



**A STUDY OF COMPETENCY REQUIREMENTS AND BUSINESS EDUCATION
CURRICULUM IN INDIA**

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Abstract:- Charles Darwin proposes Theory for survival of fittest. To remain fit in today's world is not only the physical abilities but to be engaged in profession through which one can earn his daily bread and butter. Professionally this ability can be termed as Employability Skill. It is nothing to do with whether you want a job or want to become entrepreneur. For today's students it is very essential to have these skills not only to grab the employment opportunities but to retain and grow the existing one. This paper consist competency requirements, factors affecting employability, business education curriculum in India and suggestions for students to be competitive.

1. INTRODUCTION

In the changing business environment, the nature and framework of business also becomes dynamic. Business activities nowadays are getting more and more complex. To handle these complex activities there is huge demand of multi-skilled people. Today the jobs are not task specific. Earlier the jobs were more specialized so they needed people with specific job skills. But today, the scenario is completely different. So, on such jobs the individuals having multiple skills and capabilities are required mostly. Nowadays organizations give value to the skills, knowledge and abilities in the employees. All these required skills are called as Employability Skills.

These skills are nothing but the individual's ability to gain initial employment, maintain it and move between roles within the same organisation, obtain new employment if required and secure suitable and sufficiently fulfilling work. If we look at the current business scenario, we can analyze that the economy boosted the employment in all sectors but majorly in services based business. This has increased the demand of managerial jobs (which are based on skills called soft or professional skills). These are the fundamental skills as they are required in all types of jobs. Keeping in view the requirements of business sector, the need of the hour is the competent professionals who can compete and survive in the environment.

To make the students competent enough there is a need of professional courses like MBA, BBA etc. With the typical mindset of studying from a specific management institute and to get a good job, aspirants for these courses try hard to get admission in such institutions only. The aspirants with more intellect acquired admissions in such institutions. Students, who are not able to get admissions there, choose to go elsewhere unwillingly. This causes some sort of differences in the employability scores of students as well among the graduates from different universities.

1.1 Quality Of Management Education Curriculum And Pedagogy

In management education, Industry training is an integral part. It helps to build up on the job competencies. Training/Internship in the industry can be used as an important tool in shaping competencies of the budding managers. In India the students are treated as inexpensive labour. Very few organizations provide structured training. The studies shown that in India, the content of the business education, the methodologies are not internationally benchmarked.

This results in a lack of think tank and advancement of knowledge. Experience and trained faculty plays a vital role in nurturing the minds. An intervention is desirable at a national level to bring about the change. The need is therefore to develop new capabilities in institutions and companies to deal with the global trends and scenario. Business management institutions should focus on the creation of knowledge as well as the capability to transfer it effectively through global process.



2. SUSTAINABILITY IN BUSINESS EDUCATION

Many studies were conducted to determine the integration of sustainability issues in business education, and to identify the difficulties in its implementation. The studies shown that most of the business management institutions taught one of the two subjects either sustainability in business or corporate governance as a core subject.

The basic problems with the management institutions are:-

- Lack of faculty knowledge level at par with international standards.
- Syllabus revision is not a pleasant task.
- Uncertainty about the popularity of programs in the market.

The International Association of Universities (IAU, 2006) acknowledges that Universities have not been producing graduates with the skills, motivation and knowledge necessary to promote sustainability. This is partly due to the lack of knowledge and to some extent a suspicion that sustainability and sustainable development are inexact, unscientific and too controversial to be operationalized effectively.

2.1 Desired Competencies

The studies revealed that for a successful management professional top 10 ranked competencies are:-

1. Grasp of global systems, global issues, and Interrelation dynamics
2. Analytical, interpersonal and Intellectual skills
3. Multi-disciplinary and inter-disciplinary skills
4. Communication and customer service orientation
5. Technical skills
6. Critical Thinking
7. Appreciation of cost management
8. Ability and willingness to learn; energy and passion; teamwork and cooperation;
9. Decision making and problem solving
10. Motivation and Initiative

3. RECOMMENDATIONS

In conclusion it seems that to cope up with the new challenges posed by the external environment, it is very important to look at the business education from a global perspective and take a strategic view to better align business education with the global requirements. It has been argued that business schools must provide its graduates with the skills to be able to operate professionally. However, there is also a responsibility for employers who are demanding the skills. The employers should also invest in employee development.

To have a match between Skills, Competencies and Employability, the following recommendations are suggested:-

- There is a need to revise the curriculum of management courses at graduate and post graduate level too. Experimental and action learning both needs to be addressed in the curriculum.
- Skill based content should be included in the curriculum. For this orientation programmes could be conducted to understand the changing expectations of the industry for the purpose of evolving course contents and preparing students for same.
- Training opportunities should be provided to faculty members in order to enhance their understanding of Sustainable Development, allowing them to apply knowledge about sustainability issues in action.
- Business graduates are poor in the area of organizational maturity. This is just an issue of graduates learning how things should get done. Prior work experience would help. Internships, as part of the curriculum would be of benefit.
- Augmented interaction between academic institutions and the local industries and their associates to explore the possibility of using student's expertise in the industry.



- To engage management students in research projects, workshops, conference and programmes that is industry specific.

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