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**Skill development in Management Institution: A Review with Indian Perspective****Mr. Sanjoy Roy**

Skill is needed to survive, to make our life better and to make it successful whether in business or in employment. The most important tool or instrument for the society and its development is education. Only a country with well-educated population who are equipped with knowledge and skills can grow and sustain in the competitive world of business. The prerequisite for the business is awareness and awareness comes through information. Education tells us how to analyse and use the information in a productive manner. The age groups of 15 to 59 have the highest percentage (62) of India's population; this creates a challenge and an opportunity for the nation. A pragmatic solution is required to utilize this resource for the increase in national gross product, cultural richness and form optimistic approach for technology. Management Education can be an only a way to open and provide new hope and values. It develops the competencies and commitment among the students. As management education have become a tool for the inculcating managerial skills this paper aims at the examination of the skills developed through management education and to study the opportunities available to learners for skill development.

**KEY WORDS: Management Education, Society, Skill, Nation.****Introduction**

Students pursuing Management courses look for landing up to a good opportunity/ Job and the corporate are looking for employability skills. This become a twin sided challenge for the Management Institution. Management education's focal point is developing a broad range of managerial knowledge and abilities. More stress is given to the performance of the candidates on the job and this requires a set of skills that match the job. In addition to subject-specific job, students are required to hone their team building and communication skills. This paper sheds light on the existing research results, practices of employability skills and presents the review on the skill developmental activities conducted in the Management Institution. India witnessed a colossal change in its educational system in the 21st century. Many of the management institutions are still following the traditional method of teaching. The need of the hour is to bridge the gap between academia and industry.

**Skills**

Skills can be defined as the set of ability which is required to do a task in an organization, understanding, analyzing and synthesizing the knowledge into workable information could be the key attributes that make students or personnel more likely to get occupation. These skills not only benefits them but also the workforce, the public and the economy (Higher Education Academy-2012) For simplifying the study, the author has categories the skills into; Communication Skills, Interpersonal Skills, Intellectual Skills, Self-Management Skills, Learning Skills, Management and career development skills.

**Communicative Skills**

Capability to convey the knowledge openly, effectively and with buoyancy both verbally and non-verbally, capacity to exercise listening with concentration and reply accordingly, propensity to extant clearly and confidently to the spectators and aptitude for using the technology during demonstration. Efficiency to read and comprehend the written materials well and with completeness. Business is now all about information sharing hence sharing your idea efficiently can be the reason for success. Communication is the most important tool for the industry and business. Effective communication can give a good shape to raw information and it became a productive modal for a business.

**Interpersonal Skills**

Interpersonal skills are capabilities to effectively communicate, socialize, connect and cooperate with people in life, whether it is an individual or a group. Interpersonal skills are also sometimes referred to as communication skills, networking skills, soft skills, or life skills. Though all these terms can comprise in relational skills, they tend to be larger and therefore, may also refer other sorts of skills. It also comprises of Management ability to accomplish, leader, and enable a group or movement so as to capitalize on its achievement and the involvement of participants. People with high understanding of other culture, behavior and psychology are in high demand not only in Human Resource Department but in marketing and other areas also. Those who can predict ones behavior are very helpful in engaging the people with right direction of work.

**Intellectual Skills**

Undergraduates and Post graduates are expected to consider rational thinking then to be able to reason with abstract propositions that they will meet in their courses. They should know how to organize and synthesize knowledge. Intellectual skills refers to Originality of producing new idea and to use head and imagination fully in order to modernize, change ideas to carry out plans and ability to resolving the issue and antagonize difficulties in pursuing an aim and arrive at positive ways of disabling them. Understanding the conceptual aspect of the business and preparing mission strategies for the development of the organization is a very crucial aspect of every business hence people with intellectual skills are always remain in demand. They are the key employees of Organizations and help the business to grow even in the withdrawal phase of the business cycle.

**Self-Management Skills**

Good self-management abilities require students to be a good decision maker. This means they are able and willing to take a complex issue or project and break it down so that a solution can be found. In order to be a good problem solver, they have to be able to think through difficult tasks, study problems, and examine and inspect solutions. Self-Management includes ability to assess self i.e. aware of own strength and weakness and reaching to the goals without the help of supervisors. They must be able to manage themselves in the changed environment with ease and comfortable to face the new situations. Managing one in the stressful situation is a skill, as the dynamic business model and bottle neck competition put everyone in the corporate world into stress. Therefore, coming out of stress with colorful success is the necessity of the present scenario and self-management is the key for that.

### **Learning Skills**

Adapting the changes and new environment with efficiency and effectively is learning skill. Students should know how to allow themselves to fit in the dynamic world of changes. Learning skill is readiness to take a lively part and take charge for your individuals learning, ability to analyze what you know and what you don't know, ability to classify resources for learning (people, books, software, etc.) and ability to reproduce the learning. This life is itself is a book which we need to learn every day and we have to keep records of our life learning. The capacity to recall the crucial events for the future corrective action is the most effective learning skills. Producing new and fruitful ideas out of our everyday learning is the demand of nowadays. Business ideas and concepts are generated and get good results on the basis of learning.

### **Management and career development skills**

This skill refers to identifying the best suitable career for self. It includes judging ability to evaluate alternate methods and make an obligation to and transmit out a particular option. Capability to make and carry through an action plan with others to achieve a given objective and ability to perceive the possibility of future developments. Making a vision for self and the organization is key to success. Succession Planning plays an important role in choosing the career anchor for one. The process of career mapping is quite cumbersome hence organization required people with a bent of such self-motivation. Here, the role of such skill comes into place so that the functioning of the organization goes smooth.

### **Literature Review**

Rajkumar Paulrajan (2011) in his one of the best paper concludes that the blend of university education, imperative occupational skills and individual skills are required skills for doorway stage towards the corporate world. Manager in retail industry are looking for personnel for their management jobs with diverse skill set of feature such as educational qualifications, team handling skill, presentation skills, team member skills and past work experience. The main focus was to analyses the skill required for the retail industry and to enquire for the methods to develop employability. Skill Matrix and Analytic Hierarchy Process were used for the data analysis.

According to Sujoy Kumar Dhar (2012) a management institute should facilitate its students with positive values and skills so that once he finishes his courses he should be able to fetch a job or doing his own business. He also said it matters little whether the courses are approved by UGC or AICTE or the institute provides a degree, diploma or certificate. What matters are the teaching pedagogy and the students learning environment.

A study by Nidhi Pandey A in the year 2012 reveals that the life skills dealing to train and to cope up the loss and stress and at the same time develop critical thinking are required among the youth. With the objective to study the important factors affecting employability of MBA students. The sampling technique used was random sampling technique. The data were collected and the study used was primary data. The findings revealed that the attempt to find out the level of awareness of life skills among professional students, which are deemed necessary by any employer from an employee.

Goyal and Parekh in the year 2012 did a study on teaching pedagogies followed in management

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institutes. They find out that major obstacles in creating and innovating teaching pedagogies are the lack of support from the institutes and tech savvies among the students. They also recommend that case study discussions with the corporate guests are enhancing tools for class room teaching.

Záhorcová Erika et al (2012) conducted a survey on "The importance of development student's skills and teacher's competencies". Institutes are vital elements of education and are primarily used to develop student's characters and abilities. It is tremendously significant to deliver valuable edification and upbringing which is connected also to the sustenance of educator in the area of ICT using throughout the syllabus. Transformation of education process is stimulated by the labor market demands, which are increasingly difficult to meet. If students themselves will be no table to understand the intent and objective set by teachers in the area of development of skills, it will be very difficult for them to apply on the labor market. One can obtain abilities of active searching, evaluation and mediation of information by the development of information and computer skills. The author concludes the larger proportion of population is able to use new technologies effectively at higher level, the quicker is the process of society transformation. This society will be by the law called information society. With this is linked also the ability to survive in today's so called information world. Teachers must teach their students to apply the strategy of problem solving and to use appropriate learning measures, collaboration and communication. High level of motivation encourages students into active work and learning. Effective ICT use improves the performance of students and presents the variety of ICT use. Many teachers need to think about their own role as well as the role of ICT in education because ICT plays vital role in education and skills development, which is resulting into increased interest in education and learning as well as in new technologies. This article is a partial result of the grant supported by KEGA.

Poornima Jain (2013) did a research with the objective to get into the rear ground of Skill improvement in India, to get into the National Policy on Skill Development and Government's Action Plan on Skill Development (APSD), to analyse the major stakes before the government in carrying out the APSD, to analyse the participation of LLLE departments in solving the stakes in implementing the Policy of SD and to propose actions to increase the employability skills of the career seekers/working persons. Concluded that there is vital necessity of cooperation between the Government and University departments of Life Long Learning and Extension to achieve the goal of National Policy of Skill Development. Paper titled "Globalization and Developing Employability Skills: Challenges and Their Solutions With Reference To NPSD & Government's Action Plan and Role of Life Long Learning and Extension Departments".

Vani Bhagwath et al (2013) in her study entitled "Employability Skills of MBA Students In Delhi NCR" The main objective of the study was, to analyse the proficiency required for the employment in management graduates and to assess the employability skills of MBA students in particular in the National Capital Region of Delhi. The principle objective of the work was to review the employability skills of MBA students from the selected management institutions operating in Delhi NCR. The research design used for the survey was a descriptive-correlation research design. The study concluded that, the institutions can do updating the curriculum or course content, Enhancing their

intellectual capital, Adopting optimal HR policies.

Villardi and Vergara (2013) examine the relation between teacher and students in a classroom setting concluded that the Management faculties would improvise the student learning capacity in classrooms. They recommend that faculties should interact with the old students working in the industries and should provide blended (conceptual plus practical) context to the present students.

Rajanibala J. Shah et al (2014) in his research paper entitled "A Study on Factors Affecting Employability Skills of Management Students". The principle intention of the survey was, to study the present scenario of marketplace expectations for management students and to find the factors of employability for them. The statistical tools used were exploratory factor analysis and ANOVA. The findings revealed that major factors are analytical skills and self-understanding, general management and work culture, leadership and problem solving ability and communication. The study suggests that, the management institutes should start continual training and workshop programs for familiarizing the students about the current need and market expectations by the different employers of different sectors.

Iulianaparvu et al (2014) in his research paper entitled "Identification of Employability Skills - Starting Point for the Curriculum Design Processes". The principle intention of the research work was, to identify the composite basket of skills, awareness and competencies anticipated from the graduating students in field of fiscal accounting and administration. The findings reveal that the major percentage is apprehended by guidelines from the policy makers. Which are associated to involvement of upper edification institutions in improving the employability of the future graduating students by developing educational programs based on the development of proficiency and skills necessary for the labor market place. The study suggests that, the worldwide and nationwide studies on professional skills anticipated by manager of university graduates in economics too.

Madlani.M.B (2014) in his study entitled "Rural Employability: Skill Development the Need of the Hour". The principle objective: -understand the meaning of proficiency skills, to understand the significance of skills, to review the requirements by the firm towards employability skills and to find out various methods for developing employability skills. The study aims at finding solution for the problems confronted with the students as well as teachers. Data has been collected from the students, teachers and organizations to find out their expectations about employability and the required skills. The study suggests that, many training institutes can be initiated by the university in which the curriculum design will be upgraded as per the industry needs. Instead of NREGA (National Rural Employment Guarantee Act) if villages are provided with right skills to enhance farm income and increase job eligibility we can generate more income.

Rubvita Chadha et al (2014) "Industry's Requirement for Employability of Management Student in Present Scenario" The aim of the study was the industry's requirement for employability of management student in present scenario. The statistical tools used were mean and standard deviation. The study suggests and concluded that Universities should offer more pragmatic training, enlarge their informal skills, contract out to professional organizations specializing in developing

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employability skills, made arrangement to send the students to visit industries periodically, call up professional from industries to interact with graduating students - take steps to coach their teachers to familiarize them on the skills stipulate by the industry, make procedures to augment student's self-confidence level, regularly organize personality development workshops and increase the institute-industry interaction.

Michael Burke (2015) conducted a survey with aim to reassessment of the students learning managerial skill within MBA education. A fine tune review of literature has been done with experiential, social and action learning theories to recommend best method for skill development. He also highlights the constraints of MBA programmes and problem faced by the faculties in advance teaching to equipped the students with multifaceted managerial skills. According to the author the prime role of a management institute is to inculcate a sustainable learning process among the students by provides the students with transferrable knowledge structures and learning instrument that promote life-long skill development.

He further recommends the innovations with respect to deal with the insufficient resources for MBA course, ensure the adequate leaning process with good structured knowledge. Learning results should also be properly organized with cognitive development

Vidya Mahesh, Partha Prathim and Deepankar Chakrabarti (2015) in their paper with aim to the key aspects of Management Curriculum in select Indian B-Schools and evaluate the aspects of Managerial Skills – with specific reference to the Banking Industry, concludes that Faculties are more concerned towards the concepts and reading references than applied skill, students understand the cases better if the cases are in context with the Indian industries. Allocating and optimizing the use of resources is vital task for a manager. This skill should be inculcated in the students. Banks have designed particular courses to develop their workforce for better performance.

Vandana Saini (2015) in his paper titled "Skill Development in India: Need, Challenges and Ways Forward" concluded to make India globally modest and to improvement its fiscal development further, a skillful labor force is indispensable. As India transfers towards the Information era, it becomes increasingly significant for it to emphasis on progression of the proficiency and these skills have to be important for the developing financial atmosphere. For converting its demographic disbursement, a well-organized skill enlargement scheme is the essential of the epoch. Consequently, to accomplish its aspiring skilling goal, it is authoritative to have a complete elucidations of the contests in its place of fragmentary involvements. The author also mentioned that mainstream of recognized institutes are situated in town zones as compared to countryside areas and moreover the private segment institutes are also unwilling to function in countryside zones. Therefore, great size of rural students does not have any proper occupational training institutes and eighty percent of the workforce is without marketable skills.

Wheebox (2014) solicit that there is need for improvement in the Indian Education system (PardaPhash: Oct. 2014) -HRD Minister Rajnath Singh, declare that focus of the education system should be on skill development. According to the Times Higher Education Survey there is no Indian university listed in the top 275 universities list in the world.

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The minister said "only 34 percent of our graduates are employable" referencing to Wheebox on Employability. Sixty percent from the total populace available for operational and contributing towards Gross Domestic Product of India, but out of the entire pool only twenty five percent is competent of being used by the market and demand-supply gap of 82-86% in the nucleus professions; IT industry would have the shortage of up to 3.5 million proficient employees.

All India Council for Technical Education (AICTE) The developed model curriculum for different programmes under technical education after involving industry representatives in their curriculum development activity as part of skill initiatives under different sectors, which is improving the employability. The AICTE has identified 16 Sectors and 79 Specializations and also developed required curriculum for the different levels of skill in their respective specialization/sectors.

National Employability Enhancement Mission (NEEM) The Union Minister of Human Resource Development, Smriti Irani in Lok Sabha said, "In this regard, a scheme has also been notified under scheme "National Employability Enhancement Mission (NEEM)" in the course to offer on the job realistic instruction based training and adopted National Skill Qualification Framework (NSQF) to improve the proficiency of new graduates. The Government has set up an object to augment the Gross Enrolment Ratio (GER) in Higher Education up to thirty percent by the ending of the year 2020.

Indian Government has taken a new initiative under the "National Skill Development Corporation (NSDC)". The massive number of young graduates entering the workforce every year, India has the impending to make available labor force for the world by 2020. And yet here we are nowadays with awfully low employability rates in urban cities akin to Chennai, Delhi and Bengaluru. The cause for such low employability rate is inadequacy of language skills, obsolete syllabus, unsatisfactory realistic sessions and deficiency of professional counseling services. To deal with such circumstances, IITs across the nation have joined up with a range of organizations to advance their student's professional and personal skills.

Lavina Sharma and Asha Nagendra (2016) in their study with main objectives to review the present system of Vocational Education, training and skill development in India and compare it with other countries like China, Brazil and Singapore. They conclude that the planning of the skill India scheme if implemented properly will impact a large volume of the population and create a big difference in the employment scenario. They also recommend that the skill development programme should be introduced in the schools itself like China. The PPP model should be followed. More focus should be given to the entrepreneurship skills so that more jobs can be created.

### **Research Methodology**

Aim of the research is to measure the skills learned or developed by the students through their management education. To achieve these specific goals the objective were framed as:

1. To study the dimension of the skills learned by the students.

2. To study the various skill development activities conducted by the institutes/colleges for the development of the students

The study has use exploratory method with longitudinal data so as to have an insight of the Management education towards the skill development. This research helps the researcher to find out the best design, identify the most appropriate method and obtain better clarity on the problem perceived to exist in the area that offers scope for the research. Same questionnaire were given to the respondents in their 1<sup>st</sup> semester and at the last semester respectively.

In this study both qualitative and quantitative research method has been used. A mixed-methods study allows the researcher to combine rich text with numerical data providing scope and breadth to a study (Creswel, 2003). This allows the researcher to include the best of both qualitative and quantitative. To draw on of a mixed-method study is the utilization of an excess of methods or instruments (triangulation); the results of one research method complement the other methods allowing for analyzing multifaceted of the phenomenon and sequential use of methods that build on each other. There are different strength and weakness of qualitative and quantitative research approach, but they can be extremely effective in combination together (Madrigal & McClain, 2012).

Respondents has been asked descriptive question. Qualitative methods help to examine the sensitive or difficult topics if a relationship of trust develops between researchers and researched. It also helps in connecting different aspects of people lives (Griffin, 2004). The qualitative aspect allows the researcher to interact with the student in an informal and personal manner therefore, getting the information in a group setting in which respondent are diffident to reveal.

### **Scope of the Study**

The study will try to analyse efforts put in by the Management Institutes for encouraging students to gain an understanding of skills and the change in behavior due to these learning. The aim is to provide strategy for conduction of skill development activities taken by the Management Institutes. This will help in introducing modern practices in teaching and learning process of the institutes. The objective is to stimulate the thoughts and debate among the all stakeholders of academics and business.



**Data Analysis**

Rotated Component Matrix

	Factors					
	Comm unicati ve Skills	Inte rpe rso nal Skill s	Intel lect ual Skill s	Self- Man age men t Skill s	Lear ning Skill s	Mana geme nt and career develo pment skills
<b>Cronbach alpha</b>	<b>0.84</b>	<b>0.81</b>	<b>0.86</b>	<b>0.85</b>	<b>0.80</b>	<b>0.80</b>
Addressing an audience to discuss or for argument.	0.77					
Skill to communicate on one to one basis	0.77					
Comprehend and listen to others without creating undue blocks. Like presumptions or prejudice.	0.77					
Writing accurate reports with correct grammar and style	0.75					
Efficiency to read and comprehend written material well and with completeness	0.73					
Skillfully use numbers for the analysis	0.71					
Dexterity for Collecting, storing, synthesizing, using and presenting the information in a way to achieve the objectives	0.71					
Computer proficiency for taking the data in a particular direction (processing of database, spreadsheets)	0.71					
Speak and understand a foreign language	0.71					
Networking/Socializing skill for facilitating and connecting with people from various background		0.84				
Negotiation with other with assertiveness rather than aggressiveness		0.83				
Ability for being a team player		0.82				
Skill to supervise and lead a group or action for maximization of participation of members.		0.77				
Develop a plan and innovate ideas by using potential creativeness and imagination.			0.73			
Ability to analyse an issues with wide array consideration.			0.73			
Skill to resolve problems and obstacles and reach your destination in a positive way.			0.71			
Capability to evaluate own strengths and weakness and outlook for future learning				0.76		
Trust on own potential and ability for contributing 100%				0.70		
Capability to present for demonstrating in a proper manner in oral and written form				0.66		
Taking decision yourself without any supervisions				0.64		

Managing and directing yourself in accomplishing goals				0.63		
Ability for taking initiatives without forced by others				0.61		
Adaptable for the change in circumstances and ease at with new conditions				0.60		
Taking action for own learning and willing to be responsible for the same					0.83	
Skill to analyse and make out the awareness and unawareness					0.77	
Capability to plan for leaning and to place objective					0.72	
Skill to see and categorize the resources for learning i.e., journals, books, websites etc.					0.69	
Ability to reproduce leaning					0.62	
Skills to identify the career best suited and analyse the realistic way to achieve the required qualities						0.68
Ability to select an option from a bunch and formulate roadmap to carry out the opted.						0.65
Ability to delegate task to people for contribution						0.63
Ability to organize and achieve a target with action plan						0.64
Skill to predict the future development and create a vision by analyzing the opportunities						0.68
Skill to provide various resources like designs, decisions, information and make availability of finance etc.						0.65
Eigenvalues	8.07	4.3	2.52	2.06	1.66	1.46
Cumulative % of variance	14.86	27.95	39.80	50.46	60.31	69.87

Table No. 1

Let's measure the skill

Communicative Skills

Group Statistics

	Cell	N	Mean	Std. Deviation	Std. Error Mean
Communicative_skill	Pretest*	341	27.83	5.891	.319
	Posttest*	308	32.08	5.796	.330

\*Pretest= 1st semester of the course and Posttest= Last semester of the course

Table 2.1

The difference between the average mean shows (Table 2.1) that there is impact on the communicative skills

Independent Samples Test

		Levene's Test for Equality of Variances		t-test for Equality of Means							
		F	Sig.	T	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference		
										Lower	Upper
Communicative_skill	Equal variances assumed	.068	.795	-.554	647	.04	.255	.460	-1.157	.648	
	Equal variances not assumed			-.554	642.0	.05	.255	.459	-1.156	.647	

Table 2.2

After running the Independent sample t-test, the author found that there is noteworthy difference between the mean of pretest and posttest as the Sig. value (2-tailed) is .04 which is less than 0.05, hence conclude that there is positive impact of various activities conducted for the development of communication skills.

Interpersonal Skill

Group Statistics

	Cell	N	Mean	Std. Deviation	Std. Error Mean
Interpersonal_skill	Pre test*	341	14.7	2.97579	.16115
	Post test*	308	15.8	3.04429	.17346

Table 3.1

Independent Samples Test

		Levene's Test for Equality of Variances		t-test for Equality of Means							
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference		
										Lower	Upper
Interpersonal_skill	Equal variances assumed	.376	.540	.324	647	.076	.07656	.23649	-.54095	.38783	
	Equal variances not assumed			.323	637.09	.076	.07656	.23677	-.54150	.38838	

Table 3.2

Mean values of pre test and post test in table 3.1 are different which means there is impact on the interpersonal skills of the students. However, after running the Independent sample t-test, the author found that there is no considerable difference between the mean of pretest and posttest as the Sig. value (2-tailed) is 0.07 which is greater than 0.05, hence concluded that there is no significant impact of various activities conducted for the development of interpersonal skills.

Intellectual Skills

	Cell	N	Mean	Std. Deviation	Std. Error Mean
Intellectual_skill	Pre test*	341	12.7	2.97579	.16115
	Post test*	308	13.8	3.04429	.17346

Table 4.1

Independent Samples Test

		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	T	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
Intellectual_Skills	Equal variances assumed	.051	.821	-.426	647	.067	-.10149	.23800	-.56884	.36586
	Equal variances not assumed			-.427	641.169	.067	-.10149	.23792	-.56869	.36571

Table 4.2

There is difference in the mean values for intellectual skills (table 4.1), means there is impact on the student's intellectual skills. However, after running the Independent sample t-test, the author found that there is no significant difference between the mean of pretest and posttest as the Sig. value (2-tailed) is 0.06 which is greater than 0.05, hence concluded that there is no significant impact on interpersonal skills of the respondents.

Self-Management Skills  
Group Statistics

	Cell	N	Mean	Std. Deviation	Std. Error Mean
Self_Management_Skills	Pre test	341	23.1935	3.60442	.19519
	Post test	308	24.2922	3.59592	.20490

Table 5.1

Independent Samples Test

		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
Self_Management_Skills	Equal variances assumed	.000	.985	-.349	647	.728	-.09866	.28302	-.65441	.45709
	Equal variances not assumed			-.349	640.641	.727	-.09866	.28299	-.65435	.45704

Table 5.2

There is difference in the mean values for intellectual skills (table 5.1), means there is impact on the student's self-management skills. However, after running the Independent sample t-test, the author found that there is no significant difference between the means of pretest and posttest as the Sig. value (2-tailed) is 0.72 which is greater than 0.05, hence concluded that there is no significant impact on the respondents self-management skills.

Learning Skills

Group Statistics

	Cell	N	Mean	Std. Deviation	Std. Error Mean
Learning_Skills	Pre test	341	18.9853	3.21528	.17412
	Post test	308	19.0714	3.19529	.18207

Table 6.1

Independent Samples Test

		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	t	Df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
Learning_Skills	Equal variances assumed	.080	.777	-.342	647	.733	-.08609	.25200	-.58094	.40875
	Equal variances not assumed			-.342	641.122	.733	-.08609	.25192	-.58079	.40860

Table 6.2

There is difference in the mean values for Learning skills (table 6.1), means there is impact on the student's Learning skills. However, after running the Independent sample t-test, the author found that there is no significant difference between the mean of pretest and posttest as the Sig. value (2-tailed) is 0.73 which greater than 0.05, hence concluded that there is no significant impact on the respondents Learning Skills.

Management and career development skills

Group Statistics

	Cell	N	Mean	Std. Deviation	Std. Error Mean
Management_and_career_development_skills	Pre test	341	17.7595	2.69328	.14585
	Post test	308	17.6429	2.57570	.14676

Table 7.1

Independent Samples Test

		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	T	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
Management_and_career_development_skills	Equal variances assumed	.140	.709	.563	647	.574	.11667	.20738	-.29055	.52389
	Equal variances not assumed			.564	644.880	.573	.11667	.20691	-.28963	.52297

Table 7.2

In this particular skill respondent seems to be almost not affected. The Independent sample t-test shows that there is no significant difference between the mean of pretest and posttest as the Sig. value (2-tailed) is 0.57 which greater than 0.05, hence concluded that there is no significant impact on the respondents for Management and career development skills.

### Conclusion and Recommendation for future

With the analysis of the data collected over the years (2012 to 2014) it become clear that there is need for reforms in this sector from the grass root level. The outlook forecasted is a grave distress of insufficient learning facilities of the country. Institution for Management education has observed a escalating development in India beginning just 200 MBA colleges in the early nineties to around 3300 MBA colleges today. Therefore, it is vital to discover out whether the value of education is keeping rate with the unparalleled jump in number of institutions. The business world at the moment looks for qualified personnel in Operations, Sales and Marketing, Human Resource and Finance roles in large numbers. The question arises does our MBA graduates have the proficiency in cognitive skill, language comprehension skill and functional with behavioral skill expected by the employers for engaging them into any task. A big number of human power is a great advantage for a country like India, however to take the benefit of this asset, India must improvise its full capacity of the higher teaching and capitalize the opportunity. Only through proper education and knowledge one can use the information in a proper way to achieve the goals for the nation.

There is need for the integration between the skill development programme in India and the formal education system especially at graduation and post graduation, removal of the misinterpretation and wrong perceptions about the vocational studies, building of new training system and institutes for teachers and students both, construction of training centers in the unutilized or remote areas of country's corners and new syllabus should be designed which encourage active provisions for apprenticeship in the industries.

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