{12}: There is no relationship between effectiveness of guest lectures and management seminars.

Effectiveness of guest lecture has significant relationship with effectiveness of management seminars. Hence above hypothesis is rejected. It may be interpreted that management seminars offer opportunities for learning from guest speakers who are invited in the seminars.

There is significant relationship between effectiveness of lecture method and role plays, lecture method and assignments, lecture method and business games and simulation, role plays and group activity, role plays and business games and simulation, power point presentation and group activity, power point presentation and films / video clips, assignments and group activity, assignments and evaluation process, group activity and evaluation process, group activity and business games and simulation, group activity and management seminars, evaluation process and films / video clips, business simulation games and guest

lectures, business simulation games and management seminars, guest lectures and films / video clips, and film / video clips and management seminars.

Frequency of Use of Teaching Methods

Table 4. 62: Correlation of Frequency of Use of Teaching Methods

	X1	X2	X3	X4	X5	X6	X7	X8	X9	X10	X11
X1	1										
X2	0.191	1									
X3	-0.204	.468**	1								
X4	0.275	.369**	.298*	1							
X5	0.245	.325*	.430**	.422**	1						
X6	0.157	.476**	.470**	.481**	.486**	1					
X7	0.205	0.249	0.152	0.114	.379**	.318*	1				
X8	-0.052	.449**	.532**	.413**	.397**	.574**	.336*	1			
X9	-0.121	.366**	0.243	0.095	0.161	.346*	0.16	.543**	1		
X10	-0.077	0.251	.298*	.334*	0.269	0.172	0.009	0.237	.328*	1	
X11	0.012	.690**	.287*	.361*	0.231	.435**	.341*	.576**	.565**	.522**	1
*. Correlation is significant at the 0.05 level (2-tailed).											
**. Correlation is significant at the 0.01 level (2-tailed).											

Case method has significant relationship with role plays, power point presentation, assignments, group activity, business games and simulation, guest lectures, and management seminars. Role plays has significant relationship with power point presentation, assignments, group activity, business games and simulation, films / video clips, and management seminars. Power point presentation has significant relationship with assignments, group activity, business games and simulation, films / video clips, and management seminars. Assignments has a significant relationship with group activity, evaluation process, and business games and simulation. Group activity has a significant relationship with evaluation process, business games and simulation, guest lectures, and management seminars. Evaluation process has a significant relationship with business games and simulation, and management seminars. Business games and simulation has significant relationship with guest lectures, and management seminars. Guest lectures have significant relationship with films / video clips, and management seminars. Films / video clips have significant relationship with management seminars.

4.2.9 Number of management seminars

Teachers have suggested number management seminars which should be organised in a year. Their response has been summarised below:-

Table 4. 63: Recommended Number of Management Seminars

	Number per Year
Mean	3
Median	2
Mode	2
Standard Deviation	4.01
Standard Error	0.568

In the survey, teachers were asked about number of management seminars to be organised in a year. As per mean value, three management seminars organized on average in a year in institutions. Some faculty members were approached later to know their views on organising seminars in their institutions. They feel that if it is less than 3 management seminars, students may not get opportunity to listen to speakers from different organisations and institutions on certain topical issues. They also learn to organise such seminars and hone their planning, organising and interpersonal skills. If it is more it affects the curriculum and students loose interest and esteem.

4.2.10. Teaching Interest

Teachers join teaching profession because of various reasons which may include interest, job prospect, salary, quality of work, professional growth etc. Their motivation contributes a lot in developing quality of students and making them ready for jobs. They were asked to rate following aspects which contribute in their teaching interest:-

X1 = Number of hours spent at college
X2 = Interaction with other teachers in department
X3 = Research and Consultancy
X4 = Comfort in approaching college authorities
X5 = System of performance appraisal of faculty
X6 = Opportunity to grow knowledge and skills
X7 = Ambience of classrooms
X8 = Opportunity for participation in workshops / conferences
X9 = Respect from students

Descriptive Statistics

Table 4. 64: Aspects contributing in Teaching Interest

	X1	X2	X3	X4	X5	X6	X7	X8	X9
Mean	3.76	3.48	4	3.56	3.6	4	3.68	3.86	4.16
Median	4	4	4	4	4	4	4	4	5
Mode	4	4	4	4	3	4	4	4	5
Standard Deviation	0.870	0.974	0.904	1.013	0.990	0.990	0.819	0.904	1.095
Standard Error	0.123	0.138	0.128	0.143	0.140	0.140	0.116	0.128	0.155

It may be interpreted from table that respect from students is the most important aspect which contributes in teaching interest. It is followed by opportunity for participation in workshops/ conferences. Mean value of interaction with other teachers is not very high compared to other factors.

Correlation

Table 4. 65: Correlation of Aspects contributing to Teaching Interest

	X1	X2	X3	X4	X5	X6	X7	X8	X9
X1	1								
X2	-.391**	1							
X3	-0.156	.325*	1						
X4	0.271	0.074	.401**	1					
X5	-0.019	-0.03	0.205	.350*	1				
X6	-0.261	.381**	.388**	0.163	0.146	1			
X7	-0.024	0.069	0.165	0.245	0.191	.352*	1		
X8	-0.225	.495**	.400**	.332*	0.119	.525**	.352*	1	
X9	0.063	0.003	-0.062	0.102	-0.222	0.207	.309*	.312*	1
**. Correlation is significant at the 0.01 level (2-tailed).									
*. Correlation is significant at the 0.05 level (2-tailed).									

H_{13}: No relationship exists between Opportunity to grow knowledge and skills and Opportunity for participation in workshops / conferences among teaching interests.

Opportunity to grow knowledge and skills and Opportunity for participation in workshops / conferences have got significant correlation value (0.525). Hence the above hypothesis is rejected. It may be interpreted that participation in workshops/conferences by teachers provides opportunity to develop their knowledge and skills.

There is a significant correlation between number of hours spent at college and interaction with other teachers in department, interaction with other teachers in department and research and consultancy, interaction with other teachers in department and opportunity to grow knowledge and skills, interaction with other teachers in department and opportunity for participation in workshops / conferences, research and consultancy and comfort in approaching college authorities, research and consultancy and opportunity to grow knowledge and skills, research and consultancy and opportunity for participation in workshops / conferences, opportunity to grow knowledge and skills and ambience of classrooms, ambience of classrooms and opportunity for participation in workshops / conferences, ambience of classrooms and respect from students, and opportunity for participation in workshops / conferences and respect from students.

Factor Analysis

KMO and Barlett's Test

Table 4. 66: KMO and Bartlett's Test (Aspects in Teaching Interest learning)

Kaiser-Meyer-Olkin Measure of Sampling Adequacy.		0.694
Bartlett's Test of Sphericity	Approx. Chi-Square	95.952
	Df	36
	Sig.	0.000

The KMO value is greater than 0.6 and the Barlett's Test of Sphericity sig value is less than 0.05. Thus the factor analysis for the aspects in teaching interest is accepted. Below are the results of the component matrix.

Component Matrix

Table 4. 67: Component Matrix of Aspects in Teaching Interest

	1	2	3
Number of hours spent at college	-0.325	0.437	**0.632**
Interaction with other teachers in department	**0.681**	-0.286	-0.260
Research and Consultancy	**0.670**	0.292	-0.238
Comfort in approaching college authorities	0.554	**0.594**	0.257
System of performance appraisal of faculty	0.299	**0.721**	-0.156
Opportunity to grow knowledge and skills	**0.782**	-0.192	-0.026
Ambience of classrooms	0.392	0.016	**0.529**
Opportunity for participation in workshops / conferences	**0.824**	-0.186	0.079
Respect from students	0.258	-0.422	**0.753**

The aspects of teaching interest have been divided into 3 components which are explained as below:-

The first component ***(Knowledge and Research)*** consists of interaction with other teachers in department, Research and Consultancy, opportunity to grow knowledge and skills, and opportunity for participation in workshops / conferences.

The second component ***(College and Appraisal)*** is related to comfort in approaching college authorities, and system of performance appraisal of faculty.

The third component ***(Respect and Ambience)*** is related to classroom which consists of number of hours spent at college, ambience of classrooms, and respect from students.

4.2.11. Actual Duration of Internship and Project Work

Data was collected through Teachers Questionnaire to know about actual time students spend on Internship and Project Work.

Table 4. 68: Actual Duration of Internship and Project Work

	Actual Duration (Months)
Mean	2.67
Median	2
Mode	2
Standard Deviation	2.73
Standard Error	0.386

Actual time spent by students on internship and project work is 2.7 months on average among institutions. If we consider mode value of 2, most of teachers have responded actual time as 2 months. Standard value indicates that their views vary on actual time and difference may institution specific.

4.2.12. Recommended Duration of Internship and Project Work

Views were sought from teachers on how much time students should spent on Internship and project work for better understanding of working of organisations and job requirements.

Table 4. 69: Recommended Duration on Internship and Project Work

	Recommended Duration (Months)
Mean	4.42
Median	3
Mode	2
Standard Deviation	3.59
Standard Error	0.508

Teachers recommend more time to be spent on internship and project work for better understanding of working of organisation and job requirements. They suggest 4.4 months (Recommended mean value) to be spent by students on internship and project work which will help them to develop qualities for job. If median value of 3 months is considered, students should spend 3 months as per teachers' recommendations.

4.2.13. Time on Activities

Data was collected from teachers on time spent in various activities and events in their institutions. They were asked to respond (in %) on each of following four activities which spent in business schools and they were also asked to recommend time (in %) to be spent on these activities. Their response has been compiled in the table below:-

X1 = Classroom

X2 = Event and competition organization

X3 = Extra-curricular activities

X4 = Others

Table 4. 70: Actual and Recommended Time on Activities (in %)

	Actual Time (%)				**Recommended Time (%)**			
	Mean	**Median**	**Mode**	**Standard Deviation**	**Mean**	**Median**	**Mode**	**Standard Deviation**
X1	71	80	80	2.709	61	60	50	2.533
X2	13	10	10	1.180	17	20	20	1.117
X3	12	10	10	1.225	16	15	10	1.085
X4	4	0	0	1.208	6	0	0	1.500
Total	**100**				**100**			

Maximum time (71%) is spent in classroom. It is followed by 13% of time on organizing event and competition, 12% of time on extra-curricular activities, and 4% of time on other activities.

However, 61% percent of time should be spent on classroom which is 10% less from actual time spent. 17% of time should be spent on organizing event and competition, 16% of time should be spent on extra-curricular activities, and 6% should be spent on other activities.

The result suggests that time spent of classroom should be reduced and time spent on organising events and competition and extra-curricular activities should be increased.

4.2.14 Qualitative Findings from Teachers

Suggestions were sought from teachers in open ended question given in Teachers Questionnaire. Their suggestions have been enumerated below:-

1. Engage in project based learning
2. Adopt new technology
3. Expand comprehensive assessment
4. Good communication skill
5. Leadership quality
6. Ability to work in team
7. Group performance and cohesiveness
8. Prepare students for GK and reasoning
9. Students taking responsibility to gather information
10. Include research activities
11. Counselling activities
12. Involve students in live projects
13. Learning for behavioural aspects in group/team

Section 4.3.: Student Analysis

Students from selected business schools were surveyed through questionnaire to understand their perception on qualities expected by corporate, selection of institution, their preparation for job placement and their views on academic process.

4.3.1 Competencies perceived by Students

Same competencies of students were included in Student Questionnaire which was in the Corporates and Teachers Questionnaires also. Following competencies of students were analysed in all three questionnaires:-

X1 = Domain/subject knowledge
X2 = Awareness about Business environment
X3 = Computer skills
X4 = Creativity and Innovation
X5 = Team work
X6 = Leadership
X7 = Interpersonal Skills
X8 = Oral communication
X9 = Written communication
X10 = Problem solving
X11 = Planning
X12 = Time management

Descriptive Statistics

Table 4. 71: Competencies perceived by Students as Recruiters Expectation

	Mean	Median	Mode	Standard Deviation
X1	3.720	4	4	0.903
X2	3.848	4	4	0.871
X3	3.576	4	4	0.953
X4	4.040	4	4	0.884
X5	4.328	5	5	0.791
X6	3.984	4	4	0.950
X7	3.944	4	4	0.845
X8	4.128	4	4	0.842
X9	3.680	4	4	0.947
X10	4.072	4	4	0.815
X11	4.112	4	4	0.764
X12	4.280	5	5	0.938

Data given in above table indicates that Team Work is the most important competency which students feel that corporate consider while recruiting them. Next is time management followed by oral communication and planning. Students give importance to these parameters while preparing for job placement.

Correlation

Table 4. 72: Correlation of Competency perceived by Students as Recruiters Expectation

	X1	X2	X3	X4	X5	X6	X7	X8	X9	X10	X11	X12
X1	1											
X2	.355**	1										
X3	.208*	.252**	1									
X4	0.004	0.023	.212*	1								
X5	0.084	.190*	0.133	.235**	1							
X6	.183*	.182*	.188*	.356**	.436**	1						
X7	0.117	.196*	0.141	.197*	.353**	.350**	1					
X8	.344**	.313**	.189*	.231**	.215*	.285**	.520**	1				
X9	.243**	0.165	.385**	.189*	0.001	0.075	0.159	.315**	1			
X10	0.093	0.152	.310**	.242**	.188*	0.158	.252**	.315**	.302**	1		
X11	0.034	0.098	.210*	.387**	0.166	.280**	0.072	0.103	.184*	.479**	1	
X12	.236**	.220*	.296**	.288**	.234**	.267**	.183*	.311**	.319**	.437**	.473**	1
**. Correlation is significant at the 0.01 level (2-tailed).												
*. Correlation is significant at the 0.05 level (2-tailed).												

H_{14}: No relationship exists between teamwork and interpersonal skills perceived by students as recruiters expectation.

According to the results, a significant correlation exists between teamwork and interpersonal skills and its value 0.356. Therefore the hypothesis is rejected. A significant correlation exists between teamwork and interpersonal skills, communication and interpersonal skills, problem solving and interpersonal skills and planning and time management. Most of the qualities are not related to each other as perceived by students.

4.3.2 Selection of Management Institution

Following factors were included in the questionnaire which influenced the students to join a management institution:-

X1 = Career Opportunities
X2 = Placement record

X3 = Location
X4 = Cost
X5 = Brand
X6 = Feedback on social media
X7 = Social media pages
X8 = College website
X9 = Interaction with alumni
X10 = Faculty details

Descriptive Statistics

Table 4. 73: Factors in selection of Management Institution

	X1	X2	X3	X4	X5	X6	X7	X8	X9	X10
Mean	**4.416**	**4.352**	3.416	3.568	4.152	3.344	3.112	3.68	3.696	3.872
Median	5	5	3	4	4	3	3	4	4	4
Mode	5	5	3	4	5	3	3	3	4	4
Standard Deviation	0.795	0.961	0.960	0.936	0.951	1.009	0.969	1.067	1.034	1.085

According to the above table, career opportunities to a course, is the most important aspect for selection of MBA colleges. Placement record related is next important factor considered by students for the selection of MBA colleges. Social media is relatively not so important factor considered in decision making to join a management institution.

Correlation

Table 4. 74: Correlation of Factors in selection of Management Institution

	X1	X2	X3	X4	X5	X6	X7	X8	X9	X10
X1	1									
X2	.472**	1								
X3	0.025	0.146	1							
X4	0.157	.206*	.282**	1						
X5	.225*	.382**	.222*	.265**	1					
X6	0.112	.248**	.209*	-0.004	.349**	1				
X7	0.002	.191*	.227*	0.16	.279**	.653**	1			
X8	.196*	.307**	.336**	.329**	.311**	.350**	.440**	1		
X9	0.175	.271**	-0.01	0.088	.244**	0.155	0.066	.299**	1	
X10	.287**	.477**	0.121	0.08	.293**	.372**	.252**	.347**	.325**	1
**. Correlation is significant at the 0.01 level (2-tailed).										
*. Correlation is significant at the 0.05 level (2-tailed).										

H_{15}: There is no relationship between location and faculty details for decision making by students to select an institution for management courses.

There is no significant correlation between location and faculty details for decision making by students to select a management institution. Hence the above hypothesis gets accepted. There is significant relationship between career opportunities and placement record, career opportunities and brand, career opportunities and college website, career opportunities and faculty details, cost and brand, cost and college website, feedback on social media and faculty details, social media pages and faculty details, college website and faculty details, and interaction with alumni and faculty details.

There is no significant relationship between placement record and location, location and interaction with alumni, location and faculty details, cost and social media pages, feedback on social media and interaction with alumni, and social media pages and interaction with alumni.

Factor Analysis

KMO and Barlett's Test

Table 4. 75: KMO and Bartlett's Test (Factors in selection of Management Institution)

Kaiser-Meyer-Olkin Measure of Sampling Adequacy.		0.741
Bartlett's Test of Sphericity	Approx. Chi-Square	295.051
	Df	45
	Sig.	0.000

The KMO value is greater than 0.6 and the Barlett's Test of Sphericity sig value is less than 0.05. Thus the factor analysis for the selection of management institution is accepted. Below are the results of the component matrix.

Component Matrix

Table 4. 76: Component Matrix of Factors in selection of Management Institution

	1	2	3
Career Opportunities	**0.597**	0.440	0.071
Placement record	**0.665**	0.439	-0.002
Location	0.414	-0.383	**0.697**
Cost	0.399	-0.019	**0.738**
Brand	**0.640**	0.040	0.093
Feedback on social media	-0.413	**0.647**	-0.450

Social media pages	-0.580	**0.609**	-0.239
College website	-0.169	**0.706**	0.165
Interaction with alumni	0.441	0.373	-0.176
Faculty details	**0.654**	0.246	-0.294

The selection criteria for management institutions have been divided into 3 factors.

The first component is related to **C*ollege Image*** which contains career opportunities, placement record, brand, and faculty details.

The second component is related to ***Internet Visibility*** which contains feedback on social media, social media pages, and college website.

The third component is related to ***Colleges Details*** which contains location and cost.

4.3.3 Sources to know Skill Requirement

Students were asked to rate the following sources from which they get to know about the skill requirement of students for working in organisations:-

X1 = Faculty members
X2 = College placement officer
X3 = Classmates
X4 = Social media sites
X5 = Job portals
X6 = Recruiting organizations
X7 = Alumni
X8 = Other colleges / institutions

Descriptive Statistics

Table 4. 77: Sources to know Skill Requirement

	X1	X2	X3	X4	X5	X6	X7	X8
Mean	3.84	3.616	3.496	3.488	3.512	3.608	3.456	3.024
Median	4	4	3	4	4	4	4	3
Mode	4	4	3	3	3	3	4	3
Standard Deviation	0.979	1.098	1.067	1.037	0.989	1.054	1.096	1.074

As given in the above table, faculty members and college placement officers are important sources for knowing about skill requirements. But other sources are also rated very close except other colleges/institutions.

Correlation

Table 4. 78: Correlation of Sources to know Skill Requirement

	X1	X2	X3	X4	X5	X6	X7	X8
X1	1							
X2	.355**	1						
X3	0.138	0.006	1					
X4	0.086	.180*	.297**	1				
X5	0.027	.205*	.201*	.643**	1			
X6	-0.007	.308**	0.074	.391**	.504**	1		
X7	.204*	.247**	-0.009	0.172	.177*	.289**	1	
X8	0.027	.322**	-0.046	0.113	.277**	.187*	.306**	1
**. Correlation is significant at the 0.01 level (2-tailed).								
*. Correlation is significant at the 0.05 level (2-tailed).								

A significant relationship exists between faculty members and college placement officers, faculty members and alumni, college placement officer and recruiting organizations, college placement officers and alumni, college placement officer and other colleges / institutions, classmates and social media sites, classmates and job portals, social media sites and job portals, social media sites and recruiting organizations, job portals and recruiting organizations, job portals and other colleges / institutions, recruiting organizations and alumni, and alumni and other colleges / institutions.

Factor Analysis

KMO and Barlett's Test

Table 4. 79: KMO and Bartlett's Test (Sources to know Skill Requirement)

Kaiser-Meyer-Olkin Measure of Sampling Adequacy.		0.640
Bartlett's Test of Sphericity	Approx. Chi-Square	195.669
	Df	28
	Sig.	0.000

The KMO value is greater than 0.6 and the Barlett's Test of Sphericity sig value is less than 0.05. Thus the factor analysis for the sources to know skill requirement is accepted. Below are the results of the component matrix.

Component Matrix

Table 4. 80: Component Matrix of Sources to know Skill Requirement

	1	2	3
Faculty members	0.276	0.440	**0.737**
College placement officer	**0.564**	0.512	0.171
Classmates	0.277	-0.465	**0.590**
Social media sites	-0.457	**0.715**	0.084
Job portals	-0.372	**0.775**	-0.148
Recruiting organizations	**0.701**	-0.119	-0.267
Alumni	-0.086	0.432	**0.512**
Other colleges / institutions	0.484	0.403	-0.367

The sources of skills requirements have been divided into 3 components.

The first component is related to *Recruitment Authority* which comprises of college placement officer and recruiting organizations.

The second component is related to *Social Websites* which comprises of social media sites and job portals.

The third component is related to *Personal Contact* which comprises of faculty members, classmates, and alumni.

4.3.4 Job Interview

Students prepare themselves for job interview and collect information about the company through various sources. They were asked to respond on extent of following four activities which they do when sitting for job interview:-

X1 = Check company's website and gather information about company
X2 = Enquire about company from known contact who is already working there
X3 = Enquire about company through people working there using social media such as linkedin.com
X4 = Wait for company's presentation and then gather knowledge about company

Descriptive Statistics

Table 4. 81: Activities before Job Interview

	X1	X2	X3	X4
Mean	4.432	4.04	3.672	2.936
Median	5	4	4	3
Mode	5	4	4	3
Standard Deviation	0.962	1.019	0.990	1.176

Before sitting for a job interview the students mostly check company's website and gather information about company. Next activity which is rated very high is to enquire about company from known contact who is already working there. As evident from above table, mostly they do not wait for company's presentation to gather knowledge about company

Correlation

Table 4. 82: Correlation of Activities before Job Interview

	X1	X2	X3	X4
X1	1			
X2	.484**	1		
X3	.277**	.317**	1	
X4	-0.097	-0.005	0.003	1
**. Correlation is significant at the 0.01 level (2-tailed).				

A significant relationship exists between check company's website and enquire about company from known contact, check company's website and enquire about company through social media, and enquire about company from known contact and enquire about company through social media.

4.3.5 Job Factors

Students look various job related factors while going for placement and give their weigthages to these factors. Following job related factors were included in the survey of students:-

X1 = Job profile
X2 = Designation or position
X3 = Job timings (Shift timing)

X4 = Job location
X5 = Salary

Descriptive Statistics

Table 4. 83: Job related Factors in Placement

	X1	X2	X3	X4	X5
Mean	4.056	4.136	3.544	3.632	4.336
Median	4	4	4	4	5
Mode	4	4	4	4	5
Standard Deviation	0.944	0.836	1.154	1.111	0.924

Salary is being considered the most important factor which students check in the job. It is followed by job description and then job profile.

Correlation

Table 4. 84: Correlation of Job related Factors in Placement

	X1	X2	X3	X4	X5
X1	1				
X2	.429**	1			
X3	.186*	.249**	1		
X4	0.174	.358**	.510**	1	
X5	.302**	.410**	.334**	.420**	1
**. Correlation is significant at the 0.01 level (2-tailed).					
*. Correlation is significant at the 0.05 level (2-tailed).					

The correlation matrix indicates that there is a significant relationship between job profile and designation, job profile and job timings, job profile and salary, designation and job timings, designation and job location, designation and salary, job timings and location, job timings and salary, and job location and salary.

Factor Analysis

KMO and Barlett's Test

Table 4. 85: KMO and Bartlett's Test (Job related Factors in Placement)

Kaiser-Meyer-Olkin Measure of Sampling Adequacy.		0.719
Bartlett's Test of Sphericity	Approx. Chi-Square	120.204

	Df	10
	Sig.	0.000

The KMO value is greater than 0.6 and the Barlett's Test of Sphericity sig value is less than 0.05. Thus the factor analysis for the job related factors in placement is accepted. Below are the results of the component matrix.

Component Matrix

Table 4. 86: Component Matrix of Job related Factors in Placement

	1	2
Job profile	0.573	**0.640**
Designation or position	0.385	**0.716**
Job timings	**0.665**	-0.504
Job location	**0.736**	-0.435
Salary	**0.733**	0.017

The aspects related to job have been divided into 2 components.

The first component is related to ***Job Details*** which consist of job timings, job location, and salary.

The second component is related to ***Job Nature*** which consists of job profile and designation/position of job.

4.3.6 Qualities of Teachers for Learning

Students were asked to rate different qualities of teachers which they consider important for learning. Following qualities were included in the survey:-

X1 = Resource provider
X2 = Engaging
X3 = Clear objectives (provided for session)
X4 = Discipline
X5 = Communication
X6 = High expectations from students

Descriptive Statistics

Table 4. 87: Qualities of Teacher for Learning

	X1	X2	X3	X4	X5	X6
Mean	4.128	4.120	4.200	4.008	4.192	3.072
Median	4	4	4	4	5	3
Mode	5	4	5	4	5	3
Standard Deviation	0.907	0.858	0.852	0.996	1.029	1.000

Clear objectives and Communication are the most important qualities which students consider as qualities of teacher for learning. Resource provider and engaging are next important aspects considered by students. Engaging and discipline are also important aspects considered by students. Setting high expectation from students has not been rated so high.

Correlation

Table 4. 88: Correlation of Qualities of Teacher for Learning

	X1	X2	X3	X4	X5	X6
X1	1					
X2	.260**	1				
X3	.248**	**.596****	1			
X4	0.151	.339**	.426**	1		
X5	.241**	.193*	**.696****	.447**	1	
X6	0.169	.272**	.276**	.333**	.424**	1
**. Correlation is significant at the 0.01 level (2-tailed).						
*. Correlation is significant at the 0.05 level (2-tailed).						

H_{16}: There is a no relationship between Engaging and Clear objectives as qualities of teachers perceived by students.

A significant correlation exists between engaging and clear objectives. Therefore the above hypothesis is rejected. It shows that teachers are able to hold attention of students if objectives of session are made clear by teachers. A significant relationship exists between resource provider and engaging, resource provider and clear objectives, resource provider and communication, engaging and discipline, engaging and communication, engaging and high expectations, clear objectives and discipline, clear objectives and communication, clear

objectives and high expectations, discipline and communication, discipline and high expectations, and communication and high expectations.

4.3.7 Aspects related to Internship

There are various aspects of internship which make internship very effective for developing qualities among students for employability. Following aspects of internship were included in Student Questionnaire:-

X1 = Ability to relate work with theoretical concepts

X2 = Ability to explain work to others

X3 = Seeking help from college during internship

X4 = Providing weekly feedback to college during internship

Descriptive Statistics

Table 4. 89: Aspects related to Internship

	X1	X2	X3	X4
Mean	3.984	4.104	3.656	3.456
Median	4	4	4	4
Mode	4	4	4	4
Standard Deviation	0.950	0.841	1.040	1.161

It may be seen from above table that ability to explain work to others has been rated highest among four aspects of internship. It is followed by ability to relate work with theoretical concepts. Work related aspect of internship is important for leaning of students.

Correlation

Table 4. 90: Correlation of Aspects related to Internship

	X1	X2	X3	X4
X1	1			
X2	.608**	1		
X3	.321**	.355**	1	
X4	.314**	.249**	.585**	1
**. Correlation is significant at the 0.01 level (2-tailed).				

According to the correlation matrix a significant correlation exists between ability to relate work with theoretical concepts and ability to explain work to others, ability to relate work

with theoretical concepts and seeking help from college during internship, ability to relate work with theoretical concepts and providing weekly feedback to college during internship, and seeking help from college during internship and providing weekly feedback to college during internship

4.3.8 Teaching Methods helpful in Learning

There are various teaching methods which are being used in business schools. These methods help students to learning management concepts. Students were asked to rate importance of following teaching methods which will be helpful for learning of management concepts:-

X1 = Case study method
X2 = Role Plays
X3 = Peer feedback
X4 = Play projects (Students are divided into group; they are given a problem, work in group, develop and present their solution)
X5 = Story telling
X6 = Films/Video clips
X7 = Blogging
X8 = Social media

Descriptive Statistics

Table 4. 91: Teaching Methods for Learning Management Concepts

	X1	X2	X3	X4	X5	X6	X7	X8
Mean	4.192	3.664	3.664	4.056	3.632	3.664	3.480	3.632
Median	4	4	4	4	4	4	4	4
Mode	5	4	4	5	3	4	3	4
Standard Deviation	0.904	1.077	0.950	0.970	0.980	1.055	1.175	1.154

Case study method and Play projects have been rated very high for learning management concepts. Blogging (A class blog where students post their learning) has been rated lowest.

Correlation

Table 4. 92: Correlation of Teaching Methods for Learning Management Concepts

	X1	X2	X3	X4	X5	X6	X7	X8
X1	1							
X2	.274**	1						
X3	.320**	.330**	1					
X4	.365**	.389**	.467**	1				
X5	.335**	.241**	.256**	.226*	1			
X6	.254**	.610**	.297**	.216*	.426**	1		
X7	0.148	.281**	.283**	.181*	.379**	.457**	1	
X8	.292**	.283**	.298**	.249**	.428**	.401**	.661**	1
**. Correlation is significant at the 0.01 level (2-tailed).								
*. Correlation is significant at the 0.05 level (2-tailed).								

Section 4.4: Comparative Analysis

Comparative analysis has been carried out to test the difference on perception of corporate, Teachers and Students on expected and actual competencies of students.

H_{17}: There is no difference among corporate, Teachers and Students on expected competencies of students for employability.

Table 4. 93: Expectations of Corporate, Teachers and Students on Competencies of Students

	Corporate Mean (N=50)	Teachers Mean (N=50)	Students Mean (N=125)
X1	3.46	4.08	3.72
X2	3.68	4.26	3.85
X3	3.70	4.16	3.58
X4	3.82	4.14	4.04
X5	4.22	4.44	4.33
X6	3.58	4.22	3.98
X7	4.12	4.34	3.94
X8	4.20	4.58	4.13
X9	3.96	3.96	3.68
X10	4.04	4.40	4.07
X11	3.70	4.16	4.11
X12	3.88	4.60	4.28

It may be seen from above table that expectations of corporate are more certain competence parameters and less on other parameters compared to expectations of Teachers and Students.

Teachers' perception on expectations corporate on quality parameters of students is more in most of cases. Teachers' perception needs to be in sync with corporate expectations.

ANOVA for Expectations of Corporates, Teachers and Students on Competencies of Students

Domain / Subject Knowledge

SUMMARY				
Groups	*Count*	*Sum*	*Average*	*Variance*
Column 1	50	173	3.46	0.907
Column 2	50	204	4.08	0.687
Column 3	125	465	3.72	0.816

Table 4. 94: Expected Mean of Domain/Subject Knowledge for Corporate, Teachers, and Students

$\alpha = 0.05$

ANOVA						
Source of Variation	*SS*	*df*	*MS*	*Fss*	*P-value*	*F crit*
Between Groups	9.749	2	4.874	6.035	0.003	3.037
Within Groups	179.3	222	0.808			
Total	189.049	224				

The p-value is lesser than α and also F_{crit} is less than F_{SS} for domain / subject knowledge thus it indicates that there is significant difference between the expected means of corporate, teachers, and students for domain / subject knowledge.

Awareness about Business Environment

SUMMARY				
Groups	*Count*	*Sum*	*Average*	*Variance*
Column 1	50	184	3.68	1.120
Column 2	50	213	4.26	0.604
Column 3	125	481	3.848	0.759

Table 4. 95: Expected Mean of Awareness about Business Environment for Corporate, Teachers, and Students

$\alpha = 0.05$

ANOVA						
Source of Variation	*SS*	*df*	*MS*	*Fss*	*P-value*	*F crit*
Between Groups	9.237	2	4.618	5.740	0.004	3.037
Within Groups	178.612	222	0.805			
Total	187.849	224				

The p-value is lesser than α and also F_{crit} is less than F_{SS} for awareness about business environment thus it indicates that there is significant difference between the expected means of corporate, teachers, and students for awareness about business environment.

Computer Skills

SUMMARY				
Groups	*Count*	*Sum*	*Average*	*Variance*
Column 1	50	185	3.7	0.949
Column 2	50	208	4.16	0.668
Column 3	125	447	3.576	0.907

Table 4. 96: Expected Mean of Computer Skills for Corporate, Teachers, and Students

$\alpha = 0.05$

ANOVA						
Source of Variation	*SS*	*Df*	*MS*	*Fss*	*P-value*	*F crit*
Between Groups	12.252	2	6.126	7.092	0.001	3.037
Within Groups	191.748	222	0.864			
Total	204	224				

The p-value is lesser than α and also F_{crit} is less than F_{SS} for computer skills thus it indicates that there is significant difference between the expected means of corporate, teachers, and students for computer skills.

Creativity and Innovation

SUMMARY				
Groups	*Count*	*Sum*	*Average*	*Variance*
Column 1	50	191	3.82	0.885
Column 2	50	207	4.14	0.572
Column 3	125	505	4.04	0.781

Table 4. 97: Expected Mean of Creativity and Innovation for Corporate, Teachers, and Students

$\alpha = 0.05$

ANOVA						
Source of Variation	*SS*	*Df*	*MS*	*Fss*	*P-value*	*F crit*
Between Groups	2.76	2	1.38	1.821	0.164	3.037
Within Groups	168.2	222	0.758			
Total	170.96	224				

The p-value is higher than α and also F_{crit} is more than F_{SS} for creativity and innovation thus it indicates that there is no difference between the expected means of corporate, teachers, and students for creativity and innovation.

Team Work

SUMMARY				
Groups	*Count*	*Sum*	*Average*	*Variance*
Column 1	50	211	4.22	0.991
Column 2	50	222	4.44	0.333
Column 3	125	541	4.328	0.625

Table 4. 98: Expected Mean of Team Work for Corporate, Teachers, and Students

$\alpha = 0.05$

ANOVA						
Source of Variation	*SS*	*df*	*MS*	*Fss*	*P-value*	*F crit*
Between Groups	1.210	2	0.605	0.943	0.391	3.037
Within Groups	142.452	222	0.642			
Total	143.662	224				

The p-value is higher than α and also F_{crit} is more than F_{SS} for team work thus it indicates that there is no difference between the expected means of corporate, teachers, and students for team work.

Leadership

SUMMARY				
Groups	*Count*	*Sum*	*Average*	*Variance*
Column 1	50	179	3.58	1.228
Column 2	50	211	4.22	0.583
Column 3	125	498	3.984	0.903

Table 4. 99: Expected Mean of Leadership for Corporate, Teachers, and Students

$\alpha = 0.05$

ANOVA						
Source of Variation	*SS*	*df*	*MS*	*Fss*	*P-value*	*F crit*
Between Groups	10.632	2	5.316	5.879	0.003	3.037
Within Groups	200.728	222	0.904			
Total	211.36	224				

The p-value is less than α and also F_{crit} is less than F_{SS} for leadership thus it indicates that there is significant difference between the expected means of corporate, teachers, and students for leadership.

Interpersonal Skills

SUMMARY				
Groups	*Count*	*Sum*	*Average*	*Variance*
Column 1	50	206	4.12	0.842
Column 2	50	217	4.34	0.474
Column 3	125	493	3.944	0.715

Table 4. 100: Expected Mean of Interpersonal Skills for Corporate, Teachers, and Students

$\alpha = 0.05$

ANOVA						
Source of Variation	*SS*	*df*	*MS*	*Fss*	*P-value*	*F crit*
Between Groups	5.754	2	2.877	4.172	0.017	3.037
Within Groups	153.108	222	0.690			
Total	158.862	224				

The p-value is less than α and also F_{crit} is less than F_{SS} for interpersonal skills thus it indicates that there is significant difference between the expected means of corporate, teachers, and students for leadership.

Oral Communication

SUMMARY				
Groups	*Count*	*Sum*	*Average*	*Variance*
Column 1	50	210	4.2	0.735
Column 2	50	229	4.58	0.330
Column 3	125	516	4.128	0.709

Table 4. 101: Expected Mean of Oral Communication for Corporate, Teachers, and Students

$\alpha = 0.05$

ANOVA						
Source of Variation	*SS*	*df*	*MS*	*Fss*	*P-value*	*F crit*
Between Groups	7.424	2	3.712	5.880	0.003	3.037
Within Groups	140.132	222	0.631			
Total	147.556	224				

The p-value is less than α and also F_{crit} is less than F_{SS} for oral communication thus it indicates that there is significant difference between the expected means of corporate, teachers, and students for oral communication.

Written Communication

SUMMARY				
Groups	*Count*	*Sum*	*Average*	*Variance*
Column 1	50	198	3.96	0.692
Column 2	50	211	4.22	0.461
Column 3	125	460	3.68	0.897

Table 4. 102: Expected Mean of Written Communication for Corporate, Teachers, and Students

$\alpha = 0.05$

ANOVA						
Source of Variation	*SS*	*df*	*MS*	*Fss*	*P-value*	*F crit*
Between Groups	11.029	2	5.514	7.300	0.000	3.037
Within Groups	167.7	222	0.755			
Total	178.729	224				

The p-value is less than α and also F_{crit} is less than F_{SS} for written communication thus it indicates that there is significant difference between the expected means of corporate, teachers, and students for written communication.

Problem Solving

SUMMARY				
Groups	*Count*	*Sum*	*Average*	*Variance*
Column 1	50	202	4.04	0.896
Column 2	50	220	4.4	0.449
Column 3	125	509	4.072	0.664

Table 4. 103: Expected Mean of Problem Solving for Corporate, Teachers, and Students

$\alpha = 0.05$

ANOVA						
Source of Variation	*SS*	*df*	*MS*	*Fss*	*P-value*	*F crit*
Between Groups	4.457	2	2.228	3.337	0.037	3.037
Within Groups	148.272	222	0.667892			
Total	152.729	224				

The p-value is less than α and also F_{crit} is less than F_{SS} for problem solving thus it indicates that there is significant difference between the expected means of corporate, teachers, and students for problem solving.

Planning

SUMMARY				
Groups	*Count*	*Sum*	*Average*	*Variance*
Column 1	50	185	3.7	1.276
Column 2	50	208	4.16	0.586
Column 3	125	514	4.112	0.584

Table 4. 104: Expected Mean of Planning for Corporate, Teachers, and Students

$\alpha = 0.05$

ANOVA						
Source of Variation	*SS*	*df*	*MS*	*Fss*	*P-value*	*F crit*
Between Groups	7.130	2	3.565	4.836	0.008	3.037
Within Groups	163.652	222	0.737171			
Total	170.782	224				

The p-value is less than α and also F_{crit} is less than F_{SS} for planning thus it indicates that there is significant difference between the expected means of corporate, teachers, and students for planning.

Time Management

SUMMARY				
Groups	*Count*	*Sum*	*Average*	*Variance*
Column 1	50	194	3.88	1.210
Column 2	50	230	4.6	0.367
Column 3	125	535	4.28	0.881

Table 4. 105: Expected Mean of Time Management for Corporate, Teachers, and Students

$\alpha = 0.05$

ANOVA						
Source of Variation	*SS*	*df*	*MS*	*F*	*P-value*	*F crit*
Between Groups	13.049	2	6.524	7.767	0.000	3.037
Within Groups	186.48	222	0.84			
Total	199.529	224				

The p-value is less than α and also F_{crit} is less than F_{SS} for time management thus it indicates that there is significant difference between the expected means of corporate, teachers, and students for time management.

Table 4. 106: Summary of Expected Competencies of Corporate, Teachers, and Students

Qualities	ANOVA Summary
Domain / Subject Knowledge	Significant Difference
Awareness about Business Environment	Significant Difference
Computer Skills	Significant Difference
Creativity and Innovation	No difference
Teamwork	No difference
Leadership	Significant Difference
Interpersonal Skills	Significant Difference
Oral Communication	Significant Difference
Written Communication	Significant Difference
Problem Solving	Significant Difference
Planning	Significant Difference
Time Management	Significant Difference

For creativity and innovation, and teamwork there is similar understanding for corporate, teachers, and students.

Alternate Hypothesis:

H_{18}: There is no difference between Corporate and Teachers on actual Competencies of students for employability.

Test the above hypothesis with mean value given in the table below:-

Table 4. 107: Corporate and Teachers Perception on Actual Competencies of Students

	Corporate Mean (N=50)	**Teachers Mean (N=50)**
X1	2.88	2.98
X2	2.76	2.74
X3	3.32	3.16
X4	2.96	3.02
X5	3.16	3.42
X6	2.90	3.22
X7	3.16	3.16
X8	3.24	3.02
X9	3.02	3.02
X10	3.02	3.18
X11	2.70	3.02
X12	2.68	2.82

In the above table actual level of competencies of students perceived by corporate are more than teachers in some parameters and less in other parameters. Wherever actual competency perceived by teachers is more than corporate it needs moderation. Otherwise teachers may not work more to enhance those competency parameters because they feel that it is already more in actual.

ANOVA for Actual of Corporate and Teachers on Competencies of Students

Domain / Subject Knowledge

SUMMARY				
Groups	*Count*	*Sum*	*Average*	*Variance*
Column 1	50	144	2.88	0.761
Column 2	50	149	2.98	0.551

Table 4. 108: Actual Mean of Domain / Subject Knowledge for Corporate and Teachers

$\alpha = 0.05$

ANOVA						
Source of Variation	*SS*	*df*	*MS*	*Fss*	*P-value*	*F crit*
Between Groups	0.25	1	0.25	0.381	0.538	3.938
Within Groups	64.26	98	0.656			
Total	64.51	99				

The p-value is higher than α and also F_{crit} is more than F_{SS} for domain / subject knowledge thus it indicates that there is no difference between the actual means of corporate and teachers for domain / subject knowledge.

Awareness about Business Environment

SUMMARY				
Groups	*Count*	*Sum*	*Average*	*Variance*
Column 1	50	138	2.76	1.166
Column 2	50	137	2.74	0.809

Table 4. 109: Actual Mean of Awareness about Business Environment for Corporate and Teachers

$\alpha = 0.05$

ANOVA						
Source of Variation	*SS*	*df*	*MS*	*Fss*	*P-value*	*F crit*
Between Groups	0.01	1	0.01	0.010	0.920	3.938
Within Groups	96.74	98	0.987			
Total	96.75	99				

The p-value is higher than α and also F_{crit} is more than F_{SS} for awareness about business environment thus it indicates that there is no difference between the actual means of corporate and teachers for awareness about business environment.

Computer Skills

SUMMARY				
Groups	*Count*	*Sum*	*Average*	*Variance*
Column 1	50	166	3.32	0.834
Column 2	50	158	3.16	1.28

Table 4. 110: Actual Mean of Computer Skills for Corporate and Teachers

$\alpha = 0.05$

ANOVA						
Source of Variation	*SS*	*df*	*MS*	*Fss*	*P-value*	*F crit*
Between Groups	0.64	1	0.64	0.605	0.438	3.938
Within Groups	103.6	98	1.057			
Total	104.24	99				

The p-value is lesser than α and also F_{crit} is less than F_{SS} for computer skills thus it indicates that there is significant difference between the actual means of corporate and teachers for computer skills.

Creativity and Innovation

SUMMARY				
Groups	*Count*	*Sum*	*Average*	*Variance*
Column 1	50	148	2.96	1.182
Column 2	50	151	3.02	1.000

Table 4. 111: Actual Mean of Creativity and Innovation for Corporate and Teachers

$\alpha = 0.05$

ANOVA						
Source of Variation	*SS*	*df*	*MS*	*Fss*	*P-value*	*F crit*
Between Groups	0.09	1	0.09	0.083	0.775	3.938
Within Groups	106.9	98	1.091			
Total	106.99	99				

The p-value is higher than α and also F_{crit} is more than F_{SS} for creativity and innovation thus it indicates that there is no difference between the actual means of corporate and teachers for creativity and innovation.

Team Work

SUMMARY				
Groups	*Count*	*Sum*	*Average*	*Variance*
Column 1	50	158	3.16	1.035
Column 2	50	171	3.42	0.698

Table 4. 112: Actual Mean of Team Work for Corporate and Teachers

α = 0.05

ANOVA						
Source of Variation	*SS*	*df*	*MS*	*Fss*	*P-value*	*F crit*
Between Groups	1.69	1	1.69	1.951	0.166	3.938
Within Groups	84.9	98	0.866			
Total	86.59	99				

The p-value is higher than α and also F_{crit} is more than F_{SS} for team work thus it indicates that there is no difference between the actual means of corporate and teachers for team work.

Leadership

SUMMARY				
Groups	*Count*	*Sum*	*Average*	*Variance*
Column 1	50	145	2.9	1.235
Column 2	50	152	3.04	0.733

Table 4. 113: Actual Mean of Leadership for Corporate and Teachers

α = 0.05

ANOVA						
Source of Variation	*SS*	*df*	*MS*	*Fss*	*P-value*	*F crit*
Between Groups	0.49	1	0.49	0.498	0.482	3.938
Within Groups	96.42	98	0.984			
Total	96.91	99				

The p-value is higher than α and also F_{crit} is more than F_{SS} for leadership thus it indicates that there is no difference between the actual means of corporate and teachers for leadership.

Interpersonal Skills

SUMMARY				
Groups	*Count*	*Sum*	*Average*	*Variance*
Column 1	50	158	3.16	0.913
Column 2	50	161	3.22	0.624

Table 4. 114: Actual Mean of Interpersonal Skills for Corporate and Teachers

$\alpha = 0.05$

ANOVA						
Source of Variation	*SS*	*df*	*MS*	*Fss*	*P-value*	*F crit*
Between Groups	0.09	1	0.09	0.117	0.733	3.938
Within Groups	75.3	98	0.768			
Total	75.39	99				

The p-value is higher than α and also F_{crit} is more than F_{SS} for interpersonal skills thus it indicates that there is no difference between the actual means of corporate and teachers for interpersonal skills.

Oral Communication

SUMMARY				
Groups	*Count*	*Sum*	*Average*	*Variance*
Column 1	50	162	3.24	1.084
Column 2	50	151	3.02	0.959

Table 4. 115: Actual Mean of Oral Communication for Corporate and Teachers

$\alpha = 0.05$

ANOVA						
Source of Variation	*SS*	*df*	*MS*	*Fss*	*P-value*	*F crit*
Between Groups	1.21	1	1.21	1.185	0.279	3.938
Within Groups	100.1	98	1.021			
Total	101.31	99				

The p-value is higher than α and also F_{crit} is more than F_{SS} for oral communication thus it indicates that there is no difference between the actual means of corporate and teachers for oral communication.

Written Communication

SUMMARY				
Groups	*Count*	*Sum*	*Average*	*Variance*
Column 1	50	151	3.02	1.122
Column 2	50	144	2.88	0.883

Table 4. 116: Actual Mean of Written Communication for Corporate and Teachers

α = 0.05

ANOVA						
Source of Variation	*SS*	*df*	*MS*	*Fss*	*P-value*	*F crit*
Between Groups	0.49	1	0.49	0.489	0.486	3.938
Within Groups	98.26	98	1.003			
Total	98.75	99				

The p-value is higher than α and also F_{crit} is more than F_{SS} for written communication thus it indicates that there is no difference between the actual means of corporate and teachers for written communication.

Problem Solving

SUMMARY				
Groups	*Count*	*Sum*	*Average*	*Variance*
Column 1	50	151	3.02	0.959
Column 2	50	159	3.18	1.008

Table 4. 117: Actual Mean of Problem Solving for Corporate and Teachers

α = 0.05

ANOVA						
Source of Variation	*SS*	*Df*	*MS*	*Fss*	*P-value*	*F crit*
Between Groups	0.64	1	0.64	0.651	0.422	3.938
Within Groups	96.36	98	0.983			
Total	97	99				

The p-value is higher than α and also F_{crit} is more than F_{SS} for problem solving thus it indicates that there is no difference between the actual means of corporate and teachers for problem solving.

Planning

SUMMARY				
Groups	*Count*	*Sum*	*Average*	*Variance*
Column 1	50	135	2.7	1.316
Column 2	50	151	3.02	0.796

Table 4. 118: Actual Mean of Planning for Corporate and Teachers

$\alpha = 0.05$

ANOVA						
Source of Variation	*SS*	*df*	*MS*	*Fss*	*P-value*	*F crit*
Between Groups	2.56	1	2.56	2.424	0.123	3.938
Within Groups	103.48	98	1.056			
Total	106.04	99				

The p-value is higher than α and also F_{crit} is more than F_{SS} for planning thus it indicates that there is no difference between the actual means of corporate and teachers for planning.

Time Management

SUMMARY				
Groups	*Count*	*Sum*	*Average*	*Variance*
Column 1	50	134	2.68	1.202
Column 2	50	141	2.82	0.640

Table 4. 119: Actual Mean of Time Management for Corporate and Teachers

$\alpha = 0.05$

ANOVA						
Source of Variation	*SS*	*df*	*MS*	*F*	*P-value*	*F crit*
Between Groups	0.49	1	0.49	0.532	0.467	3.938
Within Groups	90.26	98	0.921			
Total	90.75	99				

The p-value is higher than α and also F_{crit} is more than F_{SS} for time management thus it indicates that there is no difference between the actual means of corporate and teachers for time management.

Table 4. 120: Summary of Actual Qualities of Corporate and Teachers

Qualities	ANOVA Summary
Domain / Subject Knowledge	No Difference
Awareness about Business Environment	No Difference
Computer Skills	Significant Difference
Creativity and Innovation	No difference
Teamwork	No difference
Leadership	No Difference
Interpersonal Skills	No Difference
Oral Communication	No Difference
Written Communication	No Difference
Problem Solving	No Difference
Planning	No Difference
Time Management	No Difference

Except for the computer skills both corporate and teachers have similar response for the current level of competencies of students.

CHAPTER 5: RESULT, DISCUSSION AND CONCLUSION

CHAPTER 5: RESULT, DISCUSSION AND CONCLUSION

5.1 Introduction

This chapter summarizes and concludes the study. The aspects which are studied in this study are corporate expectations regarding employability skills of fresh management graduates, challenges with fresh graduates, gaps between industry and academia with regards to management education, challenges faced by teachers with regards to students and infrastructure, teaching pedagogy, and management graduate's understanding and readiness regarding the job market. The study is limited to the business schools of Jharkhand.

The findings from questionnaire survey of corporate, teachers, and students are discussed in this chapter. Based on the findings recommendations are given which could be useful for researchers conducting research in this area. There are limitations in this study that have been mentioned in this chapter.

The quality of students needs to be measured in terms of overall development and not just the marks they obtain in their subject. Quality of students is affected by the quality of education which depends on teaching methodology, faculty credentials, curriculum design, and administrative support. The teaching methodology which is adopted could be teacher-centred or student-centred. In the teacher-centred approach teachers take full control and students have very little say in the class proceedings whereas in the student-centred approach the methods adopted ensure student participation in the learning process. Even though there are various challenges in the teaching profession there are various aspects that motivate a person to become teacher. Student's understanding regarding the needs and demands of the job market is important. It is essential to understand the student's preparedness for becoming employable after their education. There are various ways through which colleges and universities try to develop the skills which could make the students employable.

5.2 Discussion on Literature Review

Quality of education needs to be defined based on stakeholders satisfaction (Abidin, 2015) where students are external stakeholders and teachers are internal stakeholders (Sallis, 2002). Various authors have tried to provide insights on measuring the service quality of higher education which could be related to facilities provided to students (Athiyaman, 1997), campus infrastructure, and support services. There are various challenges with regards to

Indian higher education such as teaching and quality being low, gap in supply and demand, quality of research and innovation (Lamoria, 2016), and funding challenges.

There are various methods which are adopted to impart education. Traditional method of teaching involves focus on teachers where they impart education through lectures, assessment of assignments, and examinations (Pugsley & Clayton, 2003). Constructivist method where focus is on students who are provided with various resources, tools and materials which help in learning process of students (Brown & Atkins, 1988). Recently social media is also being used to impart education and make the learning process interesting (Cartner & Hallas, 2017).

Whichever method is adopted for imparting education, teachers play an important role and it is essential to understand their interest in teaching and challenges faced in teaching. Intrinsic factors which is related to teacher's own interest in sharing their knowledge with others (Lawver & Torres, 2011). Altruistic factors are evolved when an individual is a student in college and is influenced by teachers who teach them. Confident teachers are the role models who encourage students to opt for the job of teachers (Stiegelbauer, 1992). Extrinsic factors such related to salary, work life balance, and growth opportunities also have an influence (Harms & Knobloch, 2005). Teachers have to deal with different kinds of students and sometimes could face discipline problems related to students. Teachers need to handle students effectively and create a positive learning environment (Ingersoll & Smith, 2003). Teachers might not have proper understanding about course curriculum because of which their subject delivery could be affected (Akın, Yıldırım, & Goodwin, 2015). Teachers need to effectively plan the activities which they will be including in the learning process. A proper planning needs to be done so that various activities are helpful in covering the course curricula within the stipulated time period (Marzano, 2003). Technology has introduced a big challenge where teachers need to learn the new technologies so that they are able to handle students in a better way (Prensky, 2001).

It is essential to understand the reasons which lead students towards enrolling for higher education. Student's family background, intellectual development, and interaction with peers could have effect on the academic choices which students make (Gajewski & Mather, 2015). While making a choice for selecting any institution students look at the quality of program, academic reputation of institution, and their own degree of interest towards the program (Astin, 1999). College cost is important aspect in selecting a college. The cost incurred in

college and the outcome which the students will gain after the completion of program are an important considerations by students (Bound, Lovenheim, & Turner, 2007).

5.3 Methodology

A descriptive and exploratory study has been conducted through interviews and interactions to understand the significance of various variables. The study area for this research is restricted to the business schools of Jharkhand. The primary data is collected from organizations hiring management graduates, teachers (faculty members) and students enrolled in management programs. A focus group was conducted through interviews and interactions for the preparation of questionnaire along with secondary research. Responses from the sample size were 50 from the corporates, 50 from teachers and 125 from students. For the data collection questionnaire survey and Likert scale were used for getting a response to questions. The pilot study indicated the factors which should be incorporated in questionnaire regarding quality parameters of management students for employability and curriculum and teaching pedagogy to develop these qualities in business schools. Questionnaires were modified based on the suggestions. For data analysis mean, median, mode, standard deviation, correlation and factor analysis have been used. The findings of this study are discussed in this chapter.

5.4 Findings and Discussion

Objectives of research were broadly to identify quality parameters of management students for employability and perception of corporate, teachers and students on these parameters. The study of the effectiveness of curriculum and teaching pedagogy for developing quality parameters was also an objective. The average age of teachers who responded to the questionnaire is around 37 years with an average industry experience of around 3 years and an average academic experience of around 8 years. The average age of students who responded to the questionnaire is around 21 years. There are 71 female respondents and 54 male respondents who responded to the student questionnaire. The students belong to various disciplines such as B.B.A., B. Tech, B.A. (Hons), B. Com, and B. Sc. Hypotheses were developed based on the variables identified in the study.

Results have been discussed below keeping in view the objectives of the research study. Suggestions have also been given based on data analysis, interaction and literature survey.

Objective-1: *To assess parameters for competence of management students for employability and use of these parameters for measurement in business schools.*

Following results have emerged based on data analysis and presented under objective-1 of the research work:-

(1) ***Selection criteria of students*** by corporate were identified through surveyed and following criteria were evaluated in terms of their importance (referred in Table-4.1):-

1. Depth of knowledge
2. Ability to learn
3. Ability to apply theory to real life situations
4. Personality Traits
5. CGPA (or % Marks)
6. Continuity in education (i.e. no break or loss of year in education)
7. Discipline in college

Out of these criteria the ***ability to learn*** has been found as the most important parameter during the selection of students for the job. CGPA (or % Marks) has been rated high but not very high compared to some other criteria for selection of fresh MBA/PGDM students.

These criteria have been grouped under following three after factor analysis (referred in Table-4.4-)

1. Academics and College
2. Learning and Application
3. Knowledge and Personality

Business schools need to focus upon developing the competence of students on above three aspects for employability. Teachers in business schools play greater role in facilitating development of competence in students for recruitment.

(2) ***Competence parameters of students for employability*** have been identified based on interaction with corporate executives associated directly or indirectly with recruitment process. These parameters were surveyed to ascertain their importance through Corporate Survey Questionnaire. There were following 12 parameters which were indentified and their importance was determined (referred in Table-4.13):-

1. Domain / subject knowledge
2. Awareness about Business Environment
3. Computer Skills
4. Team Work
5. Creativity and Innovation
6. Leadership
7. Interpersonal Skills
8. Oral Communication
9. Written Communication
10. Problem Solving
11. Planning
12. Time Management

(3) ***Employability Index*** has been formulated in the thesis which may be used to ascertain level of employability and its comparison. Employability index is ratio (in %) of actual level over expected level of competencies of students for employment. Employability Index has been computed based on corporate perception and teachers' perception. It was around 77.2 % for corporate and 71.6% for teachers. 12 parameters of competencies of students considered in the research work may be used to determine Employability Index. Parameters may be modified, added or deleted through surveys by other researchers.

Objective-2: *To determine corporate perception towards the competency of management students with regards to their employability.*

Corporate perception was measured through interaction and survey towards the competency of management students with regards to their employability. Results are discussed below;

(1) Corporate attribute very high importance to following 4 parameters:-

1. Teamwork
2. Oral Communication
3. Interpersonal Skills
4. Problem Solving

While analysing difference between expected and actual levels of all 12 parameters, following four parameters have shown high gaps (Expected – Actual):-

1. Teamwork

2. Time Management
3. Problem Solving
4. Planning

Business schools need to give more emphasis for development of above four qualities among students.

Students have been found to be very good at Computer skills and Domain/subject knowledge and actual levels are very much meeting expected levels.

(2) **CGPA (or % Marks)** is being used by 56 percent of respondents for screening of students while 44 percent respondents do not use CGPA (or % Marks) as a factor for screening of students for job. There is mixed response on CGPA (or % Marks). It may be advised even in case of non-conclusive result that students should better give due importance to CGPA (or % Marks).

(3) *Inability to provide proper guidance to students for the various career options* has been found by corporate as a shortcoming in business schools (referred in Table-4.5). Similarly another lacuna is that business schools are unable to develop commitment among students. These are some reasons that students are not able to select a suitable career and later they do not find the job of their capability and interest. They remain unsettled and unsatisfied in the job. In the process corporate and students both may have dissatisfaction. Then greater fusion is required between individual goals and company goals.

(4) A significant correlation (0.768) between actual level creativity & innovation and actual level of problem solving in students perceived by corporate indicates that creative or innovative students are found good in problem solving also.

(5) It has been suggested in corporate survey that students should possess some more knowledge about the business environment. Business Schools should appointment professional organisation or individual to provide basics of soft skills as well as developing Inner Excellence among the students.

Objective-3: *To assess perception of teachers and students with regards to expectation by corporate on competence parameters for employability.*

(1) Top four expected competencies of students by Teachers are as follows (referred in Table-4.43)

1. Time Management

2. Oral Communication

3. Team Work

4. Problem Solving

Team Work is the most important quality which students feel that corporate considers while recruiting them (referred in Table-4.71). It is followed by time management then oral communication and planning. Students give importance to these parameters while preparing for job placement.

Corporate give more importance to Interpersonal Skills. This awareness of teachers should help business schools to develop required competence of students for employability.

(2) Teachers found much of gap in following competency parameters of students:-

1. Time Management
2. Oral Communication
3. Awareness about Business Environment
4. Problem Solving

(3) Career opportunities related with a course is the most important factor for selection of management institution by students (Referred in Table-4.73). Placement record also plays important role in selection of an institution. Location of institution and faculty details are not correlated for decision making by students to select a management institution (Referred in Table-4.74).

(4) There is difference between corporate, teachers, and students the expectations of creativity and innovation; and teamwork. However for other qualities there is no significant difference in the expectations of corporate, teachers, and students (Referred in Table-4.106). For the actual perception there is difference for computer skills but for all the other qualities there is no difference between corporate and teachers (Referred in Table-4.120).

Objective-4: To evaluate pedagogy and academic process in business schools and suggests approach for developing quality of management students for employability.

(1) Analysis of teachers' response shows a strong correlation exists between students deviating from the topic and not finding classroom as an opportunity for placement (referred in Table-4.54). Teachers feel that students want more placement oriented classes and deviation in class may be due to lack of interest in subject.

(2) Teachers feel that frequency of updating the course curriculum should be every two years. It will keep pace with the change in business scenario and corporate requirements. Thus students will be more prepared to face the placement and meet quality requirements for employability under changing scenario like Industry 4.0.

(3) As per analysis of data of Teachers Questionnaire, effectiveness of guest lecture has strong correlation with effectiveness of management seminars. It has been interpreted that management seminars offer opportunities for listening to guest speakers.

(4) Respect from students is the most important aspect which contributes in teaching interest of faculty members (referred in Table-4.64). It is followed by opportunity for participation in workshops/ conferences. Business schools should inculcate the value among students to respect their teachers. At the same time teachers should also earn respect from them.

(5) Students actually spend 2.7 months on average among institutions on internship and project work (referred in Table-4.68). If we consider mode value of 2, most of teachers have responded actual time as 2 months. It is recommended by teachers that more time should be spent on internship and project work for better understanding of working of organisation and job requirements. They suggest 4.4 months to be spent by students on internship and project work which will help them to develop qualities for better employability. But if we consider median value of 3 months, students should spend 3 months as per teachers' recommendations (referred in Table-4.69).

(6) Effectiveness of some of the teaching methods like case study, role plays is very high but their frequency of use is less (referred in Table-4.60). Business schools need to emphasise more on use of case study and role plays to make curriculum more effective. Lecture method is most frequently used teaching method but its effectiveness is not rated very high compared to other methods.

According to the results, the effectiveness and frequency of use for case method and role play are different. Effectiveness of case method and role play is very good but the frequency of

use is average. The effectiveness and frequency of use for power point presentation are same and both are high.

(7) Teachers suggest expanding comprehensive assessment, to adopt new technology and involvement of students in live projects.

(8) Students consider broadly three factors *College Image, Internet Visibility and Colleges Details* for selection of management institution (Referred in Table-4.76). Business schools should on these aspects to enhance their position and credibility.

(9) Faculty members and college placement officers are important sources for knowing about skill requirements (referred in Table-4.77). Broadly their sources of knowledge about required skills are *Recruitment Authority, Social Websites* and *Personal Contact* (referred in Table-4.80). Salary is considered the most important factor which students check in the job. It is followed by job description and then job profile (referred in Table-4.83). Institutions should give more precise information on these aspects of job for which students go for placement.

(10) Clear objectives and Communication are the most important qualities which students consider as qualities of teacher for learning (referred in Table-4.87). Teachers need to strengthen communication skills to teach students more effectively and objectives of their classes should be clearly explained to students. These two aspects will strengthened the learning process of students.

5.4.1 Selection Criteria

According to the results, from Table 4.1 ability to learn is the most important aspect considered for selection of students. The ability to learn is a continuous lifelong process. Learning should be self-directed and active rather than being passive. Formal education should be considered only as a stepping stone for performing the required job and with changing circumstances and roles one will have to upgrade accordingly. Learning incorporates knowledge, skills, and understanding about the situation.

Table 4.2 indicates that ability to learn has significant positive correlation with ability to apply theory to real life situations. The ability to apply theory to real life situations will be helpful in problem solving in the business world (Brundiers, Wiek, & Redman, 2009). This would also help in collaborating successfully with experts and stakeholders.

Table 4.2 indicates that ability to learn also has significant correlation with depth of knowledge. It is not important that one's learning ability will follow a linear path and an individual's understanding about various topics could vary. Gaining knowledge requires a lot of efforts by the learner as well as the teachers. The challenge for teachers is to actively engage students in the learning process; develop ideas and make them critical thinkers so that they are able to solve problems (Park, 2003). A further research could be undertaken to analyze the relationship between ability to learn and depth of knowledge.

Table 4.2 indicates that ability to learn has significant correlation with personality traits. Theories related to personality traits claim that personality of individuals has an impact on the way the information is accumulated and processed by learners. Researchers have tried studying association of Big Five personality traits i.e. conscientiousness, openness, extraversion, agreeableness, and neuroticism with learning ability. Many researchers have found positive association between Big Five personality traits and learning ability. Feyter, et al. have found that conscientiousness leads to academic motivation which has positive impact with academic performance (Feyter, Caers, Vigna, & Berings, 2012). Bidjerano and Dai found that learners having higher levels of openness to experience are better at doing time management and regulate their efforts better which leads to better academic performance (Bidjerano & Dai, 2007). Extraversion which is associated with sociability varies with age and thus it is difficult to correlate extraversion with academic performance. Similarly a correlation between agreeableness which is associated with friendliness and academic performance is difficult to find. Neuroticism has a negative association with academic performance of learners (Kırkağaç & Öz, 2017). CGPA and continuity in education have a significant correlation with each other. Discipline at college has significant correlation with personality traits. Discipline at college has significant correlation with CGPA. Discipline at college has significant correlation with continuity of education.

5.4.2. Challenges in Hiring Fresh Graduates

Most colleges these days are implementing career guidance practices where learning is based upon the competence which will be required for occupational jobs. In the career guidance process colleges these days are providing assistance in making better occupational choices. Students are trained for group discussions and job interviews so that they can gain maximum benefits based on their potential. Many students do not have clarity regarding their future. Colleges try to provide counselling and guidance so that they can make better career choices. Career guidance is definitely linked with student success and proper career guidance can

provide better occupational choices to students (Wierik, Beishuizen, & Os, 2014). As per the findings from table 4.5, colleges need to provide better career guidance and for this the curriculum should be linked with the requirements of job markets.

Table 4.8 indicates that corporate have to provide training to fresh graduates to improve their competence required for the job. Hiring a fresh graduate is a costly affair for organizations as they have to invest time and money in training the new employees. With the present generation it is difficult to meet their expectations and when expectations are not met they will change the job (Serhan, Tsangari, Bengoa, & Mekdessi, 2016). Also as mentioned above employers feel that the fresh graduates do not have the required competencies to perform the job. Thus organizations have to provide training to develop the required competencies and ensure that employees achieve organizational goals and objectives. There are various theories that try to address the employer's challenges with regard to employees. Need based theories, cognitive process theories, and behavioural theories which have tried to provide insight into handling the challenges faced by employers with employees at various levels in the organization.

As per findings, table 4.6 indicates that students involved in volunteer work are self-motivated. Students who are encouraged for volunteer works during their college life are better at planning, think critically and take responsibility of the work assigned to them. Volunteer work helps students become independent and become better at self-assessment. Volunteer work helps in gaining information and experience regarding social environment. Students learn from the social environment and reflect their learning in future endeavours. There is an intrinsic motivation when an individual has a strong interest in a particular area but the challenge is developing situational motivation (Smith & Darvas, 2017). When a student opts for volunteer work it indicates that they are willing to put efforts and learn from it. It helps in building confidence and this is reflected in the goals which are assigned to the individuals.

5.4.3 Employability Skills

There is a difference between the expectations of employers and institutions which prepare students for the job market. Domain knowledge is one such difference that is seen in fresh graduates. The knowledge which employers expect in fresh graduates is related to technical/scientific knowledge, process knowledge, and professional competencies. A professional approach should be taken in delivering knowledge to students. With increasing

competition and increasing customer expectations, innovation has become an important aspect for organizations (Bantel & Jackson, 1989). Innovation is a complex process that converts a creative idea into a successful outcome.

In organizations individuals work in teams to achieve organizational goals. Teamwork will also be helpful in enhancing the creativity of individuals and solve problems in innovative ways. Many researchers have tried to explore the impact of individual creativity on team creativity. Taggar found that individual creativity has an impact on team creativity process which affects the group creativity (Taggar, 2001). Individuals who have a positive state of mind create a positive environment and facilitate team creativity. Teams need to understand what motivates an individual as motivation will result in creativity. Dackert does find a strong relationship between team member's enthusiasm and team creativity (Dackert, 2016). It is essential that team members feel that the teams with which they are working are highly creative and feel enthusiastic and content within the team (Bissola & Imperatori, 2011).

Interpersonal communication is an essential skill for today's employees as on a daily basis employees have to interact with peers, consumers, and management. Interpersonal relationships are maintained when there is effective communication between the team members (Singh, 2014). Communication is the process of being able to express oneself or understand the feelings of others effectively (Adler & Elmhorst, 2009). As a team member one should have the knowledge about the message to be communicated, set of skills to communicate and self-evaluate their communication (Mahajan, 2015). Effective communication will help the managers understand the needs of individuals working in a team and help in effective team-building process (Bambacas & Patrickson, 2008). Based on the understanding about individual needs, managers will be able to effectively communicate the team goals and expectations from each individual in the team. Effective communication helps in removing ambiguities also as employees can get clarification about the goals and expectations from the managers.

Time is the only resource that cannot be saved or conserved and whatever time is wasted is lost forever. Thus managing resources effectively is essential to reduce the wastage of time (Cannon, 1996). It is essential to provide quality as well as quantity of products in lesser time and this can be achieved by planning. Planning helps in effective time management. Planning includes setting realistic goals, prioritizing the goals, and preparing an effective schedule to achieve the goals (Chase, et al., 2013). As an individual working in team one should focus

upon the work assigned to them and try to manage the potential distractions. For an individual time management should focus upon balancing life. Along with professional goals a person should allocate time for rest, sleep, physical activities, family, and leisure (Nasrullah & Khan, 2015). Planning should be followed with a continuous evaluation to ensure time is being managed effectively. Continuous evaluation will also help in identifying the areas for improvement and help in better progress.

5.4.4 Sources of Skill Requirement

It is essential to understand the role of teachers (faculty members) in the placement of students during the job interview. A faculty member might be having a good portfolio and could be a master in their subject but are they able to guide students for better career opportunities (Fleishmann, 2015). Faculty coordination is required in enhancing the quality of student's placement. It is essential that faculty members are themselves aware about the college placement process. Awareness regarding college placement process could be helpful in improving the adoption of teaching methods and improve the quality of assignments and projects (Jayashree, A.D.Kadage, Patil, & Joshi, 2016). Faculty members should be the first source to provide required inputs about skill requirements to students so that they are employable. A faculty member could be useful in the following aspects (Sutanto & Ramos, 2013):

- Evaluation of student's preparation
- Evaluation of student's comprehension skills
- Identify the strengths and weaknesses of students
- Improve the problem solving ability
- Students should be encouraged to seek inputs on their own

After global recession the recruitment scenario changed and the role of college placement officer became crucial. They are the key resource persons to provide information regarding the potential recruiting companies. When there is a job opening companies would contact the college placement officer and make them aware about the requirements for the job (Raya, Rajkumar, Ganesan, & Jayakumar, 2015). The college placement officer is the primary source who provides information regarding the eligibility criteria for the job. Students are also explained the campus recruitment process which would be adopted by the hiring organization. These days both the hiring organizations and institutions are adopting the green placement strategy. Through the online tools the recruitment process takes place and this is

useful for both organizations and students as less paperwork is required (Aithal & Shenoy, 2016). The placement officer has to provide placement guidance in the following ways (B.B, Babu, Boregowda, & A.M.Vinod, 2018):

- Counsel each student so that they perform better in the tests and interviews conducted by companies
- Conduct communication courses to improve the communication skills of students
- Conduct aptitude classes and encourage students to discuss the numerical, logical reasoning, and verbal reasoning portions
- Share the common questions asked during interviews and discuss the answers for these questions
- Conduct personality development classes so that students have the required skills
- Motivate the students during the placement process so that their confidence is boosted

Social media or social networking sites have also gained popularity over the years as a recruitment tool. Social media provides a source of large pool of potential employees to the recruiters (Vyas & Mirji, 2015). Recruiting organizations create their fan pages and blogs to attract the potential employees (Wazed & Ng, 2015). Employers use social media as a tool to inform students regarding the job posting, work scenario in the organization, and what could employees look forward to (Arrawatia & verma, 2017). There are various social media sites such as LinkedIn, Facebook, and twitter which are providing an opportunity for employers and employees to connect. Employers use their status box and broadcast an advertisement that there is a job opening and they are looking for employees (Landers & Schmidt, 2016).

5.4.5 Challenges in Teaching

There could be various reasons because of which one opts for teaching as a profession. The first aspect could be related to work-life balance. Number of hours spent in college could be attractive for teachers (Smith, Chen, Berndtson, Burson, & Griffin, 2017). Could a policy of office hours really ensure effective learning among students? The duration of classes will depend upon the attention and concentration span which students can give during the class (Lamba, et al., 2014). Thus one of the challenges for teachers is to ensure students give their full attention to learning activities in the class (Marois & Ivanoff, 2018). How effectively are teachers and students able to utilize the time is essential.

The appraisal system aims at providing insights regarding the teacher's quality as the quality of teacher has an impact on the student's achievement. An appraisal system should it focus upon performance or development of teachers (Elliot, 2015)? With the changing scenario it has become essential that the strengths of teachers are identified and these could be developed further to improve their teaching ability (Santiago & Benavides, 2009). There should be clear standards to evaluate the performance of teachers as this could be helpful for teachers as well as the teaching institutions (Bambawale, Hughes, & Lightfoot, 2018). These standards could thrive the teachers to participate in workshops and conferences and thus help in knowledge growth and skill improvement.

Misbehaviour of students is one of the major challenges which are being faced by teachers and teachers have to spend a great amount of time and energy in handling the misbehaviour and managing the class. According to the findings from the data obtained in this paper the instances of misbehaviour from students is average or below average. The misbehaviour which could be in the form of breaking the rules such as violence, rudeness, stealing, or drinking in campus has not been considered in this research (Sun & Shek, 2012). This research tries to look into misbehaviour of students related to classroom conduct. Day dreaming in class, not submitting assignments in time, side talks, interfering in teaching activities, being rude to teachers, or deviating from the context of the class are some of the classroom disruption behaviours (Houghton, Wheldall, & Merrett, 1988).

The reasons for classroom disruptions could be the following:

- Attention seeking – Gaining attention of others is a general human characteristic and some students in order to gain attention of teachers might display bad behaviour in class (Elias, Mahyuddin, & Noordin, 2009).
- Learning difficulties – Some students might face have learning difficulties and this could lower their confidence. Such students might find the lessons boring and lose interest in the class (Adams, Snowling, Hennessy, & Kind, 1999). A fear of constant failure in such students could result in negative feeling towards classroom activities.
- Family – The kind of environment which a student gets in their family could also have an impact on their behaviour in the school. When there are erratic rewards and punishments system in the family the student might not be motivated towards academic achievement (Miller, Ferguson, & Moore, 2002).

- Teachers – Sometimes teachers themselves could be responsible for misbehaviour in the classroom. When the teachers are boring, cannot teach, are weak at disciplining the class, or make unfair comparisons leads to misbehaviour of students in the classroom (Yuan & Che, 2012).

Professional development of the teachers is important and it should be happen at regular interval. The purpose of professional development should be to develop the proficiency and competency of teachers so that they are able to meet the requirements and challenges in the present times (Suwaed & Rahouma, 2015). Investment in faculty development programmes could be beneficial in the career development of faculty members. There are various methods which can be used for faculty development such as workshops, seminars, and other degree programmes (Steinert, 2012). Faculty development should be an inclusive program where all the faculty members are encouraged to improve themselves and perform better in work. However there are various challenges in faculty development program are the following (Bhatnagar, Srivastava, & Singh, 2010):

- Lack of institutional support
- Lack of institutional policy
- Lack of infrastructure or technological support
- Intrusion in the individual work time
- Unavailability of time and workload

Institutions need to identify, analyze, and address the challenges faced by the faculty members in the training for professional development (Kumar & Azad, 2016). Institutions need to create a supportive environment which would be helpful in professional development. Colleges and universities should define a proper policy for the faculty development program.

5.4.6 Teaching Methods

Lecture method remains to be most preferred method for teaching in universities. Even though various methods have evolved over the period still lecture method is the most preferred method for teaching (Brown & Atkins, 1988). However in the lecture method there is a question regarding the extent to which students have gained knowledge. Lecture method is quite useful when the teaching has to be imparted to a large group of students (Jeong, Horton, & Oh, 2004). Many educators have started questioning the effectiveness of lecture method as they feel lecture method does not allow active participation from students. In the

lecture method students only become recipients of information and become dependent on the professor for knowledge (Casado, 2000).

From the student's perspective many researchers have found that the students prefer lecture method because they feel it helps them organize the subjects better and helps them prepare for the tests (Marmah, 2014). Students feel that other activities are time taking and may not be helpful in the completion of course. Many researchers felt that lecture method makes a student handicapped. To increase the student's achievements many researchers have recommended other methods of teaching (Hashmi, 2014). For teaching students there should be a mix of lecture method and various other methods where students have active participation (Hosseini & Watt, 2010).

According to the results role plays are considered as an effective medium of teaching; however the frequency of use of this method is low. The idea of role play is to increase the peer to peer interaction between students and help students to learn from each other (Kamerāde, 2011). The advantages of role plays are (Nguyen, 2017):

- can motivate the students and students could have a fun way of learning concepts.
- allow students to discuss the different interpretations and conclusions and helps them to understand how the conclusion was drawn.
- help in improving the communication skills, increases the self-awareness and students can form better relationships with each other.

Role plays should be mixed with the lecture method where students first gain the theoretical concepts and then working in groups will be better (Krebt, 2017). They can exchange ideas in a better way with a theoretical background regarding the topic. However it is a challenge for teachers to ensure that every student gets to participate and share their insights regarding the topic.

According to the results cases are considered as effective pedagogy for enhancing the knowledge of students; however the frequency of use of case method is low. Case method is one of the problem-based learning technique which helps improving the analytical and decision making capabilities of students. There are various advantages of case methods (Ardalan, 2013):

- helps students learn in a more natural way

- students spend good amount of time in preparation of cases as compared with lecture method
- critical thinking among students is encouraged
- a good relationship between facilitator and students is developed

However there are various disadvantages because of which teaching through cases might not be successful (Strohfeldt & Grant, 2010):

- workload of facilitators would increase as they need to be prepared with cases
- expertise of facilitators might not be good enough
- facilitators might not be aware of the practices for the successful implementation of cases

The type of cases used for teaching is crucial for the successful learning of students. Cases that are short and highly structured would be useful for students who are accustomed with lecture method (Moore, 1999). However less structured cases could provide an opportunity for students to engage more and use their imagination to understand the cases. There are various sources through which facilitators can get cases. For better implementation of case method, it will be good for facilitators to write their own cases which could be based on their own experiences or could be obtained from secondary sources (Lerner & Richey, 2005). These cases should be close to the real world. If required people could be invited to share a problem and students would be given the opportunity to solve these problems (Penn, Currie, Hoad, & O'Brien, 2016). Facilitators should be given training on writing cases and using cases as a tool for better learning among students.

PowerPoint presentation is being used frequently by faculty members in business schools of Jharkhand. However PowerPoint is an effective learning tool, the content of the presentation is important. A presentation which contains only text might not generate enough interest among students and their performance would be lower (Jones, 2003). However presentation which contains relevant pictures or audio/video clips along with text could motivate the students learn better. Irrelevant content in presentation could distract the students; they would end up being frustrated and perform worse compared with lecture method (Bartscha & Cobernb, 2003). It is important that the educators understand that power point presentation with audio / video clip is an entertaining mode of learning. The selection, position, and display of video clips in the presentation have an impact on the positive learning outcomes of

the students (Ljubojevic, Vaskovic, Stankovic, & Vaskovic, 2014). Thus a PowerPoint presentation that is incorporated with a video clip will have better outcomes and improve the performance of students.

5.4.7 Job Preparedness of Students

The job preparedness of students begins with selecting the university and enrolling for a better course. The job prospects i.e. high numbers of students are employed after completion of a degree course is an important factor for the students (Agrey & Lampadan, 2014). Higher education institutions are also being forced to attract students because of intense competition in this sector. Students are being seen as customers and colleges are adopting marketing strategies to attract the students (Ming, 2010). College and university websites are becoming key source for providing information to prospective students. These websites try to provide insights about the academic purpose and linking them with economic development of an individual (Saichaie & Morphew, 2014). College websites have become a good source to get information about a particular course being offered. Colleges focus on attracting the students by posing the idea of 'learning is earning' (Brown P. , 2003).

Social media is another tool which colleges and universities are using to attract the prospective students. Earlier communication was unidirectional but with internet social media has become a good platform for students to get involved in discussions and get better insights about various courses (Alexa, Alexa, & Stoica, 2012). Universities which have their own social media pages have better customer engagement, improved communication, and it also helps in increasing the brand loyalty of the colleges (Constantinides, 2012). Social media is having an impact on student's decision making regarding career choices. However the impact of social media in selection of universities and colleges still needs to be explored. Universities are also using social media as a tool to increase student's participation in online discussion forums (Hurt, Moss, Bradley, Larson, & Lovelace, 2012). But is social media really helping in improving the performance of students and aligning their knowledge, skills and abilities need to be explored.

5.5 Implications of the Study

A good number of management institutions are there in India. However, still there is a supply-demand gap and the number of students enrolling for the management degree course is low. The findings indicate for the selection of management colleges students are concerned about career opportunities and placement records. Expectations of corporate regarding

competence students have been increasing tremendously. The findings indicate that the competence of students is not as per the expectations. Management institutions are facing the challenge of faculty shortage. The teacher-student ratio is a concern. This research tries to explore various challenges found through a literature review. The managerial and social implications of the research study have been discussed in this section based on the literature review and analysis of data.

5.5.1 Managerial Implication of the Study

There are various aspects that this research has tried to provide insights regarding the skills of students which corporates look for during the recruitment and selection process. This research also provides an insight into challenges faced by corporates after hiring fresh graduates. These findings from corporates will be useful for both the faculty members and students.

This research also provides insights into challenges faced by business schools such as the shortage of good quality of faculty members or shortage of funds. These findings could be useful for management institutions as well as corporates to understand the reasons for not getting the desired quality level of fresh management graduates.

The managerial implication of this study which could be beneficial for management colleges and universities are as follows:

1. The new education policy which has been drafted for higher education in India has pointed out that the number of students in a classroom and diversity among students has an impact on the quality of education. For the better learning of students, an effective number of teacher-student ratios is crucial. One of the questions in this research tried to get an insight into the effective number of students in a classroom. According to the data obtained the number of students which a faculty member can handle effectively is 34 (refer table 4.51)

2. Another thing which the new education policy has pointed upon is the creation of the National Research Foundation. The purpose of the creation of such a foundation is based upon the need to focus upon research in India. When compared to countries such as United States, China, South Korea, or Israel the investment in research done by India is low. The number of researchers per lakh of population in India is only 15. According to the findings in this research, the average involvement in number of research work per faculty member is only 3 (refer table 4.52).

3. The number of years of experience of faculty members in industry and academia is important. According to the data obtained the average number of years of industry experience of faculty members is around 3 years while the academic experience is around 8 years. The average age of faculty members is 31. The academic staff should have enough industry exposure so that they can provide real life examples to the students. Molla and Cuthbert (2019) have provided a survey and analysis of recent institutional changes in view of emergence of Industry 4.0 to the Ph.D. programme in Australia in their paper and found that these fall into three overlapping categories: (1) increased employability skills training; (2) the development of industry- and end-user engaged programs; and (3) flexible pathways to the Ph.D. Stronger industry-institution interface is being advocated in research programme also.

If they have not worked at all in the industry earlier, they should have more frequent interaction with industry for a better understanding of the working of industry and competence required to perform there.

4. Attracting more people to the teaching profession to address the shortage of faculty members. For this, it is important to understand the reasons for which an individual opts for teaching as profession. The literature study provided good insights into various reasons because of which people opt for teaching as a profession. For some people, the interest of being a teacher develops during their college tenure itself where some teacher becomes their role model. For female staffs teaching is a good option to have financial stability along with managing families. The findings of this study suggest that people are attracted to teaching because of the kind of respect they get from students.

5. Colleges and universities need to focus on faculty development also. Faculty should be made aware of the modern-day teaching practices. They should be provided with enough resources to improve their knowledge, abilities, and skills. The findings of this research suggest that there is not much focus on the training of faculty members. Faculty members should be encouraged by universities and colleges to participate in various training programs which could help in improving their teaching style.

6. In the age of digital era colleges and universities should use social media and the internet as teaching tool. A more student centred approach should be adopted for students to learn effectively. There are various teaching methods through which students should be given an opportunity to learn. A literature review has suggested that there are no right methods to

teach a certain topic but whichever method is adopted the students should be *involved and motivated.*

7. Classroom management is another aspect that teachers should learn about. There are various challenges in managing a class. Teacher training could focus on classroom management where teachers are trained in handling the students efficiently. Teachers should be able to plan their classes and be prepared with the topic they plan to deliver.

8. Time management is another aspect that the teachers and students need to focus upon. Teachers suggested that students ask for extra time for the completion of assignments. Students should be taught to manage time effectively. Time management is a crucial skill that is also linked with planning. Many leading management institutions prepare students with multiple assignments, cases etc to manage time pressure.

9. Colleges and universities should help the students in decision making regarding the various career options which they can opt for. It is important for students to understand that the kind of work which is expected from them for a particular course. Through various sources students should be made aware of the requirements of the job markets. According to the results, faculty members and college placement officers (refer table 4.77) are the important sources for knowing about the skill requirements. College placement officers and faculty members are the first point of contact. Thus they should have a clear understanding of the skill requirements expected by the corporates.

10. The course curriculum should be linked with the changing industry dynamics. According to the results, the average duration for updating the course curriculum is 1.6 years (refer table 4.59). Through management seminars, conferences, and industry workshops colleges could get insights regarding the changes in industry. This could be helpful in deciding the course curriculum for students so that students are better skilled in the changing environment.

5.5.2 Social Implications of the Study

1. Industry academia connect is crucial. Institutes such as IIMs have offered working professionals to take up teaching as a career option. Organizations could consider this as a CSR activity and share the real time insights with colleges and universities.

2. Students should be proactive and should be encouraged to do volunteer work during the period of education in business schools. Those students who opt for volunteer work are considered to be self-motivated and have a better chance of impressing the recruiting

organizations. Volunteer work will also help in developing their skills for the job (refer table 4.6).

3. Teaching is a noble profession and people opting for teaching should share their knowledge and expertise with others. Many people who opt for teaching as a profession want to share their knowledge and skills with others. The findings suggest that respect from students is one of the important aspects which attract people towards teaching (refer table 4.64). Teaching also provides an opportunity for research and development and is a good source for continuous improvement of knowledge and skills.

4. During interaction with corporate and faculty members from various colleges and universities pointed out that the human factor is missing in the current students. Self-awareness, self-management, social awareness, and relationship management are various aspects related to human factors. Emotional intelligence is one of the skills which corporate expect from fresh graduates. There will be ups and downs in the industry and students should be able to adjust themselves accordingly with the changing environment.

5. A research environment should be created. Students should be encouraged to ponder upon real life problems and they should be given the opportunity to suggest solutions. The idea of research should not be limited to only those opting for a research field. But a culture of research should be developed in higher education institutions.

5.6 Limitations of the Study

The study has provided insights into corporate perception regarding quality of management students, challenges in teaching, and understanding of students regarding the job market. However there are following limitations of this study:

- The data is collected from business schools of Jharkhand and the findings may not be generalized for India or other parts of India. The actual level of quality of students may be different in other states and therefore the gaps between expected and actual levels will also vary.
- Students, faculty members, and hiring personnel of corporate are the respondents of the study. However, parents, alumni, administrative staff non-teaching staffs and operating managers who could be important stakeholders for the research are not covered.

- This study is focused only on the post graduate program of management or business administration and the findings cannot be generalized to other degree programs offered by colleges and universities.
- The data is collected for the present situation of quality of students and employability and things could be different in future. Thus some of the findings of this study cannot be generalized for the distant future as things could change in coming years.
- The data collected may not provide insights regarding domain-specific competencies and industry-specific competencies.

5.7 Scope for Future Research

There are various areas which were discovered during the theoretical survey and a separate study could be conducted in these areas.

- This study could be extended to other regions and the relationship between various variables could be examined. A comparative study could be conducted between business schools in semi-urban or rural regions and urban or metro regions.
- A study for a highly ranked business schools could also be conducted to understand the problems and challenges which they face.
- A study for other degree programs could also be conducted.
- The study could take insights from other stakeholders such as parents, alumni, non-teaching staff, and governing bodies
- Further research could be conducted for a specific domain of management and for a specific industry.
- Further research could be conducted in the area of challenges faced in recruitment, training and development, induction in job, funding of institutions, and the impact of various teaching practices.

5.8 Summary

The conclusion of this research is that the faculty members and students do have an understanding of the skills expected by corporate. However, there are various challenges which are faced by faculty members because of which they are unable to address this problem. Corporate, universities, teaching staff, and students all will have to work together for improving the competencies of students. The teaching pedagogy which is adopted should be such that students are encouraged to participate in the class. The teaching staff should act as facilitators and provide enough resources for students to work effectively. The human

aspect among students should be developed as they would be working in teams and dealing with people. The focus of universities and colleges should be upon improving the communication skills of students.

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APPENDICES

Corporate Survey Questionnaire

Name (optional): Designation:

Company: Company Website:

Email (personal): Email (official): optional Mobile Number:

1. Rate the importance of following criteria for selection of students on 5-point scale (where 1 – least important, 2 – somewhat important, 3 – important, 4 – very much important and 5 – most important)

Selection Criteria	**Rating (on 5-pt scale)**
Depth of knowledge	
Ability to learn	
Ability to apply theory to real life situations	
Personality Traits	
CGPA (or % Marks)	
Continuity in education (i.e. no break or loss of year in education)	
Discipline at college	
Others (please specify)	

2. Do you use CGPA (% Marks) for screening - Please write Yes/No in box ☐

3. Please tick lacunae mostly observed in Business-Schools in meeting corporate requirements. (You may tick √ one or more lacunae mostly observed in following list)

i. Lack of Linkage of curriculum ☐

ii. Unable to develop commitment among students ☐

iii. Inability to guide students for career options ☐

iv. Students becoming too much dependent on others ☐

v. Others (please specify) _____

4. Rate following aspects of volunteer work or extra-curricular activities of students in recruitment. (where 1 – least important, 2 – somewhat important, 3 – important, 4 – very much important and 5 – most important)

Aspects	**Rating (on 5-pt scale)**
Understanding about environment	
Candidate's accomplishments and achievements	
Self-motivation	
Ability to develop skills	
Organising capability	
Others (please specify)	

5. How much do you feel need for training to fresh recruits. (Please rate on 5-point scale where 1 – least important, 2 – somewhat important, 3 – important, 4 – very much important and 5 – most important)

6. Rate the following challenges faced with the fresh management graduates on 5-point scale (where 1 – least challenging, 2 – somewhat challenging, 3 – challenging, 4 – very much challenging and 5 – most challenging)

Challenges	**Rating (on 5-pt scale)**
Coaching/mentoring	
On-boarding in organisation	
Time consuming to onboard	
Different individual goals	
Understanding of clear performance expectations	
Understanding company policies, systems and procedure	
Others (please specify)	

7. Please rate following qualities of students which you expect while recruiting and which you actually find on 5-point scale (where 1 – least important, 2 – somewhat important, 3 – important, 4 – very much important and 5 – most important)

Qualities of Students	**Rate in 5-Point Scale: 1 for least …… 5 for most**	
	What you Expect	**What you Find**
Domain/subject knowledge		
Awareness about Business environment		
Computer skills		
Creativity and Innovation		
Team work		
Leadership		
Interpersonal Skills		
Oral communication		
Written communication		
Problem solving		
Planning		
Time management		
Others (please specify)		

8. Any suggestion/comment with regards to qualities of management students.

Teachers Questionnaire

Name (Optional): Age: Gender:

College: Subjects Taught:

Email: Mobile Number:

Qualification: Experience: Industry____Years Academics ____Years

Note:

- 5-point scale has been used in many questions in which 1-least, 2-somewhat, 3-moderate/much, 4-very much and 5-most. Please tick (√) the number for response..

1. Please rate the following competence of students of management course which recruiters expect in them for working in their organization. Also rate current level of students on these competence in their management course on 5-point scale in next column.

Competence	Recruiters Expectation					Current level of students				
1. Domain/subject knowledge	1	2	3	4	5	1	2	3	4	5
2. \Awareness about Business environment	1	2	3	4	5	1	2	3	4	5
3. Computer skills	1	2	3	4	5	1	2	3	4	5
4. Creativity and Innovation	1	2	3	4	5	1	2	3	4	5
5. Team work	1	2	3	4	5	1	2	3	4	5
6. Leadership	1	2	3	4	5	1	2	3	4	5
7. Interpersonal Skills	1	2	3	4	5	1	2	3	4	5
8. Oral communication	1	2	3	4	5	1	2	3	4	5
9. Written communication	1	2	3	4	5	1	2	3	4	5
10. Problem solving	1	2	3	4	5	1	2	3	4	5
11. Planning	1	2	3	4	5	1	2	3	4	5
12. Time management	1	2	3	4	5	1	2	3	4	5

2. Please rate following source option from which source do you get to know about the competence requirements of students for working in organization.

	Rate				
Fellow faculty members and colleagues	1	2	3	4	5
College placement officer	1	2	3	4	5
Social media sites such as linkedin.com etc.	1	2	3	4	5
Job portals such as timesjobs.com, naukri.com	1	2	3	4	5
Others (please specify)	1	2	3	4	5

3. What is an effective number of students in a class to teach for effective learning? _____

4. No. of research or project work (including Ph.D.) in which you are involved. _____

5. Please rate the following challenges which you are facing in regards to teaching students.

Challenges	Rate				
Some students deviate from topic of discussion	1	2	3	4	5
Students are silent/passive which makes the classroom environment dull	1	2	3	4	5
Students not finding not finding classes as opportunity for placement	1	2	3	4	5
Students request for more time to submit assignments	1	2	3	4	5
Others (please specify)	1	2	3	4	5

6. Please rate the challenges which you are facing in effective learning of students with regards to facilities or scope. (Scale: 1-least challenging, 2-little challenging, 3- average challenging, 4- very much challenging and 5-most challenging)

Challenges	Rate Challenges				
Inadequate training to improve teaching skills	1	2	3	4	5
Old and limited books available at library	1	2	3	4	5
Limited access to online journals and resources	1	2	3	4	5
Not getting much time to prepare for sessions	1	2	3	4	5
Involvement in many activities	1	2	3	4	5
Not many Indian cases available for teaching	1	2	3	4	5
Others (please specify)	1	2	3	4	5

7. How frequently the course curriculum should be updated? _____

8. Please rate effectiveness of following teaching methods which may help in improving quality of students for job requirement. Also please rate their frequency of being used in courses.

Methods	Effectiveness Rating					Frequency being used				
Lecture method	1	2	3	4	5	1	2	3	4	5
Case Method	1	2	3	4	5	1	2	3	4	5
Role Plays	1	2	3	4	5	1	2	3	4	5
Power point presentation	1	2	3	4	5	1	2	3	4	5
Assignments	1	2	3	4	5	1	2	3	4	5
Group activity	1	2	3	4	5	1	2	3	4	5
Evaluation process	1	2	3	4	5	1	2	3	4	5
Business games and simulation	1	2	3	4	5	1	2	3	4	5
Guest lecturers from various organisations	1	2	3	4	5	1	2	3	4	5
Films / Video clips	1	2	3	4	5	1	2	3	4	5
Management seminars	1	2	3	4	5	1	2	3	4	5
Others (please specify)	1	2	3	4	5	1	2	3	4	5

9. How many management seminars should be organised in a year? _____

10. Please rate these aspects which contribute in your teaching interest.

Aspects	Rate				
Number of hours spent at college	1	2	3	4	5
Interaction with other teachers in department	1	2	3	4	5
Research and Consultancy	1	2	3	4	5
Comfort in approaching college authorities	1	2	3	4	5
System of performance appraisal of faculty	1	2	3	4	5
Opportunity to grow knowledge and skills	1	2	3	4	5
Ambience of classrooms	1	2	3	4	5
Opportunity for participation in workshops / conferences	1	2	3	4	5
Respect from students	1	2	3	4	5
Others (please specify)					

11. How much time students spend on Internship and Project Work in your institutions? ____

12. How much time students should spend on Internship and Project Work for better understanding of working of organisation and job requirements? _____

13. Please mention the time (in %) spent in classroom, event and competition organisation, extra-curricular activities and other activities. Also please indicate how much time should be spent.

Activities/Events	How much time is spent (%)	How much time should be spent (%)
Classroom	%	%
Event and competition organization	%	%
Extra-curricular activities	%	%
Others if any (please specify)	%	%
Total	100 %	100 %

14. Important suggestions to improve quality of students in B-schools for jobs in various organisations. Please indicate in order of importance of these suggestions (Most important as no. 1 and subsequently no. 2, 3,..)

1.

2.

3.

Student Questionnaire

Name: Age: Gender:

Class_____ Name of Institution where currently studying _____

Previous qualification: Name of college and university passed out from _____

Mobile No (Optional): Email address:

Note: 5-point scale has been used in many questions in which 1-least, 2-somewhat, 3-moderate/much, 4-very much and 5-most.

1. Please rate following qualities of students which recruiters expect while recruiting students on 5-point scale

Qualities	Rate				
Domain/subject knowledge	1	2	3	4	5
Awareness about Business environment	1	2	3	4	5
Computer skills	1	2	3	4	5
Creativity and Innovation	1	2	3	4	5
Team work	1	2	3	4	5
Leadership	1	2	3	4	5
Interpersonal Skills	1	2	3	4	5
Oral communication	1	2	3	4	5
Written communication	1	2	3	4	5
Problem solving	1	2	3	4	5
Planning	1	2	3	4	5
Time management	1	2	3	4	5

2. Rate these options on scale of 1-5 as basis for decision making for selecting a college for MBA education

	Rate				
Career Opportunities	1	2	3	4	5
Placement record	1	2	3	4	5
Location	1	2	3	4	5
Cost	1	2	3	4	5
Brand	1	2	3	4	5

Feedback on social media	1	2	3	4	5
Social media pages	1	2	3	4	5
College website	1	2	3	4	5
Interaction with alumni	1	2	3	4	5
Faculty details	1	2	3	4	5
Others (please specify)					

3. Rate these options from which source you get to know about the skill requirements of students for working in organization.

	Rank				
Faculty members	1	2	3	4	5
College placement officer	1	2	3	4	5
Classmates	1	2	3	4	5
Social media sites such as linkedin.com	1	2	3	4	5
Job portals such as timesjobs.com, naukri.com	1	2	3	4	5
Recruiting organizations	1	2	3	4	5
Alumni	1	2	3	4	5
Other colleges/institutions	1	2	3	4	5
Others (please specify)					

5. Please rate on 5-point scale the extent to which you will do when sitting for job interview of company.

Action	Rate				
Check company's website and gather information about company	1	2	3	4	5
Enquire about company from known contact who is already working there	1	2	3	4	5
Enquire about company through people working there using social media such as linkedin.com	1	2	3	4	5
Wait for company's presentation and then gather knowledge about company	1	2	3	4	5
Others (please specify					

6. Please rate these aspects related to job being offered by companies

	Rate				
Job profile which explain responsibilities for performing the job	1	2	3	4	5
Designation or position of the job	1	2	3	4	5
Job timings (morning shift, day shift, night shift)	1	2	3	4	5
Job location	1	2	3	4	5
Salary	1	2	3	4	5
Others (please specify)					

7. Rate the quality of teachers on scale of 1-5 important for learning

	Rate				
Resource provider – Provides relevant study material which could include books, articles, websites, etc	1	2	3	4	5
Engaging – Should be able to hold attention of students	1	2	3	4	5
Clear – Should provide clear objectives of the session	1	2	3	4	5
Discipline – Should promote discipline in class with regards to timing and class participation	1	2	3	4	5
Communication – Should have open communication with students and parents. Should keep the parents informed about student's performance	1	2	3	4	5
High expectations – Should set high expectations from students and encourage them	1	2	3	4	5
Others (please specify)					

8. Please rate these various aspects related to internship

	Rate				
Ability to relate work with theoretical concepts	1	2	3	4	5
Ability to explain work to others	1	2	3	4	5
Seeking help from college during internship	1	2	3	4	5
Providing weekly feedback to college during internship	1	2	3	4	5
Others (please specify)					

9. Rate these various methods of teaching on scale of 1-5 which will be helpful in learning various management concepts

	Rate				
Lecture Method	1	2	3	4	5
Case Study Method	1	2	3	4	5
Role Plays	1	2	3	4	5
Power Point Presentation	1	2	3	4	5
Assignments	1	2	3	4	5
Group Activity	1	2	3	4	5
Films / Video clips	1	2	3	4	5
Guest lecturers	1	2	3	4	5
Others (please specify)					

10. Please give suggestions which you feel can improve your learning capability at college

PUBLICATIONS AND PRESENTATIONS

List of Publications

1. Ritwika, Richa and Bhattacharyya, Rumna (2015), Recruitment and Selection Process at MBA Institutions, IUJ Journal of Management- Special Issue on People Management, ISSN 2347-5080, Vol. 3, No.2, November, 2015, pp. 48-52

2. Ritwika, Richa and Bhattacharyya, Rumna (2017), An Insight into Study of Skill Development of Management Students, Rai Management Journal, Jharkhand Rai University, ISSN No. 0975-4326, Vol. XIV, Issue- I, pp. 28-33.

3. Ritwika, Richa and Bhattacharyya, Rumna (2017), Strategies to improve Qualities of Students with Available Resources for Better Employability: A Study of selected B-schools in Jharkhand, IUJ Journal of Management, Vol.5, No.1, May 2017, pp. 65-69.

4. Ritwika, Richa and Bhattacharyya, Rumna (2018), Trends in Teaching Practices followed at Business Schools: Study of Selected B-Schools of Jharkhand, International Journal of Advance and Innovative Research, ISSN 2394-7780, Vol. 5, No. 2(I), Apr-Jun 2018, pp. 37-41

List of Presentation in Conferences and Seminars

Presented a paper titled “Recruitment and Selection Process at MBA Institutions” in Seminar on People Management organized by ICFAI University, Jharkhand on Sep 2015

Presented a paper titled “Innovation in Teaching Practices at Higher Education Institutions” in Seminar on Achieving Organizational Excellence through Innovation and Motivation organized by Institute of Science and Management, Pundag (Ranchi) on Feb 2016

Presented a paper titled “Strategies to Improve Qualities of Students with Available Resources for Better Employability: A Study of Selected B-Schools in Jharkhand” in Doctoral Conference organized by ICFAI University, Jharkhand on Mar 2017

Presented a paper titled “An Insight into Study of Skill Development of Management Students” in Seminar on Make in India organized by Jharkhand Rai University on Mar 2017

Presented a paper titled “Strategies to Improve Qualities of Students with Available Resources for Better Employability: A Study of Selected B-Schools in Jharkhand” in Doctoral Conference organized by ICFAI University, Hyderabad on Mar 2017

Presented a paper titled “An Insight into Teaching Methodology followed at Business Schools: Study of Selected B-Schools of Jharkhand” in International Conference on Business, Economics, & Sustainable Development organized by Teri University, New Delhi on Feb 2018

Presented a paper titled “A Study of Skills of Management Students for Employability: Study of Selected B-Schools of Jharkhand” in Doctoral Conference organized by Indian Institute of Technology, Kharagpur on Feb 2018

Presented a paper titled “Trends in Teaching Practices followed at Business Schools: Study of Selected B-Schools of Jharkhand” in International Conference on Emerging Technologies, Systems and Applications organized by Jharkhand Rai University on Apr 2018

Presented a paper titled “Selection Criteria for Campus Recruitment: Study of Jharkhand State” in International Conference on Sustainable Management organized by Indian Institute of Management, Kashipur on May 2018