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    INTRODUCTION

    REVIEW OF LITERATURE

    NEED/IMPORTANCE OF THE STUDY

    STATEMENT OF THE PROBLEM

    OBJECTIVES

    HYPOTHESES

    RESEARCH METHODOLOGY

    RESULTS & DISCUSSION

    FINDINGS

    RECOMMENDATIONS/SUGGESTIONS

    CONCLUSIONS

    SCOPE FOR FURTHER RESEARCH

    ACKNOWLEDGMENTS

    REFERENCES

    APPENDIX/ANNEXURE

    It should be in a 8 point Calibri Font, single spaced and justified. The manuscript should preferably not exceed **5000 WORDS**.

10. **FIGURES &TABLES**: These should be simple, crystal clear, centered, separately numbered & self explained, and **titles must be above the table/figure**. **Sources of data should be mentioned below the table/figure**. It should be ensured that the tables/figures are referred to from the main text.

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BOOKS
- Bowersox, Donald J., Closs, David J., (1996), "Logistical Management." Tata McGraw, Hill, New Delhi.
- Hunker, H.L. and A.J. Wright (1963), "Factors of Industrial Location in Ohio" Ohio State University, Nigeria.

CONTRIBUTIONS TO BOOKS
- Sharma T., Kwatra, G. (2008) Effectiveness of Social Advertising: A Study of Selected Campaigns, Corporate Social Responsibility, Edited by David Crowther & Nicholas Capaldi, Ashgate Research Companion to Corporate Social Responsibility, Chapter 15, pp 287-303.

JOURNAL AND OTHER ARTICLES
- Schemenner, R.W., Huber, J.C. and Cook, R.L. (1987), "Geographic Differences and the Location of New Manufacturing Facilities," Journal of Urban Economics, Vol. 21, No. 1, pp. 83-104.

CONFERENCE PAPERS
- Garg, Sambhav (2011): "Business Ethics" Paper presented at the Annual International Conference for the All India Management Association, New Delhi, India, 19–22 June.

UNPUBLISHED DISSERTATIONS AND THESES
- Kumar S. (2011): "Customer Value: A Comparative Study of Rural and Urban Customers," Thesis, Kurukshetra University, Kurukshetra.

ONLINE RESOURCES
- Always indicate the date that the source was accessed, as online resources are frequently updated or removed.

WEBSITES
- Garg, Bhavet (2011): Towards a New Natural Gas Policy, Political Weekly, Viewed on January 01, 2012 http://epw.in/user/viewabstract.jsp

WHY MBA STUDENTS ARE NOT EMPLOYABLE?
(WITH REFERENCE TO DAVANGERE MBA STUDENTS)

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ABSTRACT

"Education Is the Key to Unlock the Golden Door" this beautiful quote is only good to hear but in reality education is not creating a golden opportunities for students to get a better job after their completion of studies. There are many reasons that why students has failed in getting a job. We have highlighted in this article about the reasons for the failure of student'semployability. We have shown one model about the factors influencing a student to become employable. Many of the research scholars and professors have proved that management education in India is in crisis due to the lack of student's employability. Aim of the paper is to know the reasons for the failure of MBA students in getting a job and to know their perception about the MBA program. We have chosen 100 respondents (MBA Pursuing students) as our sample size. In survey we used Stratified and Simple Random sampling technique is used and to analyze data we have used Likert Scale of 5 point rating, Garrett Ranking Method and Chi-square for hypothesis analysis. After the data analysis we found that most of the MBA students have perception that, MBA is to get better job and high pay. But, they are not focused to their development of skills required or expected by the industries.*

KEYWORDS

Employability, Model, Perception, Skills.

INTRODUCTION

Management education is in great demand especially after the change towards liberalization, privatization and globalization. Management education need to be made value based, rather than money based. India is facing a crisis of quality management education. As compared to international standards the Indian management institutions (with a few exceptions) are far behind. There is a need to fill this gap. The Changing Scenario; Industry and Academia Interface; Teaching and Evaluation in Management Education; Developing Competence of Management Teachers: Management Education and Up gradation of Students Skills; Management Education and Indian Ethos. Presently there are more than 3000 management colleges exists across the India and many among them like Indian Institute of Management(IIM) are counted among the best of the world. India's entry in the globalization process also acted like a catalyst in this management education boom. Because of the increasing number of global and Indian multinationals, trained management graduates are in demand and this demand too actively fuelling the interest of more number of students every day. There are several challenges of management education which require change in the character and structure of management education with corporate sector, up gradation of curriculum and course content, designing of different programs for executives, maintenance of an efficient and effective regulatory system to check mushrooming, and emphasis on research. [5][6]

LITERATURE REVIEW

The definition of employability emphasizes skills and dispositions that might make an individual attractive to potential employers, often although not necessarily focusing on short-term employment outcomes. [22]

The confederation of British industry (1999) defined employability as being 'the possession by the individual of the qualities and competencies required to meet the changing needs of employers and customers, [21]

Joseph Gerocs, Junior, SanDiego state university. (2002) the Australian chamber of commerce and industry(ACCI) and the Business Council of Australia (BCA) represents employability skills as 'skills required not only to gain employment, but also to progress within an enterprise so as to achieve one's potential and contribute successfully to enterprise strategic directions(ACCI and BCA, 2002)."To me my success in the classroom depends on the teacher. If the teacher is prepared and knowledgeable about their particular field, I know I can expect to learn from their knowledge as well as known what is expected of me", [17]

B.R Purkait (June, 2000), proved that the unhealthy growth of higher education should be restricted as it has produced undesirable results. The internal efficiency of the higher education system is very low. In most cases university education has degenerated into dictation of unrevised notes prepared years ago they impart dead theoretical information without reference to practical facilities for corporate life. [3]

E.G Vedanayagam (2000) has proved that, students should become attentive to what is to be learned. Student's attention and interest can be captured by lecturers with humor, nonverbal communication, logical statements and enthusiasm. [12]

Dr. G.Sudhakar (2000) has identified that, there should be proper flow up and the quality control of the curriculum should be maintained at appropriate levels. [7]

Dr. K.Joshi (2000) stated that, at the higher level of education pursuit should be through the means of widest inspiration, critical examination and free experimentation. [9]

Arvin Dhond (2012) has proved that, the employability of graduates is a subject matter of great concern, and which is not done by the higher educational institutions. [2]

Dr. Noor Afza (2012) has proved that, business curricula shall be redesigned very frequently once in a year if not practicable at least once in a year. [10]

Dr. V.Murugaiah and Ravi Kumar H.B (2012) has identified that, Management education can play a crucial role in Job and Wealth creation for the nation. [11]

Dr. Giridhar K.V and Mr. Rajeev D (2012) they proved that, it is imperative for business schools to bring academia and industry closer and build strong collaborative relationship in order to develop students. [8]

Miss. Rashmi M (2012) has recommended that, higher education always needs research and development activities. [14]

B.Shivraj (1997) has mentioned that, there is an urgent need to reorient and re-engineer management education in India. [4]

R.Bandyopadhyay (1991) has stated that, management of management institutions must improve to ensure credibility. A total program of improvement or structural changes must be designed keeping future challenges in mind. [2]

M.S Narayan (1994) has proved that, India is not underdeveloped but only under managed due to lack of sufficient well qualified managers, there is a death of leadership in Indian industry such a death of leadership can be filled upthrough reorientation of management education in the country.[15]

NEED OF THE STUDY

There is a need to undertake the study to understand the key areas in which students are failing to be become employable. There is a need to understand the factors affecting students to become unemployable and their perception towards MBA program.

STATEMENT OF THE PROBLEM

Learning Domain/Discipline has more dimensions added into it for effective learning. It is imperative to understand, explore and describe what critical factors like leadership, culture, Attitude, motivation; Communication skills, etc. will have greater impact on successful learning and overall development of the students. To sustain and survive in corporate world, management students are facing many challenges and problems to get hired from the best companies. The reasons for the failure of students need to be identified. There is a need to understand and identify the real issues or problems facing by management students to become employable.

OBJECTIVE OF THE STUDY

- To know the factors making students to become less confidence.
- To know the major reasons for students failure in getting better job.

HYPOTHESIS OF THE STUDY

H01: There is no significant relationship between getting better job and joining to MBA Program.

RESEARCH METHODOLOGY

SAMPLING TECHNIQUE: Stratified and Simple Randomsampling technique is used.

MEASUREMENT: The questionnaire was designed specially to make use of Likert Scale to determine the student's attitude towards employability and their perception towards MBA program. Respondents were asked to express opinions about the education provided to them by their institutes and to know the factors affecting students to become unemployable.

SCOPE OF THE STUDY:

Our study is geographically restricted to Davangere city with the sample size of 100. And have considered 07 MBA institutes for our sample size. Among the whole sample size we have stratified two groups they are Students pursuing MBA Program and Students Completed.

FOUNDATION OF MODERN EDUCATION IN INDIA

India has an age old heritage of education but it was largely based on caste and social status rather than being equally available to all. Traditional Hindu education served the needs of the Brahmin families. Brahmin teachers would teach boys to read and write. Under the Mughals, education was similarly elitist, favoring the rich rather than those from high-caste backgrounds. These pre-existing elitist tendencies were reinforced under British rule. British colonial rule brought with it, the concept of a modern state, a modern economy and a modern education system. By linking entrance and advancement in government service to academic education, colonial rule contributed to the legacy of an education system while preserving the position and prerogatives of the more privileged. In the early 1900s, for the first time demand for technical and vocational training in education was raised by the Indian National Congress. Pt. Jawahar Lal Nehru (the first prime minister of Independent India) envisaged India as a secular democracy with a state-led command economy. Education for all and industrial development were seen as crucial tools to achieve economic prosperity and social equity. Following independence, school curricula were, thus, imbued with the twin themes of inclusiveness and national pride. It is through the first five year plan in 1950-51; India began its program for providing free and compulsory education to all children by transforming the elite oriented system of school education inherited from the colonial rulers to a mass education program. The Indian Constitution resolves to provide quality education to all. In the effort to fulfill educational needs of the country, specifically for the diverse societies and cultures of the country the government has chalked out different educational categories namely, Elementary Education, Secondary Education, Higher Education, Adult Education, Technical and Vocational Education. Institutions of excellence in higher education were formed with a view to provide subsidized quality higher education to build a self-reliant and modern India. Even at present these institutions are recognized among the best in the world. [17] [18] [19]

A MODERN DAY BUSINESS MANAGER IS REQUIRED TO HAVE PROFICIENCY IN:

- Inter-personal skills.
- Knowledge of functional interdependencies and adaptability.
- Communication skills.
- Self-confidence and motivational skills.
- Drive to succeed and control with initiatives.
- Entrepreneurial Skills
- Management skills

TABLE 01:GROWTH OF MANAGEMENT EDUCATION IN INDIA IN LAST FIVE YEARS

Year	Management Institutes (AICTE approved)
2006-07	1132
2007-08	1149
2008-09	1523
2009-10	1940
2010-11	2262
2011-12	2385

Source: Contemporary Management Education Edited book (Tumkur University) 2012

The above table depicts that, there is a continuous growth in establishing new management institutes in India which are approved by AICTE. On an average nearly 400 institutes are newly started in every year since from the year 2006-07. This growth shows the demand of students showing interest to join management program in India. [25][24]

MODEL SHOWING, FACTORS INFLUENCE A STUDENT TO BECOME EMPLOYABLE
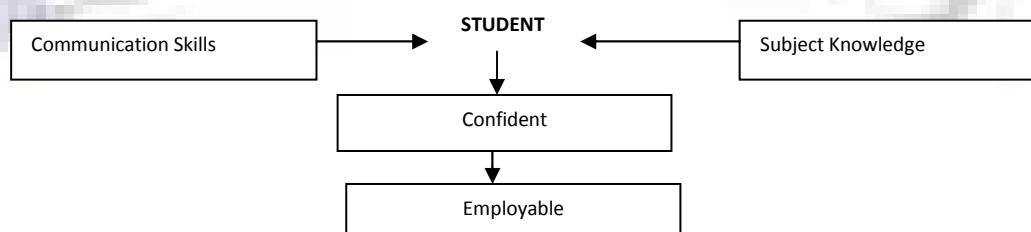
The above model explains about the relationship between all three major elements to become employable. If a student has only communication skills he cannot be confident. Along with the communication skills he/she must have subject knowledge too. If both elements are balanced then only a student can become confident and if confidence is built then they become employable.

DATA ANALYSIS

TABLE: 02 SHOWING THE DEMOGRAPHICS OF THE RESPONDENTS.

Characteristics	Frequencies	Percent %
Gender		
Female	42	42
Male	58	58
Age Group		
20-25 Years	84	84
26-30year and above	16	16
Qualification: MBA(Pursuing)	70	70
MBA(Completed)	30	30
Total	100	100 %

Source: Primary Data

TABLE: 03 SHOWING THE MOST IMPORTANT FACTORS INFLUENCING TO JOIN MBA. WE HAVE USED GARETT RANKING METHOD

Factors	Score	Rank
For Getting Better Job	48	I
To sustain life	06	IV
To improve Knowledge	12	III
To get higher pay	32	II
To serve better for company	02	V

Source: Primary Data.

The above table depicts that students are more concerned about getting better job and it's ranked I by them. 32% of them are doing MBA to get better job and its ranked II. After looking out the result it's clear that students have no objective of serving for the development of company.

TABLE: 04 TO KNOW THE FACTORS MAKING STUDENTS TO BECOME LESS CONFIDENT

Factors	Responses	Percentage
Communication skills	36	36
Subject knowledge	18	18
Competency level	16	16
Soft skills	10	10
Computer Proficiency	18	18
References	02	01

Source: Primary Data

Interpretation: the above table depicts that students are lacking in communication skills and also the subject knowledge. Because of this gap they are less confident and may not be able to get a job.

TABLE 06: TO KNOW THE MAJOR REASONS FOR STUDENTS FAILURE IN GETTING BETTER JOB

Response	Strongly Agree	Agree	No Comment	Disagree	Strongly Disagree	Total
Lack of Communication skills in students	57	16	08	16	03	100
Students get stressed at the time of interview	30	12	20	28	10	100
Lack of proper knowledge leads to less confidence	22	24	41	10	13	100
Negligence is more in management students	23	22	36	10	08	100

Source: Primary Data

Interpretation: most of the students lack in communication skills, for this reason they might get stressed in interviews. 46% of students agree that they lack in proper knowledge about subjects and 41% of them have not commented for the same. 45% of them agree they are neglected in studies only 10 % have disagreed for it.

HYPOTHESIS TESTING

H0: There is no significant relationship between getting better job and joining to MBA Program.

TABLE 07: DESCRIPTIVE STATISTICS

	N	Mean	Std. Deviation	Minimum	Maximum
Students Join MBA to get better Job	100	3.3500	1.49325	1.00	5.00

Source: Primary data

The mean value is 3.35 and standard deviation is 1.49.

TABLE 08: STUDENTS JOIN MBA TO GET BETTER JOB

	Observed N	Expected N	Residual
Strongly disagree	16	20.0	-4.0
Disagree	17	20.0	-3.0
No comment	17	20.0	-3.0
Agree	16	20.0	-4.0
Strongly agree	34	20.0	14.0
Total	100		

Source: Primary Data

TABLE 09: TEST STATISTICS

	Students Join MBA to get better Job
Chi-Square(a)	12.300
df	4
Asymp. Sig.	.015

Source: Primary Data.

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Interpretation: the above hypothesis analysis elucidate that, the calculated chi-square value is less than the table value at df 4. Null hypothesis is rejected and we can say that there is a relationship between students joining MBA to get better job.

FINDINGS

- Students are more concerned about getting better job and it's ranked me by them. 32% of them are doing MBA to get better job and its ranked II.
- 46% of students agree that they lack in proper knowledge about subjects and 41% of them have not commented for the same.
- From the analysis of data we found that, most of the students have wrong perception about MBA program. They feel that by joining MBA they get high pay from companies and a better job.
- 44% of the students said that they are lacking in proper knowledge of current business scenario and are less aware about the emerging issues of business firms
- From the analysis we also find that most of students are lacking in communication skills, computer proficiency, and skilled faculties at their institutes.

SUGGESTIONS

- Institutes need to take an initiation to increase the competency level of students in UG as well as in PG program.
- There is a strong need and requirement in student's development in the areas like, developing their communication skills and conducting personality development programs etc.
- There is a gap among students between their knowledge and communication which leads to their confidence level, this gap has to be filled by all faculties and professors of institutes.
- Industrial visits needed to be conducted for making students to understand the difference between theoretical and practical work.
- There is a wrong perception among all that if they join MBA program they may get high pay after joining a company. Professors need to educate them that there is less opportunities for getting a high pay after immediate completion of their MBA.

CONCLUSION

"Education is the key to unlock the golden door". Faculties and professors play a major role in developing students. They are the major source to develop students by building competency level among students, making students employable by developing communication, knowledge and application of theory to all students. All these things can help students to open their golden door and make them to grab golden opportunities to sustain in their life by serving for companies in a better and efficient way.

LIMITATIONS OF THE STUDY

Study is restricted to only Davangere city of Central Karnataka, India. Due to lack of sufficient time we have choose 100 as our sample size. Some of students were not able to disclose some issues of institutes.

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Sd/-

Co-ordinator

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