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RESEARCH ARTICLE

COMPETENCY DEVELOPMENT AND SKILLS READINESS OF MANAGEMENT STUDENTS: ROLE OF ASSESSMENT CENTRE

¹Chaitra Shetty and ²Dr. Bagali, M. M.

¹Ph.D. Student, Management Sciences, JAIN University, Bangalore

²Professor of SHRM, Head-Research in Management, Jain University, Bangalore

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ABSTRACT

Vivid careers have made revolutionary changes in the education system. Among the lucrative professional courses offered, management education influences the young folk. Growing demands of the industry and need of able leaders has paved way for the growth of Management institutions from the past decade. This has influenced B-schools in delivering quality education to its customers by providing value added services. The validation of success of B-schools is less counted against the examination success rate. The quest for quality amongst the students and expectations of the corporate has emphasized B-schools to deliver key results for its students to remain in the competitive job market. B-schools need to ensure on the quality of education provided to its students with systems and procedures by various continual improvement mechanisms so as to assure on the quality of education provided. Quality can be assured by a well developed Assessment Centre in every B-school. Assessment Centre established in B-schools need to identify and audit the hidden talent, enhance the competency and guide the student towards career as well as life skill. Integrating the mismatch of industry and academia is the need of the hour. This paper tries to develop a framework of Assessment centre towards competency development and skills readiness.

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INTRODUCTION

Dimensions in education system have changed drastically in the recent years. Rapid changes due to Liberalization Privatization Globalization (LPG) since 1991 have revolutionized the education sector. The changing profile of education system especially in management education has magnetized youngsters. The rise in demand by corporate has mushroomed the growth of B-schools and same time qualitative delivery of talent pool is at stake.

Is quality assurance required for management institutions?

Due to mushrooming of B-schools, the quality of business education imparted is varied. Students weave their dream for a lucrative career after studying management education. Is every student employable just because he has done his business studies? As per survey of India's top 100 business schools conducted by Web portal MBAuniverse.com and assessment company Merit-Trac in August 2012, which covered 2,264 MBA students from 29 cities, showed that outside the top 25 business schools, the remaining provided only 21% of their graduates with a job, while the MBA seats in the country has gone up from just under 95,000 to 350,000 in the same period.

Due to talent crunch and increased demand of strategic leaders and managers, B-schools need to impart quality education so that they benchmark their growth, year after year and create a brand value for themselves by creating better quality of students who can channelize the business world. Though quality or quality assurance is not a new concept, due to lack of focus of B-schools, quality is deteriorating. B-schools should promote quality enhancement by well established Assessment centre and a development centre. Enhancement of quality is attainable either by introducing an Assessment centre or by revitalizing/redesigning an existing Assessment centre, so that the value proposition of management education is sustained.

Literature Review

Management education need to be holistic, targeted and customized with aim to remove the gap that exist between industry requirements and academic curriculum focusing on attitude, corporate awareness, grooming and developing managerial skills as opined by Dash and Kumar (2011). Matkar (2012) opines the economic development of any country is linked to its ability to generate, acquire and use the knowledge through national competitiveness by different means and modes. So, business school must innovate new ideas, methods, establish new institutions, and think positively to add everyday new values in existing system of education.

*Corresponding author: Chaitra Shetty

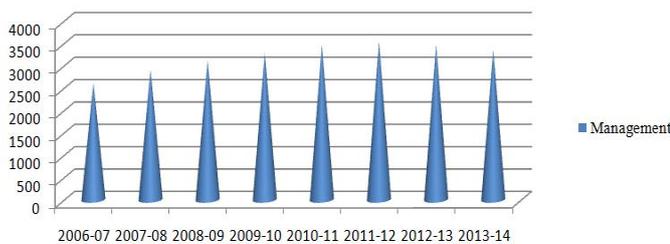
Ph.D. Student, Management Sciences, JAIN University, Bangalore

Business management education is one of the best creators of employment and self employment. The system of higher education especially business management schools are found efficacious in making available to the society a dedicated, committed, devoted and professionally sound team of human resources who decide future of the nation. With respect to the quality of Management education, Palacio *et al.* (2002) clarifies that for management institution to stay progressive and effective, students’ expectations, academic preferences and quality perception about the educational environment should be kept by the higher authorities of the institute.

Table 1. Growth of Management Institutions (Post Graduate) in the Country

Year	Management Institutions
2006-07	2614
2007-08	2915
2008-09	3120
2009-10	3290
2010-11	3469
2011-12	3541
2012-13	3471
2013-14	3364

Growth of Management Institutions in the Country



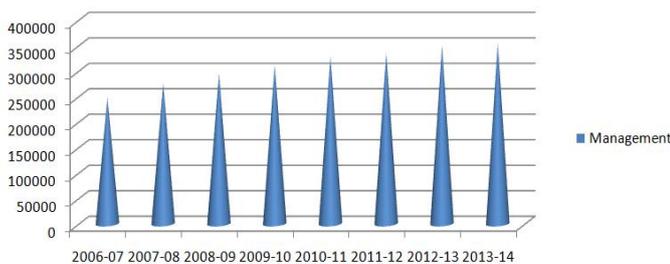
Source: <http://www.aicte-india.org/>

Graph 1. Graphical representation of growth of Management institutions (Post Graduate) in the country

Table 2. Intake of Management students (Post Graduate) in the Country

Year	Management students
2006-07	247201
2007-08	275666
2008-09	295052
2009-10	311129
2010-11	328057
2011-12	334865
2012-13	349369
2013-14	354421

Growth of intake of Management students in the Country



Source: <http://www.aicte-india.org/>

Graph 2. Graphical representation of intake of Management students (Post Graduate) in the country

Comuel (2010) has observed that in the context of a free economy, Business schools have a crucial role to play in optimizing the way institutions private as well as public –are managed, with the objective of ensuring the best possible level of growth, and thereby ensuring a dramatic improvement in the people’s lives. All in all, management education institutions should declare themselves willing to undergo a very in-depth change –one that without doubt will force them to redefine the research they conduct and the educational content of the programmes they teach. Mushrooming of Business schools has raised new issues and challenges. Scope of activities in a modern Business school is highly heterogeneous and has to change constantly with the market as pointed by Kozminski (2010). Quality as described by Harvey and Green (1993) is perfection, fitness for purpose, exception and as value for money and is transformative. Owing to the globalization, privatization & liberalization lot of changes are noticed in the functioning of industries. Naturally industries across the world are required to have the manpower with multi-skills rather than simply knowledge oriented. Western B-schools are molding their self & making the changes in their curricula as per the demand of industries. Top B-Schools are continuously changing the contents & delivery modes as study undertaken by Shukla (2013).

Kaul (2011) expresses that Business schools have no choice but to cope with the demands of a fast-changing business environment and produce future managers equipped with all the skills required to articulate the best possible strategies. The teaching methods should focus more deeply on leadership, team work, communication skills, and on how to prepare students to play a critical result oriented role in terms of changing an organization for the better. Mangnale and Potluri (2011) strongly put forth in their research that an internal quality assurance cell has to play crucial role in protecting the quality of education service in India. Many researchers have contributed towards quality of education in Higher education but very few in Quality Assurance of Management institutions. Few Researchers like Mary Hogg (1995), Rubin & Erich Dierdoff (2009), Robert Sunayna Khurana (2009), Robert Hogg and Murad Ali & Rajesh Kumar Shastri (2010), Shweta and Manoj Kumar (2011), Sarita Chaudhary (2011), Sujay Kumar (2012) have contributed towards Quality of Management education with various parameters. Though Quality, Quality Assurance and Assessment centres is not a new word, there is gap found in literature regarding development of Assessment centre in B-schools.

Objectives of the Study

- To understand the readiness of students towards career aspects.
- To analyze the need of Assessment centre in B-schools.
- To provide a framework of Assessment centre and Development centre in B-schools.

Research Questions

- Does placement centre of B-schools help the students in career related decisions?
- Are students aware of the job opportunities by the end of Management program?

- Do students approach Assessment centre for consultation or guidance?

Hypothesis

- Reinforcement obtained from placement centre has a significant influence on career related decision making of management students.
- Students are unaware of the job opportunities available in the job market by the end of management program.

Scope of the Work

The prime challenge of students today, is that the quality that they imbibe has to suffice in today's competitive world. The gap that is developed between the academia and the industry is vast. In view of this, to understand the skills attained at B-schools, the present study tries to focus on Management College students in Bangalore. The study is restricted to B Level rated B-Schools of Bangalore which are ranked for the year 2011 by All India Management Association (AIMA), as the base for inclusion in the study.

Research Design

The study tries to understand the decision making ability of students about their career. It tries to capture the career interest, personnel responsible in influencing the student to take up a career in management. The study focuses in developing a model of competency for management students at different stages of semesters. Hence, a survey based exploratory study and a descriptive research has been adopted in the study. The career decision making ability was focused and analysis based on the responses obtained by the questionnaire was considered for development of a competency model. The paper highlights on the Assessment centre and Development centre to be established in B-schools for competency readiness.

Sampling Population

AIMA (2011) ** Report has come out with *B-School* ranking in South India level. For the present study, this ranking is the base for selecting the B-schools. The sample comprises of all the Second year Management students in IV Semester. B-Level ranked B-schools which are located at Bangalore as per survey reports of AIMA with reference year 2011 are considered for the sample. Samples of seven B-schools which approximate a sample size of 350 students are considered for this study.

Organization

Business schools in South India have been placed in five categories-SL, A1, A2, A3 and A4. The audit was split under six parameters like intellectual capital, admissions and placements, infrastructure, industry interface, governance and scale of operations.

Data Collection

The survey questionnaire comprised of 20 questions on a five point likert scale viz., strongly agree, agree, can't say,

disagree, strongly disagree. To understand the career perspectives of management students, decision making ability, career exploration, reliable source of career aspiration and career choice, role of college in career counseling, need of finishing school and so on. The questionnaire was framed intending to know the students decision making capability, to analyze the influencing agent for decision making towards career choice and career aspiration, and mode of data collection was through survey questionnaire. With this in view, the respondents chosen for survey Questionnaire were students of II Year Management students [Two Semesters constitutes a year] so that at the end of the IV semester, they would be in a position to decide better.

Analysis and Interpretation

Table 3. Gender of Student participated in the Survey

		Frequency	Percent	Cumulative Percent
Valid	Male	248	70.9	75.6
	Female	80	22.9	100.0
	Total	328	93.7	
Missing	Values	22	6.3	
	Total	350	100.0	

Table 4. B-schools participated in the Survey

	B-Schools	Frequency	Percent	Cumulative Percent
Valid	Acharya Bangalore B-school	23	6.5	6.8
	Indian Academy School of Management	26	7.4	16.3
	Kristu Jayanti College	68	19.4	34.6
	RVIM	62	17.7	53.0
	SRN Adarsh College	48	13.7	67.2
	Surana College PG Centre	38	10.9	78.4
	The Oxford College of Business Management	73	20.9	100.0
Missing	Values	12	3.4	
	Total	350	100.0	

Simple percentage, Ratio, Descriptive Statistics and inferential statistics have been applied in the study to draw inferences and test hypothesis. To support the first hypothesis, a question on guidance available for skill development was probed.

Table 5. Assessment of skills

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	12	3.4	3.4	3.4
	Disagree	46	13.1	13.1	16.6
	Can't say	66	18.9	18.9	35.4
	Agree	168	48.0	48.0	83.4
	Strongly Agree	58	16.6	16.6	100.0
	Total	350	100.0	100.0	

Though 64.6% of the sample agrees that the B-schools helped in developing their skills, around 16.5% disagree and 18.9% of

the students are not able to decide on whether the B-schools have helped them in honing their skills. This portrays the decision making ability of B-school students which is an important skill for future managers. A question was asked on job opportunities to analyze on the knowledge attained on job market.

Table 6. Awareness of job market

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	25	7.1	7.1
	Disagree	88	25.1	32.3
	Can't say	85	24.3	56.6
	Agree	115	32.9	89.4
	Strongly Agree	37	10.6	100.0
Total	350	100.0	100.0	

43.5% of the populations agree that they are unaware of the available job opportunities. 32.2% says they are aware of the job market and available opportunities and 24.3% of students could not take a decision. They are confused. By this we can infer that the students need to get more inputs as they are in the verge of entering the corporate world. This supports the second hypothesis and also realizes that if a well established Assessment Centre is available in all the colleges, competency and skills would be developed in students.

Quality Assurance in B-schools: Need of Assessment Centre

Students enroll to educational institutes with a vision for their career. Career assessment or development could be obtained through various sources. Ultimately employability is that one foresees. During collegiate education, the quality input is reflected in employability of students as output. In the present context of study, researcher opines that, B-schools should develop a well developed career model as shown in the Chart 1.

Model of Career development in B-Schools

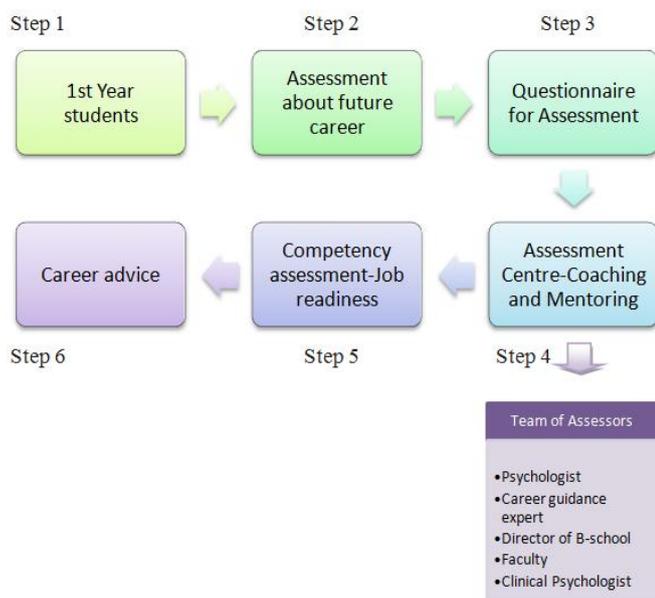


Chart 1. Career development model

Step 1: 1st Year Management students

The target group of this model is 1st year Management students. As the focus of this paper is on career related decisions, it is advisable to begin decision making on career aspects in the 1st year after commencement of Management program. Before meeting the career counselor at the assessment centre, a student should first do an introspection of themselves by answering self directed questions as mentioned here. Basically self evaluation by answering all the W's and H's.

- Why did I opt for Management program?
- Which is my area of interest/ which field interests me the most?
- What are the arenas in job market that interests me?
- Which is the suitable specialization to opt?
- How to develop self knowledge?
- What skills I possess, What skills I need, What skills I should develop?
- Where do I see myself in future?
- How do I have a Dash Board for next two years and what that Dash Board would contain? Which of the competencies are required in that dash board? A specimen Dash board as shown in Annexure I.

Step 2: Assessment about future career

When the student has done the self-evaluation, assessment about future career can be planned with the help of career counselor in the assessment centre of the B-school. The counselor needs to counsel, mentor the student and analyze the following needs. A SWOT analysis would be preferred.

Need Analysis

The counselor is required to find the need of the student to work in a particular field of interest by considering the interest, aptitude, skills, knowledge, personality, communication and so on. This stage calls for "Aptitude assessment" in the trust area.

Focus analysis

The focus of the student and the clarity towards that particular field of interest need to be discovered by the counselor. After understanding and assessing the future aspiration, the goal can be defined and the direction can be set accordingly.

Goal Analysis

Considering the future requirements, objectives can be set to the student and a blue print of how the mission to reach the vision with set objective is focused can be strategically mapped.

Step 3: Questionnaire for assessment

Questionnaire comprising of psychological, social, economic, intellectual, personality career choice needs may be framed. This could have closed or open ended questions like the following:

- Working in team interest me the most Yes/No
- Numbers does not interest me Yes/No
- I get nervous in public Yes/No
- I dislike to work under others Yes/No
- Travelling tires me Yes/No
- My interest towards _____ specialization is because _____.
- The opportunities I foresee in the career of my choice is
 - a) High earnings
 - b) Work-life balance
 - c) Contribution to society
 - d) Self development
 - e) Others. If others specify _____.
- I am passionate about
- I dislike to do
- I go extra mile to work, if _____ is in the work

Step 4: Assessment Centre – Coaching and Mentoring

Each management college requires a full-fledged Counseling/assessment centre, as brain storming of the students is required before one chooses the specialization and career. The assessment centre should comprise a team of qualified assessors so that the interest of the student is honed and innate capability of the student is identified and guided in opting a right career.

Step 5: Competency assessment

Based on the questionnaire and oral interaction with the student, the competency level of each student is classified under low/moderate/high depending on the career choice made. A SWOT analysis is done based on the responses received.

Step 6: Career Advice

The Career Counselor/ psychological counseling needs to be done based on the assessment in understanding and analyzing capabilities and suggesting on improving self-knowledge, creating awareness about the decided career, mentoring students by interconnecting their interest, career decision, future opportunities available for the identified specialization and the like. If required counselor can recommend experts in particular field and have one to one session to help the student to attain a better understanding of the future.

Quality and Assessment Centres

Quality is something that every individual expects in every walk of life. Similarly students expects a better quality of education when entry into colleges. "Quality" according to Oxford Dictionary, is "the standard of something as measured against other things of a similar kind; the degree of excellence of something". "Quality Assurance" means "the maintenance of a desired level of quality in a service or product, especially by means of attention to every stage of the process of delivery or production". The primary responsibility of B-schools lies in assuring Quality education to students by the end of IV term of Management degree. Area of the current study on role of

Assessment centre/Development centre in enhancing the Quality education in B-schools is one of the prime influencing factor among the various factors.

What is an Assessment Centre?

Assessment centre is a collaborative approach of identifying a student's career interest and competency, planning for the interested career, implementing the plan, evaluating the student after the required training, providing feedback on the further areas of improvement and validating success of students. It is cyclic process where students are concentrated towards overall development. These act as development centers which not only assess the student's innate capabilities but also foster their development in the identified interest towards career growth.

Need of Assessment centre in B-schools

The monotonous lecturing methodology without up gradation of knowledge and skills of students has created a huge gap between academia and corporate. For Chirantan Shah, a consumer research analyst with the ITC group, the quality of education in Tier II and Tier III management institutes is the problem. "They don't have the requisite resources and are not able to get their students paid summer internships, which are essentially your window into the actual work scene," says Shah, an IIM alumnus. The felt need for Assessment centre in B-schools is as follows.

- To identify students interest in area of specialization
- Identification of skill gap of a students
- Helps to build the required competency
- To train the student in personality development and soft skills
- To provide an industry-academia interface
- To nurture and guide the students interest in particular career. i.e., to identify individual career need
- To help students in attaining knowledge on available varied career prospects
- To aid in summer internship and placements
- Helps the student to identify the strengths and concentrate on developmental areas

Features of Assessment Centre

Purpose of Assessment centre/development centre in a B-school is to facilitate the development process of students in terms of career. The key features of an assessment centre are to:

- Identification of interest level of individual student through observation, interview, various tests.
- Analysis of the interest, competency and job prospects in the job market.
- Introducing to specialists in the industry for mentoring/coaching if required further.
- Training to develop the skills as per requirement in the job market.
- Evaluation of the training process.
- Assisting in placement of the student.

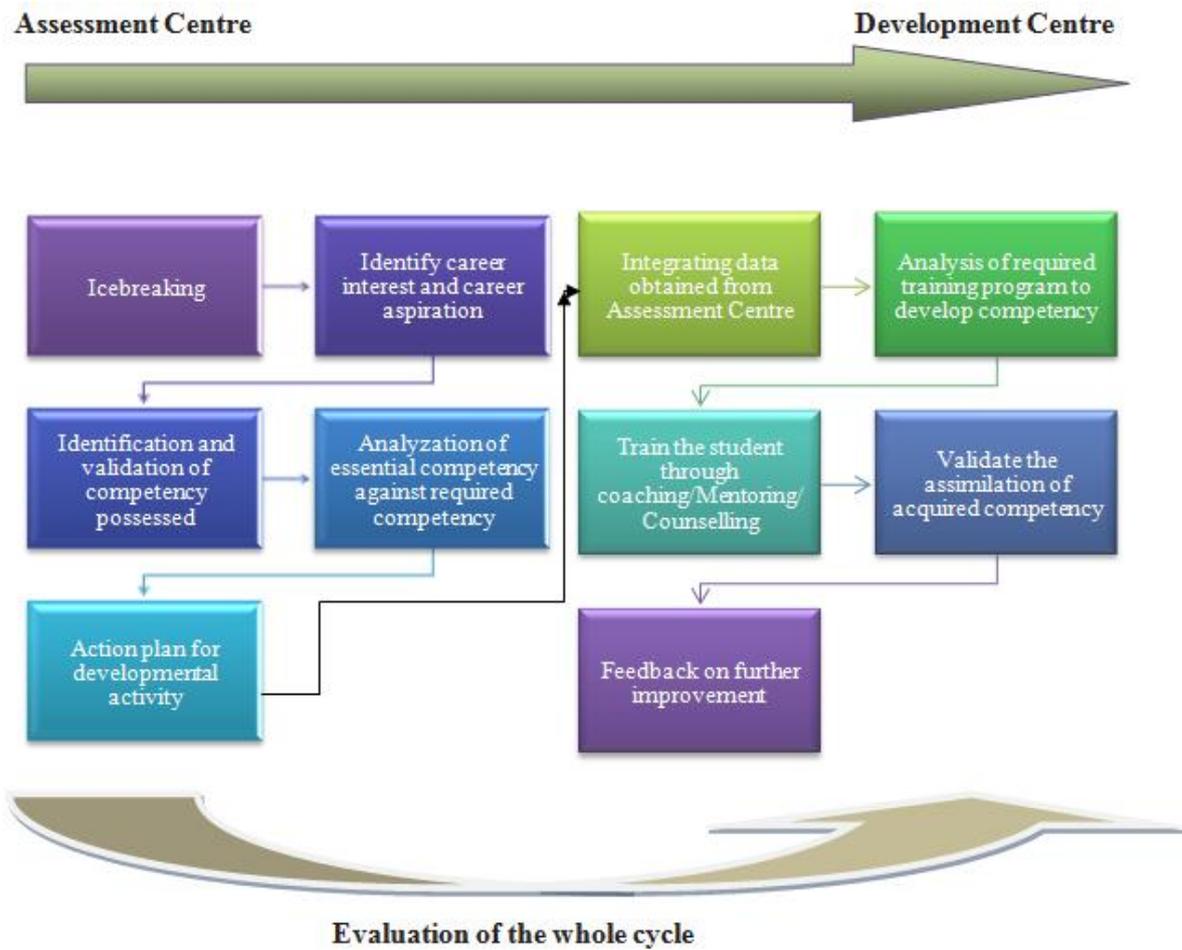


Chart 3. Framework of Assessment and Development Centre in B-schools

Ultimately the Assessment centre helps the student to identify the interest, develop the innate potential, hone the skills required to enter the job market, improve on the skills with feedback obtained. A framework of assessment and development centre in B-schools is as shown below in chart 3.

Design of Assessment Centre

Organizational set up of an assessment centre would ideally comprise of a Manager-Assessment & Development and team of Assessors who are specialized in occupational psychology areas, *per se*.



Chart 4. Organogram of Assessment and Development Centre

A) Job Role : Manager-Assessment & Development
 Qualification : Post Graduate in Psychology/Organizational Psychology
 Experience : 5-8 Years in a similar field
 Reporting to : Director

Job Description

Creating a full fledged Assessment centre for career development of students. Responsible for observing and assessing the skill set of students and train as per the competency required in the job market for a particular job.

Roles and Responsibilities

- Observe, understand, assess, and evaluate individual interest, career choice of a student and plan for career development.
- Create a link between competency of the student and competency required for the target job.
- Perform various exercises related to assessments of competency in a particular field of interest.
- Provide feedback, suggest and coach for further improvement of an individual student.
- Gather and analyze trend in the job market for understanding competency to be developed and assist in placements.

- Develop career related modules and propose for modification of the syllabus if required.
- Comply with Quality Assurance Cell.
- Review and authorize all the policies and procedure from approval of management and in coordination with Quality Assurance head.
- Evaluation of success rate.
- Budgeting of the department.
- Monitor Assessment and development records of students.
- Plan, analyze, implement, provide feedback and evaluate the process of Assessment and development Centre.

B) Job Role : Co-ordinator
Qualification : Graduate in any discipline
Experience : 2-3 Years
Reporting to : Manager-Assessment & Development

Job Description

Co-ordinates the whole Assessment and Development programs between students, Assessment centre and corporate.

Roles and Responsibilities

- Co-ordinates as per the plan of Assessment centre.
- Manage comprehensive academic support program.
- Work with parents, teachers and counselors to address students' behavioral, academic, and other problems.
- Collaborate with faculty to conduct new student workshops.
- Maintain comprehensive, up-to-date, and accurate records.
- Provide documentation for daily, monthly, quarterly and annual reports.
- Assist in all co-ordination activities.

C) Job Role : Officer-Assessment & Development
Qualification : Post Graduate in any Management/ Psychology
Experience : 3-5 Years
Reporting to : Manager-Development

Job Description

Support in identifying, analyzing, implementing, providing feedback and evaluating the process of Assessment and Development Centre.

Roles and Responsibilities

- Support in identifying the need, development and implementation as per the plan.
- Undertake reviews from all stakeholders.
- Ensure high quality monitoring.
- To set objectives, policies and procedures and to promote brand image of the institution.
- Formulate development of training modules and programs.
- Conduct Assessment and communicate feedback to student.
- Evaluate the whole process and report writing.

D) Job Role : Assistant-Assessment & Development
Qualification : Graduate in any Management/Psychology
Experience : 2-3 Years
Reporting to : Officer-Assessment & Development

Job Description

Assist in identifying, analyzing, implementing, providing feedback and evaluating the process of Assessment and Development Centre.

Roles and Responsibilities

- Assist in coordinating and framing of all the activities of the department.
- Assist in the functions of placement centre.
- Assist in the training programs.
- Assisting in preparing all the required documents for the training \assessment and developmental activities.

Role of B-School

Management institutes are growing exponentially year after year. The study tries to focus on the quality of education imparted by these Management institutes and meeting the skill standards required. The need is to identify the requirements of the industry and bridge the gap that persists between the supply of aspirants having particular skills and the need of job demands in the industry. The B-school plays a vital role and it is important that each B-school builds its value proposition and create a self brand image by developing exhaustive programmes which can help the students to be placed in the industries with the help of team of professionals from Industry and Corporate through assessment/ Counseling Centre set up in each Institution with a unique objective to achieve. B-schools should ensure that syllabus change should be taken care in shorter durations by approaching the concerned body/board of education. Concept of Finishing school can be developed in B-schools on a larger canvas. A dialogue and interaction under the banner of Industry-Institute is the need of the hour.

Role of Faculty

Faculties should equip themselves apart from the textbook knowledge and emphasize the students towards understanding of concepts and gain practical exposure, help to gain research aptitude towards the options available in the industry to embrace the career of their choice by developing required skills. There is a need for customization in all the fields. As the industry demands specific skill set faculties too should be well equip themselves. This can be done through association with professional bodies like: NSDC/CII/FICCI/NHRD/SHRM/NASSCOM and the like. Faculty can also take up mini projects and surveys to understand the changing scenario in corporate and add in that knowledge and experience to classroom discussion. A dialogue on current issues of skill gap and skills required would further enlighten the need assessment and demand needs, *per se*.

Role of Corporate

If every B-school adopts a methodology which is in line with the corporate requirement through assessment centers, the

corporate would require investing less on the training costs. The corporate bodies can tie-up with the institutions and guide the institutes on the skill set requirements and when approached by B-schools so that qualitative pool of candidates is developed at B-school. Sector wise connect and network would be an add-on advantage.

Role of Assessment Centre/Development Centre

Planned and organized career guidance programs and services are important so that self improvement, career development will in turn foster employability of young generation. A knowledge based pool of citizens would develop self as well as society. Placement centre/assessment centre in colleges can be a catalyst in shaping and bridging the gap between academics and industry. The current study focuses and encourages each college to set up a fully fledged assessment centre so that challenges of students and opportunity for students are addressed as mentioned below in a systematic and proficient manner. The Assessment Centre should aid the students in identifying the competency in a student and further guide, motivate to choose a suitable specialization/career based on the competency level. The B-schools should initiate more industry visits and encourage more practical oriented interactions. B-schools should identify corporate professionals according to the competency and career interest of students and develop corporate mentor- student development program in career exploration process. A bunch of students can be assigned to a corporate mentor for understanding Corporate-industry relevant skills needed and honing them over a period of time. It is required that the academia-industry collaboration should not only be stipulated for Summer Internship but also extend for a minimum duration of six months so that practical challenges of the Industry are realized thus reducing the training costs of corporate bodies.

Policy Implication for B-School

B-school plays a vital role in shaping the future of Management students. The hindrances that students face in decision making, self realization about their area of interest, future prospects about career avenues available and information required for career exploration can be addressed by assessment centre that can be set up in B-school. The Assessment Centre can help students for better decision making. B-schools can encourage students to opt a more practical oriented summer internship programme by increasing the duration of the programme by getting real time exposure in corporate. The Assessment Centre should aid the students in identifying the competency in a student and further guide, motivate to choose a suitable specialization/career based on the competency level. The B-school should initiate more industry visits and encourage more practical oriented interactions. B-schools should identify corporate professionals according to the competency and career interest of students and develop corporate mentor-student development program in career exploration process. A bunch of students can be assigned to a corporate mentor for understanding corporate-industry relevant skills needed, and honing them over a period of time.

Future Research

The study helps the future researchers to interconnect students, faculty, parents, external agencies in developing modules for

career decision making, along with career guidance Psychologist for better quality of life, per se. Current study paves way for future researchers and academicians to develop a career related curriculum so that it can be incorporated in the Management schools. Since, academic inputs in the area of Finance/Marketing/HR have been the concentration of most B-schools, a series of life skills and career competency skills needs to be addressed on a larger scale through various training programmes as shown in Annexure II. Incorporating this into the main stream of academic program calls for a relook of management education methodology. Further work can focus on how it can be made as part of integral to the main stream of management program.

Conclusion

Outcome of this research throws light on the Quality Assurance to be given by B-schools by establishing a full fledged Assessment and development Centre so that the student, brand value of the institution society and nation in general is benefitted as qualitative leaders and managers are will be developed by the B-schools. The study analyses the fact that decision making ability of students of B-schools is marginal which an important trait of future managers is. They also sense a need of finishing school which has been portrayed in the study as Assessment and Development centers so that; the availability of finishing school is obtained at every B-school internally. Ultimately colleges need to validate their credibility through qualitative output of talent pool. Future researchers would develop a complete process from the selection of students till the student is employed by the conjunction of role of Quality Assurance cell and the Assessment/Development Centers.

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ANNEXURE I

Dash board for development of Competency at each stage for Management students

Competency/Proficiency areas identified	I Term	II Term	III Term	IV Term
Ability to handle stress & Uncertainty		***		
Accounting and sound finance knowledge			***	
Adaptability	*			
Analytical ability—quantitative decision making				****
Being politically savvy		**		
Business communications		**		
Conflict Management			****	
Creative thinking		*		
Crisis management			****	
Customer management techniques			***	
Dealing with ambiguity			**	
Decision making ability			****	
Facility Management				*
How to set up a department				***
Judgemental ability			****	
Judicial management of resources		***		
Corporate laws and Legal issues				****
Leadership ability			**	
Market analysis & Reading				***
Negotiation skills				****
Oral and Written communication skills	*			
Planning and Organizing ability		****		
Problem-solving skills			****	
Project management			****	
Quality Knowledge			**	
Research skill				*
Risk Management			****	
Social diversity		*		
Strategic thinking ability				****
Supply chain Management				*
Team & Group dynamics issues	*			

Category of competency to be acquired

Mandatory Competency	
Elective Competency	
Core Competency	

Levels of Competency

Level 1: Knowledge of the competency/Fundamental Level	*
Level 2: Understanding of Competency	**
Level 3: Applied level of Competency	***
Level 4: Advanced Level of Competency	****

ANNEXURE II

COMPETENCY BASED TRAINING PATHWAY				
I-Term				
CONTENTS	CATEGORY OF COMPETENCY	OBJECTIVE	DURATION OF TRAINING	METHODOLOGY
Accountability*	Mandatory	To take ownership promptly for the work done whether positive or negative. To adopt seriousness in the assignment taken up.	4 hours	Role play Lecture method Debates
Basic Mathematic skills***	Mandatory	Computational ability irrespective of the specialization/develop numerical ability for basic calculations.	16 hours	Pamphlets or handouts brainstorming Exercises
Oral and Written Communication skills*	Mandatory	Ability to convey ideas or thoughts clearly concisely and effectively to peers and faculty .Listens and asks appropriate questions when required.	16 hours	Exercises Lecture method Visual aids
Team and group dynamics*	Mandatory	To work together effectively for common goal through mutual trust and co-operation. Learn to credit ideas and thoughts of others.	16 hours	Games/energizer Group project work Role play
II -Term :				
Ability to handle stress and Uncertainty***	Mandatory	To enable to do multiple tasks without getting stressed even on uncertain situations. To adopt eustress and manage stress	16 hours	Ergonomics exercise Focus Group discussion Case study
Business acumen*	Mandatory	To understand and develop wisdom towards business. Mould oneself according to the need and requirement of business intelligently.	12 hours	Observation through visual aids Presentations Lecture method
Creative thinking*	Elective	To develop and foster out of the box thinking. Approaches to issues by working smartly and efficiently by thinking creatively.	12 hours	Project work Scenario building Brainstorming
Interpersonal skills*	Mandatory	Interaction ability with all. Maintaining a good and professional relationship with fellow mates. Developing a good rapport with the customers.	24 hours	Role play Demonstration Group work Games
Planning and Organizing ability****	Core	Ability to plan, organize, implement and evaluate.	36 hours	Focus group discussion Project work Brainstorming Case studies Games
III -Term:				
Accounting and sound finance knowledge***	Elective	To be competent in accounting ability. To analyze and suggest financial operation in a company.	36 hours	Classroom exercises Project work Field work
Conflict Management***	Core	To manage conflicting situations diplomatically. Ability to handle the situation diligently.	12 hours	Simulation technique Case study Scenario building,
Crisis management***	Core	To be able to handle the situation in emergency. Ability to lever the situation without panic.	12 hours	Focus group discussion Poster presentation Brainstorming Group discussion
Dealing with ambiguity**	Mandatory	Ability to handle situations dilemma by making constructive decision.	8 hours	Role play Scenario building
Decision making ability****	Core	To develop in making timely decisions by considering the tasks, goal, risk involved. Ability to take up decisions in challenging situations.	16 hours	Lecture method Brainstorming Case study Group discussion Project work
Recruitment basics**	Elective	To understand the end to end recruitment cycle. To analyze the recruitment and selection methodology as per organizational need.	12 hours	Field visit Presentations Role play Mock interviews
Judgmental ability****	Core	Capability to judge a situation. To review the situation rightly.	8 hours	Lecture method Simulation technique.
Leadership ability**	Mandatory	To lead and guide the followers towards right direction. To engage, energise, control the team and lead the followers constructively.	12 hours	Games Group project work Film show and discussion
Problem-solving skills****	Core	Understanding the situation .Organizing and setting priorities.	12 hours	Case study Group discussion
Risk Management***	Core	To analyze the risk involved in the situation. To manage the risk and develop risk taking ability.	16 hours	Brainstorming Discussions Lecture method Role play

.....Continue

IV -Term :				
Analytical ability— quantitative decision making****	Core	Ability in quantifying the requirement. Ability to analyze and statistically demonstrate ideas and thoughts.	36 hours	Lecture method Classroom exercises
How to set up a department***	Mandatory	Ability to start-up a system or procedure or policy in a department from scratch.	36 hours	Brainstorming Discussions Case study
Corporate laws and Legal issues****	Elective	Awareness corporate laws and legal issues. Sound knowledge and mastery to understand the legal issues	36 hours	Lecture method Scenario building Focus group discussion,
Negotiation skills****	Elective	Ability to negotiate. Ability to come to a consensus after negotiation.	16 hours	Debates Role play
Research skill*	Elective	Research ability on a task or product or topic and arrive at a conclusion. Ability to identify and analyze the research gaps.	24 hours	Classroom exercises Project work
Strategic thinking ability****	Core	To understand internal and external environment strategically. Handling activities in tactful manner.	36 hours	Role play Film show and discussion, Case study

Note that: Any number of contents can be included based on the competency required.

Levels of Competency	
Level 1: Knowledge of the competency/Fundamental Level	*
Level 2: Understanding of Competency	**
Level 3: Applied level of Competency	***
Level 4: Advanced Level of Competency	****
