IDENTIFYING SUSTAINABLE TALENT DEVELOPMENT MODEL AMONGST MBA & PGDM STUDENTS OF 2014 TO 2019 IN PUNE REGION

A THESIS

SUBMITTED TO THE
TILAK MAHARASHTRA VIDYAPEETH PUNE
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IN SUBJECT
UNDER THE BOARD OF MANAGEMENT STUDIES

BY
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UNDER THE GUIDENCE OF
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DEPARTMENT OF MANAGEMENT
Year (2020)

DECLARATION

I hereby declare that the thesis entitled **"Identifying sustainable Talent development model amongst MBA & PGDM students of 2014 to 2019 in Pune region."** is completed and written by me has not formed earlier the basis for the award of any degree or similar title of this or any other university or examining body. Further, I declare that I have not violated any of the provisions under Copyright and Piracy/Cyber/IPR Act amended from time to time.

Ms. Prabha Shankar
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Place: Pune

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Dr. Pranati Tilak
Research Guide

Place: Pune
Date :

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Ms. Prabha Shankar

Abstract

In this study, the student's employability and continued relevance in the Industry once employed is analysed based on feedback from both Academia and Industry. A Sustainable Talent Development Model (STDM), is then proposed to prepare these MBA & PGDM students, fit into changing needs of the Industry in a suitable role, and adapting themselves with ease, to a continuously changing Industry scenario. Developing student's knowledge, skill & attitude, grooming them with additional exposure to current trends and current issues, ensuring a dose of experiential learning, seems to be the way forward. Students exposed to the Industry, during short/summer/winter projects, learn effectively by observing Industry stalwart's, passion and moral quotients MQ & PQ.

This model also necessitates industry support by way of ensuring continued training for the entry-level MBAs as they join the Industry. Adapting MBA's, acclimatizing them to the company's culture, fast-tracking the deserving students by multi-tasking them, and making them sustainable, are some of the supports expected from the Industry.

Both Academia and Institutes shall benefit by using the model.

Benefits of STDM for Institutes

- Higher placements and high-quality research
- Improved brand name, resulting in better admissions, rankings, collaborations and funding, hence improved profits

Benefits of STDM for Industry

- High-quality entry-level talent.
- Lesser expenditure on training and development
- Improved talent tenure and reduced manpower turnover
- Competitive advantages like better market share resulting in improved profits

The scope of this research study has been management institutes in Pune region, and SME's in both manufacturing and service industries, in the Pune region.

Keywords: *SHE Sustainable Higher Education, STD Sustainable Talent Development Model, TQ Talent Quotient, IQ Intelligence Quotient, PQ Passion Quotient, MQ Moral Quotient, EQ Emotional Quotient.*

Management Skills include TQ, IQ, PQ, MQ, whereas

Team Building Skills include EQ along with Soft skills

India has more than 50% of its population less than 25 years of age, while over 65% is lower than 35. The average Indian age is expected to be 29 years in 2020, compared with 37 for China, and 48 for Japan, as per Wiki.

Despite noteworthy progress in MBA/PGDM admissions over the last ten years, Indian higher education, especially MBA/PGDM education is faced with four broad challenges:

- The supply-demand gap: India has a low rate of enrolment in higher education, at only 18%, as compared to 26% in China and 36% in Brazil. There is an enormous unmet demand for higher education institutes. By next decade, the Indian government aims to achieve 30% gross enrolment, which will mean providing 40 million university seats.

- The low quality of teaching and learning: In many of its institutions the program has quality problems. There are persistent shortages of faculty, poor educational quality, obsolete and restrictive curriculum and pedagogy, a lack of transparency and quality assurance, and an immense gap between teaching theory and real-life implementations.

- Constraints on Industry related experience, research capacity and innovation: Very few opportunities for interdisciplinary and multidisciplinary working, lack of research experience, a weak ecosystem for innovation, and low levels of industry engagement.

- Uneven growth and access to opportunity: In India, there is a huge variation between sections demographically; hence access to higher education is uneven with multidimensional inequalities in enrolment.

In management training, it is the inspiration that encourages so many students to choose an MBA / PGDM as the choice of career, which is often called the sword which shortens the climb up the ladder of a corporate /business. Historically considered a best-in-class choice for students, they are now beginning to search for ways beyond this particular goal, like starting their own company after experience.

The aspirants often look for a rapid growth of their profession, professional skills as well as institutional changes and a path for start-ups into the business world with good credentials. Simple placement figures are not enough for the institutes, the performance ratio of alumni at the Institute is another interesting phenomenon among MBA/PGDM aspirants! 5 to 10 years after their departure from institutes, a large alumni cell is thus also an attraction, the choice of institutes MBA / PGDM is motivated by all these factors.

Management education in India seeks to adapt and expand in accordance with students' and industry's contemporary needs. Although these factors still exercise considerable influence in traditional career prospects such as investment bankers, management consultants and financial analysts, there are a number of new career prospects for MBA / PGDM graduates. For example, luxury management or fashion, retail management, digital management, event management etc. have started to see a steady flow of management talent that can further improve its business prospects. However, the factors on which the local management institutes miss out are, industry exposure for students and regular industry interface through Industry faculty, both being equally important.

The Top 8 management institutes, under this study which lay prime emphasis upon Industry interface as an integral part of their teaching pedagogy, have seen their students enjoy tremendous success. And this success is not limited to short-term achievements such as initial placements, but it also translates into continued professional success spanning throughout their career the sustainability!

For all other management institutes in the purview of this study, the way ahead for management education would be, to ensure training. The students to be future proof and capable of tackling the upcoming challenges. So, these institutes must provide management education which is, application-oriented, with the mandatory industrial internship, along with assured development of soft skills as brought out in this study. However, there are loopholes in the system of the Summer Internships /special projects, which are being assigned to MBA/PGDM students in these institutes. This has adversely led to decreasing quality of projects, on which even the Industry makes adverse remarks questioning both quality and sincerity of the project. Thus, the evolution of a model -STDM to ensure the development of a talent that is sustainable is the prime focus of this research.

In recent decades, with a lot of discussions on Environment and sustainability, the researcher came across a definition by Ms Brundtland in context of Environment: -

"Sustainable development is, a development that meets the needs of the present without compromising the ability of future generations to meet their own needs."

This was the trigger for the researcher to think of STDM in the context of MBA/PGDM education in India. Sustainable Talents in this context can thus be seen as: -

Sustainable Students are those Student Talents, who meet the needs of Industry as required today (are employable) and continue to grow to be relevant (are sustainable), in an ever-changing environment!

- The students who fit into the present needs of the Industry with TQ, IQ, EQ along with soft skills and right attitude.
- The students who imbibe MQ by observation during experiential learning, and hone passion PQ for continuous improvement. Their eagerness to grow continues to be relevant in an ever-changing industry scenario.

Sustainable Talents referred here are the MBA/PGDM students groomed well at the Institute, who get employed in Industry, and constantly update themselves with training support from Industry, to be relevant with passing of time. The Industry contributes to supporting these talents by engaging with these entry-level MBA/PGDM students & grooming them further to be sustainable.

Visualizing a model for sustainable talent development is the need of the hour & it should be designed like a computer program that evolves with time. In the Indian context, demographic diversity makes talent development an even bigger challenge.

In the non-metros in India, a large part of the population is deprived of exposure to Industry workings, as also business communication. In the CBSE curriculum at school levels standardization of education across India has been brought about, however, in graduation and higher education, the scenario is quite different.

Smaller towns are cut off from the major cities as such students here, do not have exposure to corporate work culture. Students coming for MBA/PGDM from smaller towns, neither have their family members nor friends' acquaintances ever exposed to corporates.

As such they have a very different lifestyle and value systems and exposure. Students from the smaller towns, when they land up in cities for MBA/PGDM education, need a lot of acclimatization, support and confidence building. But interestingly these MBA/PGDM aspirants have a very high Passion Quotient PQ! an important ingredient for succeeding. Other important essential skills being –

a) Management skills – Talent, intelligence, moral, passion Quotients, TQ, IQ, MQ, PQ . In this study student's feedback has rated Passion quotient PQ, in excess of 95% (average, good best put together) see 10th page in chapter four in student analysis.
b) Team Building Skills include EQ along
c) Soft skills

If these students are groomed with exposure to Industry along with training in communication, presentation, they can be fast-tracked further by Industry to become Sustainable Talent. They can become the representatives of big corporations in the smaller/rural areas by easily settling there comfortably, at the same time well representing the corporate.

The Objective of the Study is :-

- To assess the Attitude Skill Knowledge of students entering Non-Top League Management Institutes as seen by Directors & Faculties

- To assess the student's perception on their own Management Skills, Team building skills & soft skills.

- Based on the gaps identified in the above two objectives to propose a Sustainable Talent development Model for Non-Top league Management institutes

A model thus developed & proposed based on inputs/feedbacks from both Academia and Industry shall be referred to as the STDM Sustainable Talent Development Model

Problem Statement attended through research the researcher procured Link-based feedback, from Academia including –Directors, faculty, and MBA students, from Pune based MBA/PGDM Institutes & from CXOs from various SMEs in Pune region.

Based on the feedback received from 32 Directors, about 64 faculties, and a paired sample T-test hypothesis I was proved.

Hypothesis 1 There is a negative trend in the capabilities and behaviour of students entering Institutes over the years.

The negative trend was based on the Director's observations on General awareness & Interest etc of students and Faculty's observations on Consistency, Focus, knowledge etc of students.

Based on link-based feedback received from 179 student's and corroborated by 44 CXOs from SME's in Pune region, we were able to prove the hypothesis 2.

Hypothesis 2: - there is a significant difference in the student's perception regarding their abilities.

There is a need for continuously developing MS/TS/SS to have Sustainable Talents. This was further corroborated by the feedback received from industry , that they are able to give jobs only to the top 10 -15% of the students from these MBA/PGDM Institutes. Out of them the sustainable talents, who could be further fast-tracked by Industry, were only 50% of these. Which then turns out to be 5-7% of overall MBAs who become sustainable. There is a definite need to work on the model by both Industry and Academia to improve the percentage of placements as also sustainable talent.

This thesis has a specific focus to study this important role of Management Institutes and Industry in developing sustainable talent. MBA/PGDM students who get employed in Industry today and continue to be relevant in future, by self-development. The researcher has made efforts to give a holistic view of proposing a sustainable talent development model in the backdrop of ever-changing Environment, with a focus in Pune Region.

This thesis is a value addition for both the industry and management institutes for developing the right candidates and employing him/her in a relevant position in the Industry and continue

training, to ensure his/her sustainability in Industry (continuous relevance in the job). An attempt is made to develop a step-by-step learning model to keep the Management students sustainable. For Institutes beginning to address sustainable talent development, this thesis will help to develop the basic concepts. For the Top League Institutes, it will provide a bird's eye view, about various steps proposed to non-top league MBA/PGDM Institutes to keep the students continuously relevant hence sustainable.

For the Industries with training and development, it will be a bird's eye view of continued training and development required by the new MBA/PGDM joiners. Whereas for the Medium Small Industries wanting to start employing/retaining MBA/PGDM, it will be a clear indication of the initial investment required to continuously train these students and make them sustainable.

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Chapter-1: Introduction

1.1 Background of Study

In a fast-paced corporate world with global competitions, the Management in organizations feel the fresher MBA should be ready to work into the job role as well as the work culture of the organization as soon as possible. Over the years, many organizations are slowly reducing their Training and Development costs, especially for entry-level employees, in order to be competitive. The logic some of the company's use is when the students pay so many fees to Higher Education Institutions, why can't Educational Institutes prepare them ready to fit into the organizations at the earliest? The Industry would prefer this to happen from day one.

In the 70s, 80s, and part of the 90s, new MBA recruits were considered assets and were trained and groomed before getting them into the groove of the organization. They were treated like newborn smart kids with kid gloves and had a planned Induction program to familiarize them with organization ranging from one to three months, depending on the functional specialization. Post that, they were given a proper confirmation letter. The new MBA recruits were familiarized with functional details as also organization hierarchy, its divisions, its departments, its people, etc. In case the organization had more than one location plant or offices recruit was familiarized with each location in the same manner. The underlying philosophy was to acclimatize and mold the employee in the core systems and culture.

As competitiveness spread across the Indian industry, the need for not only a readymade but a tailor-made employee emerged. So, institutes had a mandate to not only make a Marketing Management person but also one who understands Marketing in say a pharma, retail, real estate industries, etc. The same was true in finance, production, and personnel. The MBAs have to now not only be able to manage the function but also micromanage the function specific to an Industry.

So as Industry expectations are changing dynamically, they expect much more than the institutes can deliver. The students taking admissions for an MBA degree, especially in non-Top league institutes, are from different educational backgrounds, different regions, and small towns. At graduate levels, these students do not have any exposure to the industry, they have not seen the industry and it takes much time for institutes to educate these students about a corporate world scenario.

The students are very unaware of the corporate world, and it is a total paradigm shift for the students. It is a general observation that students are blank about career planning and what they want to do in their life. Unfortunately, in these kinds of institutes, even the faculties and many times, even the Director of the Institutes, are unaware of Industry norms /expectations.

On the other hand, Industry expects a ready to start MBA, having expertise in soft skills, technical skills, and management skills to be applied in industry. Considering the lack of input available for institutes and the industry expectations, the gap is widening every year. It is difficult for institutes to bridge this gap during the time students do a PG Course-MBA/master's in management, which is for two years.

The difference between the MBA and other master's courses in Management:

1. The MBA degree is designed to expand on a person's skills in the field and make him/her into a competitive professional/Manager. Whereas Master's degrees are academia focused and enable the development of a solid academic background on the specific area involved. So, in short, an MBA program is focused on professional skills while master's program focusses on academic skills.
2. Even in teaching styles, there are differences. So, MBA teaching requires familiarizing students with as much of real-life business /entrepreneurial problems, often presented as case studies with grater practical approach and analysis of real-world problems. Whereas Masters courses have more of lecture tutorials and Seminars.
3. The coverage of Topics in MBA course is more holistic with students getting groomed for the ability to apply professional skills in different functional areas of management, be it Finance, Marketing, Human resources, Logistics, operations, etc. On the other hand, it is a master's program. The students get a deeper understanding of one of the functional areas.
4. MBA students necessarily need to have work experience in the form of a Summer internship or one-semester internship, which need not be the case with master's level students.

In fact, for an MBA program in general everywhere, preference is given to students with work experience, whereas for master's degree admission, students can apply soon after completing graduation.

Most importantly, an MBA degree prepares you to become a professional executive working for others or maybe to start your own business.

The article below explains the difference between MBA vs. masters with Marketing / Finance etc. Published: 30 May 2017 | by Thomas Graf below: -

Two distinct kinds of study include master's in management (MIM) and MBA programs. The critical difference is the respective target group among the many differences listed here. Although MIM programs, is for recent graduate students, the MBA program requires postgraduate studies and years of work experience. While for many years, this distinction was not as clear for many students as it should, the general understanding of MIM and MBA program seems to have increased recently.

The newest GMAC Prospective Student Survey suggests that survey respondents younger than 24 targets a Non-MBA business master's while older respondents target MBA programs.

The Indian Express has learned, in favor of calling a master's degree in Management or MIM, the other stakeholders prefer to follow the standard nomenclature MBA, the Business Administration Masters. Today it is called PGDM by all IIMs

The debate was held last month at a meeting of all 20 IIM directors to determine whether or not the 20 business schools should grant a degree or (PGDM) this month.

Most of the students applying for Management courses in regional institutes do not have an understanding of the distinction between these two courses. Most of the time, they are not even explained these differences; as such, the emphasis is on a higher fee for MBA, on account of industry exposure, etc. Many Management institutes do not propagate work experience, as a prerequisite for MBA, and end up accepting students, whoever pays the fees.

The students coming from a diverse moderate background with no exposure to industry whatsoever, thus feel lost, as they have no idea of Industry or Industry functioning. Many of them come from a background wherein many previous generations; nobody ever worked in a corporate.

1.2 Rationale and Significance of the study

With such bifurcated job roles, organizations started now, to lose patience to groom students/new joiner for each of these roles. Organizations now expected these recruits to start performing from day one. They felt it was Educational Institutes' Role to keep pace for Talent Development. That is to identify the Talents/abilities of students and give them knowledge and skills to meet a job role.

MBA/PGDM became more in demand & with international competition setting in, the industry started expecting in India Sustainable Talent. Grooming of such professionals became the higher educational institution's Mandate/Role. The Industry now wanted not only ready to use talent but also a sustainable talent.

All growing Industry/Sectors viz Engineering Auto/ Auto Components, Lubricants, Chemicals, Pharmaceuticals, Telecoms, Real estates, FMCGs, ITITES, etc. started looking for MBA, as possible options in roles such as Operations, Logistics Business development, Planning, Outsourcing, Marketing Finance HR, etc. The organizations now wanted quick performing assets that can be utilized from day one!

The trend also emerged as Industry started recruiting 25% excess recruits, post-training, weaning out the weaker non-adaptable candidates. This also led to a reaction from recruits as they too started getting trained and leaving the organization for a meager incremental salary from a competitor. In other words, the trust between employer and employee gave way. It became the academic institution's role to bridge the gap and restore Trust. The higher education institutes dilemma stems from the proportion of broad base vs. specialization focus for easy adaptability by the new joiner in the Industry.

All this led to four Major Developments in MBA institutes:

1. The students now need to be trained in not only IQ/EQ but also TQ(Talent quotient), MQ (Moral Quotient), PQ (Passion Quotient). The most crucial concern is whether the faculty is capable enough to train the students with the knowledge &skills? It is noticed that especially in non-top league Management Institutes 70 to 80% of the faculty are having only an MBA or similar qualification with very little or no Industry experience. Talented faculty is a scarce commodity in the MBA Institutes.

2. The Faculty needs to be trained to coach students in required knowledge and skills as above and also have to undertake the massive responsibility of practicing these skills rather than only preaching to ensure, sure shot results. However, this has been a massive bottleneck as most faculties almost eighty percent have no experience, and the others max up to 3 years' experience. As such, the faculty's knowledge and understanding of TQ/MQ/PQ are also minimal. Despite training, it takes time for Faculties to imbibe it and practice. Also, in a majority of the MBA Institutes of the second, third Tier, with very few exceptions, faculty cannot communicate /teach properly with excellent language skills. There is a vast difference between city/urban vs. semi-urban/rural Management Institutes specially regarding the Quality of Faculty their knowledge and exposure.
3. The faculty also should have a learning attitude to keep themselves relevant, sustainable continuously. The faculty needs to fast pace themselves with ever-evolving industry job profiles. This is a significant challenge the institutes face to upgrade the faculties' role. Moreover, most importantly, it requires a very visionary Director to identify this gap of faculty and compensate it by involving more of practitioners from the Industry who can share applications of concepts with students. Apart from the Vision, the Directors need to develop networking with the Industry, which also they lack.
4. The Industry also has a dual role to perform in developing sustainable Talent: -
    a. To have functional experts develop a communication strength and method to groom the young Talent by visiting Management Institutes, optionally to get the experienced professionals to get a formal Management Degree and full fill such a role.
    b. To get the HR in the Industry to sharpen their skills on Talent Acquisition and development. Also, they should continuously upgrade new employees so that they get Sustainable Talent who can grow with the organization and grow the organization, another considerable challenge.

1.3 The Rational behind the Subject selection and its relevance to the study

Today India is becoming a global hub for various manufacturing activities, and the world's largest Automobile industries have started their operations in India. The country is growing in other sectors also like, banking and finance, IT and IT-enabled services, services, Insurance, pharma, etc. These industries require a sustainable talent pool to grow and compete in a cutthroat competition. Today brand and product life cycles are becoming shorter every year, which demands a more creative and efficient workforce.

India is also growing in terms of Institutes providing opportunities for MBA/PGDM education, but these are the non-top league Institutes. They do not address the gap between industry expectations and student employability. The requirement of ready to use talent by the Industry, in order to reduce training cost and time, is a new reality. Many of the newer MBA Institutes, especially the ones in the mini-metros and rural areas lack communication with industries and fail to train students on current trends in Industry. However, over some time, they call professionals from Industry, get their Alumni to help them, but not always do they get the best faculty from Industry? Communication with Industry, the language, both verbal and written, tends to deter a smooth interaction with Industry many times.

Also, many a time, the non-top league institutes are not located in the proximity of industries and occasionally have a regional office representing the industry. Getting a senior executive with a broader perspective becomes difficult, and getting the regional level executive does not serve the purpose of a perspective. However, in terms of the number of industry interactions, they complete the requirement. Thus, the number of Industry Interactions are fulfilled but not the quality of interaction. A detailed study based; the syllabus is being implemented in SPPU Savitribai Phule Pune University since 2014. However, the implementation needs continuous improvement and more extensive involvement by the Local industry can bring in a newer Industry academia association perspective. It is challenging to find out a ready-made solution to bridge this gap.

One must find out the answers to fundamental questions as enumerated below: -

a. Can the institute accept and shoulder this responsibility? Are they equipped to shoulder the responsibility? If they are not, then what should be the action plan?
b. Why should it only institute shoulder responsibility? How can the industry support institutes?

c. Do Governments have any specific role in supporting institutes?
d. Whether Universities will give freedom and academic support as required?
e. Multinational companies have specific training and development plans. Whether those ideas can be implemented through institutes? Whether the industry is ready to collaborate with institutes?

Getting answers to all this question is a serious affair. This complicated situation between industry and Institute is a serious concern, especially for second and third level MBA Institutes and the researcher is motivated to research this area.

1.4 Research Problem

The growth of the industry is breakneck, and the changes in the systems, technologies, markets are rapid and dynamic. On the other hand, the transformation of this dynamic environment into the academic curriculum is a long-term process. This time lag is a major cause of creating a gap between industry expectations and student's employability profile. Though there is a need to minimize this time lag and MBA institutes should connect with industry to match industry expectations, there are certain limitations for institutes to bridge the gap.

I. For industries, with advanced technologies and increasing global competition, it becomes a compulsion to adopt new processes and technologies to be with time, to sustain in the market. Industries can generate financial and technical resources for the up-gradation of the systems. Even though the industry has resources, still considerable time is required to accept and adapt to the changes.
II. For management institutes, the problem is more serious. Creating resources is a significant concern. Institutes require resources, disqualified teaching staff, financial resources for creating change in syllabus, training teaching staff for the new syllabus, and, most importantly, work with Industry for developing contents for the same. All of these take time& frequent changes are not possible in academics. For Industry time is money and expectations are for things to happen yesterday!
III. Institutes challenge also includes developing a Fee structure as decided by Government authorities. SPPU Govt of Maharashtra, UGC, DTE, allows Fee to increase through Shikshan Shulk. However, the cost and Profit need to balance to support viability in terms of: -

a. Utilizing Industry best resources, Student Industry exposure cost, etc
b. Placing students with the high fee structure, in Jobs to provide students with a quick payback period once into the job
c. Most importantly, the students continued relevance in performing the job.

This time race between Industry and MBA institutes motivated researchers to select a topic identifying the Sustainable Talent Development Model for MBA/PGDM students in Pune Region.

1.5 Aims and Objectives

1. To assess the Attitude Skill Knowledge ASK of students entering Non Top League Management Institutes .
2. To assess the students perception on their own Management Skills ,Team building skills & soft skills.
3. Based on the gaps identified in the above objectives to identify a Sustainable Talent development Model for Non Top league Management institutes

1.6 Research Questions

1. How is the MBA/PGDM student's behaviour when entering institutes, knowledge, talent, attitude, and how is it changing during their two years study period?
2. What activities are done by MBA institutes to connect with the industry?
3. Whether the MBA institutes models are useful in meeting Industry expectation?
4. How do recruiters respond to various non-top league MBA/PGDM institutes?
5. What problems are faced by recruiters with fresh MBA/PGDM recruitments?

1.7 Scope and Limitation of the study

Current Scope:

This research is done for 56 management institutes at Pune and PCMC and 44 small-medium and large Industries in Pune Region. Data is collected from students, faculty members, Directors at MBA/PGDM Institutes, and from functional Heads or CEOs of Industry.

Limitations:

The respondents were reluctant to disclose their identity, especially Directors and faculty members. There was a concern disclosing their and Institutes' name during the survey, as it can create a problem for their career. Since our study was not to compare Institutes, we did not insist on the names of individuals and Institutes. Also, we felt this would bring in more realistic assessment and non-biased data. Students' feedback pertains to all final year MBA students.

1.8 Scope of Further Research

The STDM is a manifestation of Research study. This Model may be tested by future researchers.

Following table shows the status of various education streams available in Pune and the total intake for the students during 2014 source –

Figure 1- Classification of Higher Education Institutions

Sr. No.	Course	No. of Institutes	Intake
1	Under Graduates (BA, B Com, B Sc., BBA,)	168	270564
2	B Ed. / M Ed.	57	3420
3	Law	16	3840
4	Pharmacy (D Pharm, B Pharm, M Pharm)	32	4665
5	Engineering	79	33380
6	Architect B Arch M Arch	23	1640
7	Management MBA, MMS, PGDM	128	17250

8	MCA	47	5085
9	Diploma Engineering	40	14810
10	Medical Sciences, all branches	10	1300
11	Hotel Management BHMCT, MHMSCT	4	288
	Total	363	356242

Other than these academic streams, Pune has all education facilities like for new skills in the IT industry such as gaming, animation, product design, SAP, oracle. Pune has one of the most exceptional institutes called IIFT. Also, there are courses in other international languages such as German, French, Russian, Japanese, and Spanish. There are specialized courses in photography. Pune also has the National Insurance Academy, which offers an insurance specialist MBA. One of the best institutes in India, particularly in Pune, is the College of Agriculture. Pune's spectrum of education covers all academic sectors.

However, our study is limited to MBA/PGDM education only.

MBA/PGDM programs are sought by students for talent Development to get placed. This depends on three major factors:

1. Institutes approach
2. Institute industry interface
3. Corporate requirements.

It is challenging to establish an exact relationship between these factors, but there is a healthy interdependence that directly contributes to successful talent development.

1.9 Contribution of Research Work

Today leadership at MBA Institutes is recognized for its ability to grow and maintain through the management of different demands of the market and the linking of academia with business. Although there are traditional career prospects such as investment banking, advisory services, and financial analysts, several new avenues have emerged as positive career prospects.

A recent article by Gaurav Macwan in Jagran Josh "MBA Education in India the way ahead" (November 2017) states: -To start, an employability quota would be one of the most significant

aspects of MBA education in India. Several studies have shown a negative perspective concerning the management education of MBA students from the B-schools and their employability quota. Such studies have, to some degree, reflected a misconception of employability that contributes to such ambivalent results.

Taking into account current management quality and standards in the country, the curriculum and pedagogical teaching followed are in line with the world's standards. In other words, Indian management graduates are by no means underqualified or less qualified compared to their global colleagues. Industrial access to students and the business interface are the reasons that Indian B-schools struggle. B-schools that place great importance on them as an integral part of their education have achieved tremendous success for their students.

Moreover, this accomplishment is not limited to short-term successes such as initial placements, but also includes sustained professional success in its entirety.

This research has provided in-depth analysis in understanding Industry and MBA institutes concerns and new trends in Industry & MBA Institutes, for talent development of students. Industry and academia benefit from a new perspective and an improved understanding of the gaps between industry and academics. Input and knowledge of the various management decisions of companies and MBA institutes are included in this research.

This research work provides a qualitative input in decision-making for MBA institutes, supported by the quantitative analysis in different areas of attitude, skill, knowledge development, leading to the employability and sustainability of MBA students. The way forward for management training in India would, therefore, be to ensure that management programs currently offered are evidence-of-future and can face up to the challenges ahead.

The valuable inputs were received on: -

- The best practices followed in various companies for recruitment
- The thumb rules of experts in the industry for effective recruitment
- The commonality between various MBA Institutes for student-centric programs
- The new approaches used by MBA Institutes
- A framework for employable and sustainable talent development model from Academia/Industry perspective

Chapter-2: Review of Literature

Review of literature has focused on studying if there are any sustainable models developed for MBA students coming from a diverse background by matching industry expectations. The review includes the various approaches used by leading institutes in-country for making student employable & sustainable. The literature review has focused on the following aspects: -

a. Evolution of higher education in India and MBA/PGDM course's / institute's evolution globally and India. Review of top league successful MBA institutes with good placements.
b. Analysis of various case studies published in books, research reports, newspapers, internet-related with talent development methods for MBA students to get employed and sustain in the industries.
c. Gaps in non-top league MBA institute's interactions and communications with industry, thus affecting placements.
d. Scanning of various environmental factors both external and internal to plug the gaps.

2.1 Evolution of educational institutes in India

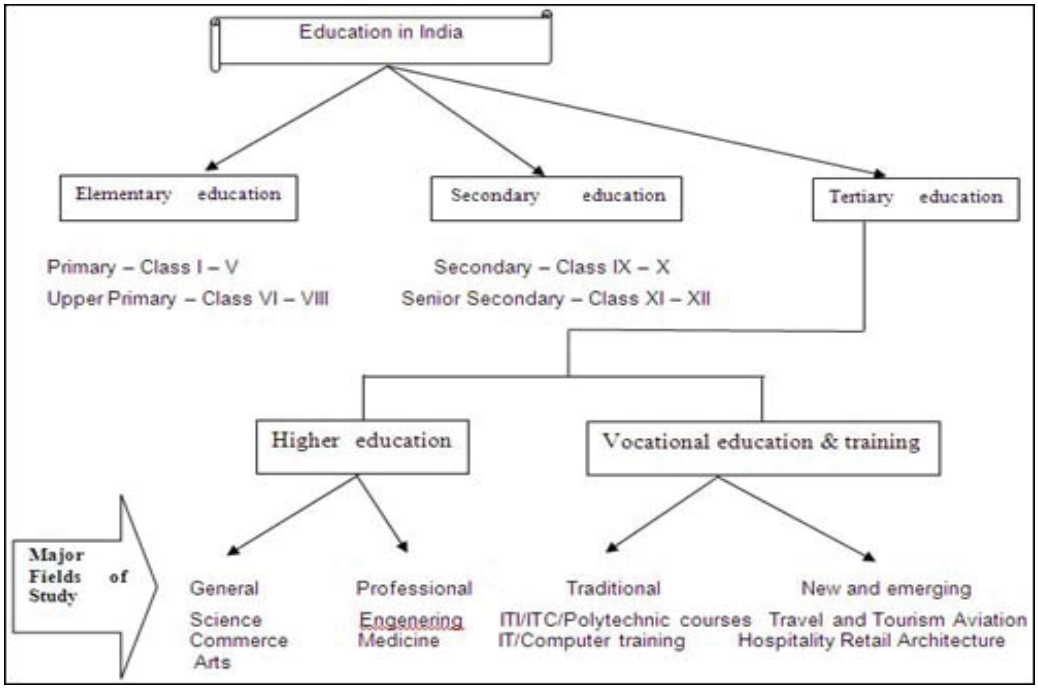

Figure 2- Indian Education System

Evolution of MBA Courses/institutes globally:

Founded in 1881 by an American entrepreneur Joseph Warton, the Wharton Business School at the University of Pennsylvania began giving a Bachelor of Finance to people in business and managers seeking to do so. Mr. Wharton's dream was to provide young graduates with practical knowledge of business in technical terms to face the complicated economic situation he claimed to be. Afterward, an International MBA course was also launched.

Nearly 20 years later in the year 1900, Tuck School of Business (working under Dartmouth college) was founded by Edward Tuck. It was the first legitimate B-School, which awarded one of its kind advanced business degree known as Master of Commerce. It was the undisputed predecessor to the present-day MBA degree. The MBA degree soon began to spread around the US.

Shanghai Commerce University was the first Chinese business school to deliver an MBA in 1921. In 1930, there were 30 colleges in the United States. The first B-School to be founded outside the U.S. in 1948 was Ivey School of Business in Canada. The now well-known MBA degree then went to Pakistan and South Africa (yes, you read it right, that is before it was launched in India).

The MBA was founded in 1949 by Pretoria, one of the three capital cities of South Africa in Gauteng province. Six years later, in conjunction with Wharton Business School, the degree went to the Institute of Business Administration in Pakistan (University of Karachi). Yes, it became Asia's first institution to deliver a formal MBA program. Just a few years later was the pre-eminent B-School multinational INSEAD in Paris offering a special1-year MBA course in Europe. Fifty students from 14 various countries were involved in the initial batch. The degree was finally widely known in Europe by 1960. Then, in 1963, his degree was awarded by the renowned Melbourne Business School in Australia.

Table 1- Evolution of MBA institutes in India, MBA's tryst with India

S.No	College	Establishment Year
1	XLRI, Jamshedpur	1949
2	(IISWBM), Kolkata	1953
3	Faculty of Management Studies, New Delhi	1954
4	Indian Institute of Management (IIM-C), Kolkata	1961
5	Indian Institute of Management (IIM-A), Ahmadabad	1961
6	Indian Institute of Foreign Trade (IIFT)	1963
7	National Institute of Industrial Engineering (NITIE), Mumbai	1963
8	Jamnalal Bajaj Institute of Management Studies (JJBIMS), Mumbai	1965
9	Institute of Marketing and Management (IIMM), New Delhi	1969
10	Christ University of Management (CUIM), Bengaluru	1969

The above list is about the earliest instituted B-Schools established in India in the order of their year of establishment.

Although the most renowned IIMs are believed to be the best and the oldest institutes that offer an MBA program, they have not been the first in India to offer an MBA program. The XLRI, Jamshedpur was the first collegiate college to graduate from an MBA after reviewing this document. Other M Bangalore, Chennai, Pilani, Mumbai etc., MBA institute during the early 1970s. Start. In the 80s, these institutes also began to extend into the towns of Tier 2. The bigger cities in each state started having multiple Institutes and word spread in smaller cities for doing a post-graduation specially an MBA, as an essential for seeking a job.

In 1990, liberalization of the Indian economy was started, and gates were opened for foreign investment in India. India's growth story started in the 90s, and the Indian industry experienced this change. Opening of Industry in India brought in global competitiveness and within each Industry, job profile diversity started growing too! The number and types of Jobs within a function increased as also the number of sectors/ Industry offering jobs increased. So from a meagre four specialization namely: - a) marketing b) finance, c) production d) personnel

The specializations increased to: -

a. Marketing opportunities in Retail, Real-estate, HealthCare, Hospital, Hospitality, Brand, IT, ITES management, insurance etc.
b. Finance opportunities in Banking & Finance, Insurance Finance, Manufacturing Finance, Investment Finance, etc
c. Production opportunities coupled with opportunities in Planning, Materials, Outsourcing. Supply chain, Logistics, etc. Got created.
d. HR opportunities expanded beyond recruitment to Learning and Development, Staffing, Industrial relations, Human Resource, Talent Acquisition, and development.

This list is comprehensive. However, every year new opportunities are coming up for MBA students as the kind of specific skill requirements is increasing. So, MBA students need to know about these possible areas and the core competencies required to enter these areas, as also be able to achieve them practically. In other words, they need to have knowledge and Talent. Whereas knowledge can be imparted to every student, talent needs to exist which can be brought out by making the student aware of it. However, if the talent does not exist, the student needs to be counselled to make him see his shortcomings.

The task of a good MBA institute will be to help students, be aware of their existing talents and their knowledge gap, and hence guidance on the careers they can opt for.

Knowledge Vs. Talent

#Knowledge is knowledge of how to accomplish a certain task. So, it is knowing, Talent is the ability actually to accomplish the task, so this is doing the Task. So, Knowledge could be considered one of the Talents, and most Talents need knowledge.

Organizations should define the knowledge & Talents required for a job rather than the Degree & experiences required. So, Knowledge & related skills can be taught, but talent required and related abilities cannot be infused in two years and the students need to be told counseled about it to choose the right MBA specialization.

So, Knowledge & Talent are necessary ingredients for competing for a job, whereas. Degrees and experience may add value to the final selection decision.

Some of India's older institutes, including the famous IIMs, remain the best. This does not, however, imply that the following B-schools of the next generation are lower and give the aspiring managers a high level of the learning experience.

The first Commerce school was established in Chennai in 1886 by Trustees of Pachiyappa"s Charities. Commerce classes started in the Presidency College, Kolkata in 1903. The Sydenham College of Commerce and Economics was established in 1913 as the first institution for higher education in Commerce. During the post-indigenous era, commerce education was one of the most promising pursuits following industrialization, economic development and the techno-management revolution.

Commerce is a highly qualified faculty that has become popular in many universities throughout its various academic disciplines. There are numerous B-Schools in India where facilities, teaching, access to industry, placements and packages are the secret to entering a B-School. Business schools are living examples of institutions that exemplify education considering Indian business culture. ISB, BITS, ICFAI and Symbiosis are live examples.

The massive expansion in the supply of colleges in India added nearly 20,000 colleges in decades (increased from 12,806 in 2000-01 to 33,023 in 2011-12) which translates into growth of more than 150%. Several degrees granting universities more than doubled from 256 to 564. India has a complex affiliation system where universities can have hundreds of public and private colleges. University Grant Commission (UGC) released a report," Higher Education in India at a glance," summarizing key data points of relevance for policy makers and administrators. Here are three charts from the report:

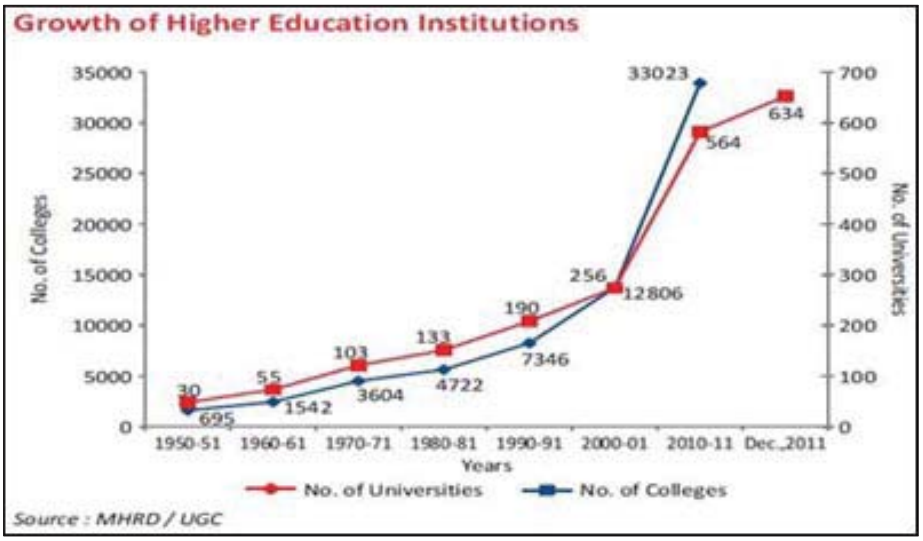

Figure 3- Growth of Indian Higher Education

The increase in student enrolment was less than that in a country with gross enrolment rates below 20%, even though the number of students enrolled in higher education doubled from almost 8.4 million over a decade to 17.5 million. This growth was slower than that of the number of colleges that were 2.5 times over the same period.

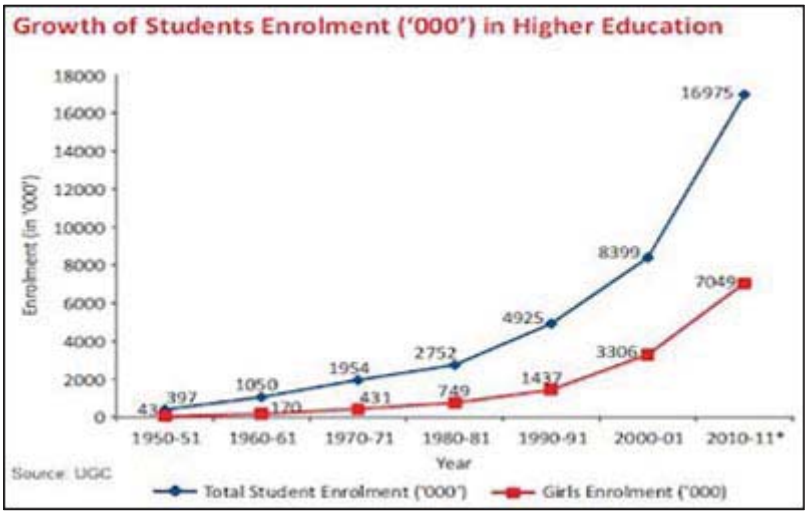

Figure 4-: Growth of student's enrolment in Higher Education Institutes

However, India's education system is bogged down by the fundamental challenges of access, equity, and quality.

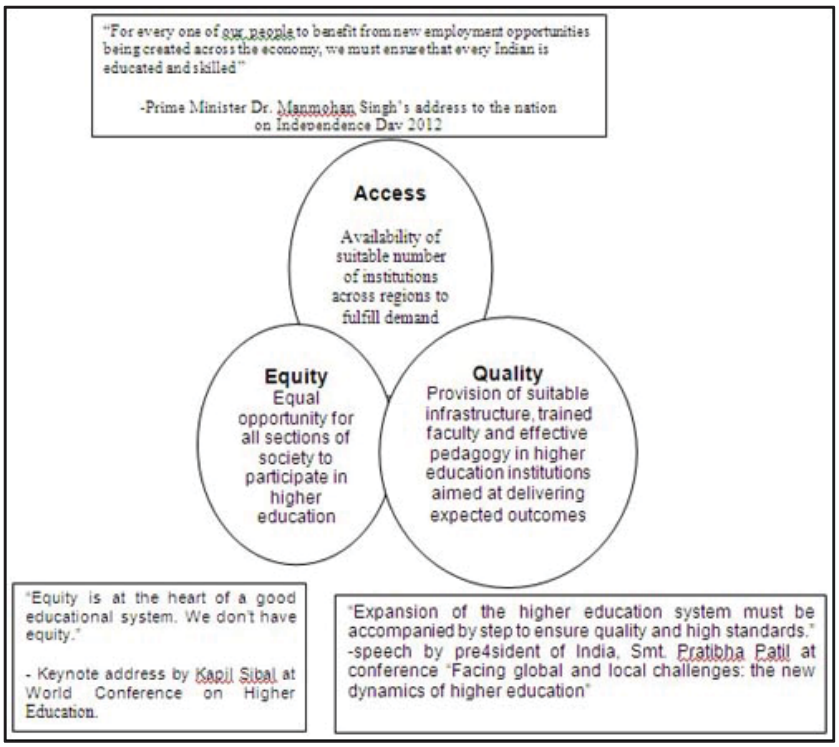

Figure 5- Access, Equity and Quality Approach

Business education has been affected by the growing trend of globalization, liberalization, and privatizations. The technological revolution has further improved e-banking, e-marketing, e-commerce, e-finance, non-paper e-investments and governance in the world. At the same time, the outsourcing business, call Centre, small business operation, IT-based services etc. are expanding very fast. Such advances involve a paradigm shift in the framework of education and learning. To cope with these changes, new skills and training are required. Technological progress must be incorporated into the core business education structure.

2.2 The Patterns of Higher Education Growth

The area of research is divided into technical and general institutions. Arts, commerce, and education are the primary streams offered by global institutions. Institutions offer areas such as engineering, medical, financial, legal, and other technical courses such as hotel management, architecture, agriculture, etc.

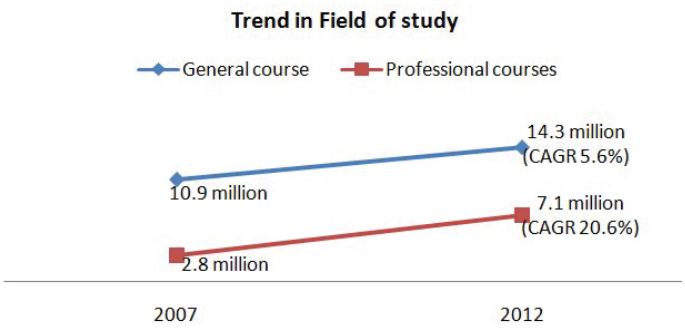

Figure 6- Trends in the field of study (Source: 12th Five Year plan of Higher Education in India (2012-2017))

14.3 million general courses and 7.1 million technical courses, with the largest share of enrolment in the overall course. Nevertheless, in the last five years, the number of students studying in the technical course has risen. The professional training CAGR was 20.6% and the general courses CAGR was 5.6% in 2007-12.

Faculty	2007-08		2011-12		Increase
	Total	%	Total	%	
Arts	59.3	38.45	61.8	30.6	**2.48**
Science	27.37	17.75	31.3	15.5	**3.9**
Commerce & Management	24.41	15.83	29.9	14.8	**5.46**
Education	7.32	4.75	12	5.92	**4.63**
Engineering	24.14	15.65	49	24.3	**24.82**
Medicine, Nursing & Pharmacy	6.86	4.45	10.9	5.41	**4.05**
Agriculture & Veterinary Science	1	0.65	1.21	0.6	**0.21**
Law	2.69	1.74	3.27	1.62	**0.58**
Others	1.11	0.72	2.74	1.29	**1.63**
Total	**154.2**	**100**	**202**	**100**	**47.79**

Table 2- Streamwise student enrolment (Source: ASHE- Annual Status of Higher Education in States and UTs, 2012)

Table-2 depicts the Enrolment by streamwise during the Eleventh Plan. The total enrolment during 2007-08 and 2011-12 among the various streams, the maximum growth in enrolment has been increased in the stream of engineering (24.82%increase), followed by commerce and management (5.46%) and education (4.63%).

Ason 2011-12, the maximum students have enrolled in the stream of arts (30.6%) followed by engineering (24.3%) followed by science 16%and commerce & Management @14%.

In 2011, the entire India Higher Education Survey (AISHE) was launched during which data were collected from 2010-11. The survey was most relevant since no higher education source offered a comprehensive overview of the country's higher education. The data collection exercise was attended for the first time by all key stakeholders in higher education, including University Grant Commissions, All India Council for Technical Education, Indian Medical Council, and state governments.

The entire survey was conducted in electronic mode and a particular http:/aishe.gov.in portal was created for this purpose, rendering the exercise completely paperless. In recent years, both the number of institutions and the number of students in India have expanded significantly in

the higher education system. During 2011-12, India had over 400 colleges and over 20,000 universities.

Almost half of these were set up in the last decade. Student enrolment had crossed 15.9 million in 2012-13, clocking a compounded annual growth rate of 6.2% since 1985-86. The private sector had enthusiastically participated in the growth of the higher education system with about 63% of the total higher education institutions being private unaided institutions. Indian higher education system continued to demonstrate many structural shortcomings which in turn created challenges in meeting future expectations. Despite having more higher education institutions than any other country in the world, there was hardly any unique feature in the leading institutions in India.

At about 12%, GER in 2011-12 our GER was almost half of that of China, and lower than many developing countries. Inequity was also pervasive in the system, with the GERs of women and backward castes being much lower than the national average.

The latest AISHE2016-17 survey, based on the collected data until September 2016, has, however, revealed significant improvements, since the form has been uploaded by 795 universities, some 34,193 colleges and 7,596 Stand Alone Institution. Moreover, besides the actual reply received during AISHE 2016-17, the data for institutions in existence in 2016-17, which were moreover incapable of uploading the data, were pooled from AISHE 2015-16 and 2014-15.

So, by pooling the results are based on the response from a more significant number of institutions than the actual response of2016-17 survey which can be seen from the following Table.

Total number of Institutions after pooling data from AISHE 2014-15 and AISHE 2015-16 and survey 2016-17 compared to listed is as 835/864 universities (96.6%) 36852/40026 colleges(92.1%) 8453/11669 standalone (72.4%)

The management stream has 5.6 lakh students with 3.4 lakh male students.

Gross Enrolment Ratio (GER) was 19.4 % in 10-11 increased to 20.8 % in 11-12 and has increased during the last five years, from 21.5 in 2012-13to 25.2 in 2016-17. The increase is more under the SC category which has increased from16.0 in 2012-13 to 21.1 in 2016-17. In the case of the ST category, the GER has increased from11.1 to 15.4 during the period.

India	GER	SC	ST	Maharashtra	SC	ST
2016-17	25.2	21.1	15.4	30.2	30.1	14.8
2015-16	24.5	19.9	14.2	29.9	29.6	14.7
2014-15	24.3	19.1	13.7	27.9	25.6	12.6
2013-14	23.0	17.1	11.3	26.3	22.1	10.7
2012-13	21.5	16.0	11.1	22.9	18.9	8.9
2011-12	20.8	14.9	11.0	26.3	23.9	11.4
2010-11	19.4	13.5	11.2	27.6	28.9	12.3

Table 3- Enrolment ratio across categories

Maharashtra, specifically both in SC & ST category, there is an increase in the GER from 2010 to 2016. These are the diversity contributing factors indicating the need to address their employability and sustainability in Industry. This study has attempted to develop a model to address the support these students require for becoming a sustainable talent.

Management students increased during 2011-12 to 16-17 in lacs as: - 4.89 to 5.18 to 5.47 to 5.51 to 5.50 to 5.60.

These are based on the following source of government data which started recording and publishing this data since 2011

Based on these reports, comparative statistics are produced below gross enrolment ratios.

The figures depict the growth in GER for social category &the two genders respectively.

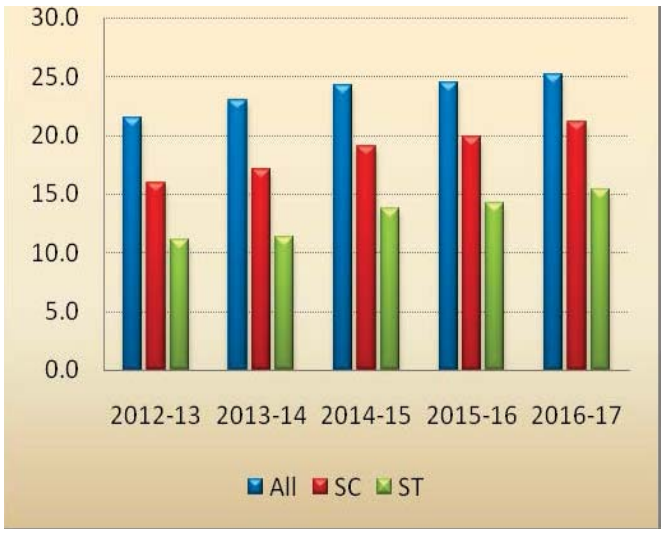

Table 4- Category wise GER

In comparison to male, the rate of increase in GER is higher for female.as in figure 52 GER varies considerably in different States, though it has generally increased across the states.

The Economist Magazines View on- Future of Indian Business Education

As the second-most populous country in the world, India is the world's largest managerial education provider. But the scale is challenging. Do many business schools offer poor education? It has investigated before and smaller entities are struggling to keep afloat. According to AIMA, a National management and education body, considers class size abysmally inadequate, which includes less than 60 candidates for one-quarter of business schools in India in every year cohort.

According to AIMA, the job prospects of Indian business students are declining, whether or not in an attended program. There have been higher costs of classes, even in schools of the lowest quality, while wage graduates may expect to decrease. Rajan Saxena, Vice-Chancellor of the Narsee Monjee Institute of Management Studies, a private university in the capital of Mumbai, and Chairman of the Board of AIMA, says: "We have many business school graduates who have no jobs in metro towns or significant corporations. This is partially due to the intense rivalry between education and employment criteria for relatedly few positions.

These problems will hold back a country in which managers of even better quality are required. So, as 2015 became 2016, seven months later, AIMA released a strategy paper from a committee to find a way to develop management training in the country. The goal is audacious:' by the year 2025[indians] will be regarded as being the second-best management education system in the world, second to the US.'

AIMA says that business education in India has been funded for years to come. Standardized curricula are commonplace, Dr. Saxena says. Nevertheless, there is a huge gap between India's best business schools (Ahmedabad's Indian Management Institute (IIM-A) and its more boring colleges, rankings global in business schools. They teach the same methods and theories. An MBA from a business school in Kapurthala (population: 99,000) is much less likely than one from a Management Institute in Mumbai to join the board of a multinational company.

2.3 The Brundtland Perspective

"Sustainable development reflects current needs without jeopardizing our future generations ' ability to fulfil their own needs."

Sustainable talent development STD is a long-term action plan, and it is like a computer programming that evolves with time.

When people discuss talent development, one has to consider the circular flow of input and output in education systems. What institutes deliver to society, goes to industry, gets influenced by international flavors, and over some time comes back as input to the education system with a better level of learning capabilities.

STD is a serious concern in today's education system in India, and now the time has come for a breakthrough in the higher education system to be able to develop a Model for developing /Grooming Talents to remain sustainable. This model shall be referred to as STDM.

In Higher education STD plays an essential role on account of following reasons: -

The Industry expects the student to be ready to fit into the organization from day one. The students coming from diverse backgrounds and degrees have varied persona. The industry expects the Academia to have ironed entirely out the background diversity, which is a very unrealistic expectation from the Higher Education Institutions. As effectively, the students spend 18 months only getting groomed at the Institution. Most of the time there are still some rough edges to be smoothened on account of diversity. The industry expects a performing asset from day one.

There is a role of the industry to update the employees with the practical aspects continuously. Here again, depending on the adaptability, the students (now an employee) need to remain mouldable / flexible to be able to perform to maximal capacity. However, ensuring optimal use of resources, thus keeping a holistic Social agenda in Mind, the students have to keep his innovation cap on always with a spirit to adapt to change and let the society/ nation first as a priority rather than self-first.

The company expects that these employees (students) are ready for the future and lead the business through informed decision-making and action in the future. They are then expected to contribute to a more sustainable future for citizens and society. In India, there are many incentives for social development; these higher education students will play an important role.

Higher Education Institutions thus need to prepare students for consistently being relevant in the current scenario and optimally utilize resources for ever-changing/evolving organizational requirements with a holistic societal need in the future also.

The higher education institutions have a responsibility for STD with an interlinking approach for Societal Values and culture. Hence getting Industry stalwarts to appraise the students on companies' role in society beyond profit-making has to be explained by them. This is the phase when students start realizing their role not only in the company but also in society.

The higher education institutions must upgrade themselves with new teaching pedagogy for STD and develop individuals with a sense of fair practice. Especially in Indian society with wide diversity, the STD needs to be addressed holistically.

The higher education institutions need to inculcate the transformational approach and focus on the next category also rather than only the fast trackers. The fast trackers can be groomed probably, but the second category will have to be counseled. The higher education institutions have to train the talents to be vigilant of the change happening continuously and at a faster rate as we progress, along with technological changes that need be adapted in order to run/win the race.

2.4 Sustainable Higher education (SHE) and Sustainable Talent Development (STD)

SHE and STD are the two coins of any educational system very relevant to us. Today global exposure in all industries has changed the perception about the employment and the expectations of all stakeholders, i.e. Students, Industry and Society etc.

Change has been happening continuously, with the pace of change ever increasing. Hence the system is turbulent. As a result, after regular intervals with technological developments and societal patterns changing faster, these intervals have reduced, and education systems need to change faster. There is a need to overhaul the education system regularly.

The higher education system is supposed to comply with business demands but the fact is that there will always be a time gap, as well as a shift to industry updates. Thus, Industry-Academia collaboration continuously is essential. Unless there is a real-time exchange of practices between Industry and Academia, there will always be a gap that will continue to widen more and more if not agile. Despite continuing feedback, the lag in the system is unavoidable,

specifically in our education system, which is controlled by various government authorities and procedures.

So at least the management Education system needs to be free to adapt itself to the changing industry/society phenomenon. The Model suggested STDM thus needs to be a wholly delegated model with a committee of stakeholders from a) industry, b) society) students. They should have the freedom to modify and adapt the education system to changing times with utmost sincerity to ensure students' interests are not sacrificed.

Development of an STDM is a long-term process, and it requires the development of skills, with regular up-gradation and continuous keeping of pace with Technology, domain research, and changing society cultures & norms for all stakeholders. The stakeholders should need to be trained to appreciate that, the STDM needs to be continually updated, for surviving and being relevant in an ever-changing Techno, socioeconomic environment.

Origin of STD

Education is a powerful tool for moving nations to a sustainable future, economies, and households. STD is a moving vehicle for transforming education and mobilizations that will enable us all-individuals, organizations, and governments to make sustainable talent available.

Education for STD" means "it is not just business environmental education or even sustainable education, but education for sustainable talent development." It is not a process that can be learned in a few weeks at a certain age and stage. It is an overall attitude to be developed in the Society, Parents, Students, Industry citizens the whole cycle. The idea is to be relevant continuously in an integrated manner.

STD, it needs to develop the curricula and courses needed – and regularly update these and to inform teachers and training and re-training them in practical ways. The higher education institutes should have an inclusive and flexible process, mobilizing all who have something to contribute to higher education.

2.5 Why Should Higher Education Engage in Sustainable Talent Development?

Growth and sustenance are essential parts of any Economy, be it industry, society as well as nation. So only growth or only sustenance is not the Solution.

a. Only growth will lead to unpredicted rapid fall bankruptcy/closure of the business etc.
b. Only the sustenance approach may not also work because it amounts to only work for survival and will reach a stage of economic stagnation without planning for growth.

Sustainable higher education SHE and STD have emerged in response to calls for universities to lead society towards a sustainable future. Higher Education Institutes should focus on a distinct but interdisciplinary specialization of study and practice especially within MBA education.

Higher education is generally seen as a significant (potential) catalyst to work towards Sustainable Talent development. The urgent societal need and broad call for STD allow higher education to assume a fundamental& moral responsibility in contributing, through their societal mandate of advancing knowledge. By educating leaders and furthering societal progress and engagement, institutions of higher education should be moral visionaries and centres of sustainability innovation and excellence. As the learning laboratories, ‟ campuses are to provide the live experience of developing sustainable talents further groomed at Industry to form part of sustainable companies & communities.

In the Indian scenario with enrolment in higher education increasing and students coming from diverse backgrounds, Higher Education Institutions, especially the MBA education is becoming the right avenue to train students for building the future robust and robust. These MBA Institutes are developing Talents that would be a significant source for feeding the requirements of Industry and hence also, in turn, serving the Society needs in both Urban and Rural centres.

MBA education has an intrinsic obligation as a significant contributor to the values, health, and well-being of society to educate, train and perform STD research. The willingness of educational systems to bring forward a bold agenda that makes STD a scientific norm is measured as an accomplishment of MBAs of the 21st century. MBA Education in India has an additional complexity to have to include a wide range of people!! More than language, principles, history, health and welfare etc. Although MBA Education is quite incipient w.r.t, work is also currently being conducted.

Reasons to have STD for MBA Institutes: - Student interest: Today students have a sole focus on employment options offered from Institutions and increasingly, students are expecting institutions to address these issues and consider this as a criterion in selecting a place to study. STD will directly create an outlook in the students to look at the long-term impact of taking a job. MBA students shall be trained about the holistic impact of doing a job not only today for the company but also being able to sustain the job in future as well. Thus, it will enhance the employment options available for the students and trigger entrepreneurship as well as keeping the long-term goal. The trend of startups has already started and incorporating discussion of their success stories at the MBA Institutes will trigger new entrepreneurs.

Research funding: increasingly funding agencies expect higher education MBA Institutes, to focus and incorporate STD in their research. A vast area of research will thus open up in India which has a substantial global relevance since: -

a) Our presence abroad has so many Indians employed across the globe requiring further MBAs, who can be groomed to be sustainable.
b) Make in India the recent government Initiative requiring a global business to be set up in India where again the requirement of rounded groomed MBAs will be very high.

A tremendous opportunity to attract Global Research Funds also arises, for making a highly diverse country, sustainable through higher education mainly MBA to begin with.

Community outreach: STD offers the opportunity to “reach out” to the (local) community and to contribute/provide leadership to the community’s transition. The process of getting an STD student trained into the Industry thus has an employee conscious of not only profits to the organization but also optimal profits to enable continuity of the organization and hence safer impacts on society.

Employability: To boost the employability and recruitment of MBA students with sustainability skills, students should not stick to the jobs of their desires. Students therefore trained in STD must be continually significant by improving time, equipment, physical and sociological environment, etc.

Moral obligation: The need for STD and the historical role of MBA education in transforming societies, serving the public by setting a standard of corporate social responsibility, makes it necessary for good MBA Institutes to expose students to existing CSR activities in the

Corporates by involving/exposing them to such activities. The institutes need to continually have its faculty engaged in upgrading the relevant skill requirements, as also for continuously monitor CSR happening in the various sectors and update students about the same

Entrepreneurs: The MBA students, thus trained in STD, can identify opportunities and avenues to work towards, be it a product or service development that the society needs. Their visions on societal needs for competitive advantage vis-a-vis other countries will have more startup ventures. The success of some of these will trigger more angel investors from across the globe. STD thus has implications for the entire MBA education system and at the organizational level for the entire organization. The various areas of education Sector that get impacted include MBA education policy; education, research, public service, innovation; campus/physical operations; student life; organizational structures and cultures; reporting and assessment, and morals and ethics.

To date, most efforts in the emerging field in MBA education have been focused on education (curricular/teaching) and campus Placement. There is a need to incorporate STD to address issues dealing with research, assessment, reporting, collaborative learning applied-practical Learning -involving all types of learning (formal, non-formal, and informal) to be practiced.

STD in MBA education needs to go beyond integrating institute and stakeholders, which results in implementing fundamental changes and requiring a holistic and systemic view. From this perspective, STD in MBA education deals with the (re)orientation of MBA education with its principles.

In this sense, “reinventing” instead of “changing” higher education: ―Schools, colleges and universities should be engaged in a deliberate process of reinventing themselves and, in the process, helping to reinvent society. It is highly recommended that STD be included in the institutional framework, so that sustainability can grow as the golden thread that connects all of this.

STD means that a higher educational institution's vital practices must continue to be environmentally sound, socially just and economically viable for future generations. In the curriculum and study of a genuinely STD college or university, students should contribute to an environmentally sound and equitable society as working people.

The MBA institution would thus function as a developer of a sustainable community, embodying responsible consumption of energy, water, and food and supporting STD in its local

community and region. Governmental patronage to such education institutes would speed up the development of a sustainable society.

2.6 STD: Whole Systems Approach

STD in higher education requires a holistic and systemic approach for at least the following reasons:

- To have a focus on the whole system at the macro level and the micro/institutional level, it requires fundamental or profound system transformations going beyond "add-on" implementation and fragmentation

A system-wide approach covers the whole system, recognizes that higher education is composed of interdependencies, and implies that all subsystems and the connections between them in higher education should be considered together as a dynamic balance for STDs in every aspect of education and learning. This educational effort will promote behavioural change that will create a more sustainable future for current and future generations in terms of environmental integrity, economic viability, and just society.

Transformations required for implementing STD

- Incoherence and fragmentation-Systemic coherence and positive synergy
- Large scale, loss of connectivity- Human scale, high connectivity
- Closed community- Open, "permeable" community
- Teaching organization- Learning organization
- A microcosm of unsustainable society- Microcosm of a sustainable society

2.7 Concepts and Principles of STD in MBA Institutes

Education for STD aims to enable MBA students in the future, both now and in the future, to develop attitudes, abilities, perspectives and knowledge in informed choice and action. STD allows MBAs to think about a more sustainable future in the sector.

Some of major steps for STD are:

Creation of awareness: Stake holders of MBA Institute should be made aware of STD for future. The need for action and the expected benefits should be well informed.

Local and global vision: Today, industrial development and business are interconnected globally, and it is mandatory to develop a global understanding of business.

Responsibility: One step forward for STD will generate more opportunities, but it shoulders responsibility for the development of institutions to work for a never-ending but ever-evolving process.

Learning to change STD is a paradigm shift, and there will be changed entirely in how MBA institutes work. Stakeholders should learn to accept the change.

Participation: STD demands equal and responsible participation of stakeholders. Participation in generating ideas, implanting ideas, and improving the systems.

Lifelong learning: STD implementation is a continuous process, and it will provide new opportunities to learn, excel, improve, relearn. Every new experience will be a learning experience.

Critical thinking: STD is a journey to a known destination with a lot of surprises and unexpected experiences. Being a long-term strategic plan, the role of think tanks is essential. Detailed planning is expected to manage shocks, sometimes turbulences, ups, and downs.

Systemic approach and understanding complexity: STD is a long term plan; every step taken may be irreversible. It demands a systematic approach, evaluation of systems, and creating linkages to set goals and targets. This is an overly complicated job as unrelated stakeholders may also have an impact. Understanding deliverables itself is a primary task.

Interdisciplinary: STD will have a focus on developing MBA resources having multitasking ability. They are future decision-makers and policymakers. These resources should have the ability to understand multiple dimensions of any activity.

Problem-solving: Identification of the problem and providing solutions is the significant role of any MBA resource person. STD's necessary foundation is the ability to make appropriate decisions at the right time.

Satisfying the current needs and without jeopardizing future generations: STD is always a transition phase and should bring students into the industry's immediate needs and prepare them for future industry needs.

2.8 The following principles of education for STD could be Identified

- A transformative and reflective process which will integrate values and perceptions of talent management into not only education systems but one's everyday personal and professional life.
- A means of empowering people with new knowledge and skills to help resolve common issues that may challenge life now and in the future.
- A holistic approach to achieve economic and social justice and respect for all life.
- A means to improve the quality of basic education, to reorient existing educational programmes and to raise awareness.

It is always expected that, the MBA education has students getting ready for the job, however the Industry does not have patience to train them. Instead they have unrealistic expectation that the new employee starts contributing from day one. As such, the necessity of the MBA institute is mainly two-fold.

a) To prepare students from day one to develop Attitude Skill and Knowledge (ASK)and start making informed decision, and adaptable to continuing change.

b) To develop MBA/PGDM students, as fundamentally sound, socially acquainted and aware that they will continue to be so for future changing needs.

2.9 The STD process may consist of important benchmarks

- Creation of awareness: spreading segment specific awareness
- Local and global vision: depth of education to increase and cater to global local needs
- Learning to change and continuously update practices considering changing business environment, Industry and systems
- Participate being aware and part of corporate growth
- Develop critical thinking segmental inclusive thinking to ensure all aspects cover

- Supporting decision-making with interdisciplinary/ holistic approach for overall development
- Champion problem-solving in smaller steps with macro view.

The STD team should focus on

- Strengthening the role of educators in the STD process as one of the major stakeholders.
- Promote MBA Institutes and Industries' communication and collaboration by frequent information exchanges and views of their activities.
- Facilitate the review and review process of educational programs and curricula at all levels in order to integrate the latest management knowledge in education/curricula for sustainable talent development. Develop mechanisms for continuously informing teachers and updating programs.
- We are emphasizing the importance of ethical issues in MBA education for the MQ Moral Quotient for building a sustainable talent for 21st century future generation.
- Promoting knowledge transfers in innovative ways to speed up the process of bridging gaps and inequalities in knowledge, and industry requirements by way of PQ passion Quotient

MBA/PGDM education plays a critical role in development at the national, regional, and global levels. Management institutes train young people to develop a critical mind and to acquire the capacity to act. It should also train the trainers - teachers, researchers, and innovators. STD should be resource for knowledge and know-how, and most importantly, the institutions - the national institutions - which can most efficiently form links with international pools of knowledge. Increasing demand for Management graduates: - Over the last decade, demand for higher education has constantly been increasing throughout the world. The increasing and changing demand for MBA/PGDM education requires the adoption of new training models, which will serve both real development needs and the desire for further continuous training. Life-long learning-models, developed in many parts of the world, probably constitute a more adequate strategic option than the expansion of traditional forms of higher education.

2.10 Concerns for STD

- Inequalities in access: despite the increased capacity to absorb new students, they still have a long way to go before reaching gender parity. The percentage of female MBA students is still too low. Furthermore, MBA education candidates coming from low-income families and rural settings are less likely to be accepted as new students at universities, which thereby widens the gap between the haves and the have-nots.
- Need to align university activities with development plans: MBA Institutes, principally need to align their plans with the development plans of the Industries in the vicinity, to begin with. This will enable them to contribute actively to the development of the local Industries and supply the critical mass to evaluate the path followed and supply alternative paths towards sustainable development.
- Rapid changes in technology: curricula and technical infra-structure have to be continuously updated so that MBA students are not already obsolete upon graduation. Institutions of higher education have to foster adaptation and updating of technology and skills.
- Changing labor markets: new investments in countries are hampered by a mismatch between skills and demand from the labor market. University graduates are often too academic in their outlook. Expanding training and connecting it, Tomba education may constitute one adequate response. The training should prepare graduates for self-employment. New teaching methods will be necessary in order to better prepare students for their professional lives in order to catalyze the relationship between MBA and the private sector. It is also defined by finding shortcomings in society requirements and business in order to support a new start-up:
- Contribute to regional sustainable development
- Help society achieve sustainable development
- Be a tool for transformation
- Be a deliverer of change
- Be a social entrepreneur
- Be a community leader
- Gain the respect of future generations
- Have integrity on sustainable development
- Be responsive to societal need

- Be an essential reference for sustainable development
- Be a model of university-wide achievement and excellence in sustainability Challenges and opportunities for implementing Sustainable talent development
- Strategic leadership
- Request from most internal and external stakeholders including students and employers
- Academic and professional silos that conflict with cooperative efforts across disciplines
- Stakeholder coordination on sustainable definition and purpose. STD implementation opportunities include: -
    - Inter-disciplinary nature of sustainable development research
    - Demand from internal and external players including students and employers
    - Working together collaborations/partnerships
    - Networks for learning between them
    - A pro-active entity or a single institute with a clear plan to promote sustainable development.

2.11 Areas for successful implementation of STD

1. How does STD contribute to the optimum utilization of natural talent?

   Every human being has an inborn talent and today people talk about multiple intelligence and a multidisciplinary approach. Institute should assess the inborn talent of the students, which can be utilized for the optimum benefit for students and industry. The focus on development and utilization of inborn talent will certainly create long term relationships and provide more opportunities. Institute should asses TQ of every student.

2. How does STD contribute to using multiple intelligence of the student?

   Business organizations and businesses today typically expect candidates to be ready; industry in effect is not willing to invest in developing new applicants. Multiple intelligences contribute concurrently to different tasks and also help to acquire knowledge of various disciplines. So, a student entering Industry needs to be slotted for more than an area of appropriateness by the Academia along with Industry counterpart.

Based on IQ / EQ / MQ / TQ, suggest or categorize the students in probable areas of appropriateness. Update him or her on all these quotients.

3. How does STD contribute to integrate demographic diversity?
   In India, every state has a separate culture, but Industry requirements are the same for all employees. We in India thus have a natural diversity to optimize organizational performance which west has been traditionally struggling for. To bring out diversity as a strength shall be the role of teachers, educational managers etc. It is a severe responsibility to institutes for higher education to develop a culture to accommodate all types of students under the systems.

4. How does STD contribute to improving the health and well-being of staff and students?
   Best of the Institutes do have a focus on the health and wellbeing of staff. Education Industry works only on human capital. It becomes a mandatory requirement to ensure mental and physical health by inculcating an inclusive growth approach. Thus, the materialistic approach of the students gets mellowed down by the societal growth with optimization of organizational profit rather than maximization.

5. How does STD contribute to building the learning and social skills of staff and students so that they are empowered, citizens?
   The implementation of STD is a continuous process. It is a circular system of creation of new knowledge by integrating with changing socioeconomic scenarios. Also implementing it to benefit not only the society but also the surroundings. This circular flow creates opportunities to learn new things every day

6. How does STD provide access to varied and satisfying opportunities for personal creativity, well-being, and recreation for all stakeholders?
   STD should have focus on developing multi-skill and teach students how to use their multiple intelligence for knowledge, decisions in dynamic business environment. This approach will undoubtedly enhance the personal skills and creativity of the students.

7. How does STD improve governance systems so that they are trusted by all stakeholders and accessible to them?

   STD is only teamwork and its success depends upon unconditional support and complete trust and transparency. Lack of trust can create hurdles to achieve desired goals. So, keeping all stakeholders, society, Government, regulatory bodies, along with industry, faculty & students is an uphill task.

8. How STD policies, teaching practices, research, and third-stream activities contributing to a shared understanding of sustainable development amongst internal and external stakeholders?

   These are the pillars and foundations of the STD program. Sound policies, innovative teaching methodology, active industry base research, communications for shared understanding are essential requirements of every STD program

9. How does STD support other businesses in the public sector and voluntary groups in society?

   Society and the public sector cannot be treated in isolation and are always interlinked, interconnected and interdependent. The benefits will be shared directly or indirectly by all stakeholders. Higher education serves every entity in society knowingly or unknowingly

10. How does STD contribute to developing safe and supportive local communities?

    The development of a safe and supportive society is the final objective of every STD program.

11. How does STD contribute to the development of infrastructure, technologies, and processes that maximize the use of human innovation and skills?

    Talent development itself engulfs the development of multi-skill and multi-talent students. This development should have a strong backbone of infrastructure and technology, without which STD cannot be implemented.

The Students of MBA programs need to be groomed for: -

1. Realistic self-assessment.
2. Understanding what is expected of them
3. English language - reading and writing
4. Proactiveness to learn and adapt new technology, environment, people, and processes
5. Proactiveness to do any work given to them. There-is-always-something-to-learn attitude.
6. Ability to apply what is learnt
7. Passion to learn a subject in depth always.
8. Strive to acquire Knowledge, beyond what is taught in the Institute.
9. Ability to form a team and understanding the skill sets of others working under/with them.
10. Maturity, Independence in working, Team spirit
11. Logical thinking and excellent communication

2.12 Analysis of desk research-based study of Top MBA Institutes in India

Why in India MBA? Why? The first thing to introspect is the reason why so many students are motivated to choose MBA as their chosen career choice. Traditionally considered the best career option for pupils, MBA is often referred to as the sword that cuts down the slope, up the ladder of the business. Although it remains a major source of inspiration for MBA candidates, students today began to seek out avenues beyond this particular target. Simple placements and numbers are not enough to explain the progress of an institution.

The researcher has analysed 8 of the Top 25 institutes in India. The analysis is also done of the 57 Institutes met during the Survey at Pune to assess the gaps. India's best management institutes have different approaches for growth and sustenance. These are some of the premier business management institutes in India. These institutes cannot be compared with the various institutes considered for this research in Pune. Indeed, these institutes can provide insight for developing a model for MBA institutes in Pune.

A Xavier School of Management (XLRI)

XLRI has a significant focus on industry interactions explicitly. It is well equipped with Virtual Interactive Learning systems to provide off-campus educational support for students.

XLRI has developed special programs for working students and Executive Education

Management Development programs

- Certificate Programs
- Executive Coaching
- Consultancy Services
- Research & Innovation Cell

Management Development Institute, Gurgaon (MDI)

MDI is focused on

- Placements of 100 percent in national/global organizations. Prestigious companies from different sectors should offer employment profiles covering different functional fields.
- Well-organized exchanges ensure regular PGP students have the chance to spend their term abroad. There are equal numbers of international students in MDI from up to 48 B-schools.
- PGP-IM, PGP-IM, a truly international program carried out in part in India and part in Europe, was successfully launched in July 2006 in partnership with ESCP-EAP France (now ESCP-Europe). The program offers regional executives a broad international experience.

MDI works with the leading B-Schools worldwide. It only works together with the top five schools in every country where the B-School partner has a broad international agenda.

One of the required full-time faculty courses is the right blend of academic and business experience. Many industry leaders and professionals in different locations and capacities are expanding the MDI spectrum further.

With Gurgaon becoming the world's most famous destination, MDI offers its community and business world additional benefits.

S. P. Jain Institute of Management and Research

As a part of the Bharatiya Vidya Bhavan and function as an autonomous Institute with entrepreneurial agility.

Mission

To promote practice through pedagogic innovations and pioneering programs that stand out for a unique and distinctive course in management training. Increase practice and promote value-based growth.

By providing unique, targeted and relevant initiatives, SPJIMR gained a reputation for meeting the societal needs of under-run sectors. This guarantees self-financing, personal freedom, and corporate responsibility. More than 1,000 participants from various backgrounds are enrolled in a variety of management programs offered by SPJIMR in a given time.

SPJIMR has strengthened student-faculty connections, launched the development of design thinking across all programs, speeded faculty development, and intensified commitment to graduates, businesses, and other stakeholders in recent months.

USP of flagship management program

i. Hire for attitude and values.
ii. The unique mix of globally recognized and awarded non-classroom initiatives that provide rich, reflective real-life experiences for students. In addition to a corporate internship, students do internships in rural NGOs for five weeks. This gives them a flavour of Bharat and problem-solving in unstructured situations. Each student mentors a talented child from an urban slum through the whole of the first year under a program called Abhyudaya. They learn to see the world through somebody else's eyes and soft skills, which prove very valuable later on.
iii. Blend of interactive learning tools which include a multitude of simulations, case studies and industry projects embedded within courses.
iv. The curriculum is continuously revised in collaboration with industry, and industry leaders play active roles in our area advisory councils.
v. All students do a month of advanced specialization courses in top international universities like Cornell, CMU, Purdue, Darden, etc.
vi. Introduced elements of design thinking and the growth mindset as critical differentiators of the curriculum.

Birla Institute of Technology and Science

The goal of the BIT mission is to inspire and educate students in science, engineering and other activities that would benefit the nation and the world in the 21st century.

The Institute works with others to create knowledge, disseminate, and address the main problems of the world. In supporting and intellectually promoting a diverse campus, The BITS Community is committed to educating and incorporating a robust research passion. We develop the ability and excitement in each member of the BITS community to contribute towards improving humanity intelligently, creatively, and effectively.

The Institute's dream

Our commitment to openness and focus on equal opportunities have played a vital role in our emergence as a national institution, which reinforces our robust intake processes and ensures that only truly motivated students join us. Our program is continuously updated and mirrored in the new technological developments and trends in the industry. Under a structured six-month engagement program, pure academics are complemented by a strong industrial commitment, and each student is exposed to practical applications of classroom expertise.

University Code of Conduct

A transparent and honest approach is needed to achieve excellence. At BITS Pilani, we always believed that this is valid and is one of India's top institutes in support of an admission policy that is based on ' merit only. '

A complete on-line test was conducted to ensure full transparency in the intake of students from BITSAT undergraduate courses. BITSAT tests its mathematical skills for pupils. BITSAT also has an English and Logical reasoning component, which allows a thorough analysis of the intelligence and ability of a candidate.

The management program is based on analytical competences and aims to build a leadership mindset that transforms problems into opportunities, conceptualizes objectives to use them, and learns to make essential decisions in a dynamic global environment, faced with inadequate information.

The Department of Management, BITS Pilani, brings cutting-edge thinking and best learning practices with its flagship MBA Program, which is a two year Post Graduate program designed as a full-time residential course.

Three semesters of rigorous classroom training coupled with six months of industry exposure through a structured and evaluative internship (Practice School) make this program one of its kind.

At the BITS Pilani, management training is rooted in the principles of general management with the new business/company ideas and best practices. This establishes a basic qualitative, quantitative, theoretical, conceptual and problem-solving system. The teaching is designed to create a healthy environment for learning, a mixture of theoretical concepts and practical nuances. An optimal mix of learning methods also ensures the holistic development of students.

Symbiosis

Symbiosis Motto: “Vasudhaiva Kutumbakkam” means “World is one Family”.

Symbiosis is a family of 44 academic institutions with over 40 years of high quality education. This accommodates more than 27,000 Indian and international campus students.

Such colleges are the motto Symbiosis, "Promoting Global Understanding through Quality Education" and are a port, dedicated to the Indian culture and hospitality, for international students from across the globe. Many of these campuses are entirely residential and include swimming, Amphitheatres and health care facilities.

Vasudhaiva Kutumbakam – The World as One Family

The universe was described as a massive family in ancient Hindu and Vedic philosophy. Geographical boundaries were not seen by the Vedic civilization as the world's division. The thought that the whole world is fundamentally unified and that the Vedic traditions have a substantial family. The Sanskrit phrase, 'Vasudhaiva Kutumbakam' (the earth is a single-family) signifies this thought. Inspired by this philosophy, Dr. Mujumdar put his first steps forward as he created a blueprint for Symbiosis in 1971. He honestly believed that the various international students studying at his institution were all part of a vast family.

Symbiosis International University offers training in the fast-changing world for leadership. It transforms individuals, trains people, and enables them to have a positive impact on the world in seven faculty-law, management, computer education, health, biomedical, media, communications & design, humanities and social sciences, and engineering-.

Symbiosis International University (SIU) has partnered with International Universities to promote various forms of academic Collaboration. The University has collaborations with Universities in France, Germany, UK, Netherlands, Portugal, the USA, Canada, Japan, Singapore, Australia, and New Zealand.

At Symbiosis International University, we have developed a set of unique programs that will facilitate the mobility of students and faculty and research partnerships to foster international understanding through quality education. Students ' programs include:

a. Global Immersion Program

Students from SIU get an opportunity to study abroad for a semester at the University of their choice. The students are encouraged to study abroad for a semester, attend summer schools, internships with our international partners.

b. Semester Exchange program

Students from International collaborating universities come to Symbiosis for one semester and Symbiosis students go to these universities for one semester. This allows students to experience new cultures, changing their way of thinking. The University has designed programs to encourage outward mobility of students.

c. Semester Abroad Program

Symbiosis students are allowed to study at the host university with mutual recognition of the credit hours arising from that place. The University follows the Cumulative Grade Point system which gives flexibility for the transfer of credits.

d. Summer Schools

SIU students attend summer schools in foreign universities usually lasting for two to four weeks, typically held in spring or summer. Summer Schools give them an opportunity of gaining international experience. This International experience while pursuing studies, is getting increasingly important in the job market. Symbiosis also gives the benefit of the transfer of credits.

e. Internships

International students from 4 to 6 weeks are offered internships. This provides the leverage and benefits in today's globalized world in terms of broader choices of jobs and works in a multi-cultural environment. Students with symbiosis are also encouraged to take internships abroad.

Indian Institute of Management Ahmedabad IIM A

Vision

Educating Leaders of Enterprises

Strategic Priorities

In the past, IIMA has taken a three-way approach–connect, develop and expand. IIMA has been working pro-actively to communicate with students, businesses, researchers and the local community. This aims to cultivate a highly efficient working environment through its teachers, staff and students, through the fostering of a culture of autonomy, flexible work, and teamwork. And the Institute is building our capability, but in a carefully and strategically way, so that our motivation and the quality of our people and our learning are enhanced.

Institutional Faculties:

The faculty, through its direct involvement in every area of the Institute, is the primary driver of change: university, administration, research and consulting. We combine the highest teaching and mentoring expectations with a variety of backgrounds, including leading companies, politicians, academics, theoreticians, and consultants. The rich diversity of their background makes students want to pursue success on an ongoing basis.

IIMA faculty members attend international conferences and symposia regularly and often. They partner in the creation of international publications and consultancy projects with a broad range of agencies.

Education for Executives: Transforming itself into leaders It was a conscious decision to start the academic work at IIMA with an EDP (EEP). IIMA has now become popular in its 3-tier programs as the first set of management courses planned, developed and provided by IIMA. IIMA has continuously been added to the list of EEPs since then. Around 100 EEPs are

expected to include some new programs in the academic year from April 2016 to March 2017. This list contains the most relevant EEPs, such as:

- Senior Leaders Program
- Top management
- Build MSME's Emerging Leaders Program

Such EEPs, known as GMPs, are intended to provide insights into management principles and techniques appropriate for designing and executing strategies in specific fields and a global policy perspective by combining functional and overall management methods. Besides GMP, the EEPs offered by the Institute as open registration systems address special needs in areas such as corporate politics, media, finance and accounting, marketing, business conduct, human and labor relations, manufacturing and quantitative processes, computers and IT, agriculture, public services, health and educational activities. Such EEPs enable participants to gain insight into management principles and strategies for strategy development and execution and to improve their overall view of effective management decision making.

The Institute conducts a long-term General Management Programme, the Retail Management Program, the Strategic HRM Program and the Strategic Supply Chain Management Program for Dubai based working executives in response to the growing complexities of a globalized world.

At IIMA, traditionally, courses are regularly updated, the course design and innovative pedagogical experimentation are reviewed. About 100 full-time professors at IIMA are actively trying to integrate science, teaching and applied research. Pedagogical tools create an environment for participatory learning. While the case method is the primary tool, group exercises, computer-oriented simulation games, lectures, role-plays, project work, and participant presentations will complement the case method. The reactions to EEPs were very encouraged active from the corporate, government and non-government sectors.

Indian Institute of Management Bangalore (IIMB)

The Indian Institute of Management Bangalore (IIMB), located in a 100-acre oasis in southernmost Bangalore, provides an idyllic atmosphere for studying, studying academia and learning, with its all-stone architecture, lush, green woods and scenic gardens. IIMB has a

world-class infrastructure that provides teaching, research, consulting, and other professional activities excellence.

Founded in 1973, it has since grown into a leading institute of managerial education and research for its highly performing academics, world-class facilities and inspired student organization. IIMB is committed to excellence through business collaborations and world-wide leading academic institutions. The mission of IIMB is to "build leaders through comprehensive, transformational, and creative education."

The Institute's long term postgraduate programs are the Past Graduate Management Program (PGP), the Post Graduate Management Program (PGPEM), the Public Policy and Management Past Graduate (PGPPM), the One Year full-time Management Executive Postgraduate (EPGP), and a Doctoral Fellowship Program (FPM). All of these services are highly rated and IIMB students are worldwide top managers and academics.

IIMB has always been a creative center and searches for opportunities to collaborate with the industry and other universities around the world. For innovation and analysis, the centers of excellence in various fields, including public policy, core government, financial markets and risk management, were created. Innovation and analysis were carried out. Recently, two new research centers were established: one for extensive data and one for science–the NS. The Raghavan Business Learning Center is an entrepreneurial catalyst and a well-known early beginning centre.

IIM Bangalore is also actively involved in international networks such as the Global Advanced Management Network (GNAM) which includes 28 senior management schools worldwide. This exclusive network is founded by Yale University, including INSEAD, the London School of Economics and the University of Fudan. IIIM-B hosted the deans and heads of the global schools in November 2015. The US-based International Business Academy, the world's leading international business professional association, held its annual meeting in India at IIM Bangalore in June 2015.

From 14 March to 18 March 2016, the GNAM week was held at the IIMB, which features lectures by eminent guest speakers and company visits. Recognizing the enormous potential of disruptive technology, IIM Bangalore has become the world's first MOOC partner with edX, the Harvard-MIT Joint Venture. To date, over 200,000 people from 185 countries have enrolled for our MOOCs.Our efforts for strengthening our research and teaching have paid handsome

dividends by enhancing our international reputation. Our PGP, Executive PGP, doctoral, and executive programs are all very highly placed in global rankings by the Financial Times.

Our Ph.D. program is worldwide rated in the top 50 by the Financial Times. IMM B, together with the London Business School, Harvard School of Business, Oxford University and several other Indian business education colleges, is the only one to be ranked among the top 50 B schools in the Financial Times Executive Education 2015. IIMB was also ranked in the 2015 Management Rankings of the Financial Times among the Top 30 business schools worldwide.

For the eighth year running in 2015, Eduniversal has put us at the top of the rankings of best management institutes in Central Asia. Paris, IIM Bangalore has recently ranked the first national universities to be included in the' India 2016 ranking.' The 2016 NIRF-prepared Indian Ranking classifies the IIM Bangalore as the "Best Management Institute of India." All 122 main institutional sponsors, including universities, IIT and IIMs, participated in the rankings. The survey includes the top ten pharmaceutical, technical, management and institutional organizations in the country.

In September 2015, IIM Bangalore was also supporting the new IIM of Visakhapatnam, which has started operations. The staff, faculty, students, and alumni of IIM Bangalore have contributed substantially to the construction of this new Institute with strong bases, which has the quality and meaning of an IIM from the start.

Another aspect that separates IIMB from other b-schools is a carefully selected mix of students with a variety of different objectives so that in addition to theoretical studies, students can rely on their experience in the classroom to create an enriching learning experience. IIMB also has the largest Student Exchange Program with several partner universities in North America, Europe and Australia in all of India's management colleges. During a time of increasingly complex and dynamic global business scenario, IIMB provides students with a varied and demanding environment to navigate and lead in these changing circumstances.

Centers of Excellence

The IIMB faculty body is a rich amalgam of experience and knowledge. In addition to teaching, faculty are also involved in ongoing research projects, which provide new perspectives and understanding of the present-day business milieu. To focus on new and emerging areas of research and education, Centers of Excellence have been established within the Institute. These

'virtual' centers draw on resources from their stakeholders and interact with them to enhance core competencies. The Centers at IIMB are:

- NS Raghavan Centre for Entrepreneurial Learning
- Centre for Public Policy
- Centre for Software & Information Technology Management
- Centre for Enterprise Resource Planning
- Centre for Corporate Governance and Citizenship
- Centre for Supply Chain Management
- Centre for Financial Markets and Risk Management

Indian School of Business ISB

The Indian School of Business (ISB) has grown from Asia's need for an international business school. The founders, some of the most exceptional thinkers in corporate and academia, predicted the leadership needs of the developing Asian economies.

They recognized the need for young leaders, who not only understand the developing economies but also have a global perspective in the rapidly changing business landscape. With their creative services, excellent teachers and thought leadership, the ISB is committed to creating such champions. The ISB is a not-for-profit organization, primarily funded by private businesses, foundations, and people from all over the globe who believe in its mission.

About Faculty- A large and seasoned team of professors at the ISB. Based on their research excellence and accuracy in teaching, the current permanent faculty team was chosen from leading international business schools. Top Business School visiting professors from across the globe will also be teaching and enriching at the ISB. The visiting academics and research scholars who attend the School each year add even more energy to this diverse research environment.

ISB's core is research. The faculty at ISB is comparable in tenure to their peers at the world's top business schools. This method, which encourages and rewards high-quality research, was first implemented by B schools in India. This program has greatly benefitted the University. Over the past few years, the ISB faculty have contributed to India's research output. In over 70 leading journals, they have written in various areas of management. The ISB Faculty conducted

and published research in several fields: policy, organization, financial and economics, information systems, marketing and management of operations.

The ISB's centers of excellence connect industry and academia in critical areas in order to advance education, study and outreach. We provide a platform for communication between academia and the corporate worlds of knowledge and understanding of the industry. The center conducts research in critical areas for emerging economies, including financing for emerging markets, affordability of housing, innovation, information systems and growth of the business.

2.13 Placement Scenario- Recent

Placements has been a concern for last few years especially for Non top league B schools A lot of studies have been carried out bringing out these concerns

Around March 18th we had ET Beauru quoting: Tough lessons for MBA graduates from tier 2, 3 B-schools. *"Salary offers have not changed much over the past few years and some experts say the compensation offered can be as low as Rs 2-3 lakh per year"*. They said these are true considering the comprehension and communication being on the lower side for students in these management Institutes. Hence to upgrade them on these in the 2 years along with MBA course syllabi is a challenge for these management Institutes. Even amongst the Tier 2/3 Management Institutes lots of recruiters patiently identify the right fit only.

During 2019 we had lots of articles analysing the Management graduates. Quoting 2 of them below

1. Jagran Josh article in Aug 2019 talked about the 10 placement facts about MBA education. *"Tier 2 Institutes see shrinking packages"*

The mood is not so great when it comes to Tier 2 institutes which have seen the salary packages being offered to their students shrink in the recent years.

2. During Nov 2019 we had ET again reporting that *"Slowdown has tier II, III B-schools on tenterhooks"*

This article brought out very openly that “While most companies are keeping a tighter rein on recruitment, many who are still in the market are preferring to hire from top, branded B-schools.”

It was largely believed that “Students at India’s second and third-rung business schools are bracing themselves for a tougher-than-usual placement season,”

Taking a cue from above lot of Non top league management Institutes are now trying to take the Summer Internship route to enter the corporates .They participate in tech, retail, health care, pharma, education, non-profit, and other industries even without stipend to get a foot hold in the Industry .

Chapter-3: Research Methodology

3.1 Research Design and Methodology

Period of Study: Research has been conducted to collect information about five academic years starting from 2014 to 2019.

Sources of Data and Data Collection:

Primary Data: The required data has been collected from Industry/Academia through a structured questionnaire. The separate questionnaire has been used for Industry, Directors of Institutes, Faculty and Students.

Sample Size:

The sample size calculator was there since 1982 and it has been presented by the public service of Creative Research Systems survey software. You need to set the confidence interval and the confidence level, before using the sample size calculator, once we have the population figures in place. This formula has calculated how many samples we will interview to achieve results that accurately reflect your target population.

	Directors	Faculty	Students	Industry
In Population	128	2300	17250	6500
Confidence level	99%	99%	95%	99%
Confidence Interval	20	16	8	20
Sample size	32	63	149	41
Actual received	32	64	179	44

Table 5- Sample Size table for this research

There are 128 Management institutes in Pune city approved by the University of Pune. Management institutes conducting autonomous PGDM course and approved by AICTE were considered for the study. Survey link was sent to Directors from sixty-five institutes, eighty faculty members and two hundred students apart from sixty companies by randomly selecting them. All survey link formats for data collection & collected data are in there in the Appendix.

Industry in Pune Region

Table 6-Growth of Institutes & Industry (Reference: http://dcmsme.gov.in/dips/IPS%20Pune%20New.pdf)

2014	MANUFACTURING	SERVICES	TOTAL
Micro	19907	1856	21763
small	5045	73	5818
Medium	84	18	102
large scale	639	0	639

Without Micro, 6500 units in this area formed the population.

Data Analysis:

Primary data from different groups is collected, analysed, processed and interpreted. The findings and conclusions of the proposed research are entirely based on the factual data and the implications of data analysis. To sum up, this research is done by the use of both secondary and primary data collection methods, and the main findings and conclusions primarily are based on the actual primary data collected from units of the Pune region. A questionnaire method is used for data collection. Data was collected by sending Links through e-mails. Each participant received the Links entered the data which then came back to the researcher.

Data analysis is presented in Chapter no four, statistical tools like SD, Mean Mode, and Skewness are used for data analysis. This chapter has been studied on two bases: -

1. Analysis of Link-based, feedback from directors, Faculties& students at Pune
2. Analysis of Link-based Qualitative Feedback from SMEs & Desk research of Top MBA Institutes in India.

MBA institutes in Pune are using different tools and techniques for talent development and to improve the employability of the students. The various activities can be broadly categorized into two major groups

- Academic Activities
- Industry Interactions

3.2 Academic activities

Skills development program: the majority of the MBA institutes focus on soft skill development programs. These soft skill programs have common agenda like, Interview skills: Students are specially trained for interviews, aptitude tests, group discussion and personal interviews, Dos and Don'ts in an interview. Institutes focus on improving placements during campus selection drive. Some institutes have a focus on the personality development of the students. They conduct continuous workshops and seminars every week for the overall development of the students. Industry experts are engaged to groom the students to match industry expectations.

Communication skills: This part of the program has focused on improving verbal as well as written communication of the students. Classroom Presentations, public speaking, group discussions, presentation competitions, theme presentation, are various techniques developed and being used by these institutes.

Team building activity.: This is one of the primary focus areas for management students. Institutes focus on a team-building exercise. Our door and indoor activities are organized. Usually, outdoor activities are organized once in a year and most of the time during the induction session of the new batch. 2nd-year students are involved in arranging these activities. Outdoor activities are a one day trip to nearby locations full of enjoyment and management games.

Leadership skills: Every MBA institute arrange various indoor activities including cultural programs, a celebration of many Days, Intercollege sports competitions, management games competitions, and students are encouraged to participate and promote the various activities. Students are encouraged to develop a brand of the institute by participating in various activities, demonstrate their skills, and generate innovative ideas. Students manage all events under the guidance of faculty members. Some of the popular events in management institutes are management game completions such as business model, brand promotions, advertisements, equity investments, press conferences, case study presentations.

All MBA institutes have cultural festivals where students are encouraged to demonstrate their art performance. Rangoli, Painting, Dance, Music, Singing, Debates, Fashion Show are the significant events organized under cultural festivals.

Workshops, conferences, and Seminars: All management institutes organize research paper presentation conferences and seminars. Most of the time it is by compulsion as a contribution in academic research and for legal compliances for affiliations with universities. Various faculty members present their research papers; students are involved in making all physical arrangements and managing the show. Students rarely participate in research conferences and present their research papers.

Institutes arrange various workshops and the significant focus area is creating awareness about industry expectations and current changes in the industry. Institutes conduct one-day workshops on industry-related topics. New career opportunities, entrepreneurship, new trends in product marketing, brand promotions, use of social networks are some of the favorite subjects of discussions. Workshop on annual budget is organized by every institute to give insight into the financial budget presented by FM and efforts are made to make students aware of the economic and financial impact on the country, various organizations and individuals.

Social responsibility awareness: all management institutes arrange blood donation camps. Some institutes take active participation in social events organized by various NGOs such as Rotary Club, Lions Club, etc. These institutes also promote social welfare drives through students. The green movement, saver girl child, education for inadequate, health awareness, Safe driving and traffic rules, were some of the initiatives taken by MBA institutes in Pune.

3.3 Industry interactions

All institutes have standard formats with industry interactions. Placement cell or corporate cell: Institutes communicate with industry through these channels for campus placement drives and invite various industries for recruitment of the students. Usually, placement officers communicate with the HR department and arrange interviews for the students. This is a job-hunting process by the college for campus placements. The established institutes get an edge over other upcoming institutes. This channel focuses on identifying job opportunities. Some institutes use this as brand promotions for preferred institute for campus drive. Students are part of placement cell and they get the opportunity for interaction with industry people.

Summer Internship programs: As a part of the curriculum every student must undergo an industry training program for two months. It is expected, the institute and industry should have close interactions and efforts should be made to address industry problems and help the

industry to find out the solution to resolve the problems. Practically it is a rare situation that industry and institutes work hand in hand during summer internship projects. Most of the time students themselves select projects and there is rare support from institutes to students for completing his assignments. The value creation approach is missing in the summer project. It has become just a fulfilment of academic requirements rather than getting authentic industry experience.

Workshops and seminars: Institutes arrange workshops and seminars for students. Industry speakers come for seminars and workshops, they deliver lectures provide some insight to students, but it is always a question whether students get real benefit out of these activities. Most of the time multiple issues from industry and a variety of industry-related subjects are discussed in workshops. This approach gives a fragmented knowledge about the industry and slowly students loose interest in industry interactions. Students always complain about the disconnect between what they know and what is being delivered to them.

Industrial visits: very few institutes can arrange an industrial visit for MBA students. Today industry does not encourage industry visits and there is reluctance from industry people to spare some authority to guide students during the visit. Most of the time a junior level person is deployed for industry visits by a company.

3.4 Industry expectations

Based on the qualitative Feedback received from 44 SMEs in the Pune region with the help of google form links shared with them; we had received 60 responses from the industry.

Considering rapid changes in technology and the life cycle of the employee in the organization, organizations are not in favour of training and developing fresh graduates, and also, they want them to be productive from day one. They expect a ready to function students from institutes and will invest only for fine-tuning of the candidate. They have a varied list of expectations and selection criteria. A comprehensive list of different expectations by Industry is given below specifically expectations from MBA/PGDM freshers when they are seeking a job.

- Communication Skills: Written and verbal communication
- understanding of English,
- presentation skills,
- knowledge of MS office word, excel and PPT,

- logical thinking,
- good comprehension ability
- Knowledge:
- Fundamentals should be clear
- Ability to acquire new skills
- Ability to learn new technologies
- Focused and logical
- Analytical capabilities
- Creative and out of box thinking
- Number friendly
- Passion for learning subject in depth
- Learning attitude
- Problem-solving
- Hungry for information
- Able to transform theoretical knowledge into regular work applications
- Personality and attitude:
- Punctual
- Team player
- Sincere
- Flexible for environment
- Loyal for the organization with long term commitments
- Leadership quality to manage team
- Working with hands
- Multi-tasking
- Responsible
- Pleasant
- Networking ability
- Consistent
- Hardworking
- Maturity

3.5 Gap Analysis

If we critically examine the approach of the MBA Institute for sustenance and compare it with industry expectations, the following significant deficiencies are observed. The gap between industry expectations and Institute efforts is large and institutes need to focus on bridging these gaps. Institutes should focus on delivering the industry expectations and improve MBA student's employability.

Significant Gaps identified are:

- Critical and logical thinking ability. The majority of MBA students lack this ability.
- Flexibility for work and multitasking ability.
- Comprehension and presentation skills
- Analytical ability
- Sincere and commitments
- Long term loyalty
- Learning attitude
- Problem-solving ability
- Decision-making skills'
- Leadership skills.

Today institutes conduct a lot of workshops, seminars, activities, festivals etc. Institutes have a focus on soft skill development, but the focus is limited to interview preparation and to place students in better companies with good CTC. For long sustainability, there should be a change in approach and focus should be creating decision-makers, and students who can manage critical situations. Students should work in adverse situations.

The primary missing link between industry and institute interaction is the lack of live industrial projects and assignments for students and faculty members. Management institutes can sustain and deliver industry expectations only if they have live projects from industry. With live projects, the institute is always in line with current trends in the industry, and automatically updated knowledge is available for students and faculty.

Chapter-4: Data Collection & Analysis

The questionnaire was used to collect the data from 2nd year MBA students, faculty teaching MBA courses and the Directors of various MBA Institutes, as also from Large, Medium& small Industries in Pune region. A data Link was sent containing questions for them to enter and submit the Link.

Research Objectives leading to Hypotheses

Hypothesis-1 based on Objective1

"There is a negative trend in the behaviour of students entering the Non-Top League Management Institutes"

- H0: The perception of directors about student capabilities overtime does not differs significantly
- H1: The perception of directors about student capabilities over time differs significantly
- H0: The perception of faculties about student capabilities overtime does not differs significantly
- H1: The perception of faculties about student capabilities over time differs significant

Feedback was based on Q1-5 of Directors questionnaire.

Feedback was also based on Q1-5 of faculty questionnaire.

Hypothesis-2 based on Objective-2

"There is a significant difference in the student's perception regarding their abilities."

- H0: The perception of students about their capabilities does not differ significantly
- H1: The perception of students about their capabilities differs significantly

Feedback was based on Q1to20 of student's Questionnaire. Feedback based on Q 1,2,3 of SMEs Questionnaire. Based on this data collected, it is presented here in summarized tabular forms. This chapter has detailed discussions about the data collected.

4.1 Data Analysis of Student Feedback

Likert scale is used having rating 1 to 5, starting from Below Average to Best is constructed for data collection. Two hundred students were selected randomly, ten responses were incomplete so rejected and 11 students did not respond. The data is tabulated and presented with analysis 179 students have responded

Table No. 7 to table No.11 shows the details of various responses given by the students. Moreover, Table no 7 is a summary of all tables from 2 to 6.

Table No. 7 to table No. 11 shows the frequency distribution in absolute terms and percentage for various parameters. Mode, skewness and Standard deviation is calculated for all parameters.

Table 7-Student feedback Analysis: Part-1

	I am good at dealing with people	I am good at organizing and planning	I can coordinate tasks	I have good writing skills
Least	2	1	1	1
Below Average	10	11	9	21
Average	64	56	58	63
Good	82	91	90	63
Best	21	20	21	31
Total Response	179	179	179	179
Mode	4	4	4	3
Mean	3.592	3.645	3.664	3.539
SD	0.749	0.713	0.700	0.898
Skewness	-0.320	-0.357	-0.253	-0.009
% of Occurrence				
Least	0.66	0.00	0.00	0.00
Below Average	5.26	5.92	4.61	12.50
Average	36.84	31.58	32.89	36.18
Good	48.68	54.61	53.95	36.18
Best	8.55	7.89	8.55	15.13

Table 8-Student Feedback Analysis: Part-2

	I can handle technical devices	I have good communication skills	I can advance my opinion	I ensure Time line &accept quality with tolerance.
Least	3	2	2	2
Below Average	8	15	15	6
Average	43	54	60	54
Good	82	70	78	94
Best	43	38	24	23
Total Response	179	179	179	179
Mode	4	4	4	4
Mean	3.882	3.572	3.724	3.782
SD	0.853	0.905	0.819	0.702
Skewness	-0.678	-0.301	-0.309	-0.488
% of Occurrence				
Least	1.32	0.66	0.66	0.66
Below Average	3.95	8.55	8.55	2.63
Average	23.03	30.26	34.21	30.26
Good	48.68	40.79	46.05	56.58
Best	23.03	19.74	10.53	9.87

Table 9-Student Feedback Analysis: Part-3

	I am good at figures	I can develop alternative plans/scenarios	I can enthuse people for my ideas	I have good presentation skills
Least	3	2	3	2
Below Average	11	9	9	13
Average	57	60	66	54
Good	76	80	70	70
Best	32	28	31	40
Total Response	179	179	179	179
Mode	4	4	4	4
Mean	3.678	3.678	3.638	3.743
SD	0.858	0.786	0.842	0.895
Skewness	-0.407	-0.274	-0.242	-0.312
% of Occurrence				
Least	1.32	0.66	1.32	0.66
Below Average	5.92	4.61	4.61	7.24
Average	32.24	34.21	38.16	30.26
Good	44.74	47.37	40.79	40.79
Best	15.79	13.16	15.13	21.05

Table 10-Student Feedback Analysis: Part-4

	I am good at negotiating	I can delegate tasks to others	always ensure task is completed within time	I concentrate on quality and do not fuss about dead line
Least	2	3	2	6
Below Average	14	16	6	36
Average	59	57	55	66
Good	82	77	83	57
Best	22	26	33	14
Total Response	179	179	179	179
Mode	4	4	4	3
Mean	3.579	3.572	3.783	3.112
SD	0.793	0.866	0.771	0.910
Skewness	-0.384	-0.412	-0.306	-0.171
% of Occurrence				
Least	0.66	1.32	0.66	3.29
Below Average	7.89	9.21	2.63	22.37
Average	33.55	32.24	30.92	38.16
Good	48.68	45.39	49.34	32.24
Best	9.21	11.84	16.45	3.95

Table 11-Student Feedback Analysis: Part-5

	I am good at working together with different people	I am not judgmental about others and hope to improve situations	I have developed interest in the area I want to work in last 2 years	I always like to inculcate positive energy to ensure Team Work
Least	2	2	3	2
Below Average	9	11	7	7
Average	54	55	55	49
Good	86	79	81	84
Best	28	32	33	37
Total response	179	179	179	179
Mode	4	4	4	4
Mean	3.717	3.711	3.750	3.836
SD	0.776	0.827	0.816	0.793
Skewness	-0.409	-0.340	-0.473	-0.424
% Occurrence				
Least	0.66	0.66	1.32	0.66
Below Average	4.61	5.92	3.29	3.29
Average	30.26	30.92	30.92	26.97
Good	51.32	46.71	48.03	50.00
Best	13.16	15.79	16.45	19.08

Table 12-Student Feedback Analysis: Part-6

Sr No.		Category A	Category B	Category C	SD	Mode
1	I concentrate on quality and do not fuss about deadline	3.95	70.39	25.66	0.910	3
2	I am good at organizing and planning	7.89	86.18	5.92	0.713	4
3	I am good at dealing with people	8.55	85.53	5.92	0.749	4
4	I can coordinate tasks	8.55	86.84	4.61	0.700	4
5	I am good at negotiating	9.21	82.24	8.55	0.793	4
6	I ensure Time line & accept quality with tolerance	9.87	86.84	3.29	0.702	4
7	I can advance my opinion	10.53	80.26	9.21	0.819	4
8	I can delegate tasks to others	11.84	77.63	10.53	0.866	4
9	I can develop alternative plans/scenarios	13.16	81.58	5.26	0.786	4
10	I am good at working together with different people	13.16	81.58	5.26	0.776	4
11	I have good writing skills	15.13	72.37	12.50	0.898	3
12	I can enthuse people for my ideas	15.13	78.95	5.92	0.842	4
13	I am good at figures	15.79	76.97	7.24	0.858	4
14	I am not judgmental about others and hope to improve situations	15.79	77.63	6.58	0.827	4
15	always ensure task is completed within time	16.45	80.26	3.29	0.771	4

16	I have developed interest in the area I want to work in last 2 years	16.45	78.95	4.61	0.816	4
17	I always like to inculcate positive energy to ensure Teamwork	19.08	76.97	3.95	0.793	4
18	I have good communication skills	19.74	71.05	9.21	0.905	4
19	I have good presentation skills	21.05	71.05	7.89	0.895	4
20	I can handle technical devices	23.03	71.71	5.26	0.853	4

Analysis based on Table 12 and above

Category A is no response to the Best option given in the questionnaire.

Category B is the sum of response for Good and Average and Category C is below Average and Least options given in the questionnaire. The response numbers are arranged in ascending for category A. Normally at corporates; people use law of average that 10 % people are in Category A, @ 80 % fall in category B and balance are in C. it also replicates that @ 10 % are choice for Category A jobs, 80 % is suitable for Category B jobs and balance are not employable.

The interesting facts about the response are

- The mode for all the parameters is four except serial no one and serial no 11 i.e. focus on quality and writing skills. The reason for having mode is the majority of the students @ 45 to 55 % think that they are useful at all things but are not confident of being best for various skills.
- Even though Mode is four, the skewness indicates the concentration of data points near to Average and good. The negative values of skewness indicate a better situation in terms of the employability of students.

- The SD is also significant, even though the mode is the same. This indicates a significant variation in the thinking pattern of students. SD range is from .702 to .901 indicates more considerable variations among the respondents.

If we distribute the responses primary three groups form

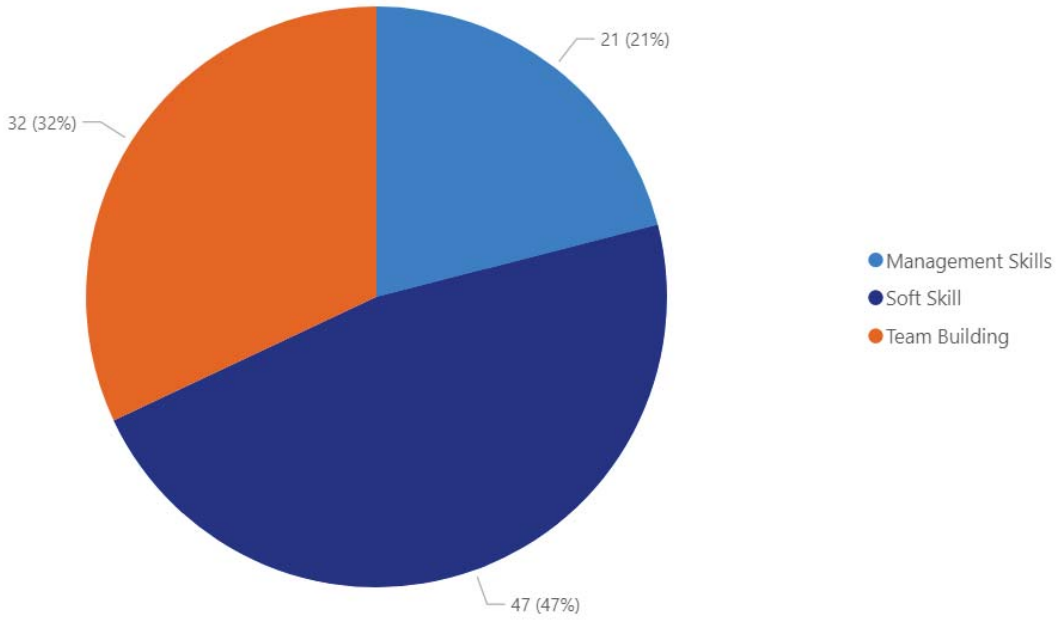

Figure 7- A classification of students having different skills

MS-IQ, TQ, MQ, PQ, TBS – EQ plus all, SS

The pie chart shows the skills of A category students in three groups as follows: -

10% of respondents feel they have **management skills** parameters up to serial No7.

- They are confident about the time management and quality of services.
- They are useful at planning and organizing.
- They are useful at dealing with people
- They can coordinate task
- They are useful at negotiating.
- They can ensure timeline and deviate from quality

- They can Express their opinion effectively

11 to 16 % additionally feel they have **team-building skills** parameters 8 to 15

- They can delegate tasks to others
- They can develop alternative plans/scenarios
- They are good at working together with different people
- They have excellent writing skills
- They can enthuse people for my ideas
- They are good at figures
- They are not judgmental about others and hope to improve situations
- They always ensure the task is completed within the time

16 to 23% additionally feel they also have **soft skills** serial no 16to 20

- They have developed an interest in the area I want to work in the last two years
- They always like to inculcate positive energy to ensure Teamwork
- They have good communication skills
- They have good presentation skills
- They can handle technical devices

Passion Quotient (PQ) Add A& B category that is Best, Good and Average parameters, SCORES above 95% indicates students with **Passion, mainly:-**

MS Always ensure Timeline & accept quality with tolerance P6

TBS Always ensure Task completed on Time P15

Always inculcating positive energy to ensure Teamwork P17

4.2 Data Analysis of Faculty Feedback

The data collection link was sent to 80 faculty members. Six received incomplete and ten not responded.

Data analysis of 64 responses is presented

- Consistency: The quality or fact of staying the same at different times. So, the things we do, we do them repeatedly with the same amount of quality and integrity.
- Growth: The change in a student's learning, evidenced by an acceptable degree of gain or level of attainment on two or more assessments, between two or more points in time.
- Capability: The quality of being capable is ability. Often capabilities are a talent or ability that has potential for development or use. The capacity to be used, treated, or developed for a specific purpose.
- Spark: The interests and passions students have that light a fire in their lives and express the essence of who they are and what they offer to the world
- Knowledge: It applies to facts or ideas acquired by study, observation or experience gained

Correlation	Growth	Consistency	Capability	Spark	Knowledge
2014-16	0.780	0.680	0.904	0.918	0.913
2015-17	0.769	0.636	0.893	0.746	0.868
2016-18	0.838	0.775	0.723	0.831	0.814
2017-19	0,868	0.723	0.866	0.816	0.849
2018-20	0.847	0.673	0.865	0.790	0.867

Table 13- Faculty feedback Analysis Correlation

This table shows the correlation of various parameters with the overall rating of the students. The scale formation was ranging from bad, poor, average, good and excellent.

This correlation is calculated for five years. Faculty members give this feedback. The table shows that the rankings for the overall rating of the student can be Knowledge, Capability, spark, growth and then Consistency.

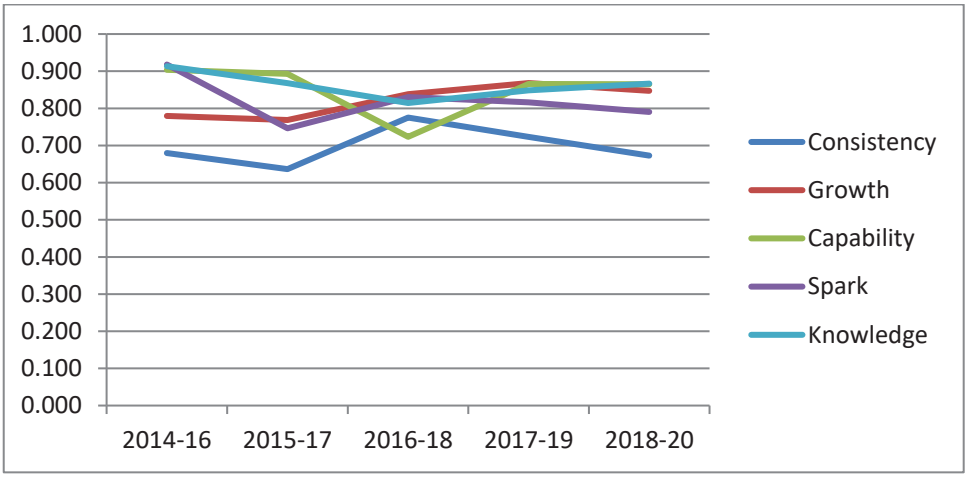

Figure 8-Correlation of Overall rating and other factors

This implies that knowledge contributes more to the overall rating rather than the consistency of the student. Knowledge is having the highest correlation with overall rating and variation is also minimum. The consistency is having a lower correlation and has more variation.

Consistency	2014-16	2015-17	2016-18	2017-19	2018-20
Strongly Disagree	1	0	0	1	0
Disagree	1	3	5	7	6
Neutral	7	12	15	22	33
Agree	34	37	40	30	24
Strongly Agree	21	12	4	4	1
Total Response	64	64	64	64	64
Mode	4	4	4	4	3
Mean	4.141	3.906	3.672	3.453	3.313
SD	0.794	0.750	0.714	0.834	0.664
Skewness	-1.241	-0.543	-0.771	-0.524	-0.110

Table 14- Faculty feedback Analysis Consistency

This table shows the consistency of the students in master's degree courses. The students were more consistent in the year 2014 to 2017 but there is a decline in the following years. The mode is the same but there is a shift from strongly agree to Neutral. The decline in SD and Mean also indicates the continuous reduction inconsistent performance of students.

Growth	2014-16	2015-17	2016-18	2017-19	2018-20
Strongly Disagree	0	0	0	0	0
Disagree	1	0	5	8	11
Neutral	14	19	18	20	27
Agree	28	31	34	34	25
Strongly Agree	21	14	7	2	1
Total Response	64	64	64	64	64
Mode	4	4	4	4	3
Mean	4.078	3.922	3.672	3.469	3.25
SD	0.783	0.719	0.778	0.755	0.756
Skewness	-0.344	0.118	-0.391	-0.575	-0.227

Table 15- Faculty feedback Analysis Growth

This table shows the growth of students in terms of academics in master's degree courses. The students were more focused in the year 2014 to 2017 but there is a decline in the following years. The mode is the same but there is a shift from strongly agree to Neutral. The decline in Mean also indicates the continuous reduction inconsistent performance of students.

Capability	2014-16	2015-17	2016-18	2017-19	2018-20
Strongly Disagree	0	0	0	0	0
Disagree	2	5	6	13	16
Neutral	12	14	18	19	30
Agree	20	21	29	29	17
Strongly Agree	30	24	11	3	1
Total Response	64	64	64	64	64
Mode	5	5	4	4	3
Mean	4.219	4	3.703	3.344	3.047
SD	0.863	0.959	0.867	0.858	0.765
Skewness	-0.751	-0.556	-0.280	-0.271	0.139

Table 16- Faculty feedback Analysis Capability

This table shows the capability of students to perform in master's degree courses. The students were more attentive and eager to perform in the year 2014 to 2017 but there is a decline in the following years. In initial years maximum students were attentive but the situation is becoming worst in recent years. The majority of the students do not have the capability. There is a shift from strongly agree to Neutral. The decline in Mean also indicates the continuous reduction inconsistent performance of students.

Spark	2014-16	2015-17	2016-18	2017-19	2018-20
Strongly Disagree	0	0	0	0	0
Disagree	6	7	9	16	19
Neutral	11	18	21	27	35
Agree	18	24	29	20	9
Strongly Agree	29	15	5	1	1
Total Response	64	64	64	64	64
Mode	5	4	4	3	3
Mean	4.093	3.734	3.469	3.094	2.875
SD	1.003	0.947	0.835	0.791	0.701
Skewness	-0.777	-0.247	-0.235	0.028	0.463

Table 17- Faculty feedback Analysis Spark

This table shows the Spark of students in terms of acquiring knowledge in master's degree courses. The students were more attentive and eager to learn in the year 2014 to 2017 but there is a decline in the following years. In initial years maximum students were attentive but the situation is becoming worst in recent years. The majority of the students do not have the capability. There is a shift from strongly agree to Neutral. The decline in Mean also indicates the continuous reduction inconsistent performance of students.

Knowledge	2014-16	2015-17	2016-18	2017-20	2018-20
Strongly Disagree	0	0	0	1	0
Disagree	7	10	10	14	19
Neutral	11	11	14	20	23
Agree	17	19	22	24	21
Strongly Agree	29	24	18	5	1
Total Response	64	64	64	64	64
Mode	5	5	4	4	3
Mean	4.062	3.890	3.75	3.281	3.062
SD	1.037	1.085	1.039	0.951	0.833
Skewness	-0.745	-0.545	-0.351	-0.142	0.050

Table 18- Faculty feedback Analysis Knowledge

This table shows the knowledge acquired by students in master's degree courses. The students were more attentive and eager to learn in the year 2014 to 2017 but there is a decline in the following years. In initial years maximum students were attentive but the situation is becoming worst in recent years. The majority of the students do not have the capability. There is a shift from strongly agree to Neutral. The decline in Mean also indicates the continuous reduction inconsistent performance of students.

Overall rating	2014-16	2015-17	2016-18	2017-19	2018-20
Strongly Disagree	0	0	0	0	0
Disagree	1	2	7	13	15
Neutral	15	19	16	19	30
Agree	18	24	35	31	18
Strongly Agree	30	19	6	1	1
Total Response	64	64	64	64	64
Mode	5	4	4	4	3
Mean	4.203	3.938	3.625	3.313	3.078
SD	0.858	0.852	0.807	0.814	0.762
Skewness	-0.566	-0.196	-0.515	-0.458	0.088

Table 19- Faculty feedback Analysis overall rating

This table shows the overall rating of students in master's degree courses. The students were eager to perform and starving for better career opportunities in the year 2014 to 2017 but there is a decline in the following years. In initial years maximum students were performing, but the situation is becoming worst in recent years the majority of the students are failing to perform as per the expectations. There is a shift from strongly agree to Neutral. The decline in Mean also indicates the continuous reduction inconsistent performance of students.

Reasons

This could be attributed to the calibre of the student's intake. Based on the detailed discussions with some of the Academicians it has emerged that the primary reason and concern of a declining trend in each of the parameter viz Consistency, Growth, capability, spark and knowledge is primarily that at the entrance to the 2 year course they are declining in these parameters. As such during the 2 years of MBA, it becomes challenging to elevate these students overall.

4.3 Analysis of Director Feed Back

Directors of 65 institutes were sent a link for data collection. 32 directors responded.

	Interest	Job Need	General Awareness
2014-16	0.739	0.289	0.604
2015-17	0.390	0.282	0.417
2016-18	0.388	0.271	0.616
2017-19	0.750	0.261	0.735
2018-20	0.768	0.307	0.715

Table 20- Director feedback Analysis Correlation

This table shows the Correlation with a focus for a career. The directors of institutes have given their responses. The focus for a career plays an essential role in the master's degree course. Surprisingly for all years, students were not interested in jobs and they lacked focus in career. The correlation is very low indicating the fact students do not need a job and lose focus on careers. They are aware of the master's degree career and they have an interest in a master's degrees but do not have a focus for the career.

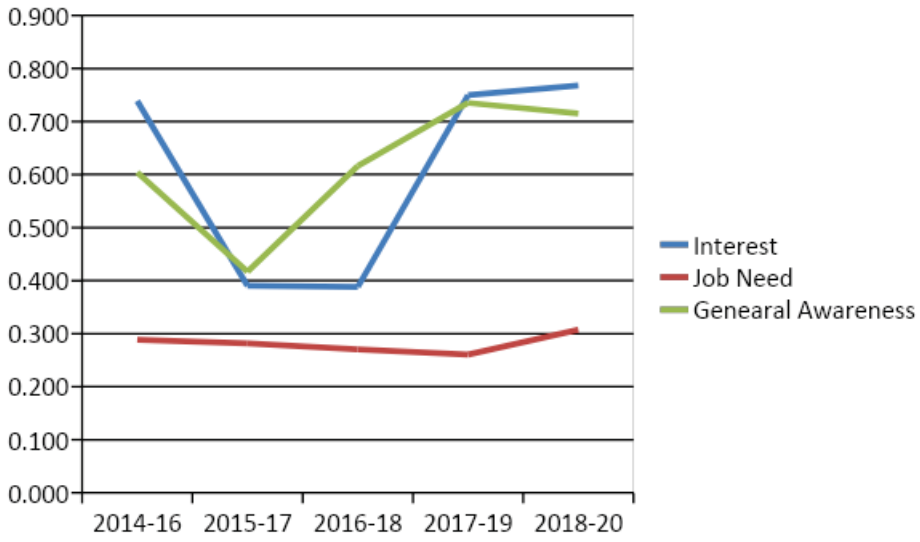

Figure 9- Correlation of focus and other factors

Focus	2014-16	2015-17	2016-18	2017-19	2018-20
Strongly Disagree	0	0	0	0	0
Disagree	0	0	0	2	1
Neutral	2	5	11	10	17
Agree	11	16	13	15	9
Strongly Agree	19	11	8	5	5
Total response	32	32	32	32	32
Mode	5	4	4	4	3
Mean	4.600	4.233	3.933	3.733	3.567
SD	0.563	0.679	0.785	0.828	0.817
Skewness	-1.042	-0.323	0.121	-0.231	0.583

Table 21- Director feedback Analysis Focus

In the year 2014 to 2017, students were more focused on the MBA degree program and they are losing their focus; SD deviation has increased which indicates more variation in student's attitude towards career focus.

Interest	2014-16	2015-17	2016-18	2017-19	2018-20
Strongly Disagree	0	0	0	0	0
Disagree	0	0	0	3	3
Neutral	2	4	11	15	19
Agree	17	24	18	13	8
Strongly Agree	13	4	3	1	2
Total response	32	32	32	32	32
Mode	4	4	4	3	3
Mean	4.400	4.033	3.767	3.367	3.267
SD	0.563	0.490	0.626	0.718	0.740
Skewness	-0.198	0.095	0.201	-0.094	0.615

Table 22- Director feedback Analysis Interest

In the year 2014 to 2017, students were more interested in having an MBA degree program and they are losing their interest; SD deviation has increased which indicates more variation in student's attitude towards career focus.

Job Need	2014-16	2015-17	2016-18	2017-19	2018-20
Strongly Disagree	0	0	0	0	0
Disagree	0	0	1	0	2
Neutral	3	4	2	8	9
Agree	12	14	18	19	18
Strongly Agree	17	14	11	5	3
Total response	32	32	32	32	32
Mode	5	4	4	4	4
Mean	4.433	4.300	4.200	3.867	3.633
SD	0.679	0.702	0.714	0.629	0.718
Skewness	-0.805	-0.499	-0.924	0.098	-0.504

Table 23- Director feedback- Analysis Job need

In the year 2014 to 2017, students were more focused on having a job, and in recent years, they are losing their focus in getting a job. They are not serious about jobs.

General Awareness	2014-16	2015-17	2016-18	2017-19	2018-20
Strongly Disagree	0	0	0	0	0
Disagree	0	0	1	5	11
Neutral	7	12	19	16	18
Agree	18	18	12	11	3
Strongly Agree	7	2	0	0	0
Total response	32	32	32	32	32
Mode	4	4	3	3	3
Mean	3.967	3.633	3.333	3.167	2.700
SD	0.669	0.556	0.547	0.699	0.596
Skewness	0.037	0.074	0.050	-0.240	0.189

Table 24-Director feedback Analysis General awareness

In the year 2014 to 2017, students were having more awareness about the MBA degree program and they are losing their focus; students lack general awareness about the master's degree program.

4.4 Hypotheses Testing

Research Questions-1: Whether there is any difference in the perception of directors about students' capabilities over time

Statistical Test: Paired Sample t-Test

Level of Significance: 0.05

Hypothesis

H0: The perception of directors about student capabilities overtime does not differs significantly

H1: The perception of directors about student capabilities over time differs significantly

Test Statistics

1. Focus

		t	df	Sig. (2-tailed)
Pair 1	Focus_16 - Focus_17	4.097	29	.000
Pair 2	Focus_17 - Focus_18	3.071	29	.005
Pair 3	Focus_18 - Focus_19	2.262	29	.031
Pair 4	Focus_19 - Focus_20	1.542	29	.134

The hypothesis is tested for 32 directors to determine whether there was a statistically significant mean difference between the students focus when they had taken the admission each year. It has been observed that there was a difference.

Observation: $t(29) = 4.097, p < .05$

Observation: $t(29) = 3.071, p < .05$

Observation: $t(29) = 2.262, p < .05$

Difference Statistics

		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	Focus_16	4.60	32	.563	.103
	Focus_17	4.23	32	.679	.124
Pair 2	Focus_17	4.23	32	.679	.124
	Focus_18	3.93	32	.785	.143
Pair 3	Focus_18	3.93	32	.785	.143
	Focus_19	3.73	32	.828	.151

Finding: If we see the difference the focus of students was highest in 2016 and its somewhat gradually declining.

2. Interest

		t	df	Sig. (2-tailed)
Pair 1	Interest_16 - Interest_17	4.097	29	.000
Pair 2	Interest_17 - Interest_18	2.804	29	.009
Pair 3	Interest_18 - Interest_19	4.397	29	.000
Pair 4	Interest_19 - Interest_20	1.000	29	.326

The hypothesis is tested for 32 directors to determine whether there was a statistically significant mean difference between the students' interest when they had taken the admission each year. It has been observed that there was a difference.

Observation: $t(29) = 4.097, p < .05$

Observation: $t(29) = 2.804, p < .05$

Observation: $t(29) = 4.397, p < .05$

Difference Statistics

		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	Interest_16	4.40	32	.563	.103
	Interest_17	4.03	32	.490	.089
Pair 2	Interest_17	4.03	32	.490	.089
	Interest_18	3.77	32	.626	.114
Pair 3	Interest_18	3.77	32	.626	.114
	Interest_19	3.37	32	.718	.131

Finding: If we see the difference the interest of students were highest in 2016 and its somewhat gradually declining.

3. Job Need

		t	df	Sig. (2-tailed)
Pair 1	Job_Need_16 - Job_Need_17	2.112	29	.043
Pair 2	Job_Need_17 - Job_Need_18	1.140	29	.264
Pair 3	Job_Need_18 - Job_Need_19	3.340	29	.002
Pair 4	Job_Need_19 - Job_Need_20	2.536	29	.017

The hypothesis is tested for 32 directors to determine whether there was a statistically significant mean difference between the students' Job needs when they had taken the admission each year. It has been observed that there was a difference.

Observation: $t(29) = 2.112, p < .05$

Observation: $t(29) = 3.340, p < .05$

Observation: $t(29) = 2.536, p < .05$

Difference Statistics

		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	Job_Need_16	4.43	32	.679	.124
	Job_Need_17	4.30	32	.702	.128
Pair 3	Job_Need_18	4.20	32	.714	.130
	Job_Need_19	3.87	32	.629	.115
Pair 4	Job_Need_19	3.87	32	.629	.115
	Job_Need_20	3.63	32	.718	.131

Finding: If we see the difference, the job needs of students were different in 2016-17 2018-19 and 2019-20 except for 2017-18.

4. General Awareness

		t	df	Sig. (2-tailed)
Pair 1	General_Awareness_16 - General_Awareness_17	3.808	29	.001
Pair 2	General_Awareness_17 - General_Awareness_18	2.757	29	.010
Pair 3	General_Awareness_18 - General_Awareness_19	1.980	29	.057
Pair 4	General_Awareness_19 - General_Awareness_20	4.474	29	.000

The hypothesis is tested for 32 directors to determine whether there was a statistically significant mean difference between the student's general awareness when they had taken the admission each year. It has been observed that there was a difference.

Observation: $t(29) = 3.808, p < .05$

Observation: $t(29) = 2.757, p < .05$

Observation: $t(29) = 4.474, p < .05$

Difference Statistics

		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	General_Awareness_16	3.97	32	.669	.122
	General_Awareness_17	3.63	32	.556	.102
Pair 2	General_Awareness_17	3.63	32	.556	.102
	General_Awareness_18	3.33	32	.547	.100
Pair 4	General_Awareness_19	3.17	32	.699	.128
	General_Awareness_20	2.70	32	.596	.109

Finding: If we see the difference, the general awareness of students was highest in 2016 and its somewhat gradually declining.

The alternate Hypothesis is proved that the perception of the Directors about student capabilities specially with respect to Focus, Interest and General awareness differs significantly with time. Student rating by the faculty was highest in these parameters in 2016 and has somewhat been gradually declining so - a negative trend.

Research Questions-2: Whether there is any difference in the perception of faculties about students' capabilities over time

Statistical Test: Paired Sample t-Test

Level of Significance: 0.05

Hypothesis

H0: The perception of faculties about student capabilities overtime does not differs significantly

H1: The perception of faculties about student capabilities over time differs significantly

Test Statistics

1. Overall Rating

		t	df	Sig. (2-tailed)
Pair 1	Overall_Rating_16 - Overall_Rating_17	4.774	63	.000
Pair 2	Overall_Rating_17 - Overall_Rating_18	4.465	63	.000
Pair 3	Overall_Rating_18 - Overall_Rating_19	5.351	63	.000
Pair 4	Overall_Rating_19 - Overall_Rating_20	3.782	63	.000

The hypothesis is tested for 64 faculties to determine whether there was a statistically significant mean difference between the student's overall ratings when they had taken the admission each year. It has been observed that there was a difference.

Observation: t(63) = 4.774, p < .05

Observation: t(63) = 4.465, p < .05

Observation: t(63) = 5.351, p < .05

Observation: t(63) = 3.782, p < .05

Difference Statistics

		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	Overall_Rating_16	4.20	64	.858	.107
	Overall_Rating_17	3.94	64	.852	.107
Pair 2	Overall_Rating_17	3.94	64	.852	.107
	Overall_Rating_18	3.63	64	.807	.101
Pair 3	Overall_Rating_18	3.63	64	.807	.101
	Overall_Rating_19	3.31	64	.814	.102
Pair 4	Overall_Rating_19	3.31	64	.814	.102
	Overall_Rating_20	3.08	64	.762	.095

Finding: If we see the difference, the overall rating of students by faculties was highest in 2016 and its somewhat gradually declining.

2. Consistency

		T	df	Sig. (2-tailed)
Pair 1	Consistency_16 - Consistency_17	4.053	63	.000
Pair 2	Consistency_17 - Consistency_18	3.559	63	.001
Pair 3	Consistency_18 - Consistency_19	3.862	63	.000
Pair 4	Consistency_19 - Consistency_20	1.696	63	.095

The hypothesis is tested for 64 faculties to determine whether there was a statistically significant mean difference between the student's consistency when they had taken the admission each year. It has been observed that there was a difference.

Observation: $t(63) = 4.053, p < .05$

Observation: $t(63) = 3.559, p < .05$

Observation: $t(63) = 3.862, p < .05$

Difference Statistics

		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	Consistency_16	4.14	64	.794	.099
	Consistency_17	3.91	64	.750	.094
Pair 2	Consistency_17	3.91	64	.750	.094
	Consistency_18	3.67	64	.714	.089
Pair 3	Consistency_18	3.67	64	.714	.089
	Consistency_19	3.45	64	.834	.104

Finding: If we see the difference, the consistency of students rated by faculties was highest in 2016, and its somewhat gradually declining.

3. Growth

		t	df	Sig. (2-tailed)
Pair 1	Growth_16 - Growth_17	2.611	63	.011
Pair 2	Growth_17 - Growth_18	4.243	63	.000
Pair 3	Growth_18 - Growth_19	3.404	63	.001
Pair 4	Growth_19 - Growth_20	3.594	63	.001

The hypothesis is tested for 64 faculties to determine whether there was a statistically significant mean difference between the student's consistency when they had taken the admission each year. It has been observed that there was a difference.

Observation: $t(63) = 2.611, p < .05$

Observation: $t(63) = 4.243, p < .05$

Observation: $t(63) = 3.404, p < .05$

Observation: $t(63) = 3.594, p < .05$

Difference Statistics

		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	Growth_16	4.08	64	.783	.098
	Growth_17	3.92	64	.719	.090
Pair 2	Growth_17	3.92	64	.719	.090
	Growth_18	3.67	64	.778	.097
Pair 3	Growth_18	3.67	64	.778	.097
	Growth_19	3.47	64	.755	.094
Pair 4	Growth_19	3.47	64	.755	.094
	Growth_20	3.25	64	.756	.094

Finding: If we see the difference, the overall rating of students by faculties was highest in 2016, and its somewhat gradually declining.

4. Capability

		t	df	Sig. (2-tailed)
Pair 1	Capability_16 - Capability_17	2.900	63	.005
Pair 2	Capability_17 - Capability_18	4.079	63	.000
Pair 3	Capability_18 - Capability_19	5.272	63	.000
Pair 4	Capability_19 - Capability_20	4.284	63	.000

The hypothesis is tested for 64 faculties to determine whether there was a statistically significant mean difference between the student's capability when they had taken the admission each year. It has been observed that there was a difference.

Observation: $t(63) = 2.900, p < .05$

Observation: $t(63) = 4.079, p < .05$

Observation: $t(63) = 5.272, p < .05$

Observation: $t(63) = 4.284, p < .05$

Difference Statistics

		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	Capability_16	4.22	64	.863	.108
	Capability_17	4.00	64	.959	.120
Pair 2	Capability_17	4.00	64	.959	.120
	Capability_18	3.70	64	.867	.108
Pair 3	Capability_18	3.70	64	.867	.108
	Capability_19	3.34	64	.859	.107
Pair 4	Capability_19	3.34	64	.859	.107
	Capability_20	3.05	64	.765	.096

Finding: If we see the difference, the capability of students by faculties was highest in 2016, and its somewhat gradually declining.

5. Spark

		t	df	Sig. (2-tailed)
Pair 1	Spark_16 - Spark_17	4.116	63	.000
Pair 2	Spark_17 - Spark_18	3.727	63	.000
Pair 3	Spark_18 - Spark_19	5.463	63	.000
Pair 4	Spark_19 - Spark_20	3.375	63	.001

The hypothesis is tested for 64 faculties to determine whether there was a statistically significant mean difference between the student's spark when they had taken the admission each year. It has been observed that there was a difference.

Observation: t(63) = 4.116, p < .05

Observation: t(63) = 3.727, p < .05

Observation: t(63) = 5.463,p < .05

Observation: t(63) = 3.375, p < .05

Difference Statistics

		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	Spark_16	4.09	64	1.003	.125
	Spark_17	3.73	64	.947	.118
Pair 2	Spark_17	3.73	64	.947	.118
	Spark_18	3.47	64	.835	.104
Pair 3	Spark_18	3.47	64	.835	.104
	Spark_19	3.09	64	.791	.099
Pair 4	Spark_19	3.09	64	.791	.099
	Spark_20	2.88	64	.701	.088

Finding: If we see the difference, the spark of students by faculties was highest in 2016, and its somewhat gradually declining.

6. Knowledge

		T	df	Sig. (2-tailed)
Pair 1	Knowledge_16 - Knowledge_17	2.638	63	.010
Pair 2	Knowledge_17 - Knowledge_18	2.010	63	.049
Pair 3	Knowledge_18 - Knowledge_19	6.355	63	.000
Pair 4	Knowledge_19 - Knowledge_20	3.594	63	.001

The hypothesis is tested for 64 faculties to determine whether there was a statistically significant mean difference between the student's spark when they had taken the admission each year. It has been observed that there was a difference.

Observation: t(63) = 2.638, p < .05

Observation: t(63) = 2.010, p < .05

Observation: t(63) = 6.355,p < .05

Observation: t(63) = 3.594, p < .05

Difference Statistics

		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	Knowledge_16	4.06	64	1.037	.130
	Knowledge_17	3.89	64	1.086	.136
Pair 2	Knowledge_17	3.89	64	1.086	.136
	Knowledge_18	3.75	64	1.039	.130
Pair 3	Knowledge_18	3.75	64	1.039	.130
	Knowledge_19	3.28	64	.951	.119
Pair 4	Knowledge_19	3.28	64	.951	.119
	Knowledge_20	3.06	64	.833	.104

Finding: If we see the difference, the knowledge of students by faculties was highest in 2016, and its somewhat gradually declining.

The alternate Hypothesis is proved that the perception of the Faculties about student capabilities specially with respect to consistency, growth, spark, knowledge differs significantly with time. Student rating by faculty was highest in these parameters, in 2016 and has somewhat been gradually declining so - a negative trend.

Research Questions-3: Whether there is any difference in the perception of students about their capabilities

Statistical Test: Friedman Test

Level of Significance: 0.05

Hypothesis

H0: The perception of students about their capabilities does not differ significantly

H1: The perception of students about their capabilities differs significantly

Test Statistics

Test Statistics	
N	152
Chi-Square	288.809
Df	19
Asymp. Sig.	0.000

Observation: $\chi^2(19) = 288.809, p < 0.05$

Finding:

Since the p value is less than the level of significance (0.05) the null hypothesis is rejected. **Hence it is concluded that there is a significant difference in the student's perception regarding their abilities.**

In order to find out where the differences lies we refer to the rank table, which is mentioned below:

Table 25- Rank table for students capabilities perception

	Mean Rank
I can handle technical devices	12.75
I always like to inculcate positive energy to ensure Team Work	12.09
I always ensure the task is completed within the time	11.71
I have developed an interest in the area I want to work in the last 2 years	11.40
I have good presentation skills	11.30
I ensure Timeline & accept quality with tolerance	11.17
I am good at working together with different people	11.13
I am not judgmental about others and hope to improve situations	10.97
I am good at figures	10.85
I have good communication skills	10.85
I can develop alternative plans/scenarios	10.69
I can coordinate tasks	10.42
I am good at organizing and planning	10.31
I can enthuse people for my ideas	10.30
I am good at negotiating	9.81
I can delegate tasks to others	9.80
I am good at dealing with people	9.77
I can advance my opinion	9.62
I have good writing skills	9.21
I concentrate on quality and do not fuss about the deadline	5.87

Findings: From the rank table, it is evident that students have varied say as evident in the table above we observe that

1) Students vary maximum in their say in Management skills. Even the students who rated themselves Best & Good when combined feel only 10% have that skill
2) The Least variations are found in Team building skills as despite their varied exposure levels this seems to be present in spite of language and exposure barriers.
3) Soft skills are found to be rated best by the Best and good rated students but there is a variation as evident in the other students who come from a remarkably diverse background.

Chapter-5: Conclusions and Recommendations

Based on the data analysis carried out in chapter 4 following conclusions are arrived at -

5.1 Conclusions

1. Industry expectations are changing every day, and they demand more and more from freshers to perform job roles.This is on account of the very dynamic Industry environment and the frequent changes happening in the business systems and procedures. These dynamic changes are mandatory for the industry to adapt for sustenance in business
2. The industry thus expects a dynamic change management system in post-graduation studies to make students compatible with the ever evolving new job roles .Industry wants to transfer their responsibility of training and development of new joiners to institutes and expect ,institutes should take initiatives to provide ready trained students for their business
3. Considering the limitations of higher education institutes, in terms of the various constraints faced by them with respect to:
   - Vision of Management in the ever-changing business scenario
   - Availability of trained updated Faculties with understanding fast changing of advances in industry
   - Budget availability to train faculties /get Industry resources etc match with the pace of ever changing industry requirements at any given time.

4. A visionary Director with excellent networking can lead the Academia with ease to match the Industry expectation at the same time be a provider of out of the box support to the industry with the young student talent pool, well-groomed/trained to think and strategies Differently.
5. The student coming to the non-top league management institutes have a great diversity in terms of their communication strength, exposure, general awareness both in terms of business and otherwise, knowledge etc. This requires a need for classifying them and then run relevant grooming program. Even Faculty in many of these institutes need updation technologically as well as in terms of business awareness nationally & globally.

6. There is always a time lag in Industry and institutes in terms of current business practices used and the relevant theories developed by academicians. For institutes, this time lag can be a significant concern for long term sustenance.

7. For sustainability, it is the need of the hour, that Management Institutes should develop a model to bridge this knowledge gap, in time to be with the Industry by understanding the business environment at the earliest.

8. In order to facilitate this process, the industry too needs to take their step forward toward Industry and update them on the practical requirements of the kind of students required in terms of attitude skills and knowledge.

9. Industry should have planned and budgeted efforts in terms of visiting management campuses to upgrade not only students but also faculties .There should be well developed plan for sharing industry resources from various levels and functions with the academies for training them as well as developing rapport with the MBA aspirants.

10. The Industry can probably cover these expenses from their CSR Budgets being part of developing a sustainable society. This society is built up directors, faculty and the students.

11. Thus a highly coordinated efforts from industry and institute both can only reduce this knowledge & time gap .Thus Institute can understand the changing requirements and prepare their faculties and then students to cope with the Industry expectations.

Sustainable Talent Development Model

Sustainable talent development is always a key performance area for management education institutes. Management institutes play a vital role in connecting society at large with industries through a gateway of management education. Talent development is a long-term process and demands continuous creation and up gradation of knowledge. We suggest a combination of Profiling and counselling to enable MBA institutes to develop a sustainable Talent.

MBA institutes must:

1. Understand the capabilities of available students with respect to aptitude, comprehension, business acumen.
2. Make efforts to improve students, right from the time they enter MBA institutes by grooming them on above along with updations on Current issues
3. Thus, create confidence for facing interviews by regular practice & create employable students.
4. By providing such groomed students ready to unlearn, learn & relearn create confidence in the industry,

Profiling Process consists of creating a Role play of what happens on the Interview day. Starting with Aptitude then Group discussions and Personal Interview. There should be two stages of profiling. First Profiling leading to categorization of students, counselling them to understand their job flares. This followed by different grooming programs for fast trackers and mediocre and least category profiled students.

Conducting grooming programs for one year and then second profiling for final categorization. After the second profiling, expose students to Company placements and counsel students to accept jobs available as per there calibre and not reject jobs.

All students need to be counselled and told what their best-fit jobs are.

The Directors, the faculty and the students all will have to be trained in this process of Profiling and Counselling. Most importantly, faculty development programs will have to be aggressively started to create a competent body to conduct the above process. At the same time, a visionary Director will have to be at the helm of these MBA institutes which are not in the top league.

The director will also have to ensure good quality infrastructure, for which norms are laid out by the NBA -the national board of accreditation.

The Wholistic approach to STDM

Talent development is a circular flow system. The inputs given by institutes to aspiring management students, in turn, add value and create new knowledge through their work experience. This knowledge should be transferred back to institutes through a reverse flow system as input for new students. This circular flow at improved velocity of flow, will benefit industry/institute and hence society at large.

5.2 Recommendations

The proposed STDM model below is a framework where institutes have the flexibility to develop their detailing for the students. The model has focused on three core areas to focus on

The Institute,
The Students,
The Industry and hence society at large.

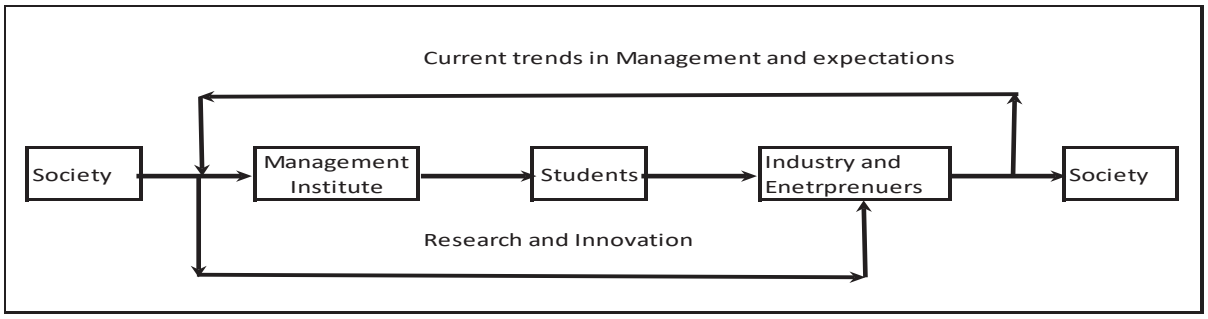

Figure 10- STD Model

Appendices

Appendix-1: Directors Feedback

Director Feedback

* Required

1. Institute Name *

MBA

2. No. of admissions in course *

3. No. of faculties in course *

MCA

4. No. of admissions in course *

5. No. of faculties in course *

6. What are the non academic efforts made for improving students and make them Job Ready?? *

Year 2014-2016

7. 2014-16 *

PG students show (1-least to 5-most)

Mark only one oval per row.

	1	2	3	4	5
Focus	◯	◯	◯	◯	◯
Interest	◯	◯	◯	◯	◯
Job need	◯	◯	◯	◯	◯
General Awareness	◯	◯	◯	◯	◯

Year 2015-2017

8. 2015-17 *

PG students show (1-least to 5-most)

Mark only one oval per row.

	1	2	3	4	5
Focus					
Interest					
Job need					
General Awareness					

Year 2016-2018

9. 2016-18 *

PG students show (1-least to 5-most)

Mark only one oval per row.

	1	2	3	4	5
Focus					
Interest					
Job need					
General Awareness					

Year 2017-2019

10. 2017-19 *

PG students show (1-least to 5-most)

Mark only one oval per row.

	1	2	3	4	5
Focus					
Interest					
Job need					
General Awareness					

Year 2018-2020

11. 2018-20 *

PG students show (1-least to 5-most)

Mark only one oval per row.

	1	2	3	4	5
Focus					
Interest					
Job need					
General Awareness					

Appendix-2- Faculty Feedback

Faculty Feedback

* Required

1. Name

2. Institute Name *

3. Course *

Mark only one oval.

- MBA
- MCA

4. No. of admissions in course

Year 2014-2016

5. 2014-16 *

PG students show (1-least to 5-most)

Mark only one oval per row.

	1	2	3	4	5
Consistency					
Growth					
Capability					
Spark					
Knowledge					
Overall rating					

Year 2015-2017

6. 2015-17 *

PG students show (1-least to 5-most)

Mark only one oval per row.

	1	2	3	4	5
Consistency					
Growth					
Capability					
Spark					
Knowledge					
Overall rating					

7. 2016-18 *

PG students show (1-least to 5-most)

Mark only one oval per row.

	1	2	3	4	5
Consistency					
Growth					
Capability					
Spark					
Knowledge					
Overall rating					

Year 2017-2019

8. 2017-19 *

PG students show (1-least to 5-most)

Mark only one oval per row.

	1	2	3	4	5
Consistency					
Growth					
Capability					
Spark					
Knowledge					
Overall rating					

Year 2018-2020

9. 2018-20 *

PG students show (1-least to 5-most)

Mark only one oval per row.

	1	2	3	4	5
Consistency					
Growth					
Capability					
Spark					
Knowledge					
Overall rating					

Appendix-3-Student Feedback

Student Feedback

* Required

1. Student Name *

2. Age *

3. Gender *

Mark only one oval.

- Male
- Female

4. PG Course *

Mark only one oval.

- MBA *Skip to question 5*
- MCA *Skip to question 7*

Untitled Page

5. Year *

Mark only one oval.

- 1st
- 2nd

6. Family Income *

Mark only one oval.

- upto 5 Lakhs
- more than 5 Lakhs

Skip to question 9

Untitled Page

7. Year *

Mark only one oval.

- 1st
- 2nd
- 3rd

8. Family Income *

Mark only one oval.

- upto 5 Lakhs
- more than 5 Lakhs

Skip to question 9

Questions

9. *

1-Strongly Disagree, 2- Disagree, 3-Neutral, 4-Agree, 5-Strongly Agree

Mark only one oval per row.

	1	2	3	4	5
I am good at dealing with people					
I am good at organizing and planning					
I can coordinate tasks					
I have good writing skills					
I can handle technical devices					
I have good communication skills					
I can advance my opinion					
I ensure Time line &accept quality with tolerance.					
I am good at figures					
I can develop alternative plans/scenarios					
I can enthuse people for my ideas					
I have good presentation skills					
I am good at negotiating					
I can delegate tasks to others					
always ensure task is completed within time					
I concentrate on quality and do not fuss about dead line.					
I am good at working together with different people					
I am not judgmental about others and hope to improve situations					
I have developed interest in the area I want to work in last 2 years.					
I always like to inculcate positive energy to ensure Team Work .					

Appendix-4- Industry Feedback

Industry Feedback

* Required

1. Company Name *

2. Products/Services offered *

3. Turnover in the last year *

4. No. of employees *

5. No. of freshers *

6. What are the main parameters expected from fresh MBA/MCA when they join *

7. Has the requirement changed over the past 5 Years? *
   if yes, then how

8. What are the major parameters missing in MBA students *

9. What are the major parameters missing in MCA students *

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