

# Plugging Skill Gaps for Enhancing Employability Quotient among Management Students

**Dr. Sudha Katyal<sup>1</sup> and Ronica Katyal<sup>2</sup>**

<sup>1</sup>Head, Deptt. of Human Development and Family Relations  
Govt. Home Science College, Chandigarh, India.

<sup>2</sup>M.B.A., Probationary Officer, Canara Bank, Chandigarh, India  
E-mail: [sudhakatyal@gmail.com](mailto:sudhakatyal@gmail.com)<sup>1</sup>, [ronicakatyal@gmail.com](mailto:ronicakatyal@gmail.com)<sup>2</sup>

## ABSTRACT

*In the last 20 years, there has been a phenomenal growth in the field of management education in India. The first milestone in management education was achieved when the two Indian Institutes of Management (IIMs)-Calcutta and Ahmedabad -were set up in 1961. In 1998, there were 400 institutes and the number rose to nearly 800 by 2003. In 2008, the number of business schools touched 1,700. The business education market in India was pegged at about Rs.3,000 crore in 2008 (campus and distance education), growing at 12 per cent CAGR in the last three years. There are over 1,700 B-schools in India yet there is a yawning gap between the population and the number of B-schools. However, the quality of graduates that these schools churn out is often a bone of contention. All these schools put together churn out one lakh management graduates every year. Unfortunately, most of the 2000 MBA schools in India are running on 20-40% placements. During and after campus, students appear in 3-6 interviews but failed to get a decent job due to lack of skills. Why is this happening? Lack of Communication Skills, lack of knowledge of key industry terms, rote learning, lack of analytical and application skills, lack of high standard of Indian business schools, short duration of internship, Absence of Industry-Academia Partnerships, lack of real world experience and lack of development of personal skills are some of the gaps that need to be plugged in to increase employability quotient among management students.*

## KEYWORDS

**Skill Gap, IIMs, Rote Learning, Industry-Academia Partnership**

## 1. INTRODUCTION

While the global population is ageing rapidly, India, with one of the youngest populations in the world, is at a strategic advantage with regards to demographic dividends. However, almost three - fourths of India's population is unskilled. The World Economic Forum's Global Talent Risk report (2011) cautions that developing countries like India and Brazil will face huge skill gaps due to low employability.

By 2028, India will be world's most populous country. The average age of an Indian is around 25 years and in the times to come, India will have the largest working population. The advantage of younger population is available to us only in the next 20 years. It poses great opportunities as well as challenge to reap the advantage of demographic dividends of such a huge population. India can reap the benefits of this situation only by effectively skilling and up- skilling its vast manpower by mainstreaming vocational education, modules of finishing schools and partnership of industry-academia in the curriculum of higher education.

There is a wide gap between the skills required in industry and those provided by the education system. Despite the efforts of the National Skills Development Mission, the task of achieving the targeted 500 million skilled manpower by 2022 seems daunting. Several path-breaking public-private partnerships like the National Skills Development Corporation (NSDC) and sector skill council are leading significant changes by increasing the supply of training providers. However, there are several aspects of the job market that need to be understood well for this highly ambitious target to be achieved.

The announcement of the government's decision to allow FDI in retail is already leading to heavy speculation of a surge in employment opportunities in this sector. A direct result of FDI would be increase in the number and the format of retail, which would result in the generation of jobs in multiple categories. This development brings with it an unprecedented need for nation-wide availability of skilled labor and an increased demand for comprehensive skills training.

The 'Skills Gap' in India promises to be one of the biggest, insurmountable problems for our economy. India's "demographic bulge" – the hundreds of millions of young people who will flood its job markets in the next decade – is in danger of sliding into a lopsided paunch that will weigh the nation down and crimp its gross domestic product. While laws, legislature and policy may change to allow for more foreign investment and encourage more multinationals to set up in the country, the problem with qualified candidates still remains.

In the last 20 years, there has been a phenomenal growth of management education in India. The first milestone in management education was achieved when the two Indian Institutes of Management (IIMs)-Calcutta and Ahmedabad -were set up in 1961. In 1998, there were 400 institutes and the number rose to nearly 800 by 2003. In 2008, the number of business schools touched 1,700. The business education market in India was pegged at about Rs.3,000 crore in 2008 (campus and distance education), growing at 12 per cent CAGR in the last three years. All these schools put together churn out one lakh management graduates every year.

With B-school graduates entering the industry, it is important to understand the demands and fill the skill gap. Today, organisations look for professionals who can multitask yet provide support for niche areas based on the individual's area of specialisation, namely human resource, operations management and the like. Also, with companies competing against each other on a global platform, there is a need for professionals who have considerable amount of industry experience, sound domain knowledge and knowledge of best international practice

Unfortunately, most of the MBA schools in India are running on 20- 40% placements. During and after campus, students appear in 3-6 interviews but failed to get a decent job due to lack of skills. Why is this happening? Of course, there are larger issues of student input quality. Anyone who can spend 5 lakhs can get a MBA/ PGDM degree without any entry level selection criteria and educational quality (most run- of- the- mill colleges spend less than 5% of their revenues on academic delivery!)

To find out why our MBA graduates are not employable, Elements Akademia, a chain of finishing school conducted a nationwide intensive research amongst CEOs and HR heads of more than 40 companies from various verticals, 60 MBA/ PGDM colleges across 12 cities and more than 3000 students and MBA aspirants. This research brought to us face to face some startling revelations. It showed that current education system in India has some inherent flaws in that it offers degrees but not jobs. The industry needs certain skills beyond the

university curriculum before it can hire a candidate. However, academia continues to teach what it has been teaching for the last 20 years (70% of MBA faculty has no or little industry experience) versus teaching the basic skills that industry needs. This result in classic paradox: corporate world continues to have jobs but keeps complaining that there is dearth of employable candidates. While students keep complaining of lack of jobs despite of having degrees. The saying “water, water, everywhere, but not a drop to drink” seems apt in this scenario.

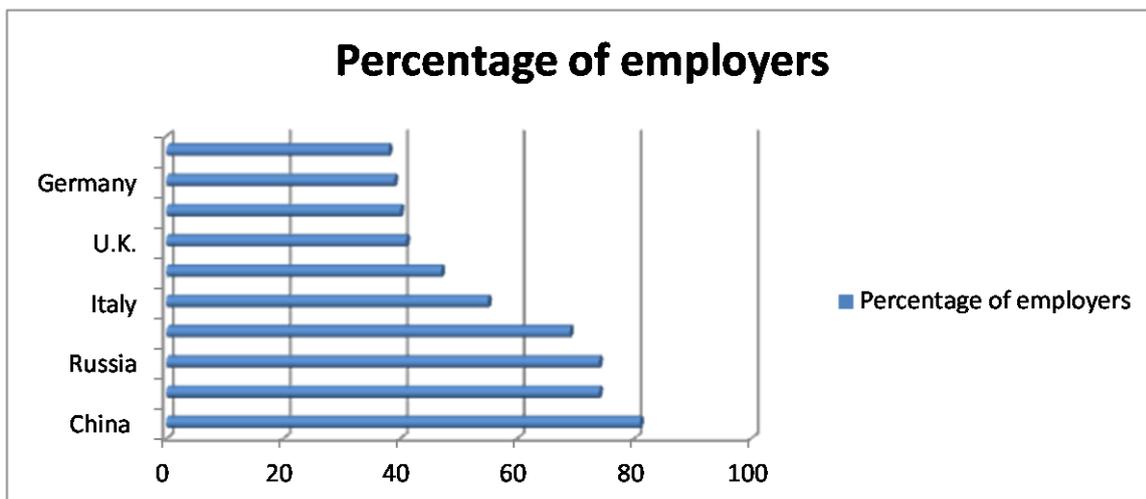
Dr. Kalam has rightly said that India does not have problem of unemployment but unemployability. The graduates lack other skills beside the academic or technical skills. The top three most important general skills identified were integrity, reliability and teamwork, while the top three most important specific skills are entrepreneurship, communication in English and use of modern tools and technologies.

## 2. SKILLS GAP CAUSING LOSSES IN PRODUCTIVITY AND REVENUE IN TOP TEN WORLD ECONOMIES

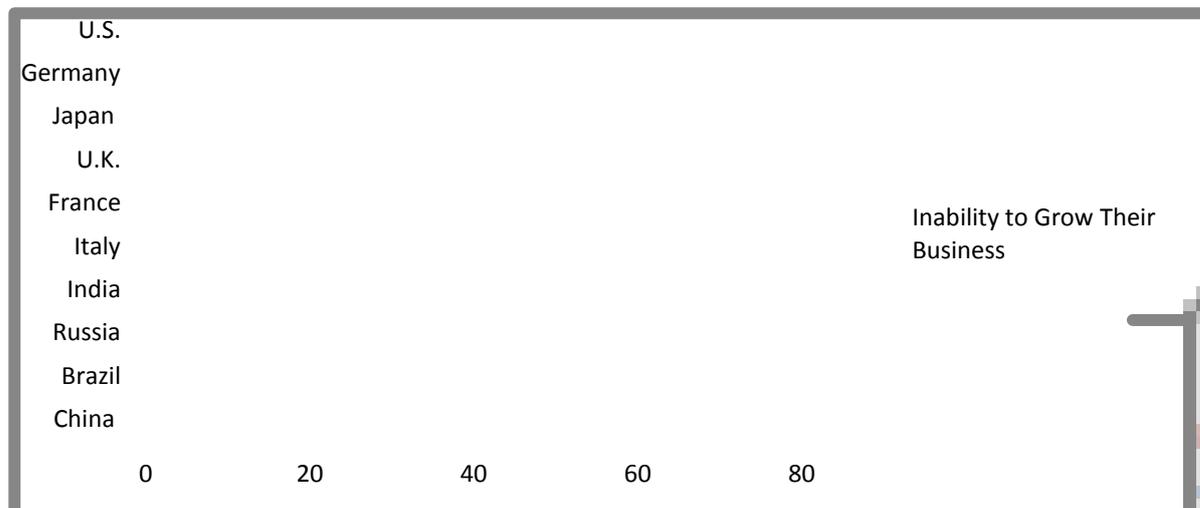
The growing deficit of skilled labor needed to fill in-demand jobs is causing a drag on employers across the globe. A significant number of employers in the ten largest world economies said that extended job vacancies have resulted in lower revenue and productivity and the inability to grow their businesses. Employers in China were the most likely to report having open positions they cannot fill and its corresponding negative effects on their performance. Russia houses the largest percentage of employers reporting a revenue shortfall tied to extended job vacancies while the U.S. is among those most likely to report a productivity loss. According to CareerBuilder Survey (2012)

- 69% of Indian employers experiencing a shortage of skilled labour within their organization
- 35% of Indian employers report their top performers left their company in 2012
- 83% of Indian employers plan to train workers who don't have experience in their particular industry/field for positions and hire them within their company this year

Employers in the BRIC countries (Brazil, Russia, India and China) were most likely to report challenges in recruiting high skill labor with more than half of employers stating they currently have positions for which they can't find qualified candidates. A large percentage of employers in the top ten economies (Figure-1) stated their companies have experienced negative implications from extended job vacancies, citing less effective business performance, lower quality work, lower morale and higher employee turnover. Following the BRIC countries, employers in Italy and France were the most likely to report this.



**Figure -1 Percentage of Employers in Top Ten Economies, Experiencing Negative Impact in Companies Due to Extended Vacancies**



**Figure -2 Percentage of Employers in Top Ten Economies, Experiencing Inability to Grow their Business, Loss of Revenue and Loss of Productivity in Companies Due to Extended Vacancies**

### 3. GAP BETWEEN INDUSTRY REQUIREMENT AND ACADEMIC CURRICULUM

B-School graduates are finding out the hard way. Gap between industry requirement and academic curriculum are found in the following areas:

#### 3.1 Lack of Communication Skills

A study by Aspiring Minds, a Gurgaon-based talent management firm, found that India's B-schools don't teach their students basic skills like communication, which are essential for getting management jobs. Aspiring Minds based its conclusions on a so-called "employability test" it conducted on 32,000 MBA graduates from 220 business schools across India. The test, which quizzed graduates on topics ranging from grammar to quantitative analysis, found that only 10% of those tested had skills that recruiters typically look for while hiring management graduates. A third of all students tested, lacked basic English grammar skills, a prerequisite for working in the corporate environment, particularly in client-facing roles like consulting, banking, marketing and sales.

#### 3.2 Lack of Knowledge of Key Industry Terms and Concepts

The study by Aspiring Minds found that less than half of the students tested had some knowledge of key industry terms and concepts in their areas of specialty. For instance, a third of the surveyed students who had majored in finance, did not know what IPO – short for initial public offering – stood for.

#### 3.3 More Emphasis on Rote Learning & Less on Development of Analytical and Application Skills in Curriculum

A Bangalore-based education consultancy MeritTac conducted a study of 2,264 MBA students in the country and found that only 21% of them were considered fit for employment. Some industry experts say that these findings are evidence that India's MBA curriculum is flawed because of its emphasis on rote learning. There is wide gap between MBAs that industries need and what management institutes provide. What the industry needs is an MBA with good conceptual knowledge ("What" of the subject), analytical skills ("Why" of a

situation) and application skills (“How” to resolve issues). While most management institutes offer curriculum in a two-year full-time MBA program that essentially impart conceptual subject knowledge to students via the lecture method. Students are evaluated by end-semester written exams and graded based on their ability to reproduce the concepts learned in class. Most students learn a lot of the theory of running a team or a business while in college, but most have never actually applied these skills in practice. Few management institutes include case-study methods to help students develop analytical skills. Further, 90% of students in a full-time program do not have any work experience and therefore have very low application skills.

### **3.4 Less emphasis on Industry –Specific Skills in Curriculum**

Saurabh Mukherjea, head of the equity division at Mumbai financial services firm Ambit Capital, adds that industry-specific skills and vocational training is “glaringly missing” in most Indian business schools. Employers need reliable, responsible workers who can solve problems and who have the social skills and attitudes to work together with other workers. Creativity, once a trait avoided by employers who used a cookie cutter system, is now prized among employers who are trying to create the empowered, high performance workforce needed for competitiveness in today’s marketplace. Employees with these skills are in demand and are considered valuable human capital assets to companies.

### **3.5 Lack of High Standards of Indian Business Schools**

The Associated Chambers of Commerce & Industry of India (Assocham) issued the Business Barometer study last month. It found that beyond the top 30 institutions, most business school professors and lecturers in India’s business schools are ignorant of the world’s major economic trends and key developments, such as the subprime crisis in the U.S. Few read business publications. Setting a high standard for Indian business schools by satisfying a quality-accrediting agency is an important step for Indian business schools; an improved accreditation process would have a ripple effect on all Indian business schools.

Business education is booming in India, but the bulk of rank-and-file programs in the country suffer from outdated textbooks, professors who do not keep up with economic trends, and narrow curriculums, according to a recently released report by an Indian business group.

### **3.6 Short Internship Duration**

Besides the curriculum, experts also believe that the problem lies in the manner in which internships are framed. There is need to have longer internships during an MBA. Presently, B-schools have 1.5-2 months’ summer internship, while in European business schools it’s longer at about two six-month internships.

Longer internship experience would help MBA students in gaining practical experience, preparing oneself for job market, obtaining recommendation for future employment, becoming acquainted with professionals in the field, developing understanding of professional responsibilities and effective working relationships and reaffirming career goals.

### **3.7 Less Emphasis on Inculcating Personal Skills**

“Do new MBA graduates of India’s institutes and universities meet the expectations of their first employers?” The survey was conducted between late November 2009 and January 2010. A purposive sample was compiled starting with members of HEF and moving outward from there. In total, data was collected from 113 individuals from 74 organisations in the BFSI sector. This included one Human Resources (HR) representative from each of the organisations involved in the study and 39 senior executives who directly supervise newly hired MBAs from

these 74 organisations. The core topics covered by the Skills Gap Survey are the knowledge, skills, and attitudes employers expect of these new MBAs, and their performance compared to these expectations.

The 'Skill Gap Survey' was conducted to systematically evaluate if there are gaps in the expectations and performance of newly hired MBAs in the Indian Banking, Financial Services, and Insurance (BFSI) sector. It found that gaps do exist, particularly in skills such as listening, and team work and collaboration; attitudes such as self motivation, self discipline and commitment and dedication; and knowledge such as understanding organisation and process; product, solutions, and services; and consumer behaviour," Director ISOS Manish Panchal and vice-president West at India Vasudha Narayanan, who conducted the survey for HEF, said that the survey was released at the first annual meeting of the HEF with a theme, "Towards excellence in Higher Education" at the Welingkar Institute of Management.

The survey found that the industry has the highest expectations for newly hired MBAs in the area of attitudes, followed by skills, and finally by knowledge. The consensus view, as shared by one respondent, was clear: "We hire people for attitude and train them for the skills", Panchal said.

### **3.8 Lack of Industrial or Real World Experience**

A survey report says that Indian MBAs lack industrial experience, and hence they are not able to survive in the fast world or the pressure of the organization. Once they join an organization, marks and certificates do not matter and the work environment is much different from the academic environment. In India, there are over 1700 MBA colleges. The standards of MBAs from institution other than the leading B-Schools (like IIM's) are not up to par; a good MBA student should have a combination of academic and social capabilities. She/he should have both qualitative and quantitative analysis capabilities, and be able to make informed decisions. Since she/he is heading for a position in management, leadership potential and some persuasive ability is important. She/he should be able to work well with others (teamwork) and should have strong oral and written communication skills. She/he should be organized and responsible. An internship and the meaningless summer project be improved to give a real world experience to the students.

### **3.9 Inability to Face Stiff Competition & Having No Practical Skills**

Employers, universities and professional bodies agree that we need to develop professionals who are highly skilled and ready to face the challenges of increased competition. More than ever we need professionals who are responsive to economic, social, cultural, technical and environmental change and can work flexibly and intelligently across business contexts. The industry requires new graduates who understand the part they play in building their organisations, and have the practical skills to work effectively in their roles. However, really contributing in the workplace means more than having the necessary technical skills. It means engaging with the organisation and its goals, understanding the dynamics of the workplace, and taking up a job role with an informed knowledge of all of its requirements. It also means applying a broad range of employability skills learned in many contexts and through a range of experiences. These are the skills, attitudes and actions that enable workers to get along with their fellow workers and supervisors and to make sound, critical decisions. Unlike occupational or technical skills, employability skills are generic in nature rather than job specific and cut across all industry types, business sizes, and job levels from the entry-level worker to the senior-most position.

### **3.10 Need for Up gradation of MBA Curriculum & Pedagogical Style**

Educational curriculum needs to be examined from time to time in order to ensure that the education received by students is relevant and up to date. Industrial training received by students need to be looked into and revised in term of its effectiveness to assured that students are clear with their job scopes later on. Besides that, instructors

should practice employability skill during teaching and learning session so that it could assist students to understand ways of applying the skills by themselves.

If colleges want to improve the employability of their graduates, they have to focus on reducing the important skill gaps through improvements in curriculum and teaching methods. The Universities are required to play a significant role for the same so that graduates have to be able to formulate, analyse, and solve a real life problem. Each institution should define the set of skills that a graduate is supposed to have after each semester. Further, colleges need to change pedagogical style from teacher-centric to student-centric, and include more assignments for students to independently analyse and apply them on real life problems.

### **3.11 Absence of Industry-Academia Partnerships in Higher Education**

Such alliances are pretty common in the United States. And the trend is now catching up in India, with leading companies forging alliances with universities. For example, India is short of 59,000 networking professionals and 4,000 tax professionals. That's prompting companies like Cisco and Ernst & Young to come up with programmes which aim to close this gap. Cisco launched its networking academy programme in 2001 and till date, over 46 universities and 110 engineering colleges have partnered with the networking major in its initiative.

"There may be some resistance from universities as far as curriculum upgradation goes, as some may feel corporate involvement may threaten their autonomy," says the vice-chancellor of a leading university. Right now, course content developed by corporates is offered as electives in most universities. Some have begun to offer such courses as core subjects. For example, IBM has persuaded many colleges to incorporate unified modelling language in their curriculum. Corporate houses also feel the need for a stronger element of vocational training. "We are moving towards a services economy structure. Success of countries like Japan and Germany can be attributed to the presence of a strong vocational training set-up.

### **3.12 Absence of Real World Experience**

MBA students often are not able to survive in their first job as they lack real world experience. This disturbing scenario certainly begs for a different kind of approach to education, one that is much more attuned to the skills required by industry. Colleges and universities must begin to revise their curricula, rethink the methods of teaching, and re-haul the entire relationship between academia and the marketplace.

When possible, classrooms should replicate the features of real work settings. Supervisors, trainers and teachers should set good examples of the desired behavior. Students should have the opportunity to observe the type of work place behavior that is being required of them.

Work experience makes you more marketable as a job candidate; it also gives you the opportunity to gain greater understanding about your chosen field. You will be able to find out in advance about many of the positives and negatives. Then you can truly enter your field with your eyes wide open. Employers are not only looking for experience, but the right experience. Therefore, as you approach the task of gaining real-world experience, do it from a "sponge" perspective—be ready to soak up every bit of information that comes your way.

## **4. EMPLOYABILITY SKILLS**

Employability skills are those basic skills necessary for getting, keeping, and doing well on a job. These are the skills, attitudes and actions that enable workers to get along with their fellow workers and supervisors and to make sound, critical decisions. Unlike occupational or technical skills, employability skills are generic in nature rather than job specific and cut across all industry types, business sizes, and job levels from the entry-level worker to the senior most position.

Employability skills, while categorized in many different ways, are generally divided into three skill sets: (a) basic academic skills, (b) higher-order thinking skills and (c) personal qualities. The three skill sets are typically broken down into more detailed skill sets (see Table-1).

**Table-1: List of Employability Skills under Each Skill- Set**

Basic Academic Skills	Higher-Order Thinking Skills	Personal Skills
<ul style="list-style-type: none"> <li>• Reading</li> <li>• Writing</li> <li>• Maths</li> <li>• Oral Communication</li> <li>• Listening</li> </ul>	<ul style="list-style-type: none"> <li>• Learning</li> <li>• Reasoning</li> <li>• Thinking Creatively</li> <li>• Decisions Making</li> <li>• Problem Solving</li> </ul>	<ul style="list-style-type: none"> <li>• Responsible</li> <li>• Self Confidence</li> <li>• Self Control</li> <li>• Social Skills</li> <li>• Honest</li> <li>• Have Integrity</li> <li>• Adaptable &amp; Flexible</li> <li>• Team Spirit</li> <li>• Punctual &amp; Efficient</li> <li>• Self Directed</li> <li>• Good Work Attitude</li> <li>• Well Groomed</li> <li>• Cooperative</li> <li>• Self Motivated</li> </ul>

#### 4.1 Basic Academic Skills

Although the academic skill level required by some entry-level jobs may be low, basic academic skills are still essential for high job performance. Ideally, new hires will have the ability and will want to learn. They also need the ability to listen to and read instructions and then to carry out those instructions. When asked for information, these individuals should be able to respond appropriately both orally and in writing, including recording and relaying information. Reading ability includes comprehending what has been read and using a variety of written materials, including graphs, charts, tables and displays. Entry-level employees also need the ability to complete basic math computations accurately.

#### 4.2 Higher-Order Thinking Skills

Perhaps even more important to job success is having good higher-order thinking skills rather than having good basic academic skills. The ability to think, reason, and make sound decisions is crucial for employees desiring to do well and advance. A person who can think critically, act logically, and evaluate situations to make decisions and solve problems, is a valuable asset. Application of higher order thinking skills in the use of technology, instruments, tools and information systems takes these higher order skills to a new level making the employee even more valuable. Employers will usually try to help valued employees seek and get more advanced training, thus widening the gap between those with higher order skills and those possessing basic academic skills alone.

#### 4.3 Personal Skills

If basic academic skills and higher order thinking skills are so important, why then are employers deeply concerned with personal skills? Because in most jobs, it is difficult to utilize workers effectively who lack personal skills. Entry-level employees with good personal skills have confidence in themselves and deal with others honestly and openly, displaying respect for themselves, their co-workers, and their supervisors regardless of other people's diversity and individual differences. They view themselves as a part of a team and are willing to work within the culture of the group. They have a positive attitude and take the initiative to learn new things to get the job done. Rather than blaming others when things go wrong, they are accountable for their actions.

They also have the ability to set goals and priorities in their work and personal lives so that resources of time, money and other resources may be conserved and managed. These individuals practice good personal habits, come to work as scheduled, on time and dressed appropriately, and are agreeable to change when necessary. Failure to equip young people with the job readiness skills critical to job success is equivalent to placing employability barriers in their path. Allowing students to graduate with these deficiencies has far reaching implications.

## 5. SUGGESTIONS FOR MBA STUDENTS FOR ENHANCING EMPLOYABILITY QUOTIENT

### 5.1 Communication and Inter-personal Skills

Communication skills, undoubtedly, play a real important and crucial role in professional life in corporate India. For a fresh MBA graduate, it becomes all the more important from the campus recruitment viewpoint. If you are an MBA student, focus on polishing your communication skills in English and also learn a second language. It's not a bad idea to join a finishing school to develop one's personality, body language, inter-personal and social interaction skills.

### 5.2 Develop Corporate Awareness

What a recruiter likes to see in a candidate is the application orientation. Students in B-school study the concepts of management in their classes but hardly understand how this knowledge can be applied in real business scenario; there is thus a gap in application.

As students, it is imperative to understand what business is all about and how you can contribute to the growth of any organisation. That's because if you can justify how your skills are going to add to the growth of the organisation, then chances are that the interviewer will consider you right-fit to the organisation.

### 5.3 Develop Team Skills

You have to be good at working with people. This means both your workmates and other people that come into contact with your organisation. Concentrate on developing leadership skills. Your employer would like to know how effectively you can work in a team and able to manage a group of people.

Wherever you work, you work in teams. **NO MAN IS AN ISLAND.** Do not treat your management programme as just another degree you are going to get after two years. Think of it as a skill-enhancing programme. Concentrate on soft skills while pursuing management.

### 5.4 Problem Solving Skills

You have to be able to find solutions when faced with difficulties or set-backs. Even if you can't think of a solution straight away, you need to have a logical process for figuring things out. Problem solving skills comprise of ability to understand a problem by breaking it down into smaller parts, and identifying the key issues, exploring information and ideas, selecting the best idea, building and testing ideas and finally evaluating results.

### 5.5 Build Knowledge

Keep updating and refreshing your knowledge through peer learning. Participate in all kinds of group activities like **group case studies, simulations, industry interaction programmes and inter- college level academic and extra-curricular competitions.** Technical knowledge along with good inter personal skills are the key qualities companies look for in a potential candidate. Focus on improving these skills right from the commencement of the course.

### 5.6 Developing Initiative and Enterprise

You need to be able to think about the bigger picture and the future of the organisation you're working for. Employers will value your ability to think creatively and to make improvements to the way things are.

### 5.7 Planning and Organising Skills

You need to be able to organise yourself, plan project timelines and meet deadlines. Practice these skills in everyday life to develop perfection.

### 5.8 Self-Management

You need to be able to get on with your work without someone having to check up on you every five minutes. You should also be able to stay on top of your own deadlines and be able to delegate tasks to make sure things get done on time. Having new ideas of your own which can be made into a reality. Showing a strong personal drive and not waiting to be told to do things.

### 5.9 Learning

You should want to learn new things and be able to pick them up quickly. There are likely to be some changes to your job and to the structure of your workplace while you are working there. You should be able to take on new tasks and to meet the needs of a changing

### 5.10 Technology

Most jobs these days require you to use some form of technology. You'll need to know how to use a computer and how to touch-type for most office jobs, but there are other types of technology that you might need to be familiar with depending on the industry you work in.

### 5.11 Carefully Select Internships and Placement

Search for internships while pursuing your course. Your internship is the only opportunity where you can exhibit your skills by translating them in performance. At the same time, you learn about a particular industry and its operations in detail. Ensure that you select an internship in the same profile or industry you intend to work in future. It helps you justify your knowledge and leverage the internship during an interview. Select a job / placement irrespective of the designation and salary. Starting career as a sales trainee should not bother you. The job description / job content should be the major consideration.

## 6. REFERENCES

- [1]. Anonymous. June 22, 2013. Shortage of quality students, faculty to blame for skill gap, retrieved from <http://www.iimcal.ac.in/shortage-quality-students-faculty-blame-skill-gap>
- [2]. Bhatia, R. March 31, 2007. Bridging the skill gap. *Financial Chronicle*, retrieved from <http://www.managementparadise.com/forums/articles/12699-bridging-skill-gap.html>
- [3]. Rajan, K.P. October 1, 2009. Filling the skill gap. *India Today*, retrieved from <http://indiatoday.intoday.in/story/Filling%20the%20skill%20gap/1/64482.html>
- [4]. Rana, P. Dec. 12, 2012. Study: Less Than 10% of Indian MBA Graduates Are 'Employable', retrieved from <http://blogs.wsj.com/indiarealtime/2012/12/12/study-less-than-10-indian-mbas-employable/>
- [5]. Saxena, N. Sept. 30. Missing element in MBA., retrieved from <http://www.elementsakademia.com/press/tribune30sep.pdf>

- [6]. Srikumar, M. March 24, 2013. Skill gap, a major concern for employers in India. *The Career Muse*, retrieved from <http://www.thecareermuse.co.in/2013/03/24/skill-gap-a-major-concern-for-employers-in-india/>
- [7]. Sinha,G.R, 2014. Need to focus on developing employability skills in our Engineering graduates. *Indian Educational Review*, retrieved from <http://www.indiaeducationreview.com/article/need-focus-developing-employability-skills-our-engineering-graduates>

IJournals