Naveen Shodh Sansar (An International Refereed / Peer Review Multidisciplinary Research Journal)
RNI No.- MPHIN/2013/60638, ISSN 2320-8767, E- ISSN 2394-3793, Scientific Journal Impact Factor (SJIF)- 8.054,
July to September 2025, E-Journal, Vol. I, Issue LI (51), ISO 9001:2015 - E2024049304 (QMS)

A Study on Soft and Technical Skills Enhancing Employability of Management Graduates

Mehvish Khan* **Dr. Atul Loomba****

*Research Scholar, Rabindranath Tagore University, Bhopal (M.P.) INDIA
** Research Guide, Rabindranath Tagore University, Bhopal (M.P.) INDIA

Abstract: The employability of management graduates has emerged as a critical issue in contemporary times, with employers increasingly emphasizing the dual importance of technical competencies and soft skills. While management education equips students with domain-specific knowledge, industries often report gaps in practical application, communication, adaptability, and leadership. This paper explores the soft and technical skills essential for enhancing the employability of management graduates, analyzing the expectations of employers, the preparedness of students, and the alignment of academic curricula with industry needs. The study adopts a descriptive research design, reviewing existing literature, employer surveys, and skill development models. Findings indicate that management graduates require a balanced skill set that integrates technical proficiencies such as data analytics, digital literacy, and financial acumen with soft skills such as communication, teamwork, problem-solving, and emotional intelligence. The paper concludes with recommendations for educational institutions, industries, and policymakers to collaborate in fostering holistic skill development among management students.
Keywords: Employability, Management Graduates, Soft Skills, Technical Skills, Industry-Academia Gap.

Introduction - The 21st-century workplace is characterized by globalization, technological advancement, digital transformation, and evolving business models. In such a dynamic environment, employability has become a multi-dimensional construct that goes beyond possessing a degree. Management graduates, despite their academic qualifications, often face challenges in securing suitable employment due to skill mismatches.

Employability refers not only to obtaining a job but also to sustaining employment, adapting to new challenges, and progressing within an organization. Employers consistently highlight that while technical knowledge is crucial, it is the possession of soft skills such as communication, critical thinking, and adaptability that differentiates successful employees from others.

In India, with management education expanding rapidly through institutions like the Indian Institutes of Management (IIMs), private universities, and affiliated colleges, the quality of employability skills among graduates remains under scrutiny. Reports by NASSCOM, ASSOCHAM, and McKinsey have shown that only a fraction of management graduates are considered "employable" by top recruiters. This scenario underscores the importance of rethinking management education to integrate employability-enhancing skills.

The concept of employability has undergone a remarkable transformation in the 21st century, particularly in the field of management education. With the advent of globalization, liberalization, privatization, and rapid technological innovations, the traditional understanding of education as a mere academic qualification has been challenged. In today's dynamic business landscape, management graduates are expected not only to possess sound theoretical knowledge but also to demonstrate a diverse set of skills that ensure they can adapt, perform, and succeed in competitive job markets. Employability is no longer restricted to securing employment; it extends to sustaining a career, demonstrating adaptability, and progressing through continuous learning. Consequently, the spotlight has shifted from degree acquisition to skill acquisition, where the possession of **soft skills** and **technical skills** has emerged as the cornerstone of professional success.

The employability of management graduates has become a matter of national concern in India. The country has witnessed a rapid proliferation of management institutions, ranging from premier institutes such as the Indian Institutes of Management (IIMs) to hundreds of private colleges across Tier-II and Tier-III cities. Every year, India produces thousands of MBA and PGDM graduates who aspire to enter sectors such as banking, consulting, IT, manufacturing, healthcare, and entrepreneurship. However, industry reports by NASSCOM, ASSOCHAM, and the World Economic Forum consistently reveal a gap

between the expectations of employers and the skill sets of graduates. While management curricula often emphasize business knowledge, strategy, and organizational theory, many students fall short in demonstrating the applied competencies required in real-world organizational contexts. Employers frequently voice concerns about the lack of communication proficiency, analytical reasoning, leadership abilities, and digital expertise among fresh management graduates. This disconnect points toward a critical employability skills gap, where academic training does not fully align with industry expectations.

Employability in the modern sense is an integration of two major dimensions: technical skills and soft skills. Technical skills refer to discipline-specific competencies, such as financial analysis, accounting, data analytics, project management, marketing strategies, and digital literacy. These skills represent the "hard" knowledge base that forms the foundation of managerial roles. In an era dominated by digital transformation, artificial intelligence, big data, and e-commerce, technical proficiency is indispensable for ensuring efficiency and competitiveness in organizations. On the other hand, soft skills—often described as interpersonal or people skills—include communication, teamwork, adaptability, creativity, leadership, problem-solving, and emotional intelligence. Unlike technical competencies, soft skills are intangible and personality-driven, yet they are often the deciding factors in hiring, retention, and career growth. A graduate with exceptional technical skills but poor communication or teamwork abilities may struggle to succeed in collaborative corporate environments. Therefore, employability is best understood as a synergy between soft and technical skills, where neither can be neglected.

The emphasis on employability skills is not limited to corporate concerns; it has also entered the discourse of policymakers, educators, and researchers. The Government of India, under initiatives such as the National Education Policy (NEP) 2020 and Skill India Mission, has repeatedly emphasized the need for developing skill-based education models. Reports suggest that only 20–30% of Indian management graduates are directly employable in roles that match their academic specialization. The rest either settle for unrelated jobs or struggle with unemployment. This situation underscores the urgent need to re-examine management education and incorporate training that develops both soft and technical competencies. For instance, while traditional MBA curricula may offer courses in finance and marketing, they often fail to integrate modules on business communication, digital marketing tools, or leadership simulations. Similarly, while colleges may encourage internships, many fail to ensure that such internships offer meaningful exposure to problem-solving, client interaction, and real-time data analysis.

Global trends further highlight the significance of this dual skill set. According to the World Economic Forum's *Future of Jobs Report (2020)*, the top skills demanded by employers in the coming decade include problem-solving, self-management, working with people, and technology use. These skills combine both technical and soft competencies, suggesting that employability is no longer about mastery of one domain but rather about versatility. For management graduates, this means balancing the ability to use data analytics software with the ability to present insights persuasively to diverse stakeholders. Employers seek candidates who are not only technically sound but also agile in interpersonal interactions, capable of handling uncertainty, and able to lead with emotional intelligence.

From the perspective of industries, employability skills determine productivity, innovation, and organizational culture. For example, in the banking and financial sector, employers seek graduates who can understand financial instruments, apply risk management models, and use digital platforms for transactions while simultaneously building trust with clients through effective communication. Similarly, in the consulting sector, technical expertise in market analysis or strategy formulation is valuable only when paired with presentation skills, negotiation abilities, and teamwork. Even in technology-driven industries, technical competence must be complemented with creativity, adaptability, and collaboration to deliver effective solutions. This interdependence reflects the inseparability of soft and technical skills in real-world employment scenarios.

Despite the evident importance of employability skills, challenges remain in integrating them into management education. Many institutions continue to follow traditional pedagogical models that emphasize rote learning and theoretical examinations. Soft skills training is often treated as an optional add-on rather than a central component of the curriculum. Faculty members, though experts in academic content, may lack industry exposure necessary to train students in practical skills. Moreover, limited industry-academia collaboration results in curricula that lag behind current industry trends, leaving students underprepared for recruitment processes. Employers frequently report that while graduates are adept at recalling theories of management, they falter in applying them to practical scenarios, such as handling client objections, resolving conflicts in teams, or interpreting financial data using digital tools.

The significance of employability skills also extends beyond initial employment to long-term career sustainability. A graduate may secure an entry-level job with technical qualifications, but promotions, leadership roles, and career progression depend heavily on soft skills such as decision-making, conflict resolution, negotiation, and innovation. In fact, numerous studies indicate that soft skills account for nearly 75% of long-term job success, while technical skills, though essential, contribute only around 25%. This observation highlights that technical competencies may open the door to employment, but it is soft skills that ensure

advancement and retention. Thus, management graduates aspiring for leadership positions must consciously develop a balanced portfolio of both skill categories.

Given these realities, the present study focuses on exploring the interplay between soft and technical skills in enhancing the employability of management graduates. It seeks to identify the specific skills that employers value most, analyze the extent of the skills gap in management education, and suggest strategies for bridging this gap. By drawing insights from global trends, industry reports, and academic discussions, the study aims to contribute to the discourse on aligning management education with the practical needs of the labor market. Furthermore, it emphasizes the role of institutions in redesigning curricula, the responsibility of industries in offering meaningful exposure, and the commitment of students toward continuous self-improvement.

Review of Literature

Employability has been one of the most widely researched themes in higher education, particularly in the domain of management studies. Scholars, policymakers, and industry leaders have debated the changing requirements of the labor market and the skill sets graduates must acquire to remain employable. Literature on employability emphasizes two complementary domains of skills: technical skills, which are domain-specific, and soft skills, which are transferable and interpersonal in nature. This review synthesizes contributions from international and Indian researchers, reports from industry bodies, and conceptual frameworks that explain the employability skills gap.

Employability has evolved from being understood as the mere ability to obtain employment to a multidimensional construct encompassing sustainability and career development. Yorke (2006) defined employability as a set of achievements—skills, understandings, and personal attributes—that makes graduates more likely to gain employment and succeed in their chosen occupations. Knight and Yorke (2003) further proposed the USEM model (Understanding, Skills, Efficacy beliefs, and Metacognition), emphasizing the holistic integration of knowledge and transferable competencies. Harvey (2001) argued that employability is not just about gaining jobs but about developing graduates with attributes, experiences, and skills to adapt and thrive in the long run.

A large body of literature stresses the central role of soft skills in employability. Andrews and Higson (2008) highlighted that while technical knowledge provides graduates with job entry, soft skills such as communication, adaptability, and teamwork determine their success in professional environments. Robles (2012) identified ten essential soft skills, including integrity, communication, courtesy, responsibility, social skills, positive attitude, professionalism, flexibility, teamwork, and work ethic, which employers consistently value. Similarly, Laker and Powell (2011) distinguished between hard and soft skills, suggesting that while hard skills can be taught in classrooms, soft skills require experiential learning methods such as group work, simulations, and role plays.

Indian literature also reflects similar concerns. Bhatnagar and Sharma (2017) argued that Indian management graduates lack essential communication skills, which often results in lower employability despite having technical qualifications. NASSCOM (2019) identified communication, problem-solving, and critical thinking as major gaps in the Indian management education system. Employers frequently report dissatisfaction with the lack of presentation and interpersonal abilities among fresh graduates.

While soft skills dominate much of the employability discourse, technical skills remain equally vital. Technical or domain-specific skills are the practical competencies that graduates require to perform job functions. Tymon (2013) highlighted that employers consider knowledge of finance, operations, marketing, and business analytics essential for management graduates. The rise of technology has made digital literacy a non-negotiable skill for employability. World Economic Forum (2020) reported that data analytics, artificial intelligence, and cloud computing are among the most in-demand technical skills in the global workforce.

In the Indian context, Singh and Gera (2020) emphasized that proficiency in tools like Excel, SPSS, R, and other analytics platforms significantly enhances the employability of MBA students. Reports by ASSOCHAM (2022) revealed that many Indian management graduates are unable to meet technical expectations in emerging domains such as digital marketing, supply chain analytics, and financial modeling. This indicates that management institutions must integrate industry-relevant technical training to prepare students for employment.

A recurring theme in employability literature is the mismatch between what industries expect and what institutions deliver. Finch, Hamilton, Baldwin, and Zehner (2013) argued that graduates often emerge with strong theoretical knowledge but lack the practical skills required in corporate environments. Employers demand graduates who can “hit the ground running” with both technical proficiency and interpersonal abilities.

Indian research aligns with these observations. Blom and Saeki (2011), in a World Bank study on engineering and management graduates, noted that employers rate problem-solving, teamwork, and communication skills higher than pure technical knowledge. Kumar and Jain (2018) studied Indian MBA graduates and found that industries perceive them as weak in practical application, business communication, and leadership potential despite having academic knowledge. Such findings reinforce the need for academia-industry collaboration to reduce the skills gap.

Literature highlights the role of business schools and universities in shaping employability. Pfeffer and Fong

(2002) criticized management education for being overly academic and insufficiently practical. They argued that MBA programs often fail to equip students with leadership and decision-making skills required in real business contexts. Bennis and O'Toole (2005) similarly called for greater industry relevance in business education, warning that curricula disconnected from practice risk producing graduates unfit for modern workplaces.

In India, Pandey and Sharma (2022) proposed a reorientation of management curricula toward experiential learning. They suggested incorporating case studies, internships, simulation exercises, and soft skill workshops as integral components of business education. AICTE (All India Council for Technical Education) has also emphasized the inclusion of industry-oriented training modules, entrepreneurship development, and employability skills training in MBA programs to improve outcomes.

Global reports offer additional insights into employability. The World Economic Forum (2020) listed problem-solving, self-management, working with people, and technology use as top skills required in the post-pandemic era. Similarly, McKinsey (2019) emphasized digital literacy, emotional intelligence, and adaptability as skills necessary for the workforce of the future.

In India, India Skills Report (2021), published jointly by Wheebox, CII, and UNDP, highlighted that while employability among management graduates has marginally improved, critical gaps persist in communication, digital readiness, and industry exposure. The report also found that employers increasingly value cross-disciplinary skills, such as the ability to combine management knowledge with technology and data science.

Scholars often debate whether soft or technical skills matter more for employability. Clarke (2018) argued that both categories are complementary and must be integrated for holistic employability. Technical skills may help graduates secure entry-level jobs, but career advancement largely depends on soft skills. Conversely, soft skills alone cannot secure employment without adequate technical foundation. This dual importance suggests that management graduates must cultivate a balance of both skill sets.

Indian researchers echo this view. Kumar and Sharma (2021) noted that while soft skills differentiate candidates in recruitment interviews, technical skills determine their ability to sustain employment. A study by Rao and Rao (2019) on MBA employability in South India concluded that employers prefer graduates who demonstrate digital literacy alongside leadership and communication skills.

Research Methodology: The study adopts a **descriptive and analytical research design**. Secondary data sources including academic journals, government reports, NASSCOM employability surveys, and industry white papers have been analyzed. For illustrative purposes, employer surveys and case studies of management institutions in India are discussed.

The scope of the study is limited to employability skills relevant to management graduates in the Indian context, though global insights are also incorporated for comparative analysis.

Discussion and Analysis: The discussion and analysis section interprets the insights drawn from the study and places them in the context of the existing body of knowledge on employability skills. This section critically evaluates the importance of soft and technical skills, compares them with industry expectations, highlights the existing gaps between management education and workplace needs, and suggests strategies for addressing these challenges. The analysis is organized around key themes such as skill relevance, industry-academia alignment, sector-specific requirements, and future implications for management graduates in India and globally.

The Critical Role of Soft Skills: Soft skills form the foundation of employability for management graduates, and their importance has been consistently emphasized by industry stakeholders. Employers often value soft skills such as communication, teamwork, adaptability, problem-solving, and leadership more than technical knowledge alone. The study highlights that communication skills—both verbal and written—play a pivotal role in enabling graduates to perform effectively in team-based environments, client interactions, and managerial decision-making. Miscommunication or lack of articulation often hampers career progression, despite strong technical competencies.

Further, adaptability and emotional intelligence have emerged as crucial skills in an era of rapid change and digital transformation. Graduates who can adjust to evolving work environments, manage stress, and demonstrate resilience are more likely to succeed in leadership roles. This aligns with previous findings by corporate recruiters who argue that "trainable" graduates with flexible attitudes outperform those who possess technical expertise but lack interpersonal finesse.

The analysis also underscores the role of cultural intelligence and diversity management in globalized business contexts. Management graduates working in multinational corporations or across cross-cultural teams need to understand and appreciate cultural differences, which requires empathy and interpersonal sensitivity—core dimensions of soft skills. Thus, it is evident that employability extends beyond technical mastery and demands holistic personal development.

The Growing Importance of Technical Skills: While soft skills remain a critical employability driver, the growing digitization of industries has placed greater emphasis on technical competencies. The research findings reveal that technical skills such as data analytics, financial modeling, project management, digital marketing, and enterprise resource planning (ERP) tools are in high demand across industries. Recruiters expect graduates to possess at least basic proficiency in these areas, supplemented by the ability

to learn advanced technical tools quickly.

The rise of big data and artificial intelligence has also increased the demand for analytical and digital literacy skills. Employers prefer candidates who can work with statistical tools, interpret data-driven insights, and apply them to decision-making. Similarly, proficiency in business-related software like SAP, Tally, or CRM platforms is often a prerequisite for specific roles. For management graduates, this indicates a shift from generic business knowledge to role-specific technical expertise that enhances functional efficiency.

The study also found that technical training provided at the university level often lags behind industry requirements. Many institutions continue to emphasize theoretical learning without providing sufficient exposure to practical, industry-relevant tools. This mismatch hinders graduates' ability to contribute effectively from the outset of their careers. Therefore, bridging this gap through skill-enhancement programs, industry certifications, and internships becomes imperative.

Bridging the Industry-Academia Gap: One of the most striking findings of this study is the persistent gap between the skills taught in management programs and those demanded by employers. While universities focus on conceptual frameworks and theoretical knowledge, employers prioritize application-oriented skills that can directly translate into workplace productivity. For example, while classroom discussions may revolve around management theories, recruiters expect candidates to demonstrate the ability to negotiate deals, manage conflicts, and lead projects in real-time scenarios.

The employability gap also arises due to the insufficient integration of experiential learning within the academic curriculum. Graduates who had undergone internships, live projects, and industry mentoring showed significantly higher employability than those restricted to classroom learning. Employers often argue that management graduates must "hit the ground running" rather than require extensive handholding, which emphasizes the need for academic institutions to adopt a practice-oriented pedagogy.

Collaborations between academia and industry have the potential to reduce this disconnect. Industry experts can contribute to curriculum design, deliver guest lectures, and provide real-life case studies. On the other hand, universities can encourage students to acquire industry-recognized certifications alongside their degree programs. Such collaborative efforts ensure that management graduates are equipped with both theoretical insights and practical competencies.

Sector-Specific Skill Demands: The analysis also reveals that employability skills are not uniform across industries but vary according to sectoral requirements. For instance, management graduates entering the banking and finance industry are expected to demonstrate strong analytical skills, financial modeling, and knowledge of compliance regulations. In contrast, those entering the fast-moving consumer goods (FMCG) or retail sectors are evaluated on their marketing acumen, negotiation skills, and customer relationship management.

Similarly, the IT and service sectors require strong technical adaptability, project management capabilities, and cross-functional collaboration skills. Start-ups and entrepreneurial ventures, on the other hand, prioritize creativity, risk-taking, and multitasking abilities. This sectoral variation underscores the need for management education to adopt a flexible curriculum that allows students to specialize in skills relevant to their targeted industries. A "one-size-fits-all" approach to employability training is inadequate in addressing the dynamic requirements of different sectors.

Challenges in Skill Development: Despite acknowledging the importance of both soft and technical skills, management graduates face several challenges in acquiring them. Limited institutional resources, outdated curricula, and a lack of qualified trainers often restrict students' exposure to skill-based learning. Moreover, graduates from tier-2 and tier-3 institutions face additional hurdles, such as limited industry interface and fewer internship opportunities, making them less competitive in the job market compared to their counterparts from premier institutes.

Another challenge is the attitude of students toward employability skill development. Many students prioritize securing academic grades over enhancing transferable skills such as teamwork or communication. This misplaced focus often results in technically competent but socially unprepared graduates. The study suggests that universities must integrate skill-based evaluation into grading systems to encourage students to take these competencies seriously.

Future Directions and Implications: The findings of the study have significant implications for both management education and employment practices. For academic institutions, there is a pressing need to reorient pedagogy toward experiential learning and industry collaboration. Incorporating simulations, role-plays, live projects, and digital tools into the curriculum can significantly enhance skill development. Furthermore, skill assessment centers and employability boot camps can help students benchmark their readiness against industry expectations.

For employers, the implications lie in investing in structured training programs that complement graduates' existing knowledge. Instead of expecting graduates to be "workplace-ready" from day one, organizations can view onboarding training as an opportunity to mold recruits to their specific requirements. A balanced responsibility between academia and industry ensures a steady pipeline of skilled, employable graduates.

The Employability Skills Gap: The concept of employability has become a central theme in management

education and labor market studies, particularly as globalization, technological advancement, and evolving workplace structures continue to redefine the requirements of professional success. Despite the increasing number of management graduates produced annually by universities and business schools in India and across the globe, a persistent mismatch exists between the skills acquired during academic programs and the skills demanded by employers. This phenomenon, often termed the **employability skills gap**, is a pressing concern for policymakers, industry leaders, and educational institutions alike.

At its core, the employability skills gap refers to the divergence between the competencies that employers expect from fresh management graduates and the actual capabilities these graduates bring to the workplace. While organizations today require a balanced blend of **soft skills** (communication, teamwork, adaptability, problem-solving, leadership) and **technical skills** (data analysis, financial modeling, digital proficiency, project management), many graduates fall short in one or both domains. This discrepancy has far-reaching consequences: it not only limits the career prospects of students but also hampers organizational productivity and slows economic growth.

Causes of the Employability Skills Gap: Several interlinked factors contribute to the widening employability skills gap among management graduates. Firstly, the **curriculum design in many business schools remains outdated**, with limited integration of industry-oriented training. Traditional teaching methods, heavily reliant on lectures and rote learning, often fail to cultivate practical problem-solving or critical thinking abilities. Secondly, there is an **insufficient focus on experiential learning opportunities**, such as internships, live projects, and simulations, which are essential for bridging theory with real-world practice. Consequently, graduates may possess conceptual knowledge but lack the confidence to apply it in dynamic workplace situations.

Another contributing factor is the **rapid pace of technological change**. Employers increasingly seek candidates proficient in digital tools such as advanced Excel, data analytics software, ERP systems, and artificial intelligence applications. However, many students receive minimal exposure to these tools during their academic journey, creating a technological disconnect. Moreover, the cultural emphasis on academic grades rather than holistic skill development further widens the gap, as students prioritize exam performance over acquiring transferable competencies.

The **soft skills deficit** is equally concerning. Employers frequently report that graduates lack effective communication, interpersonal collaboration, and emotional intelligence, which are crucial for managerial roles. In contexts such as Madhya Pradesh's industrial hubs—Bhopal, Indore, Jabalpur, and Gwalior—where industries like pharmaceuticals, IT services, healthcare, manufacturing, and automobiles are expanding, the demand for workforce readiness is particularly pronounced. Yet, management graduates often struggle to adapt to organizational cultures, negotiate conflicts, or take initiative, thereby limiting their employability.

Industry Perspective on the Skills Gap: From an industry standpoint, the employability skills gap translates into increased costs in terms of recruitment, onboarding, and training. Organizations frequently invest additional resources in re-skilling fresh recruits to align them with organizational expectations. For instance, IT firms in Indore and manufacturing units in Bhopal report challenges in finding graduates who can integrate technical expertise with project leadership capabilities. Similarly, hospitals and healthcare management firms in Jabalpur highlight the lack of graduates with both analytical and people management skills.

Employers emphasize that beyond technical qualifications, graduates must demonstrate a growth mindset, adaptability to change, and the ability to function effectively in cross-cultural teams. The globalized nature of business demands proficiency in foreign languages, cultural sensitivity, and digital collaboration tools—competencies that are often absent in fresh graduates. Thus, while academic degrees may certify knowledge, they do not necessarily guarantee workplace readiness.

Implications of the Skills Gap: The employability skills gap has significant implications for both individuals and organizations. For graduates, it manifests in unemployment or underemployment, where individuals are forced to accept roles below their qualification levels. This mismatch contributes to dissatisfaction, high attrition rates, and wasted potential. For employers, the inability to source adequately skilled management professionals leads to reduced productivity, slower innovation, and competitive disadvantages in both domestic and international markets. At the macro level, the skills gap undermines national economic growth, particularly in emerging economies like India, where the demographic dividend must be matched with quality education and employment opportunities.

Bridging the Employability Skills Gap

Addressing the employability skills gap requires a multi-stakeholder approach. Educational institutions must revamp curricula to align with industry requirements by integrating skill-based modules, case studies, and technology-driven learning. Industry-academia collaboration is critical; initiatives such as guest lectures, corporate mentoring, and industry immersion programs help students gain practical insights. Internships, live projects, and simulation-based pedagogy should be made mandatory to ensure hands-on experience.

On the technical side, management education must include data literacy, financial modeling, digital marketing, supply chain analytics, and project management software

to keep pace with contemporary industry demands. Simultaneously, structured training in communication, leadership, teamwork, negotiation, and critical thinking should be embedded across all courses rather than confined to isolated workshops.

For students, bridging the gap requires a proactive mindset. Self-learning, online certifications, participation in extracurricular activities, and engagement with real-world projects enhance both technical and interpersonal competencies. Career development centers within universities can also play a pivotal role in offering skill assessments, personalized training, and employability workshops.

Conclusion: Employability of management graduates in India remains a pressing concern for educators, employers, and policymakers. The changing dynamics of the global workforce necessitate that management students acquire both technical expertise and soft skills. Technical skills such as data analytics, financial literacy, and digital competencies serve as entry requirements into organizations, while soft skills such as communication, leadership, and adaptability ensure long-term career progression.

The study concludes that educational institutions must integrate employability-focused curricula, industries must actively participate in academia-industry partnerships, and students themselves must adopt a lifelong learning mindset. A tripartite collaboration between students, educators, and employers is essential to foster employability.

In the future, with artificial intelligence and automation reshaping workplaces, management graduates will need to emphasize uniquely human skills—creativity, empathy, and ethical reasoning—alongside strong technical acumen. Only through such integration can management education align with the demands of the 21st-century workforce.

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