
A Study on Employability After the Management Education & Its Future in India

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Abstract

Empirical evidence suggests that the employability after Management education is very less as compared to the pass out Students from the universities & Colleges. Therefore, we demonstrate how we should improve our education system make youth more employable.

This study mainly on the basis of different articles & case studies publish by different sources. Data used in the research is completely extracted from the secondary sources. The study will help us to find out the solutions to improve our education system, so we can provide more employment opportunity to youth and more skilled man power to the organizations.

Introduction

There has been a recent increased recognition of the need to enhance students' employability. And higher education institutions are becoming increasingly responsive to students and Employers' needs. As anticipated by a French economist, "Each student will be competing with other students throughout the world with similar skills, but also ... the efficiency of the Universities will be ... a major factor in a country's competitiveness".

Employability of graduates is also one of the current policy concerns emerging in higher education developments and the implementation in India. It calls for a continued proactive role of universities and other higher education institutions toward developing lasting employability. The term 'employability' is extremely complex and difficult to define. However, it is different from employment: being employed means having a job; being employable means having the qualities for maintaining employment, planning for progression and managing the next career step. In this research the term 'employability' refers to the 'career capital' that individual needs to get a job or acquire job specific skills while on a job or to manage the next step of career.

Literature Review

Employability is central to the strategic direction of the Department for Education and Employment (DFEE), (now the Department for education and skills – DFES), (Hillage & Pollard, 1998). Government policy to enhance the employability of graduates is part of a wider strategy to extend the skills base in the UK

(Coopers & Lybrand, 1998). This interest in employability is associated with human capital theories of innovation and economic performance. Growth in the stock of human capital is essential for economic growth, and hence the government's agenda is driven by the desire to stem the 'productivity shortfall'. The HE system is therefore being steered to place greater emphasis on the employability of graduates (Jackson, 1999; Knight & Yorke, 2001, 2002a).

Morley (2001) suggests that HEIs both mediate and manage government policy, and that the Boundaries between the academy, government and businesses have loosened and been reformed. This raises the question of what the purpose of HE is, whether it is to provide to the workforce of the future or educational stimulus, or both. Jackson (1999) suggests that the recent government agenda for the massification of HE, widening participation, the key skills/employability agenda, lifelong learning etc., are leading to the unification of HE and by implication, the curtailing of academic freedoms.

Present Scenario of Employability of Management Education

The employability of management graduates in India has declined in the past five years, as only 21 per cent of MBAs surveyed are 'employable', a study has said.

According to the MBAUniverse.com - MeriTrac employability study 2012, which covered 2,264 MBAs from 29 cities and 100 B-Schools, beyond the Top 25, only 21 per cent are employable.

The previous study of 2007 by MeriTrac had placed

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employability index at 25 per cent.

However, the number of MBA seats in India has grown almost four fold - from 94,704 in 2006-07 to 3,52,571 in 2011-12 - resulting in a five-year compounded annual growth rate of 30 per cent, but their employability rates have fallen, the study said.

The students were tested for verbal ability, quantitative ability and reasoning by using internationally standardized tests on behalf of recruiting companies.

The index of employability, at 21 per cent mark leaves scope for improvement considering that organizations hire from this talent pool for strategic roles and this is the managerial pool that companies bank on, the study pointed out.

“This report clearly brings out the employability gaps across various competencies and highlights the need for scientific examinations and tests to align the candidate skills to employability metrics.”

Overall average percentage score obtained by MBAs in verbal ability, quantitative ability and reasoning was 52.58 per cent, 41.17 per cent and 37.51 per cent respectively.

While performance on verbal ability seems to be satisfactory, reasoning is an area where there is scope for improvement. Considering that the elements of the reasoning test are crucial to making sound management decisions, this is a result which warrants closer attention, the study noted.

“Questions are asked about the talent coming out of MBA colleges, and whether they create a workforce responsive to the needs of the economy like understanding of business and on-the-feet thinking. So, decision-making skills are being valued more than ever.”

Future of The Management Education

As business leaders try to navigate and rebuild economies savaged by the global meltdown, business schools around the world are rethinking leadership and how to train the next generation of managers in the midst of unprecedented challenges. It is not time to tweak what has been done before. It is a time for reinvention of management education.

The reinvention may well be led by India, where explosive growth in demand for management training has opened the door to massive growth and innovation in the business school sector. Many of the newest ideas

and opportunities being discussed by the elite of Indian business schools, government officials, and corporate leaders at a global conference called Rethinking & Rebooting Indian Management Education, at Delhi.

India has a one-of-a-kind combination of location, culture, and demographics. Like a developing nation that skips the messy stage of telephone poles and patchworks of wires and goes straight to high-speed wireless, India has the opportunity and motivation to leverage the lessons learned by the Western world's business schools, and create a management education system that will spur economic growth—and become the ultimate state-of-the-art laboratory for global business education innovation.

Following are six opportunities India has to reinvent management education in a way that can catapult it to the forefront of leadership and management training worldwide.

1. Skip The Academic Silos Phase

The world-class Indian engineering education system, the business education sector, and private enterprise can join forces as part of a national initiative to mine the rich intellectual capital of India—and harness the palpable entrepreneurial energy of the massive Indian population. Cross-disciplinary educational programs will foster new levels of innovation and opportunity.

2. Serve Locally But Train Globally

Leaders of Indian management education are quickly realizing that they must look outward as they train business leaders. They can't be provincial. It will not be enough to focus on educating Indians for India. Business schools in India can design themselves as global institutions; building globally distributed educational programs and deep partnerships around the world right from the start.

3. Establish Deep Partnership With Business

India's corporations must become true partners in building the management education programs by supplying ideas, knowledge, capital, financial investment, and on-site experience for students, enabling them to learn in real-world situations. They must also understand that to build truly world-class institutions, academic institutions must have the independence to "speak truth to power" (or funders) to unlock the deep value they are able to bring to Indian society.

4. *The World is The Campus*

Distributed, online, distance, hybrid learning-whatever term you choose-India has the opportunity to use technology to reach massive numbers of people over incredible distances and to bring together new ideas, cultures, and thought-leaders like never before. The Western world is struggling with this approach and many schools discount its effectiveness and credibility. Building on its world-class IT knowledge, India has the opportunity to show the world the true potential of technology-based learning.

5. *Ignore The Rankings*

The business school establishment in the West has been hamstrung by the popular rankings—forcing institutions to look and act the same to fit the established concepts of what it means to be "top-tier," stifling innovation. Institutions should be encouraged and incentivized to focus on their strengths, to represent themselves accurately to students and employers, and to let a diverse and vital system of institutions emerge. Government policy, rankings, and accrediting systems that inevitably will emerge should reflect and support this approach.

6. *Embrace All Forms of Management Training*

The innovation, energy, and desire to serve the market shown by private-sector Indian enterprises is truly breathtaking.

While the "for-profit" sector in the U.S. in particular is getting a black eye, India can be smart about ways in which the entrepreneurial energy and focus on innovation brought by all educational institutions can ultimately benefit students, employers, and a society that needs new models to meet its enormous need for business education. There are quality challenges here, no doubt, but my recent experience suggests these shortcomings are being addressed by business school and government leaders.

There is a big push in the West to reinvent its business schools, converting a system that has been vilified for promoting selfishness, greed, and lack of ethics to one that recognizes the value of sustainability and social responsibility as a moral and strategic imperative.

India is in the remarkable position of skipping over the mistakes of the past and building a management training system that will incorporate these values and strategies from the start. Schools in the West would do well to watch and participate in what is happening in the subcontinent.

Conclusion

It is not enough to make higher education more widely available; the quality and fields of education also need to be improved so that the gained knowledge can be applied in the professional careers. Education systems should be sensitive enough to respond the present and future needs. The research explored the development of the 'employability' agenda in higher education, examined the nature and implication of change in education system for graduates and assessed the attributes of graduates need to be competent in professional field. The research shed light on the pitfalls of present education system through the case studies & different articles.

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