

# CHAPTER-1

## INTRODUCTION AND DESIGN

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## **INTRODUCTION AND DESIGN OF THE STUDY**

### **1.1. Introduction**

The landscape of higher education in India, particularly in business management, has undergone a remarkable transformation in the early 21st century. This transformation has been influenced mainly by globalization and liberalization, reshaping the educational system and redefining the economic value of various academic courses. The study "Factors Associated with the Placement of MBA Graduates: A Study in Coastal Karnataka" seeks to delve into this transformative journey, explicitly focusing on the placement of MBA graduates in the dynamically changing business environment of Coastal Karnataka.

In the wake of globalization and liberalization, the Indian business sector witnessed unprecedented diversification, encompassing various industries from manufacturing and services to consultancy and outsourcing operations. This diversification created a burgeoning demand for skilled management professionals capable of navigating the complexities of this new business ecosystem. Consequently, there was a rapid proliferation of management institutions to bridge the gap between the industry's evolving needs and the available talent pool.

Despite the significant growth in the number of management institutions and graduates, there have been growing concerns about the quality of management education and the employability of its graduates. The study aims to explore these concerns by examining the factors influencing the placement of MBA graduates. It investigates whether the once-coveted MBA degree still holds the same prestige and demand in the job market and whether the current curriculum and teaching methodologies adequately prepare students for the professional world.

The research further examines the restructuring processes within companies, which have consolidated roles and heightened expectations for diverse skill sets in candidates (Amoroso & Burke, 2018). This trend reflects a shift in the job market's demand, calling for graduates who are not only industry-ready but also equipped with practical experience and a robust, adaptable skill set.

Given the context of a knowledge-driven economy, this study recognizes the need for management education to adapt to global changes such as emerging markets, ageing

populations, disruptive technologies, increased globalization, and geopolitical shifts. These factors directly impact employability, necessitating reevaluating and integrating emerging trends and technologies into academic programs.

Therefore, this study in Coastal Karnataka aims to critically assess the gap in employability skills among MBA graduates, juxtaposed with the evolving expectations of industries. It seeks to provide a holistic understanding of the interplay between academia, industry, and employability in the contemporary business environment. This understanding is crucial for preparing graduates to navigate the challenges of today's global business landscape and to ensure their successful transition into the professional world.

## **1.2. Background**

The pursuit of a Master of Business Administration (MBA) degree has gained substantial momentum among students globally, and this trend is distinctly visible in Coastal Karnataka, India. The MBA program, renowned for its capacity to cultivate a versatile set of skills, aims to prepare students for impactful leadership roles across various industry sectors. This program's allure lies in its promise to enhance managerial competencies, strategic thinking, and entrepreneurial abilities, making it a coveted choice for those seeking to elevate their career in business management.

There is a significant demand for adept business professionals in the rapidly evolving economic landscape of Coastal Karnataka, a region known for its vibrant commercial activities and burgeoning industries. This demand is further fuelled by the region's economic growth, leading to the expansion of traditional and new-age industries. In response, numerous colleges and universities in Coastal Karnataka have incorporated MBA programs into their curriculum, aspiring to equip students with the necessary skills and knowledge to thrive in this dynamic business environment.

However, the crux of an MBA program's success is rooted in its curriculum and ability to facilitate rewarding and stable full-time job placements for its graduates. The ultimate aspiration for most MBA students is to secure a position that not only aligns with their career goals but also offers stability and growth potential. Therefore, the efficacy of an MBA program is often gauged by the career prospects and placement opportunities it opens up for its graduates.

Despite the growing number of institutions offering MBA programs in Coastal Karnataka, there is considerable variability in their ability to ensure successful job placements. This disparity raises several critical questions and necessitates an in-depth understanding of the factors influencing regional MBA job placements. Comprehending these factors is paramount for educational institutions to enhance their programs and align them more closely with industry requirements. This knowledge is crucial for students to make informed decisions regarding their education and career paths.

This study aims to investigate and analyze the factors that play a pivotal role in influencing the placement of MBA graduates in Coastal Karnataka. The study seeks valuable insights into MBA job placements' dynamics by delving into the regional economic growth patterns, industry demands, institutional capabilities, and the evolving job market. This understanding is instrumental for educational institutions and students to optimize their academic experience and career outcomes in a rapidly changing global business environment.

### **1.3. Overview of Management Education**

Integral to the modern academic and professional landscape, management education imparts knowledge and skills in various business disciplines. This dynamic and ever-evolving education system is essential in fostering entrepreneurial skills among graduates. It places significant emphasis on entrepreneurship development, with many institutes establishing incubation cells to encourage and support entrepreneurial education and research.

Management education is interdisciplinary, drawing from diverse fields such as psychology, economics, history, and sociology to form its foundational principles. This educational domain has witnessed substantial progress throughout the 20th century and has established itself as an independent academic discipline, making it one of the most sought-after courses globally.

Business schools focus on developing four primary skills in students:

1. **Functional Competence:** Essential skills in marketing, economics, strategy, accounting, IT, operations, human resource management, and organizational behaviour are imparted at undergraduate and graduate levels. Graduates often express satisfaction with the knowledge and skills acquired, which they find valuable in the workplace (Bratianu et al., 2020).
2. **Understanding of Context and Strategy:** Management professionals must understand organizational processes and make informed decisions about societal changes, social values,

political drivers, technological change, and global interaction. However, the limited cross-functional research at institutions poses a challenge in providing a broad interdisciplinary understanding (Adam, 2016).

3. **Influencing People:** Executives need a deep understanding of management domains to effectively influence and impact their organizations. They need to be familiar with human drivers and societal dynamics, a challenge for business schools to impart given the psychological and social intricacies involved.
4. **Reflective Skills:** As managers climb the corporate ladder, reflective skills become crucial. They must align their personal goals with their professional roles, particularly as they approach retirement. According to Inamdar & Roldan, (2013) this aspect of management education often requires support beyond traditional academic boundaries, like psychologists or life coaches.

As per Philip, (1992), the history of business education in India is long and fascinating. Initially focused on the corporate and commercial aspects to meet British government needs in the early 19th century, Indian management education has evolved significantly since its inception in the 1950s. By the mid-1960s, India emerged as a pioneer in management education, boasting the world's second-highest concentration of business schools. The first formal management institute, IISWBM in Kolkata, was established in 1953, followed by other prominent institutes in Ahmedabad and Bangalore. Since then, India has seen continuous growth in this field, surpassing the United States in the mid-1960s as a global leader in management education.

### **1.3.1. History and Growth of Management Education in India**

The development of management education in India is a captivating narrative that reflects the country's socio-economic transformation over the last century. Beginning in the late 19th century under British colonial rule, the focus initially was on imparting commercial skills to meet administrative demands. This phase saw the establishment of the first business schools primarily centred around basic commerce and secretarial skills.

As India progressed through the 20th century, especially after gaining independence in 1947, there was a paradigm shift in the approach towards management education. The need for a more structured and professional form of management education became evident, leading to the founding of specialized institutions like the Indian Institutes of Management (IIMs). These

institutes marked a new era in management education in India, blending Indian economic needs with global business education models.

This introductory note outlines the chronological development of management education in India, from its inception in the colonial era to its current status as a globally recognized and respected field. The following table encapsulates the significant milestones in this journey, illustrating how management education in India has evolved to meet the changing needs of the country's growing economy and corporate sector.

<b>Table 1.1 Development of Management Education in India</b>	
<b>Year</b>	<b>Development in Management Education in India</b>
1886	Establishment of Commercial School of Pacchiappa Charities in Chennai, the first B-school in India.
1903	Introduction of secondary school level commerce classes at Presidency College in Calcutta focusing on secretarial practice and business communication.
1913	Founding of the first college-level Business School, Sydenham College, in Mumbai.
1920	Establishment of Commerce College in Delhi (later renamed Shri Rama College of Commerce).
1948	Founding of the Indian Institute of Social Science, India's first management program.
1949	Xavier Labour Relations Institute (XLRI) was established by the Catholic community in Jamshedpur (Mahajan, 2015).
1953	The formation of the Indian Institute of Social Welfare & Business Management (IISWBM) in Calcutta is considered India's first official management institute.
1961	Government of India received a grant from the Ford Foundation to launch two Indian Institutes of Management (IIMs) in Calcutta and Ahmedabad.
1961	IIM Calcutta was established in collaboration with the Sloan School of Management (MIT), focusing on quantitative and operational aspects of management.
1962	IIM Ahmedabad was founded to introduce the case teaching method in India, focusing on qualitative strategic integration.
1973	Establishment of two more IIMs in Bangalore and Lucknow.
1982	Indian Institute of Forest Management set up in Bhopal with the assistance of IIM Ahmedabad, focusing on management education for the forestry system.
Late 1990s	Establishment of two more IIMs in Kozhikode and Indore. Significant growth in management education due to the entry of multinational companies in India.
1990s	Recognition of the need for advanced management skills beyond traditional commerce education, leading to the increasing popularity and demand for MBA and BBA programs.
2000	189 institutes set up on an average every year from 2000-2006 (Dayal, 2002)

The landscape of management education in India has undergone significant expansion and diversification over the years. This growth is exemplified by the establishment of 20 Indian Institutes of Management (IIMs) across various states, including West Bengal, Gujarat, Karnataka, Uttar Pradesh, Kerala, Madhya Pradesh, Meghalaya, Haryana, Jharkhand, Chhattisgarh, Tamil Nadu, Uttarakhand, Rajasthan, Maharashtra, Punjab, Bihar, Himachal Pradesh, Andhra Pradesh, Odisha, and Jammu & Kashmir. In addition to these prestigious institutions, many other business schools have emerged nationwide.

These business schools operate under various organizational structures and affiliations, catering to various educational needs and preferences. The structure of management education in India can be broadly categorized into:

1. **Institutes of National Importance:** This category includes the IIMs and other premier institutions designated as of significant importance at the national level due to their high education, research, and outreach standards.
2. **Unaffiliated Institutions:** These are independent institutions not affiliated with any university. They often have the autonomy to design their curriculum and programs.
3. **Departments in Universities:** Many universities in India have established their departments or faculties of management, offering various management courses and programs.
4. **Non-University Autonomous Institutions:** These are independent institutions that, while not part of a university, have autonomous status, allowing them to grant degrees and diplomas.
5. **Affiliated Colleges to Universities:** Numerous colleges affiliated with universities offer management programs. These colleges follow the academic regulations and curriculum prescribed by their respective universities.
6. **Distance/Correspondence-based Institutions:** Catering to the needs of students who require flexible learning schedules, these institutions offer management education through distance learning or correspondence courses.

This dynamic and multifaceted structure of management education in India reflects the country's commitment to developing a robust and diverse educational ecosystem that can

produce skilled managers and leaders to meet the challenges of a rapidly evolving global business environment.

### **1.3.2. Growth of B Schools in India**

The growth of business schools (B-Schools) in India can be detailed as a remarkable journey reflecting the nation's evolving economic and educational landscape. This detailed note encompasses the historical context, growth phases, challenges, and the current status of B-Schools in India.

#### **1.3.2.1. Historical Context and Early Developments:**

**Origins in the 1950s:** The inception of formal business education in India can be traced back to the 1950s. The establishment of premier institutes like the Indian Institutes of Management (IIMs) in the 1960s marked a significant milestone. These institutions were set up in collaboration with notable international universities and aimed to develop a professional management cadre to cater to the country's growing industrial needs.

#### **1.3.2.2. Expansion and Proliferation:**

**Growth in Numbers:** After the 1980s, India witnessed a substantial increase in B-Schools. This was partly fueled by the liberalization of the Indian economy in the 1990s, which increased the demand for trained management professionals. The last 15 years have witnessed a rapid increase in management institutions in India, often described as 'mushrooming' growth. However, This rapid expansion has raised concerns about the quality of education these institutions provide. Approximately 3000 business schools in India offer MBA degrees or equivalent post-graduate diplomas. Indian Institute of Management, Ahmedabad (IIMA), and the Indian School of Business, Hyderabad, have achieved high global rankings (Havaladar, 2012; Prasath & Suresha, 2016).

#### **1.3.2.3. Diversification:**

Alongside the traditional two-year MBA programs, many institutions started offering specialized courses in Finance, Human Resources, and International Business, catering to the diverse needs of an expanding economy.



#### **1.3.2.4. Regulatory Framework and Quality Issues:**

**Regulation by Bodies like AICTE:** The All-India Council for Technical Education (AICTE) and other regulatory bodies played a pivotal role in maintaining educational standards. However, the rapid growth also led to concerns about the quality of education, with many institutions failing to meet the required standards.

**Quality versus Quantity:** The proliferation of B-Schools raised debates about dilution in quality, focusing on the need for improved faculty, infrastructure, and industry alignment.

#### **1.3.2.5. The Current Landscape and Challenges:**

**Uneven Distribution and Access:** There is a notable disparity in the quality and accessibility of B-Schools across different regions of India, concentrating in urban and industrially developed areas.

**Industry Integration and Employability:** A significant challenge for many B-Schools is ensuring employability through industry-relevant curricula and skill development.

**Internationalization and Global Competitiveness:** In the era of globalization, Indian B-Schools face the challenge of aligning their standards with global best practices while retaining contextual relevance.

#### **1.3.2.6. Innovations and Future Directions:**

**Technology Integration and Online Education:** With technological advancements, many B-Schools are incorporating digital learning tools and methodologies.

**Focus on Research and Development:** There is an increasing emphasis on research, faculty development, and collaboration with industry and international institutions. A Bibliometric Analysis of Research Output from Indian Institutes of Management" by Singh, Nandy, and Singh (2023) examines the research output of the Indian Institutes of Management (IIMs). This study analyzes bibliometric patterns in research publications from 2010-19 and compares the output with that of top international business schools. Key findings include:

- Older IIMs like Ahmedabad and Bangalore lead in publication counts and citations.

- Newer IIMs such as Rohtak and Raipur are doing well in publications compared to newer IIMs.
- IIM Udaipur stands out for international collaboration and high citations per paper.
- Despite achievements, there is a significant gap between IIMs and top global business schools in several indicators, such as the h-index.
- IIMs are focused on contemporary research themes like sustainability, emerging markets, and supply chain management, indicating their relevance in the global academic landscape.

This study suggests that while IIMs are prestigious and contribute significantly to research, there is room for improvement to match the global standards of top business schools (Singh et al., 2022).

**Sustainable and Socially Responsible Management Education:** Emerging areas like sustainable development and social entrepreneurship are gaining focus in business education.

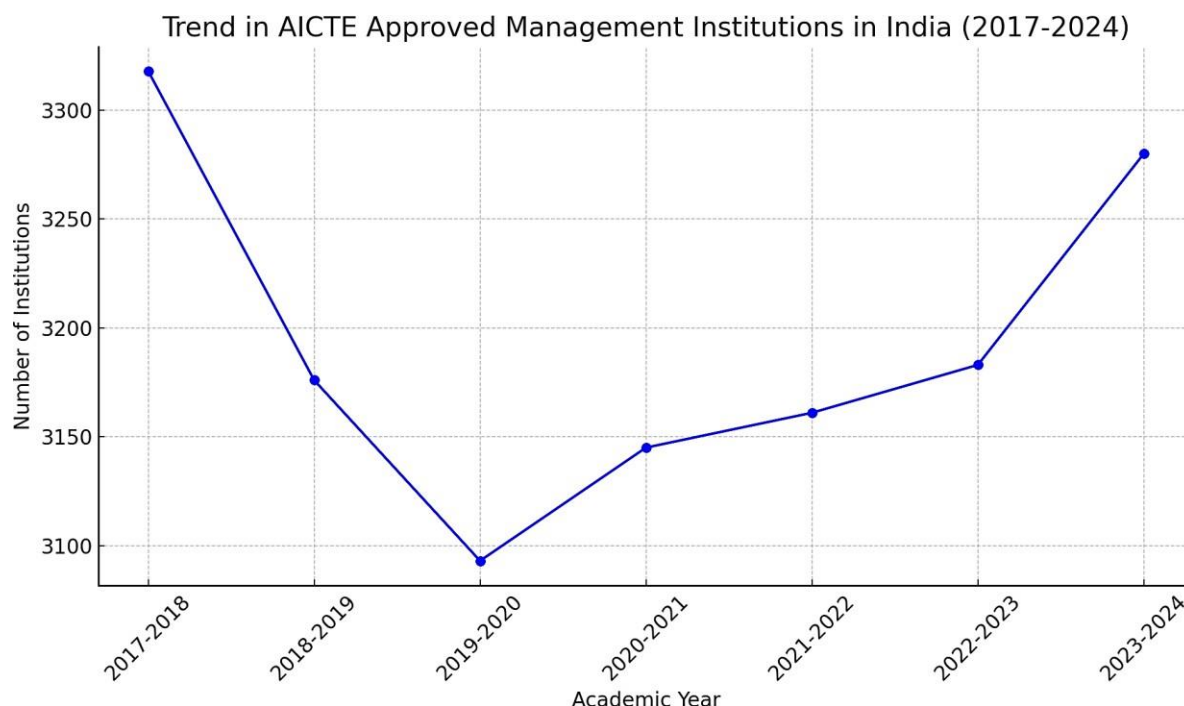
The evolution of B-Schools in India mirrors the country's economic and social transformations. While they have made significant strides, Indian B-Schools continue to evolve, addressing challenges and capitalizing on opportunities in a dynamic global landscape.

<b>Table 1.2. Trends in AICTE-Approved Institutions Offering Management Courses (2017-2024)</b>	
<b>Academic Year</b>	<b>AICTE Approved Institutions</b>
2017-2018	3,318
2018-2019	3,176
2019-2020	3,093
2020-2021	3,145
2021-2022	3,161
2022-2023	3,183
2023-2024	3,280
Source: (AICTE, 2024)	

This table represents the number of AICTE-approved institutions offering management courses for each academic year from 2017-2018 to 2023-2024. The numbers indicate a fluctuation in the count of approved institutions over these years.

The following graph shows the trend in AICTE-approved management institutions in India from 2017-2018 to 2023-2024. We can observe the fluctuations and the overall gradual increase in the number of institutions over the years

**Figure 1.1. AICTE Approved Management Institutions in India during the period 2017-2024**



#### 1.4. Management Education in Karnataka: An Overview

The management education landscape in Karnataka is a pivotal component of the state's broader educational ecosystem, characterized by a rich diversity of institutions and governing bodies. This section offers insight into the organizational structure and historical development of management education in Karnataka, reflecting a regulatory framework that shares similarities with that of Maharashtra.

##### 1.4.1. Overview of Regulatory and Developmental Bodies

- **Department of Higher Education, Government of Karnataka:** This pivotal entity orchestrates the state's development and administration of higher education. It supervises various academic institutions, from universities to colleges, ensuring compliance with established educational standards and guidelines for delivering quality education.
- **All India Council for Technical Education (AICTE):** AICTE oversees technical education across Karnataka, mirroring its role nationally since 1945. Its responsibilities

encompass surveying the landscape of technical education, advocating for systematic growth, and upholding educational excellence through its accreditation, monitoring, and evaluative practices.

- **University Grants Commission (UGC):** As a statutory organization of the Indian government established in 1956, the UGC is tasked with regulating university education standards across India, which includes overseeing the quality of management education provided by Karnataka's universities.
- **National Board of Accreditation (NBA):** Founded by AICTE, the NBA specializes in the assessment and accreditation of technical programs within India, including management courses in Karnataka. Its accreditation criteria are designed to foster ongoing quality enhancement across educational institutions.
- **Karnataka State Higher Education Council (KSHEC):** KSHEC represents the state's commitment to advancing higher education quality, research, and innovation. It partners with educational institutions and regulatory bodies to elevate the state's academic standards and outputs.
- **Association of Indian Management Schools (AIMS):** AIMS is instrumental in the evolution of management education in Karnataka, functioning as a network of B-Schools nationwide. Its focus is on improving the calibre of management education through initiatives in faculty development, research, and institutional collaboration.

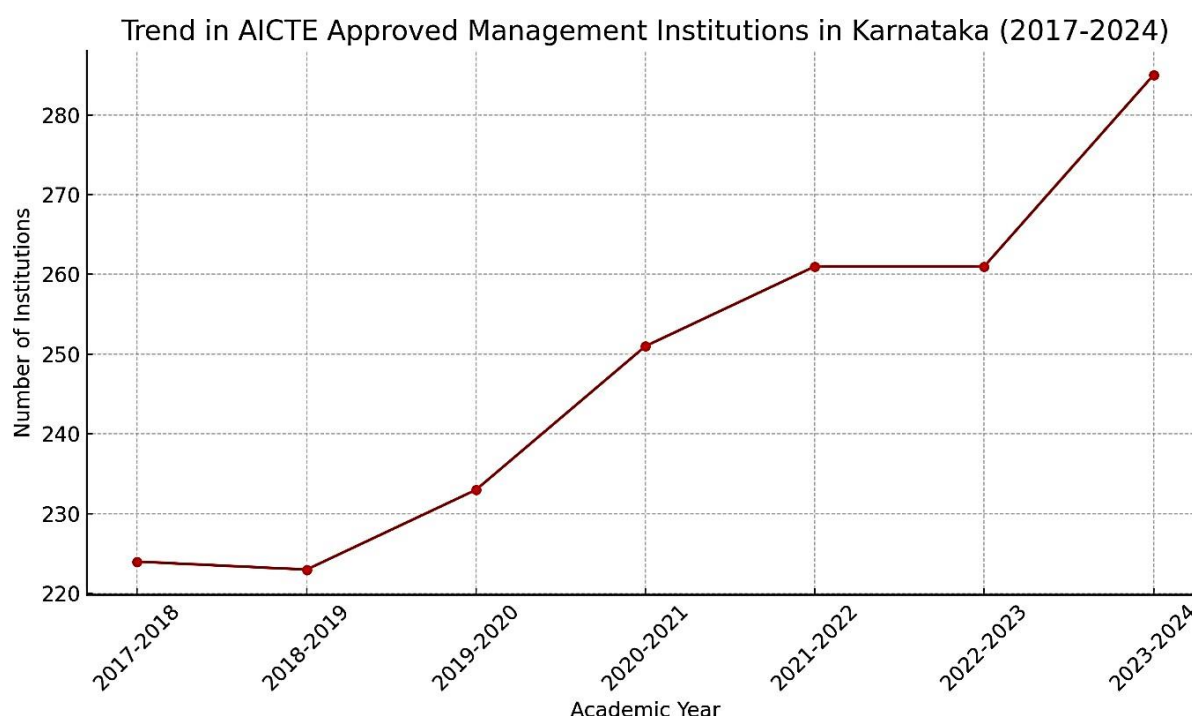
Alongside these primary entities, numerous other organizations and associations make significant contributions to the realm of management education in Karnataka, each with its distinctive role in the sector's progression and regulatory oversight.

<b>Table 1.3. Trends in AICTE-Approved Management Institutions in Karnataka</b>	
<b>Academic Year</b>	<b>AICTE Approved Institutions</b>
2017-2018	224
2018-2019	223
2019-2020	233
2020-2021	251
2021-2022	261
2022-2023	261
2023-2024	285
AICTE (2024)	

This table presents the number of Management institutions teaching MBA in Karnataka that have been approved by the All-India Council for Technical Education (AICTE) for each academic year from 2017 to 2024, illustrating the trend in approved institutions.

The graph illustrates the trend in AICTE-approved management institutions in Karnataka from 2017-2018 to 2023-2024. This visual shows a more consistent increase in institutions, which is especially notable from 2020 onwards.

**Figure 1.2. AICTE Approved Management Institutions in Karnataka during the period 2017-2024**



### 1.5. Management Education in Coastal Karnataka

Coastal Karnataka, an enchanting region along the southwestern coast of India, is known for its rich cultural heritage, lush landscapes, and burgeoning educational ecosystem. The Coastal districts of Karnataka are Udupi, Dakshina Kannada and Uttara Kannada. In recent years, the region has witnessed significant growth in management education, and it's home to several institutions offering MBA programs. These programs aim to equip students with the necessary knowledge and skills to thrive in the dynamic business world. This detailed overview delves

into the landscape of management education in Coastal Karnataka, highlighting key institutions and citing relevant references.

There are a total of 30 of the best MBA colleges in Mangalore. Of these, 24 colleges are privately owned, and four by public/government organizations. Karnataka PGCET, KMAT, MAT, XAT, and CAT are the most accepting entrance exams in top MBA colleges in Mangalore.

The summary encapsulates a range of MBA-imparting institutions in the Coastal region of Karnataka, characterized by a mix of private and governmental bodies. These institutions are distributed across key cities such as Mangalore and Udupi, reflecting a diverse educational landscape. The private institutions dominate the list, indicating a robust presence of privately managed colleges that offer specialized MBA programs tailored to meet various industry standards and student aspirations. Governmental institutions, although fewer in number, provide essential educational services, often at a lower cost, contributing to the accessibility of management education in the region.

The specializations offered and the entrance exams accepted vary across institutions, encompassing a wide range of subjects from traditional management disciplines to more contemporary and specialized fields. This diversity ensures that students from different academic backgrounds and professional interests can find programs suited to their needs.

Overall, Coastal Karnataka emerges as a significant hub for management education, supported by institutions that emphasize academic excellence and practical exposure to the business world. This ecosystem not only aids in the professional development of students but also contributes to the economic and social development of the region by preparing skilled professionals ready to tackle the challenges of the modern workplace. Table 1.3 lists MBA-implementing institutions in Coastal Karnataka, highlighting their names, locations, and whether they are privately owned or government-run. It offers a glimpse into the region's diverse educational landscape that is available for aspiring business professionals.

<b>Table 1.4. Overview of MBA Institutions in Coastal Karnataka: Names, Locations, and Types</b>		
<b>Name</b>	<b>Location</b>	<b>Type</b>
Poornaprajna Institute of Management	Udupi	Private
Sahyadri College of Engineering and Management	Mangalore	Private
A.J. Institute of Management	Mangalore	Private
Parul University Online	Udupi	Private
NIT Surathkal - National Institute of Technology	Mangalore	Govt
St. Aloysius Institute of Management and Information Technology	Mangalore	Private
MITE - Mangalore Institute of Technology and Engineering	Mangalore	Private
St. Joseph Engineering College - SJEC	Mangalore	Private
Shri Dharmasthala Manjunatheshwara College Of Business Management	Mangalore	Private
Srinivas Institute of Management Studies	Mangalore	Private
Shree Devi Institute of Technology	Mangalore	Private
NMAM Institute of Technology, NITTE University	Mangalore	Private
Srinivas University	Mangalore	Private
Alva's College, Moodbidri	Moodbidri	Private
Alva's Institute of Engineering and Technology	Moodbidri	Private
Moodlakatte Institute of Technology – MIT, Kundapur	Udupi	Private
St. Aloysius College Magaluru	Mangalore	Private
Online Manipal	Udupi	–
Srinivas Institute of Technology, Srinivas Group of Colleges	Mangalore	Private
Justice K S Hegde Institute of Management	Mangalore	Private
Mangalore University	Mangalore	Govt
St. Agnes College	Mangalore	–
PA College of Engineering	Mangalore	Private
Manel Srinivas Nayak Institute of Management	Mangalore	Private
Karavali Institute of Technology	Mangalore	Private
NMAM Institute of Technology	Udupi	Private
University Evening College, Mangalore	Mangalore	Govt
T. A Pai Institute of Management	Manipal	Private
Source: Survey Data.		

Coastal Karnataka houses several prestigious institutions that offer MBA programs. These institutions are characterized by their commitment to academic excellence and a holistic approach to management education. Institutions in this region emphasize theoretical knowledge, practical skills, and industry exposure. They offer diverse specializations in areas like finance, marketing, human resources, and more, allowing students to tailor their MBA experience to their career goals.

These institutions recognize the importance of soft skills and interpersonal competencies in the corporate world. Therefore, they focus on developing students' communication, leadership,

problem-solving, and teamwork abilities. Many MBA programs in Coastal Karnataka also offer internships, workshops, and industry collaborations to provide students with real-world experiences.

With a strong foundation in management principles and a keen understanding of the evolving business landscape, graduates from MBA programs in Coastal Karnataka are well-equipped to take on leadership roles in diverse sectors. They contribute to the growth and development of the regional and national economy while upholding the highest standards of professionalism and ethics.

These institutions continually adapt to the changing demands of the business world, ensuring that their programs remain relevant and competitive. Whether students aspire to work in established corporations, start their businesses, or contribute to social entrepreneurship, MBA institutions in Coastal Karnataka provide them with the knowledge and skills needed for success in the dynamic management.

#### **1.6. Management Education in India: Challenges and Opportunities**

Management education, an integral part of human intellectual advancement, has evolved significantly since its inception. It embodies our collective effort to master managing and achieving goals through organized human endeavours. Across the ages, luminaries from various regions have shaped this field's trajectory.

The journey of management education in post-independence India began in the late 1940s, notably with the establishment of the first management department at the Indian Institute of Science (IISc) in Bangalore in 1948. Aimed at preparing senior managers for public sector units, this initiative resonated with Prime Minister Nehru's vision for economic modernization. This milestone inspired institutions like XLRI Jamshedpur and the Indian Institute of Social Welfare and Business Management in Kolkata to introduce management courses, marking the commencement of a transformative era in Indian management education.

The launch of the Indian Institutes of Management (IIMs) in Calcutta and Ahmedabad in 1961 sparked nationwide educational reform. The sector witnessed steady growth through the late 20th century, accelerating in the 1990s alongside India's economic liberalization. This period saw a surge in private institutions offering PGDM programs and universities launching MBA degrees, reflecting India's booming economy.



Globally, with over 13,000 business schools offering MBA programs as of 2022, India accounts for a significant share, underscoring its role in expanding management education. However, this growth has raised concerns about educational quality, highlighting the need for enhanced standards and benchmarks.

While some Indian institutions have achieved international accreditation, many MBA and PGDM programs remain unaccredited, signalling a gap in quality. Addressing this, the AICTE has initiated curriculum reforms to better align educational offerings with industry needs, particularly in Tier-2 and Tier-3 B-schools.

These reforms are rooted in consultations with stakeholders to ensure the curriculum reflects the realities of the Indian business landscape, emphasizes ethical practices, and acknowledges India's cultural diversity. The aim is to prepare management graduates who are competent and sensitive to business's ethical and cultural dimensions, ensuring their readiness for the corporate world.

The curriculum review delved into the structure and content of MBA/PGDM programs offered by various universities, incorporating extensive surveys to gather insights from stakeholders in management education. This process unveiled several key areas in need of attention and enhancement:

1. **Soft Skills, Personality Development, and Communication Skills:** There's a tendency among institutions to overlook these vital skills, leading to notable deficiencies in presentation abilities and data analysis competencies.
2. **Fostering Entrepreneurial Mindsets:** Current curricula prioritize managerial skill development at the expense of nurturing entrepreneurial talents, a critical oversight given the increasing importance of entrepreneurship in today's economy.
3. **Insufficient Industry Collaboration:** Feedback highlighted a significant gap in academia-industry partnerships, resulting in students' limited exposure to real-world corporate dynamics, potentially raising employee training costs.
4. **Limited Elective Options:** Students face restrictive curriculum structures, limiting their elective choices and hindering exposure to a broader range of subjects.

5. **Non-Inclusive Admission Processes:** A notable bias towards local student admissions detracts from the diversity within MBA programs, enriching the learning environment.
6. **Inadequate Case Study and Practical Learning Integration:** Despite the recognized value of case studies and practical learning, a preference for traditional lectures persists, limiting opportunities for participative learning.
7. **Underemphasis on Analytical Skills:** Non-engineering graduates, in particular, struggle with quantitative aspects of the curriculum due to an insufficient focus on developing these crucial skills.
8. **Overlooked SME Dynamics:** The curriculum predominantly focuses on large conglomerates, neglecting small-to-medium enterprises (SMEs) ' unique challenges.
9. **Limited Discussion on Public Policy Issues:** Course content often overlooks broader societal and policy issues, including gender discrimination, education, and healthcare, focusing narrowly on micro-level, firm-specific challenges.
10. **Absence of Indian Ethos and Values:** Discussions on the nuances of Indian ethics and value systems are largely absent, primarily focusing on the functional aspects of business.
11. **Ignoring SME Managerial Needs:** The dominance of large-scale corporate case studies overlooks the specific managerial needs of SMEs, leaving a significant gap in the curriculum.
12. **Public Policy Engagement:** There is a notable lack of curriculum engagement with public policy issues, crucial for shaping future business leaders aware of their broader societal impact.

### **1.7. Role of Management Education in the Corporate World**

The late 20th century marked a transformative change in the global business landscape. Industrialized nations saw their once-expansive domestic markets approaching saturation, prompting companies to seek opportunities abroad. This shift, fueled by reduced trade barriers, accessible labour, technological advances, and a globally connected marketplace, led to significant job creation and wealth generation. However, it also introduced complex challenges requiring a new breed of leadership.

Management education, particularly MBA programs, rose to prominence, equipping leaders with the skills to navigate the complexities of the global market. These programs trained individuals to identify opportunities and threats, fostering organisational growth and innovation. In a competitive global environment, business schools look for candidates with strong leadership, quantitative skills, communication prowess, and a clear vision for their post-MBA careers.

MBA graduates bring various benefits to their organizations and society, including discipline-specific knowledge, leadership skills, and a strategic outlook on business challenges. Their education encourages a commitment to social improvement and ethical business practices. An MBA is a valuable investment with higher starting salaries, employment stability, and growth opportunities.

Management education bridges the gap between academia and society, offering a multidisciplinary perspective that draws from economics, psychology, and other social sciences. This comprehensive approach prepares graduates to address future challenges with a broad skill set. It also emphasizes the importance of maximizing organizational effectiveness through efficient resource management.

As technology and business practices evolve, management education must too. It must remain dynamic, ensuring graduates are prepared to adapt to rapid changes and contribute meaningfully across various sectors. The goal is to provide a balanced education that yields tangible benefits for individuals and their organizations, enriching the broader economic landscape.

Success in modern management education depends on aligning educational systems, institutions, and curricula with industry needs, ensuring graduates are well-equipped to bridge the gap between academic theories and real-world applications.

## **1.8. Challenges and Issues in Management Education**

Management education faces several challenges that require attention and adaptation to remain effective. Drawing from recent literature, we address some of these pressing concerns:

1. **Curriculum Relevance:** The rapid evolution of industries and technologies challenges management education to maintain curriculum relevance, risking a gap between

academic theory and industry practice. This is underscored by the need for curricula to evolve to meet changing industry requirements, with frameworks developed to identify curriculum gaps systematically (Vinish et al., 2022).

2. **Quality of Faculty:** Attracting and retaining high-quality faculty members with academic expertise and industry experience is crucial. The quality gaps identified, such as research gaps and industry-institution linkages, highlight the importance of faculty development in addressing future demands (Sridevi, 2021).
3. **Pedagogical Methods:** Traditional lecture-based approaches dominate, hindering innovative and experiential teaching methods. Pedagogical challenges include balancing theory and practice and ensuring integrated learning experiences (Ottewill & Macfarlane, 2003).
4. **Technological Integration:** Inconsistent technology integration in education poses risks to graduates' readiness for a tech-driven job market. Strategies for curriculum change in engineering, including the adoption of new pedagogies and technologies, provide insights into addressing these gaps (Kolmos et al., 2016)
5. **Diversity and Inclusion:** Achieving diversity and inclusion, covering student demographics and perspectives remains challenging. Rethinking teaching in the context of diversity suggests shifts in teaching approaches to address the needs of diverse student populations (Northedge, 2003).
6. **Ethics and Values:** Integrating ethics and values into the curriculum is gaining prominence. The Giving Voice to Values pedagogy responds to ethical challenges in business education, emphasizing the importance of values-driven leadership (Gentile, 2017).
7. **Industry Collaboration:** Limited industry collaboration can hinder exposure to real-world problem-solving. Real World Project models that integrate classroom learning with business partnerships highlight the value of industry collaboration (Grant et al., 2010).

8. **Globalization:** Embracing a global perspective is essential for preparing graduates for interconnected businesses. Challenges include developing curricula that provide a global outlook and cross-cultural competencies (Grant et al., 2010).
9. **Employability and Skills Gap:** Concerns over the employability of graduates and a skills gap highlight the need for curricula to address soft skills and managerial competencies. Work-integrated learning programs in human resource management curricula identify challenges in aligning academic learning with industry expectations (Rook, 2017).
10. **Accreditation and Quality Assurance:** Ensuring consistent quality and adopting rigorous accreditation processes are recognized as challenges. Addressing these requires ongoing efforts in curriculum development, faculty resources, and industry collaborations (Keller, 2006).

Addressing these challenges is pivotal for ensuring that management education remains relevant, effective, and responsive to the evolving global business landscape.

### **1.9. Factors Affecting Employability of Business Graduates**

Business graduates assume various roles in the job market, with the prevailing expectation to possess specific competencies to transition from a graduate to a successful employee. Numerous reports and studies have consistently emphasized that employers place less emphasis on the degrees and subjects graduates have studied and are more concerned about their demonstrated interpersonal skills in the workplace. The degree itself is regarded as an achievement, as evidence of a certain level of knowledge. Moreover, critical competencies deemed essential for the employability of business graduates encompass written and oral communication, effective planning and organizational skills, leadership qualities, adept negotiation and persuasion abilities, proficient investigative and analytical skills, a collaborative mindset, and numerical and quantitative aptitude. However, applying these competencies to a diverse student population remains challenging, as students come from diverse backgrounds. Some may have been educated in vernacular mediums, while others may be first-generation learners with parents with limited education, perhaps only up to the 10th standard. Hence, assessing teaching and learning at the classroom level becomes crucial to continuously enhancing educational outcomes. Many Indian management institutions often

adopt the US model of business education but may struggle to integrate its essence into their programs fully.

Additionally, organizations are increasingly downsizing their workforce due to economic unpredictability, resulting in highly competitive labour markets. Consequently, industries seek to employ individuals with versatile skill sets rather than those with knowledge-oriented qualifications. In today's dynamic job market, an academic degree is no longer sufficient for business graduates to secure promising employment opportunities. The employability of graduates hinges on a combination of factors that extend beyond traditional education. This comprehensive understanding of employability underscores the evolving nature of the business landscape and the demands of employers.

- I. **Interpersonal and Soft Skills:** A significant shift in employer preferences has occurred, placing greater importance on interpersonal skills. Graduates must exhibit strong communication, teamwork, and time management skills. Soft skills such as leadership, negotiation, and persuasion are also highly valued. Recent studies indicate that employers prioritize soft skills over academic qualifications, emphasizing the need for effective written and oral communication and the ability to collaborate within diverse (Mainga et al., 2022).
- II. **Employability Abilities:** Employability abilities encompass a wide range of skills and competencies that enable graduates to thrive in the workplace. These include written and oral communication, planning and organizing skills, numeracy, quantitative aptitude, and problem-solving abilities. The work highlights the significance of employability abilities, stressing that graduates must demonstrate proficiency in these areas to stand out in the competitive job market (Saibon & Kamis, 2019).
- III. **Diverse Student Backgrounds:** Universities and educational institutions are tasked with catering to a diverse student population with varying educational backgrounds. Some students may come from vernacular mediums or be first-generation learners, necessitating tailored teaching and learning approaches. Research acknowledges the challenges of measuring teaching and learning outcomes, especially among students with diverse backgrounds. These variations may influence employability and interpersonal relationships (Matsouka & Mihail, 2016).

- IV. **Human Capital Theory:** The human capital theory posits that individuals are compensated based on the expertise and skills acquired through formal training. Continuous skill development is essential for remaining employable and valuable in the job market. The work remains relevant, emphasizing the importance of human capital in determining employment outcomes. Graduates must continuously upgrade their skills to stay competitive (El Mansour & Dean, 2016)
- V. **Supply-Side Issue:** The employability challenge is often viewed as a supply-side issue, with graduates needing to align their skills with the job market demands. This requires a focus on both technical and soft skills. The work highlights that employability should be viewed as a supply-side challenge, reinforcing the need for graduates to develop skills that meet industry demands (Briones et al., 2021).
- VI. **Changing Business Landscape:** The rapid evolution of technology, including automation, artificial intelligence, and mobile internet technologies, reshapes the business world. Graduates must adapt to this volatile, uncertain, complex, and ambiguous (VUCA) environment. The report underscores the need for graduates to navigate the challenges posed by the changing business landscape, particularly regarding technological advancements (Pardo-Garcia & Barac, 2020).
- VII. **Role of Teachers and Teaching-Learning:** Teachers are crucial in bridging the gap between curriculum-focused business education and industry expectations. They must anticipate and respond to changing organizational needs, ensuring students are well-prepared for the evolving job market. Recent studies emphasize the importance of teachers in enhancing students' employability by focusing on teaching methods that align with industry requirements (Abdullah et al., 2019).
- VIII. **Faculty Competence:** Faculty competence is vital in delivering quality education. Highly qualified faculty members are essential, but their ability to connect with students and adapt to evolving teaching methods is equally important. The Report highlights teachers' pivotal role in improving learning quality. Faculty competence directly influences students' employability (Catacutan et al., 2020).

In a nutshell, employability for business graduates is a multifaceted concept beyond academic qualifications. Interpersonal skills, employability abilities, adaptability to changing

technologies, and the role of teachers are critical factors that influence a graduate's success in the job market.

### **1.10. Gap Analysis of Employability Skills of MBA Graduates**

The employability of MBA graduates has become a significant concern in recent years. Employers increasingly demand specific skill sets and competencies beyond academic qualifications. This gap analysis aims to examine the existing disconnect between the skills possessed by MBA graduates and those required by the job market. By citing recent references and studies, we will explore the evolving landscape of employability in the context of MBA education.

Traditionally, MBA programs have emphasized technical knowledge, management theories, and analytical skills. However, this approach is no longer sufficient to meet the demands of the dynamic job market. Recent research, such as the "Global University Employability Ranking 2020," highlights the need for a shift in focus. Employers now prioritize a combination of hard and soft skills in MBA graduates.

#### **1.10.1. Key Employability Skills:**

Recent studies by Hazenbush, (2022), including a survey by the Graduate Management Admission Council (GMAC) in 2021, have highlighted that employers are seeking MBA graduates who possess a broad spectrum of skills vital for today's dynamic business environment:

- **Communication Skills:** Effective written and verbal communication is paramount for MBA graduates. The ability to convey complex ideas clearly and persuasively is essential in business. This encompasses a wide range of soft skills including adaptability, analytical reasoning, collaboration with diverse individuals, and both written and verbal communication skills, as found by Johnson, (2022) in a literature review of studies analyzing key skills mentioned by marketing professionals.
- **Leadership Abilities:** Employers value graduates who can inspire and lead teams effectively. Adaptive leadership in diverse settings is highly sought after. Jardim, (2021) proposed a model emphasizing creativity and innovation, transformational leadership, and teamwork and networking as part of the entrepreneurial skills needed in the global and digital world.



- **Problem Solving and Analytical Skills:** The capacity to analyze data, identify problems, and propose innovative solutions is crucial. The emphasis on teamwork, communication, leadership, and ethics in MBA students was highlighted by Ginting et al., (2020), showing the significance of developing these soft skills through specific training.
- **Adaptability:** Given the rapidly changing nature of industries, MBA graduates must demonstrate the ability to adapt to new technologies, markets, and working conditions. Jardi's(2021) study on entrepreneurial skills for success in a global and digital era emphasizes the importance of adaptability alongside other core competencies.
- **Global Perspective:** Understanding international markets, cultures, and practices is highly valuable as businesses operate globally. Velinov et al., (2021) discuss the importance of developing students' skills in multi-cultural communication to promote international relations and adapt to the global economy.
- **Teamwork and Collaboration:** Excelling in working collaboratively in diverse teams to foster creativity and innovation is critical for MBA graduates. Smith, (2021) discusses a project designed to strengthen employer-desired competencies like teamwork/collaboration among students, indicating the value placed on these skills in the educational process.
- **Ethical and Social Responsibility:** Employers appreciate graduates prioritising ethics, sustainability, and corporate social responsibility. The necessity for MBA program leaders to guide students in understanding the emotional impacts of their professional and academic endeavours, as discussed by WEI ZIXIANG et al., (2023) underscores the importance of developing a sense of responsibility and ethics.
- **Digital Literacy:** Proficiency in using digital tools, data analytics, and technology-driven decision-making is essentialPhilip & Gavrilova Aguilar, (2022) found that younger generations recognize digital literacy as a key skill for corporate leaders alongside conventional leadership skills, addressing the need to enhance business management curricula to prepare students for the complexities of a digital workplace.

These findings underscore the multifaceted skill set required by MBA graduates to meet employer expectations and succeed in today's business landscape.

### **1.11. Need of the Study**

This study emerges from the recognition of a Master's in Business Administration (MBA) as a crucial educational milestone for career advancement in the rapidly evolving business sector. Although MBA programs are lauded for their role in boosting employment opportunities, increasing potential earnings, and facilitating career progression, a notable research gap exists in exploring the factors influencing job placement outcomes for MBA graduates. This research, titled "Factors Associated with the Placement of MBA Graduates: A Study in Coastal Karnataka," aims to bridge this gap by identifying key elements that affect the employability of MBA graduates in the Coastal Karnataka region, known for its dynamic business environment and esteemed educational institutions, including IIM Bangalore.

Despite the region's reputable business schools, there's a marked deficiency in empirical investigations into their graduates' employment success. This study seeks to illuminate the critical factors that impact job placement outcomes for MBA graduates in Coastal Karnataka, with potential implications for broader regions.

Amid increasing scrutiny over MBA graduates' employability and critiques of their readiness for the industry's practical challenges, this study addresses the disconnect between academic curricula and the practical applicability required by businesses. It highlights the need for an educational paradigm that aligns more closely with industry needs, emphasizing the cultivation of practical skills alongside theoretical knowledge.

As the business landscape undergoes significant transformation due to globalization, technological advancements, and competitive pressures, the expectations placed on MBA graduates have intensified. Today's employers demand a blend of technical expertise, soft skills, leadership capabilities, and an innovative approach to problem-solving. This evolving demand underscores the urgency for educational reforms to ensure curriculum relevance and adopt teaching methodologies that foster these essential competencies.

The study comprehensively examines various factors—including demographic, academic, and co-curricular aspects, as well as soft skills and institutional prestige—to depict the complex nature of employability in the contemporary job market. It aims to provide insights into how these diverse variables influence job placement outcomes, offering guidance on enhancing the preparedness of MBA graduates for the competitive employment landscape.

Furthermore, the research explores demographic variables such as gender, age, geographic location, prior work experience, and socioeconomic status to identify potential barriers to employment. Understanding these factors is vital for developing strategies that promote equity and diversity within the job market. Academic variables, including GPA, specialization choices, language proficiency, and internship experiences, are also examined to assess their impact on employability. This analysis is crucial for refining academic offerings to better equip students for future job opportunities.

Given the increasing importance of holistic education, the study also delves into the significance of co-curricular activities in shaping employment prospects. This inquiry is particularly relevant in light of employers' growing preference for well-rounded candidates.

By addressing the gap between academic preparation and industry expectations, this study offers valuable insights into the essential competencies for MBA graduates in Coastal Karnataka. It seeks to inform educational strategies and adjust industry expectations within the fluid landscape of management education.

### **1.12. Problem Statement**

The PhD research topic "Factors associated with the placement of MBA graduates: A Study in Coastal Karnataka" addresses a pressing issue: the challenge of securing successful employment for MBA graduates in the Coastal Karnataka region of India. Despite the high regard and increasing enrolment in MBA programs, the pathway to securing gainful employment post-graduation is fraught with hurdles for graduates and educational bodies alike. A notable research void exists concerning the myriad factors influencing the employability of these graduates within this specific geographic locale, with existing literature only piecemeal addressing elements like academic achievements, extracurricular involvement, and the prestige of educational institutions without an integrated analysis.

The employment landscape for MBA graduates in Coastal Karnataka is further complicated by the area's evolving economic dynamics and labour market demands. This complexity underscores the need to discern and dissect the multifaceted variables affecting graduates' job placement prospects.

This study seeks to fill the existing knowledge gap by holistically examining a spectrum of influences on job placement outcomes for MBA graduates from selected Coastal Karnataka

institutions. Through an in-depth investigation of demographic, academic, extracurricular activities, soft skills, institutional prestige, and self-perception factors, the research offers practical recommendations for enhancing the employability and job placement success of MBA graduates in this region. The insights gleaned will serve as a crucial resource for academia, students, and policymakers, aiming better to tailor MBA education to the requisites of the marketplace, thereby bolstering the bridge between academic preparation and vocational achievement for MBA graduates in Coastal Karnataka.

### **1.13. Objectives of Proposed Research**

1. To identify the demographic variables associated with full-time jobs for MBA graduates after completing their degree.
2. To assess the academic variables associated with full-time job placement for MBA graduates after completing their degree
3. To explore the co-curricular variables associated with full-time jobs for MBA graduates after completing their degree
4. To evaluate whether soft skill level is a predictor of full-time job placement for MBA graduates after completing their degree
5. To investigate the predictive relationship between institutional ranking and the likelihood of securing full-time employment for MBA graduates.
6. To determine whether self-esteem score, as measured by the Rosenberg Self Esteem scale, is a predictor of placement.
7. To provide recommendations to MBA institutions in the Coastal region of Karnataka for improving their students' job placement outcomes based on the identified factors associated with successful job placement.

### **1.14. Significance of the Study**

The significance of the study on "Factors associated with the placement of MBA Graduates: A study in Coastal Karnataka" extends across multiple dimensions, touching on the interests and operational frameworks of educational institutions, MBA students, and the broader academic community engaged in exploring employment outcomes post-graduation.

1. **Educational Institutions:** For colleges and universities offering MBA programs in Coastal Karnataka, the study promises to shed light on the alignment between their curriculum and the actual demands of the job market. It aims to evaluate the current state of job placement support services provided by these institutions. Understanding the factors that significantly influence job placements allows these institutions to refine and enhance their curriculum, ensuring it imparts theoretical knowledge and the practical skills and competencies highly valued in the business world. Consequently, this can lead to a more robust and industry-relevant education, making their graduates attractive to potential employers.
2. **MBA Students and Aspirants:** Students pursuing or considering an MBA stand to gain immensely from this research. It offers them a clearer understanding of what factors most significantly affect job placement outcomes, allowing them to strategize their education and co-curricular activities more effectively. Armed with this knowledge, students can focus on building the specific skills and experiences that increase their employability, thereby optimizing their investment in an MBA degree for maximum career benefit.
3. **Academic Research and Policymaking:** Beyond the immediate stakeholders, the findings of this study contribute to the wider academic discourse on MBA education and employability. By filling a critical research gap with empirical data from the Coastal Karnataka region, this study provides a foundation for future research in similar or broader contexts. Furthermore, the insights gained can inform policy decisions at both the institutional and governmental levels, guiding strategies to enhance the quality and relevance of MBA education nationwide.
4. **Industry and Corporate Sector:** While not a direct audience of this study, the corporate sector benefits from its outcomes. By fostering graduates who are well-equipped to meet industry demands, the study indirectly supports businesses in their search for talented individuals who can contribute positively to their growth and innovation efforts.

In essence, this study is poised to offer comprehensive insights that can significantly impact the design and delivery of MBA programs, the strategic decisions of MBA students, and the academic understanding of MBA employability factors. By addressing these crucial areas, the research aims to enhance the alignment between MBA education and the dynamic needs of the

global business environment, ultimately facilitating a smoother transition for graduates from academia to successful careers in the business world.

### **1.15. Organization of the Thesis**

The remainder of this thesis is organized as follows:

**Chapter 2: Literature Review:** This section comprehensively reviews existing literature on job placement outcomes for MBA graduates, highlighting relevant findings from recent papers in reputed journals.

**Chapter 3: Research Methodology:** Here, the research design, data collection methods, and statistical analysis techniques employed in this study will be described.

**Chapter 4: Results and Analysis:** The findings obtained from the data analysis will be presented, and an in-depth analysis of the identified factors will be discussed.

**Chapter 5: Discussion and Implications:** This section will interpret the results in the context of existing literature and discuss their implications for educational institutions, students, and policymakers.

**Chapter 6: Conclusion:** The final chapter will summarize the key findings, draw conclusions, and provide actionable recommendations for improving MBA job placement in Coastal Karnataka, India.

By addressing the factors associated with full-time job placement among MBA graduates in Coastal Karnataka, India, this research seeks to contribute to developing informed strategies for bridging the gap between academia and the job market.

### **1.16. Scope**

The scope of the study on "Factors associated with the placement of MBA Graduates: A study in Coastal Karnataka" is designed to encompass several key areas of investigation, with the aim of providing a comprehensive understanding of the multifaceted influences on MBA job placement outcomes in this region. This detailed exploration is structured around the following dimensions:

1. **Geographical Focus:** The study is concentrated specifically on the Coastal region of Karnataka, India. This area is chosen due to its unique economic and educational

landscape, which includes a mix of industrial sectors and a number of esteemed management institutions. Focusing on this region allows a nuanced understanding of local employment dynamics and educational effectiveness.

2. **Stakeholder Perspectives:** The research considers various stakeholders' viewpoints on MBA education and employment. This includes educational institutions, MBA students and graduates, employers, and policy makers. By incorporating insights from these diverse groups, the study seeks to paint a holistic picture of the job placement scenario for MBA graduates in Coastal Karnataka.

### **Key Factors Examined:**

1. **Demographic Factors:** Age, gender, geographic background, work experience prior to the MBA, and socioeconomic status are analyzed to understand their impact on job placement outcomes.
2. **Academic Variables:** This includes the MBA graduates' academic performance, specialization areas within their MBA program, overall academic achievements, and the influence of these factors on employability.
3. **Co-curricular Activities:** Participation in activities outside the standard curriculum, such as internships, workshops, seminars, and involvement in clubs or societies, and their role in enhancing job placement opportunities.
4. **Soft Skills and Personality Traits:** The study evaluates how soft skills like communication, leadership, teamwork, and problem-solving abilities, as well as traits like self-esteem and adaptability, correlate with job placement success.
5. **Institutional Characteristics:** The reputation and ranking of the institution, the quality of its placement services, and the strength of its alumni network are assessed for their influence on graduate employment rates.
6. **Employment Outcomes:** The primary focus is on full-time job placement post-graduation, examining the types of roles secured, the sectors of employment, salary levels, and the duration between graduation and job acquisition.

7. **Industry Needs and Expectations:** An exploration of the current and evolving needs of the business world, particularly within the Coastal Karnataka region, to ascertain whether graduates' skills and knowledge align with these demands.
8. **Methodological Approach:** Utilizing a combination of quantitative and qualitative research methods, the study will gather data through surveys, interviews, and case studies. This mixed-methods approach aims to capture both the statistical trends and the nuanced experiences of individuals involved in the MBA job placement process.
9. **Implications and Recommendations:** Based on the findings, the study intends to offer actionable recommendations for educational institutions to improve curriculum design, support services, and alignment with industry needs. It also seeks to provide MBA students with insights to navigate their education and career planning strategically.

By delimiting its focus to these areas, the study aspires to contribute valuable knowledge and recommendations that can enhance the efficacy of MBA programs in Coastal Karnataka, improve graduates' employability, and inform broader educational and economic strategies within the region.

### **1.17. Limitations**

While this study aims to provide valuable insights into the factors influencing full-time job placement among MBA graduates in Coastal Karnataka, certain limitations should be acknowledged. The research will be limited to a specific set of colleges and universities in the Coastal region, and generalizations to other regions or countries may require caution. Moreover, the study may be subject to response bias, data limitations, and other inherent constraints related to research involving human participants.