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## Employability in India—A framework for effective management education

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### Abstract

The purpose of this paper is to develop a comprehensive employability framework for management education. This study is a qualitative study and practical model used in a management institute. The gaps in management education in India are discussed, and after extensive literature review and a qualitative survey of B-schools, the employability framework is developed. The framework needs to be validated using empirical research with a large sample size and different B-schools. Also, this study has a valuable contribution to the management education in India and it provides the guidelines for policy makers, management governing bodies and assessment bodies in India to improve the employability in India. Moreover, this study makes the contribution to the society by providing employability framework for management education. This paper contributes to the extant literature of employability of management graduates and also provides the highlight on innovative teaching and training pedagogy for management institutes for holistic development of management graduates.

**Keywords:** Framework, management education, employability, innovative teaching pedagogy.

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## 1. Introduction

Management education in India started with the objective of developing leaders and technical experts for managing the public sector companies. Management education started in 1960 and it was stimulated further by economic reforms in 1991. In the current volatile globalised economy and industry, the focus has shifted from having problem-solving managers to multi-skilled decision makers and strategist. It has become imperative to provide and acquire new skills and knowledge with reference to technology and understand new business models which are emerging with astonishing speed.

The purpose of management education is to create professionals for societal welfare and equipped with attitude and ability that contribute to individual, organisational and societal objective (Khurana & Nohria, 2008). Management education in India surely contributed positively towards the economic growth of India (Paul, 1972). It is necessary that leaders of management institute should ensure imparting skills and knowledge which are relevant in today's global economic environment.

There are very few handfuls of the institutes in India that are standing out and developing managers as per the globalised industry need. As per The Associated Chambers of Commerce & Industry of India (ASSOCHAM) report, there are 5,500 management institutes but only 10,000 management graduates turned out to be employable that comes to around 7% of the total management graduates. (Roshni Chakrabarty, 2016). In 2015–2016, around 220 B-schools have shut down in different cities; Bangalore, Mumbai, Lucknow, Pune and Delhi & Near Capital Region. The issue of unemployment is aggravating in Tier II and Tier III management institutes except for the management institutes like Indian Institute of Management (IIM) and Indian Institute of Technology. Management education is not being able to meet the requirement of the industry due to issues with reference to curriculum design and up gradation, quality of faculty, research emphasis and corporate governance. Also, there is a gap between institutes imparting education and students gaining an education.

The objective of the research paper is to study the gaps in management education system and provide the framework for employability and holistic development of management graduates.

## 2. Objective

- i. To study the gap in management education in India with respect to employability.
- ii. To provide the framework for management education for employability and holistic development of students.

## 3. Management education system in India

In India, management education is not very old. During the mid of the 1950s, management education in India was started with Delhi University (Department of Business Administration) and Calcutta University. Then, four IIMs came into existence as IIM-C in 1961, IIM-A in 1962, IIM-B in 1973 and IIM-L in 1984. Now, Master of Business Administration (MBA) programme is being offered by some private universities and colleges with different functional areas of management. In India, management education is regulated by All India Council of Technical Education (AICTE). This is the time when India should improve the quality of academic inputs for MBA course.

Now it has become important for Indian management institutions to improve qualitative standards of academic inputs. Qualitative standards in management education do not mean only to impart knowledge of new fields but it refers to improving skills, attitudes and habits that are necessary to get excellent business leadership.

India provides management education on the largest level in the world and this scale is creating problems now.

#### 4. Research questions

Q 1. Why there is an employability issue for management graduates of Tier II and Tier III MBA colleges?

#### 5. Research methodology

This study conducted an extensive qualitative survey with the directors, staff members and students of B-school in Tier II and Tier III institutions. The respondents were allowed to hide their names and institute name. The questionnaires were open-ended and then, data are analysed qualitatively. The gaps above were identified and the model is suggested which is implemented in one of the B-school. This data is conducted in most of the B-schools in Maharashtra.

#### 6. Literature review on gaps in management education

Management education enhances the base of country knowledge so that it should be placed under a great focus in the age of globalisation, and advancement of information technology and the orientation to look management education should be strategic which says that business education is aligned with global market as emphasized by Gill and Lashine (2003). Margaret MacNamara and et al. (1990) emphasised on the fact that management institutes focus on theory and neglects interpersonal and quantitative analysis and findings and how to use data while it should be experiential and problem-solving. On the origin of the expectation of management education, Saha (2012) says that the attitude in young generation towards higher education is made by the psycho-social, socio-economic and personal factors.

**Employability of Management graduates.** Yorke (2006, p. 8) defined employability as ‘a set of achievements—skills, understandings and personal attributes—that makes graduates more likely to gain employment and be successful in their chosen occupations, which benefits themselves, the workforce, the community and the economy.’

The top B-schools in the country, which are actually able to provide a good quality education and placement opportunity, do not have enough seats for all the meritorious students. The left out student have to settle down with Tier II and Tier III B-Schools. There are issues in these B-schools which are responsible for unemployment as mentioned below:

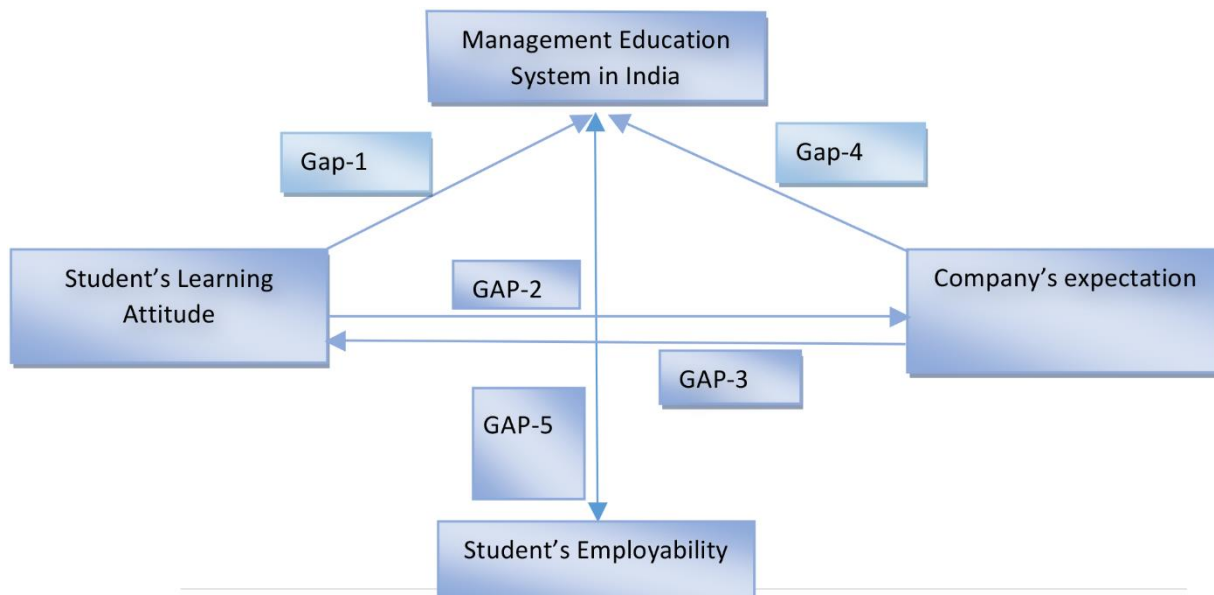


Figure 1. Model of gaps in model

## **7. Management education system**

### **7.1. Lack of skill-based training**

Education institutes are providing more emphasis on the traditional pedagogy of case study and theoretical classroom training. There is a lack of skill-based education and more emphasis is given on inculcating knowledge. The practical approach to training is ignored while imparting knowledge and skills in a management institute. Even management institutes are not following an updated contextual mix of innovative teaching and learning tools and that is the reason there is a lot of disparity between the real business world and academic culture of business management.

### **7.2. Lack of up-gradation of syllabus**

Most of the MBA institutes have a traditional syllabus and not updated regularly as per the industry new trends and requirements. Every day industry trends are changing, it's imperative to upgrade the syllabus as per the trends. The gap is widened due to lack of regular up-gradation of the syllabus.

### **7.3. Lack of faculty education**

In Tier 2 and Tier 3 colleges, most of the teachers are burdened with administrative activities and research work. There is less time provided to them to upgrade. Most of the faculty members are not aware of the industry trends and requirements as they are traditional teachers with no industry experience.

### **7.4. Unable to fulfil organisation's placement criteria expectations to management education**

As there is a gap between industry expectation and student's knowledge and skill, companies are not recruiting fresh MBA. The expectations are domain knowledge and job-related skills and the students are not able to fulfil the gap. Management institutions are not aware of the current jobs and job description (JD) and the skills required for the job. The current management education is lacking in providing employability skills to the students.

### **7.5. Learning attitude of students in Tier II and Tier III organisation**

Mainly, students in these institutes are average students barring few dropouts from the Tier I college admission. Most of the students in Tier II and Tier III are not meritorious students and their attitude towards learning is casual and developing them towards employability is a tough task. These are the reasons leading to unemployment.

## **8. Employability models**

The model discussed the course provisions in higher education and it includes the following five elements (Bennett et. al., 1999):

- i. Disciplinary content knowledge
- ii. Disciplinary skills
- iii. Workplace awareness
- iv. Workplace experience
- v. Generic skills

This model mainly discusses the elements towards employability.

The DOTS model (Law & Watts, 1977) mentions about 1) Decision-making skills 2) Awareness of opportunity 3) Job searching and self-presentation skills 4) Self-awareness in terms of abilities, values and interest.

All the above models do not provide the detailed and holistic approach to the employability of management graduates. To overcome the gaps of above models, the new transformational model of employability for higher management educations is developed.

The following framework uses the system approach to improve the pedagogy and employability in B-schools.

### **8.1. Planning**

In the field of management, planning is imperative and with employability model considers it as the first step. In planning, the important steps are 1) Good quality of teachers—who are committed towards student development and employability. 2) Infrastructure—in the era of technological advancement, it is important to provide infrastructure enabled with technology which is conducive to learning. 3) Teaching pedagogy—pedagogy needs to be aligned with the current JD in industry and knowledge skill and attitude (KSA) which is updated with industry trends. Teaching pedagogy should be more practical in nature; case study analysis, live projects and use of technology are imperative. Board of studies should be in place including eminent faculties and the corporate panel who can upgrade the syllabus as per industry standards.

## **9. Implementation, continuous control evaluation**

### **9.1. Quality of teachers**

It is a responsibility to provide the understanding of the subject with corporate example and provide day-to-day mentoring through interaction between faculty and students.

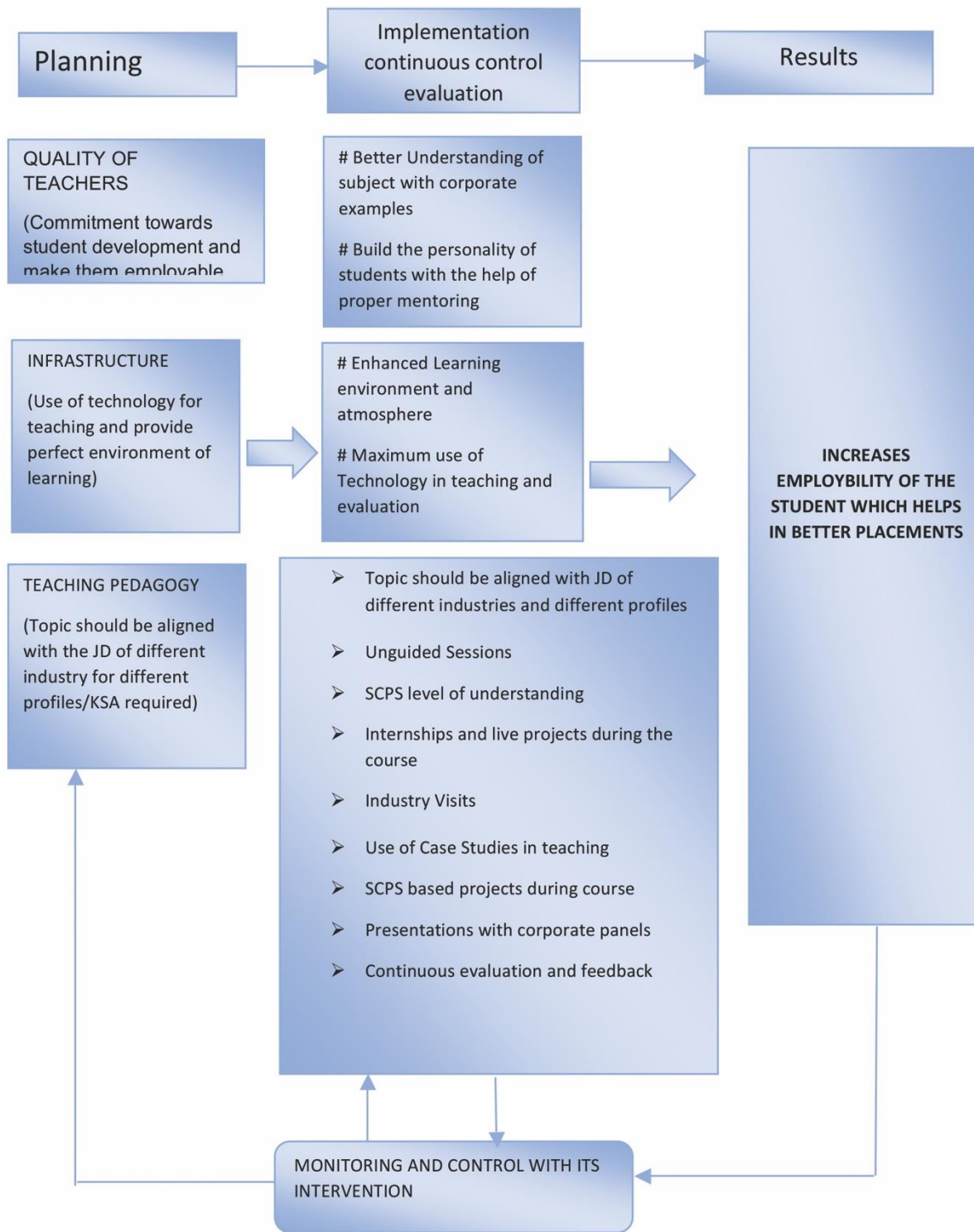
### **9.2. Infrastructure**

It is necessary to provide an enhanced learning environment and use of technology for teaching and evaluation.

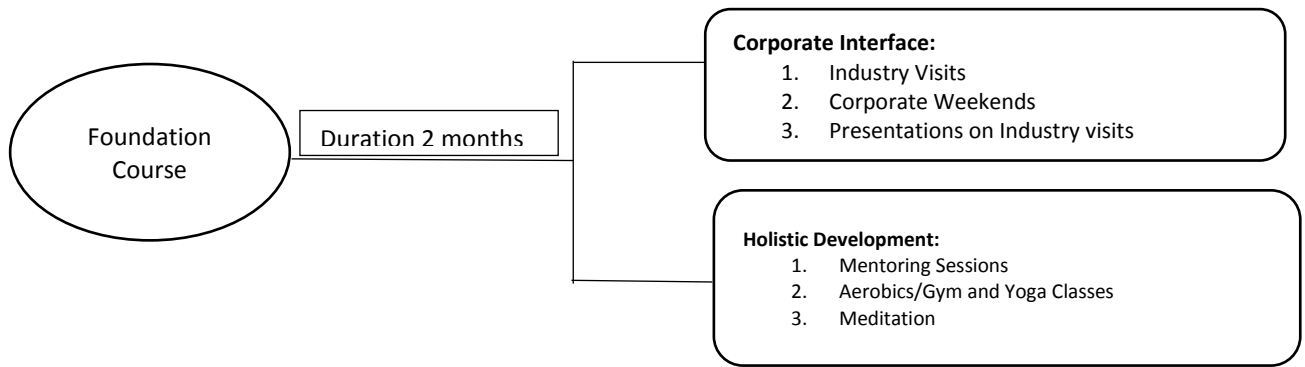
### **9.3. Teaching pedagogy implementation**

- The topic should be aligned with JD of different industries and different profiles: The teaching pedagogy needs to be aligned with the job profiles and JDs of companies.
- Unguided Session: Unguided sessions are case discussion or group discussion training provided wherein students speak 80% and the teacher is a facilitator.
- Sector Company Product or Service (SCPS) level of understanding: SCPS understanding of students need to be developed by providing annual reports of the companies to the students.
- Internships and live projects during the course: The practical implication of theories can be done with the help of internships and live projects in companies.
- Industry Visits: Regular industry visits provide the current industry exposure to students.
- Use of Case Studies in teaching: Regular use of case study develops the analytical and decision-making ability of management students.
- SCPS based projects during course: SCPS based field projects are excellent exposure of the current industry trends.
- Presentations with corporate panels: It is imperative that industry people check the development of management graduate and provide them feedback to improve so the presentations with corporate panel are highly important.
- It is important to provide continuous evolution and feedback to the students to track the development towards employability on a day-to-day basis.

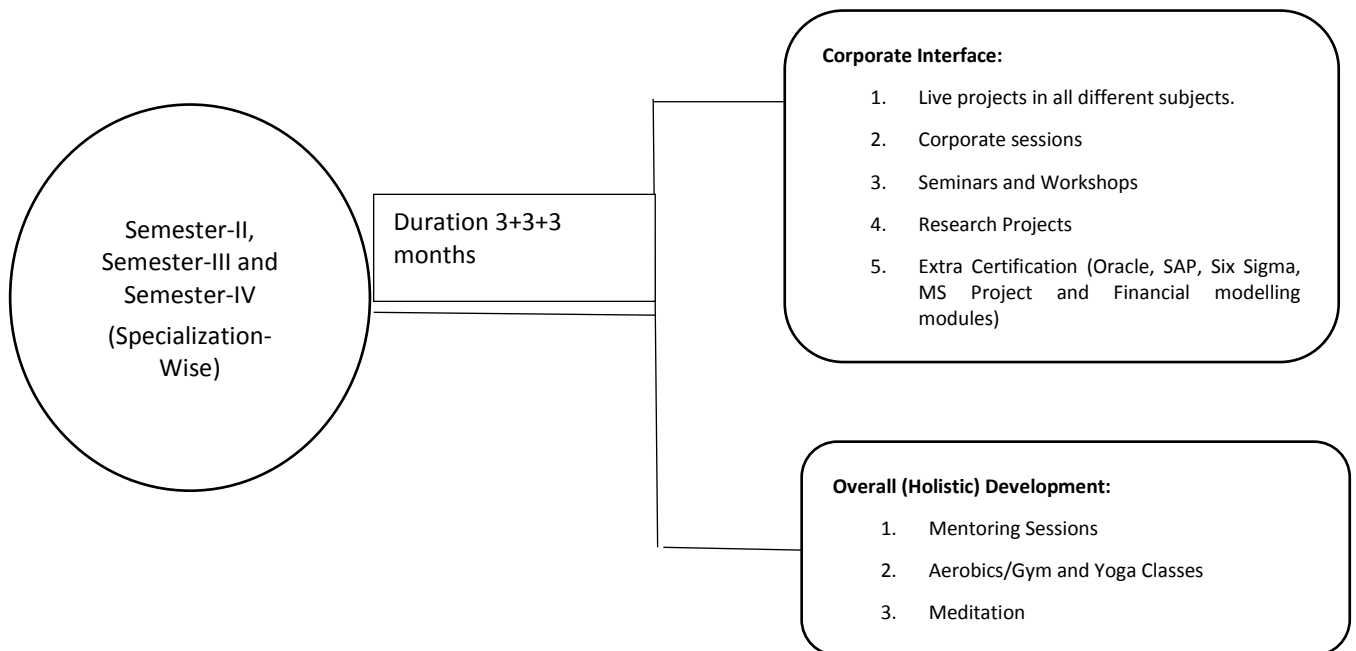
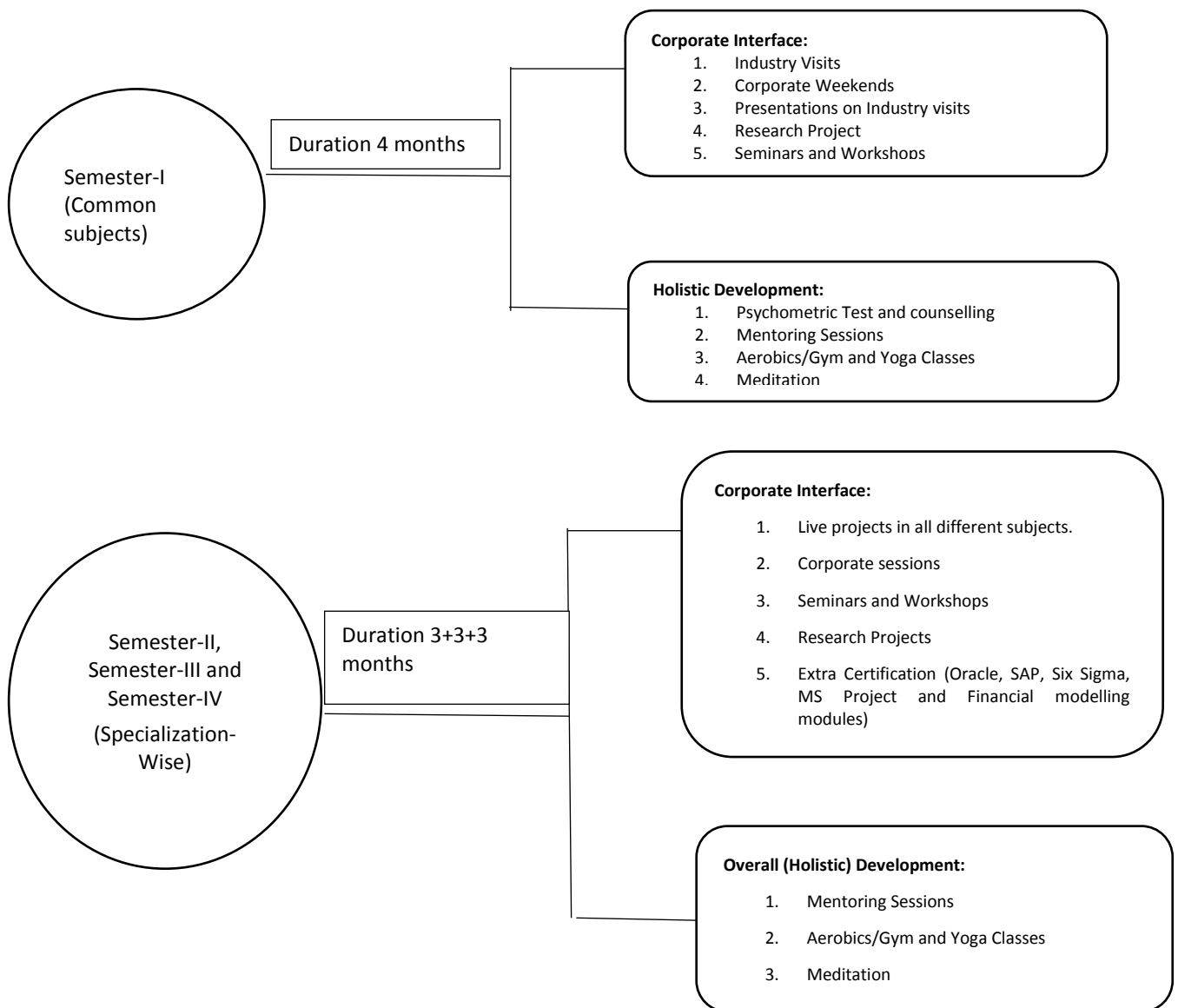
**Results:** Outcome of all the above efforts lead the improved employability of the students  
 The model discussed is implemented and tested in one of the eminent institutes in India.



**Figure 2. Framework for employability**



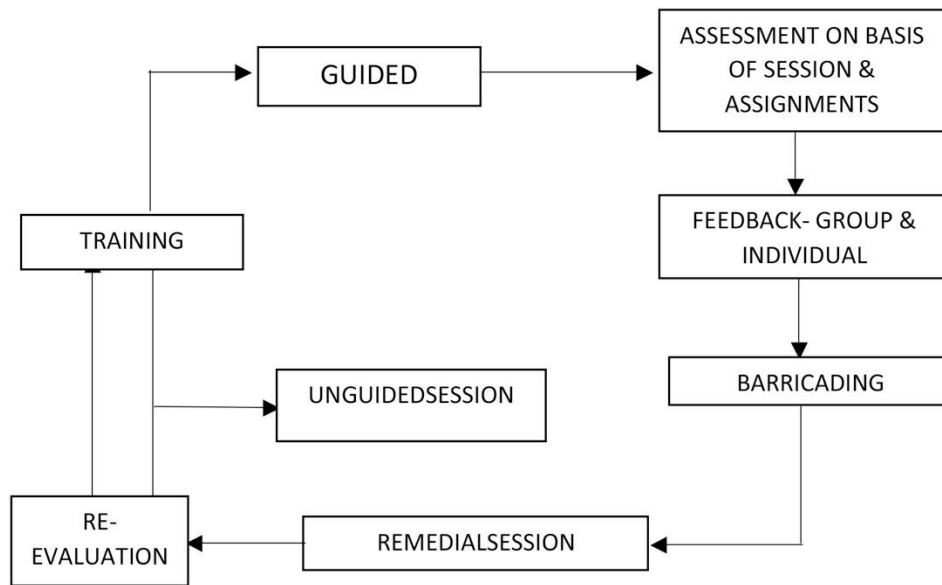
**Figure 3. 2 Year plan for teaching learning and holistic development of MBA professional**





**Example:**

This study discusses an example of an institute which is using classroom training pedagogy as per the above model. It is helpful for developing skills and making management graduates employable.



**Figure 4. Training process flowchart**

**10. Training**

Training is divided into two steps.

**10.1. Guided method**

The guided session is a type of training method under SCPS approach where the *faculty has to guide the students through a complete training session*. Guided session includes:-

- Trainer delivers the topic using the example of a SCPS.
- In 75% of session time, the trainer will explain the topic with the help of a case study of different examples.
- Trainer concludes the session by clarifying all doubts and details of the topic.

**10.2. Unguided method**

The unguided session follows the guided session where the *faculty has to assign the only sector to the students and monitor their discussion on sector assigned or case is given*. Unguided session includes:

- Students come prepared with pre-assigned tasks like a case study and participate in a class activity which is monitored by the trainer.
- Every student is evaluated continually through the session.
- Those who understand the topic are taken ahead in the subject; weak students identified are aligned for remedial sessions



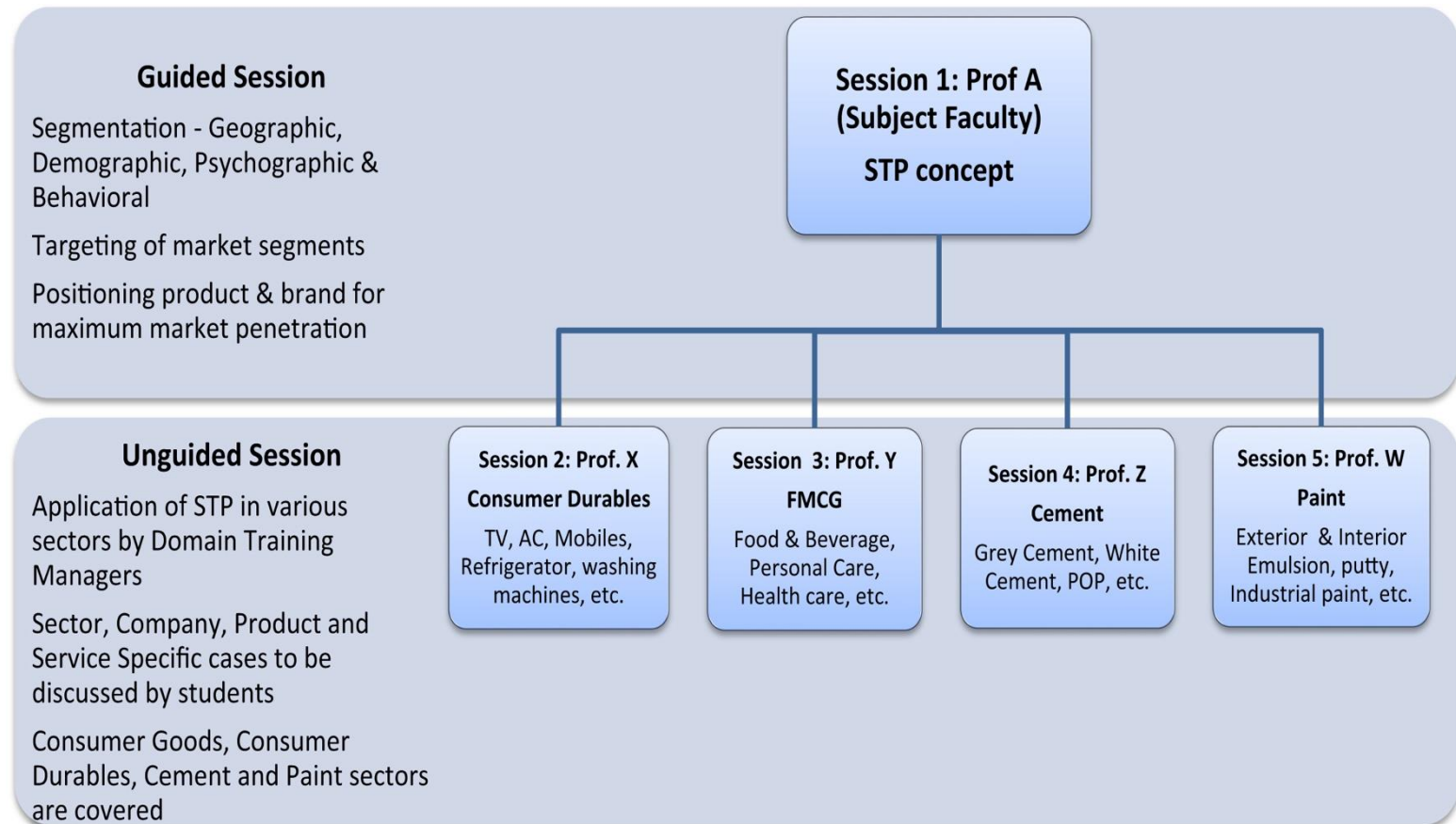


Figure 5. Example of guided and unguided session (subject: marketing management) Assessments of sessions covered

### 10.3. Assessments of sessions covered

There should be continuous assessments on covered topics. Assessments may be done by different modes like; presentation on topics or cases, case discussion, viva, role plays, assignments, projects, etc. Assessment should be done after completion of 25% of the syllabus of each subject and then, 50%, 75% and then 100% subject completion. Quality of assessments should follow the rules of the SCPS approach and data analysis.

### 10.4. Feedback in group and individual

There should be a feedback session on the assessments so that student will understand the mistakes which he/she has done in the assessment and that will help students to do continuous improvement. Faculty should give group and individual feedback in class.

### 10.5. Barricading

If a student does not perform better in the evaluation, then faculty should barricade him for sitting in the class and should give him redo in the same evaluation where he/she did not perform well and then, after completion of the given task, faculty can allow him to attend sessions.

### 10.6. Remedial sessions

A faculty can take extra sessions for the students who did not understand the topic well and should give them an extra task which will help them in understanding the same topic very well.

*Every institute should combine inputs from all industry sources with what the JDs require and train the students using real-time industry data.*

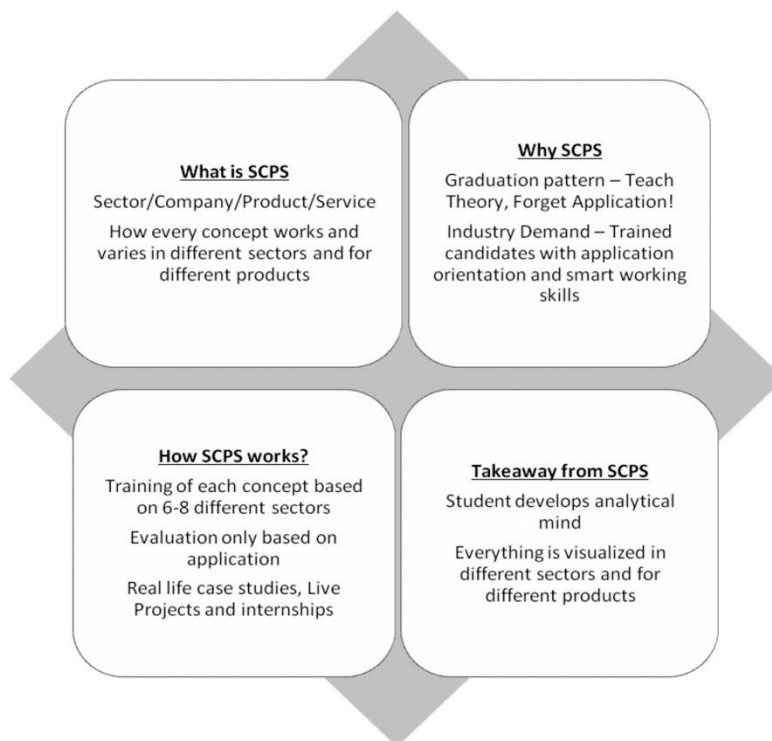


Figure 6. SCPS training approach

In Tier-II and Tier-III Business schools, the pattern is to teach the students with the theoretical concepts of the subjects. However, this institute focus on teaching each concept with an application-oriented approach for which 'SCPS Approach' is being used. In all Tier-II and Tier-III, B-Schools should use the same approach to teach the students so that students can become industry ready.

## 11. Process to implement

*The training methodology which the institute is using is unique and designed with an objective to make students understand the real-life practical application of Business theory. One of the unique things about the teaching methodology followed in the institute is the SCPS approach to teaching. SCPS stands for Sector/Company/Product/Service aspect of learning any management concept. SCPS pedagogy is specific training in different sectors and products like-*

- **FMCG** (Products like soap, biscuit, pen)
- **Consumer Durables** (Products like TV, AC, mobile, laptop)
- **Automobile** (Two wheelers, four wheeler, heavy and commercial vehicle)
- **Retail** (Gadget retail like Tata Croma, Next, Clothing retail like Pantaloons, Shoppers Stop and FMCG retail like More, Big Bazaar and Reliance Fresh)
- **Financial Services and Banking** (Citi Bank, Axis Bank, ICICI Group, India Infoline and Moneyhouse)
- **Infrastructure** (*Paints* like Asian Paint, Berger Paint, Dulux Paint and Nerolac; Cement like JK Cement, ACC cement and Birla cement; Steel like Tata Steel Essar Steel; *L&T infra.*)
- **IT Enabled Services** (99 Acres.com, Just Dial and IndiaMART)

With the SCPS methodology, any topic which is taught is explained with the real world application in various sectors, and different products or services of several companies which also gives clarity that *management strategies vary in different sectors for different products or services.*

## 12. Application of SCPS approach teaching subject: performance management system

SCPS is a practical approach to teach students the application of each concept in different sectors. The SCPS approach will be implemented using the example of performance management system (PMS) theories and its application in different sectors. Firstly, students will be trained on different methods and models of PMS with the help of case studies in the classroom. Then, students will be sent on live projects to different companies in various sectors to implement the performance management. Students with the help of faculty members have already implemented PMS in different companies. This approach provides the practical and skills-based training to the students which is helping them for employability. The process of implementation of PMS and diagrammatic representation of the process is as below:

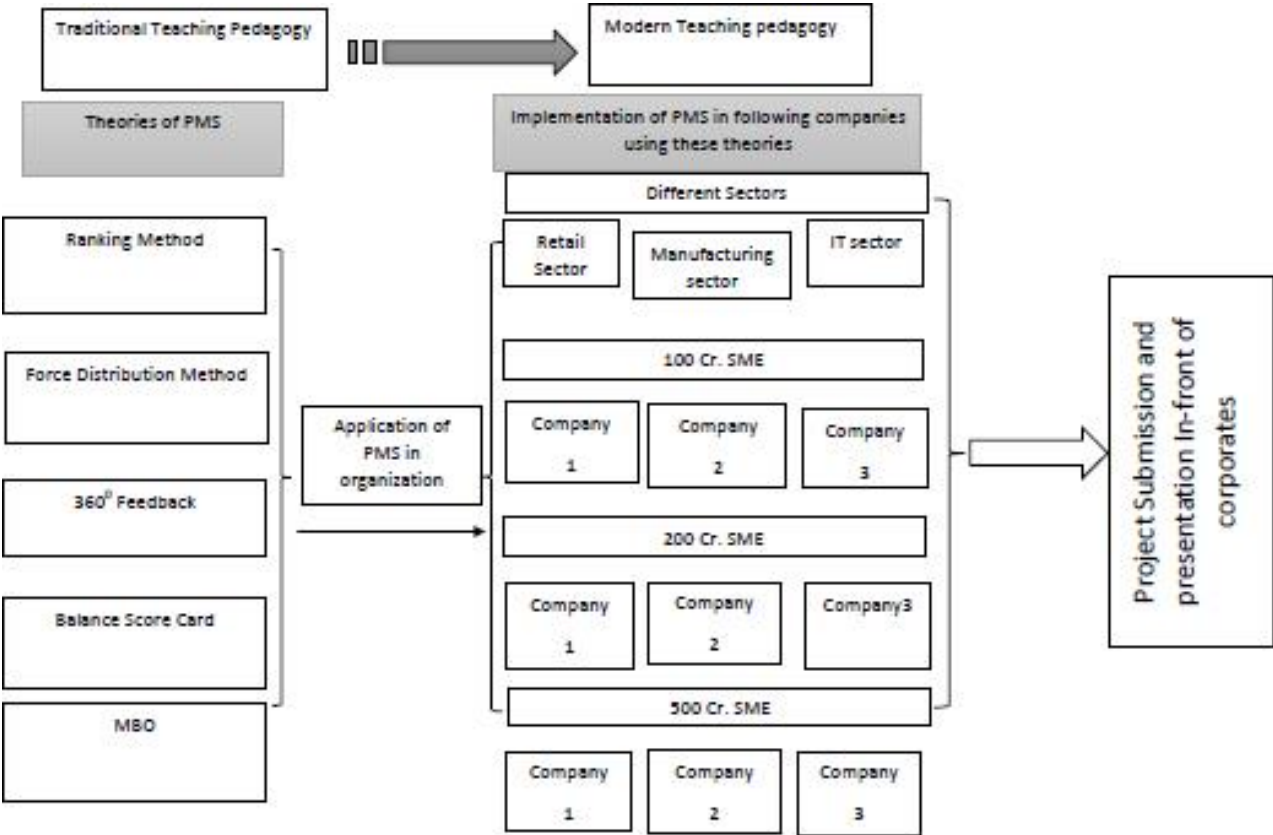
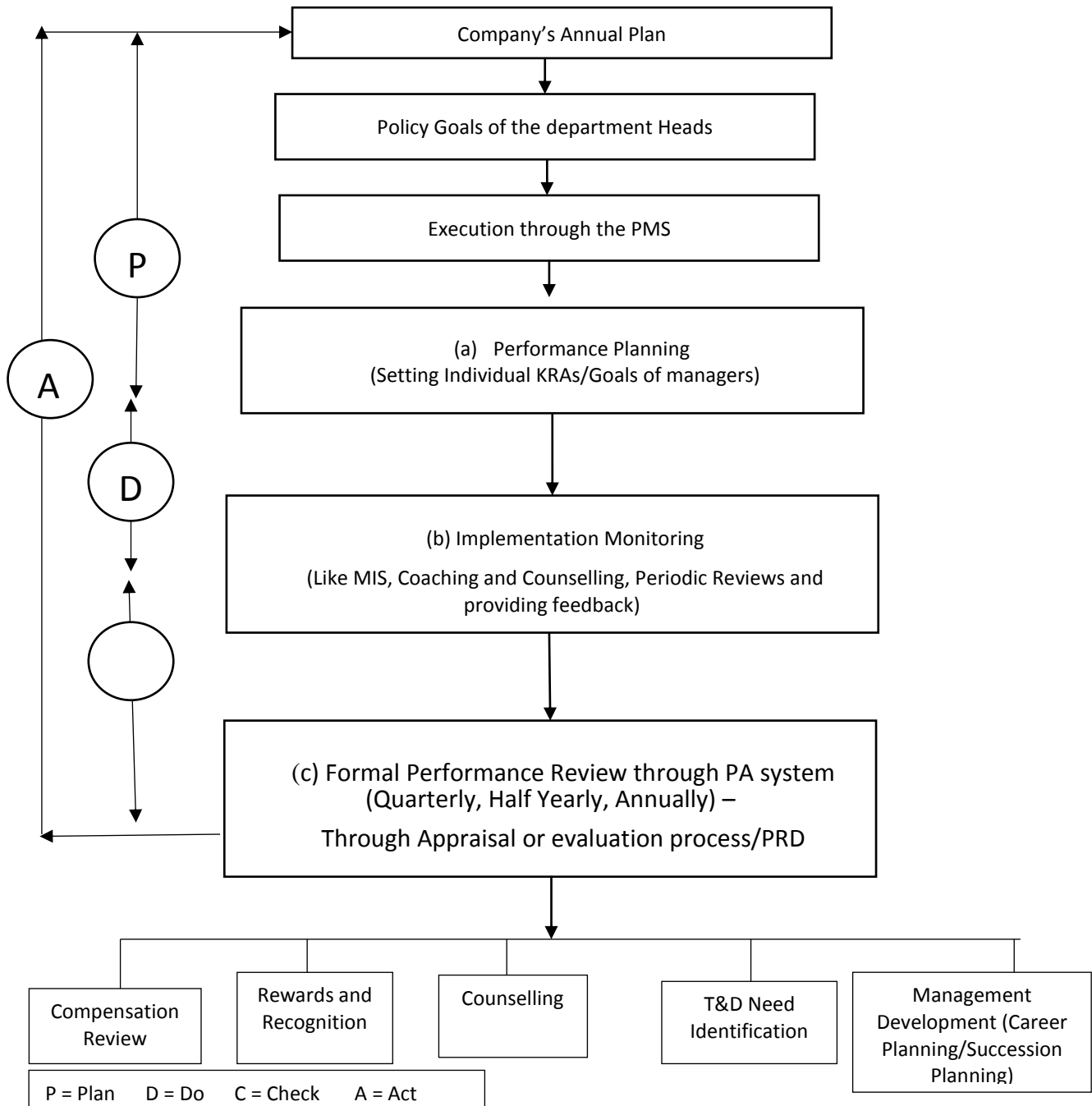


Figure 7



**Figure 8. The PMS implemented in companies**

### 13. JD based training

JD based training should be given to the students so that students should be able to relate the concepts which they read in the classroom with the work which they are expected to do in the organisation.



### 13.1. Market working

- Set monthly, quarterly and yearly target for each distributor of your region (\*\* Explanation given in the Table. 1)
- Achievement and monitor progress of redistribution value and volume targets.
- Ensure product availability at all relevant channels through the distributor’s sales force per company guideline.
- Ensure continuous development of the assigned area and the addition of new outlets.

### 13.2. Distributor handling

- Ensure compliance of distributors with their respective roles & responsibilities.
- Manage and develop an individual distributor in an active and profitable manner.
- Ensure the proper and correct execution of sales, discount and trading terms determined by the company.
- Monitor and minimise the level of bad goods returns.
- Ensure distributors are efficient and provide effective support for the market coverage.
- Monitor distributors overhead, expenses and profitability ROI.  
Track on delivery from the distributor to consumers.

**Table. 1 ABC Insitute of Management JD Based Training on Nestle**

ABC Insitute of Management						
JD Points	Topic Derived	Topic Description	Pedagogy	Hours to complete	Associated pre reading	Evaluation
<b>Market working</b>						
Set monthly, quarterly and yearly target for each Distributor for your region	1. Defining Sales Territory	> Territory types > Size of Territory > Distributor intensity and market coverage	Class room discussion - 45 min Class activity - 30 min	1.25		Students given a case scenario of Oppo mobiles with a target of 7 crores to be achieved from 58 distributors in Pune. They need to define monthly, quarterly and annual target distribution for each distributor.
	2. Appointing Distributors in Territory	> Contracts and agreements signed with distributors > Defining potential business of each distributor	Class room discussion - 45 min Class activity - 30 min	1.25		
	3. Developing Sales Targets	> Trend analysis of previous year sales > Forecasting for current year sales > Distributing annual sales target onto monthly and quarterly targets as per TOD > Allocating targets to each distribution partner	Class room discussion - 45 min Class activity - 30 min	1.25		
<ul style="list-style-type: none"> <li>•Achievement &amp; monitor progress of Redistribution value and volume targets</li> <li>•Ensure product availability at all relevant channels through the distributor s sales force per Company guideline</li> <li>•Ensure continuous development of the assigned area and addition of new outlets.</li> </ul>						
<b>Distributor Handling</b>						
<ul style="list-style-type: none"> <li>•Ensure compliance of Distributors with their respective roles &amp; responsibilities</li> <li>•Manage and develop individual distributor in an active and profitable manner</li> <li>•Ensure the proper and correct execution of sales, discount and trading terms determined by the company</li> <li>•Monitor and minimize the level of Bad goods returns</li> <li>•Ensure distributor s efficient and effective support for the market coverage</li> <li>•Monitor Distributor s overhead expenses profitability ROI</li> <li>•Track on delivery from Distributor to consumers.</li> </ul>						

#### 14. Skill and employability

The above model ensures the employability of management graduate by imparting the following skills sets.

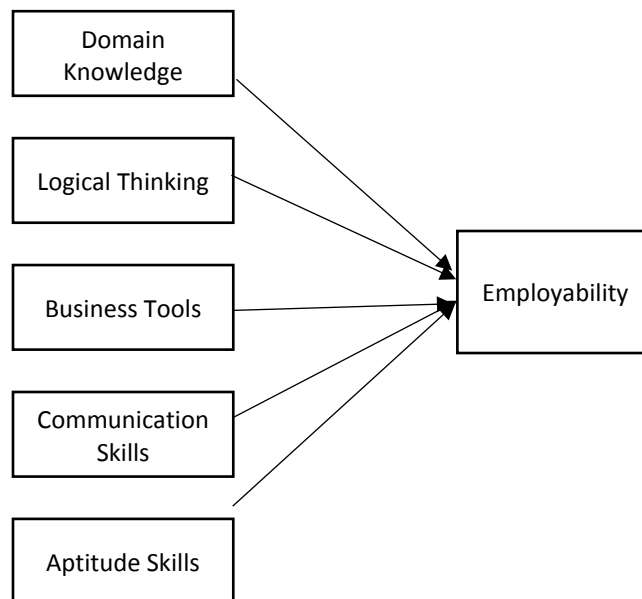


Figure 9.

#### 15. Findings and conclusion

We can see the gap between management education in India of Tier-2 and Tier-3 business schools and the employability ratio is only 7%, so as a B-School we should work according to industry demand and this is the core responsibility of the B-school to make the students skilled, industry-ready and employable and also should work on their holistic development. To give this kind of training, teachers should be developed and then, they can develop the students. B-school should not make their faculties over-burdened with other administration work, they should give them a proper platform to do qualitative research which will help in management education. B-Schools should use technology in teaching which will help students to be tech-savvy.

#### 16. Implications and discussion

This paper has a unique contribution towards Indian management education systems to enhance the employability of management graduates which is practical and already implanted in management education institute and achieved around 100% employability. This study provides the emphasis on gaps in Indian management education in Tier II and Tier II institutes and provides the framework for gap analysis and employability. This study also discusses the two-year holistic development plan to develop the employable management graduates. The SCPS approach also is the unique contribution of this study which will enhance the practicality of management education. There are gaps in management education in India like outdated pedagogy.

This paper contributes to the existing literature on management education in India. The policymakers and controlling bodies like the University Grant Commission, National Assessment and Accreditation Council, AICTE and National Board of Accreditation can also consider this paper for improving the employability and it has global contribution so that some of the institutes globally can consider this skill-based employability model. The survey was conducted in Maharashtra, India and further study can be



conducted to understand the different geographical and cultural factors affecting management educations.

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