

Posits of Workplace Competencies in Management Education Research -A review triangulation for discerning NEP-2020 (India)'s relevance

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ABSTRACT

In the 21st century of ultra-dynamic business environment, intense competition and the threat to the survival of business, have led to the surge of an intensifying competition for talent also known as 'the global war for talent'. In this war, the business leaders and HR leaders seek to achieve the competitive advantage through an army of best and brightest global workforce in the industry. With the global crisis for the talented employees, the responsibility lies on the shoulder of the higher educational institutions to bridge this 'talent gap'. In this vacuum, there is a mismatch between the skills which the employers require; and these educational institutions need develop all those skills among students. But, there are blame on universities that for making learners less competent for the jobs contents sought and thus, leading to the talent crisis in the global labour market. In fact, business education is about facilitating learning of job-related behaviours (workplace competencies) in order to improve individual and corporate performance. This is high time that B-schools understand this 'curriculum gap' and introduce workplace competencies in business education so as to develop highly capable managers ready to cope with the global challenges and thus, contribute to excellence in management practise. The question is: how far are the higher educational and management institutes are lashing their students to acquire workplace competencies to face the global market?

The present paper has put an attempt to understand the importance of workplace competencies in today's business environment with this miniature meta-analysis to understand the acquisition of these workplace competencies by the students of higher educational institutes and management institutes across the globe. At the end, new suggestions are contextualised for implementing new education policy-2020 of government of India.

Keywords

Talent gap, Global workforce, Workplace competencies, Curriculum gap, Meta-analysis

1.The global war for talent

The 21st century is the century of fast paced dynamic business environment is today characterised by increasing globalisation, convergence of digital technologies, new economic challenges, global workforce and emergence of multi lingual proficiencies. Globalisation has made the strategic effort to make the world into a single market to do businessⁱ. This fast-changing business environment and emergence of disruptive technology have created tremendous pressure on organisations and HR leaders to improve business performance through its human resources which today have become the principal source of competitive advantageⁱⁱ. Thus, human capital forms the most significant factor for a company to achieve the competitive advantage, which not only support strategic goals but also to focus on value adding activitiesⁱⁱⁱ. Thus the 21st century marked the necessity of a competent global workforce that can serve the current business organisations to achieve their organisational goals and drive them

to climb the ladder of success in the present business scenario.

With the increasing business economy, business leaders and HR managers were worried about the intensifying international competition for talent: the impact of not having the right people in place to lead and confront business challenges; as well as employing below average candidates 'just to fill the positions'^{iv}. This 'war for talent' was officially termed in 1998 when McKinsey & Co. published their report 'The War For Talent' wherein it began with the line 'Better talent is worth fighting for' stated that superior talent will be tomorrow's prime source of competitive advantage^v. Despite today's global business scenario, the capacity for organisation to attract, develop, motivate and retain talent will remain a critical strategic issue for the 21st century which will determine the ability of organisations to survive the crisis and ready themselves for the eventual recovery^{vi}. With the requirement of superior talent increasing, companies which are not able to manage talent properly faces many problems. The employers look for new talents

which are skilled with the required job-related behaviours to get the best behaviour from the employee at the workplace. The workers must demonstrate that they have the right workplace competencies to enter and compete in today's labour market.

II. Workplace Competences: A Competency Based Approach

To compete in today's labour market, competency is the key strategy. Today, with the organisations being highly concerned about the competency levels of the workforce and its development^{vii}. Organizations need numbers of competencies for the different job perspective; where each competency requires number of layers of knowledge to integrate with the identified work assigned to the individual in the organization^{viii}. So, competency studies have gained more and more interest and attention^{ix}. Therefore, understanding competency at workplace and acquiring it is very important for the next generation employees to cope up with the organisational expectations within the challenging frameworks.

There are numerous definitions of competency reported in the literature. Competency was first initiated by Selznick in 1957, but since David McClelland study entitled 'Testing for competency rather than "intelligence"' started the development of the concept across several disciplines^x. Boyatzis (1982) and Spencer & Spencer (1993) define competency from an industry perspective seeing competency as an underlying personal characteristic of an individual that facilitates superior performance in a given situation^{xi xii}. According to Boam and Sparrow (1992) competency is an input measure where competency is seen as any aspect of the inner person, normally displayed as 'behaviours', which allows them to perform competently, in other words, competency is an output or outcome measure^{xiii}. Birkett (1993) sees competency in a similar manner, in which competency is related to the manner in which individual attributes, such as knowledge, skills and attitudes, are drawn on in performing tasks in specific work contexts - resulting in overall job performance^{xiv}. Rychen and Salganik (2003) defined competency as the potential to successfully meet complex demands

in a specific context through mobilization of psychological prerequisites^{xv}. Therefore, competency is a combination of tacit and explicit knowledge, behaviour and skills that gives someone the potential for effectiveness in task performance^{xvi}. Thus, competency can be seen as a package of knowledge, skills, attitudes and behaviours to carry out a task or a job effectively and efficiently maintaining a well-defined and acceptable standard.

Many organisations now are realising the importance of the competency-based approach, where the HR leaders attempt to tap the competencies of the individual employees so as to effectively engage the employees to meet the organisational goals and objectives. Many organisations have adopted a competency-based approach to deal with the dynamic nature of business^{xvii}. The HR professionals can align the human resource processes and actions with the desired competencies so as identify the current capabilities of its workforce and realise better all-round organisational results. Thus, practice of competency modelling in the field of human resource management has become very common^{xviii}. Competency model identifies multiple competencies and associated behaviours required for effective performance in a particular organizational or professional context^{xix}. Competency models identify and facilitate development of competencies that cut across levels in the organization and provide the pathway for achieving organisational goals and objectives. Competency modelling can align managerial work roles to business goals and strategies^{xx}. The benefits of using competency-based approaches include the potential for improved talent management systems, particularly employee recruitment and selection systems and improved career management systems (including succession planning and employee development)^{xxi}. Thus, competency modelling involves the congruency of various workplace competencies which lead to a significant performance in the organisation.

Workplace competencies are nothing but the desired job-related behaviours to successfully carry out the job. Athey and Orth (1999) a job-related competency is a set of observable performance dimensions, including individual knowledge, skills, attitudes, and behaviours, as

well as collective team, process, and organizational capabilities that are linked to high performance, and that provide the organization with sustainable competitive advantage^{xxii}. Workplace competencies are skills and abilities that allow individuals to function in an organizational setting and also frequently referred to as work readiness competencies. These workplace competencies can be broadly classified as technical and behavioural. In a workplace context, competency is a combination of cognitive skills (technical knowledge, expertise & abilities), and personal or behavioural characteristics (principles, attitudes, values & motives), which are a function of an individual's personality^{xxiii}. Resource allocation and utilization, teamwork, interpersonal skills, leadership, communication (written and oral), creativity and innovation, problem solving, planning and organizing, technical expertise etc are the majorly accepted workplace competencies to attain the organizational goals efficiently and effectively. These workplace competencies are very much crucial for employment and also success at workplace and need to be continuously developed with the emerging needs of business in the global scenario.

III. Scenario of Present Management Education Practices

In this 21st century business environment which is characterised by an unpredictable labour market and a global crisis for talented employees, there is an increasing responsibility on the shoulders of higher education towards the development of the whole person as well as knowledge, attributes, and skills which any educated person should expect to have by the time of graduation. Higher Educational Institutes need to provide avenues for the graduates to gain certain general skills and qualities that will make them completely geared up to the real demands of the world of work^{xxiv}. Higher Educational Institutes should demonstrate a greater commitment to develop the generalized expertise that graduates can transfer to whatever working environment they find themselves in after graduation^{xxv}. These higher educational institutes should intent to evolve their students who are enriched with these workplace competencies so as to make them competent to applying such skills

even before their graduation and entry to a workplace thus, making them much more employable in the global workplace. It is also necessary that these higher educational institutes continuously develop their intervention activities to continuously enhance the graduates' acquired competencies and skills which are needed to apply and progress on their jobs so that their skills remain in alignment with the workplace needs.

Business education is about facilitating learning of job-related behaviours in order to improve individual and corporate performance^{xxvi}. It is the business education which forms the vital link between business, organisation and education and it is the managers who have to play a considerably more significant role in the overall success of their organizations and development of their nations^{xxvii}. Business education adds value to people and to organizations as it helps them achieve competitive advantage through exposing managers to new ideas, training and development opportunities, practices that may be applied in the corporate context^{xxviii}. But today, the effectiveness and relevance of management education in general and MBA programs in particular, has been questioned fundamentally in recent years^{xxix xxx}. There are serious doubts about the business schools' ability to provide students with the skills needed to function at an executive level in modern organizations and to prepare them for the professional demands and challenges of globalized business in a pluralistic world^{xxxi}. The question of business education effectiveness is now being raised and suggested that business education in its present form does not make great contribution to excellence in management practice^{xxxii}. Thus, we see that business education today have been lagging in its part to provide competent graduates to meet the workplace needs in today's organisations.

It is very much necessary for business education to come out from its policy of trade and take full responsibility of this global labour crisis. There emerges an urgent need to carry out massive restructuring of business education as there exist a 'curriculum gap' where the present business curriculum is not in pace with the current business needs. While practitioners are interested in questions solving real world problems, with direct implications for action, helpful in managing an organization and improving its performance,

academics do seem to care much more about a rigorous research process leading to defensible generalizations that add to theoretical knowledge^{xxxiii}. It is very much essential to introduce experiential learning along with theoretical learning to keep the curriculum aligned with the present workplace needs. To ensure the validity of management education, a large practical component should be included in the course, thereby providing an opportunity for both experiential and action learning^{xxxiv}. The most common forms of experiential learning in a business school format include team-building exercises, live projects, simulations, guest speakers, and internships. This forms an integrated classroom and business learning so as to develop the workplace experience among the students to keep in pace with the changing business processes.

IV. Students' Acquisition of Workplace Competencies

Our world in this 21st century is a picture of a revolution of rising skills. This call of time eventually requires matching the skills levels of graduates of higher education institutions and the employability skills requirements of the present and future workplace environments. Competency-based approaches relative to accreditation and education have been discussed in a variety of fields, including professional psychology (Rubin et al., 2007)^{xxxv}, health care (Calhoun et al., 2008)^{xxxvi}, information systems (Beard et al., 2008)^{xxxvii}, and engineering (Robinson et al., 2005)^{xxxviii}. Thus, the educators across all interdisciplinary studies believe in incorporating knowledge as well as skills, that are generalizable across a wide range of professional domains is necessary for better employability and all-round development of the students.

In business education, competency-based approach is to be given due importance for better employability of business graduates and meet the crisis of competent managers in the global business environment. Developing managerial competencies in MBA programs has been the subject of several studies. Boycotts, Stubbs, and Taylor (2002) showed that cognitive and emotional competencies can be developed in an MBA program^{xxxix}. Camuffo and Gerli (2004) also presented a model that integrates

competency-based tools addressing functional and managerial skills within an MBA Program^{xl}. Sturges and colleagues (2003) studied Canadian MBA programs and their effectiveness in developing different types of competencies^{xli}. Rubin and Dierdorff (2009) assessed required curricula in MBA programs and find a misalignment between valuable managerial competencies and MBA curricula^{xlii}. Therefore, competency-based approach is really an integral part of management education which will definitely help to prepare present and future managers so as to impart sustainable managerial capabilities among the students.

The students of B schools acquire some of these workplace competencies through the experiential learning or action-based learning which has become more and more important for curriculum of business education. The most common forms of experiential learning in a business school format include team-building exercises, live projects, simulations, guest speakers, and internships. Training/Internship in the industry can be used as an important tool in shaping competencies of the managers. Industry training helps the students to build up on the job competencies. Students and employers perceive that experience learning or job experience has an upper-hand in employability in corporates and success in the long run. Students who have been exposed to a competency-based approach may be more aware of and better able to assess the tools and resources that a potential employer provides to develop their employees. A more industry oriented cooperative management education under a collaborative approach of both the business education system and the industry will boost the students to acquire the workplace competencies and also bridge the 'talent crises' which the current businesses are facing.

Problem/Research Needs

The increasing demands of labour market in this technologically-driven work setting on one side and the mushrooming of ill-prepared graduates creating higher statistics of underemployment and unemployment especially in third world countries on the other side are continuing concerns to be addressed. With business schools growing in every nook and corner of the world where lacs and lacs of management graduates produced each and

every year, making it a profitable trade rather than being a responsible business organisation that can align with the employability and sustainability of its students. Study reveals that only 7% of business graduates in India are employable and the country is producing sub-par graduates who are largely un-employable^{xliii}. Since, the B-schools interaction with the outside dynamic business environment is very less, these B schools are not able to align themselves with the current business processes. There is a serious mismatch between the skills required on which the employers emphasize and the skills which the b schools develop. The set of workplace competencies which are more emphasized by the employers are less valued in business schools. There is also a very slow reforming and restructuring of business course curriculum which is not at par with the business needs. Although there are available researches on the competency and education mismatch, the acquisition of workplace competencies by the students of management institutes remain an unexplored frontier, which will ultimately help the students to remain aware about these workforce competencies and help them to prepare themselves to face the challenges of global businesses and become capable and inspirable managers in the long run.

VI. Objectives of the Study-The objective of this paper is to conduct a meta-analysis to examine the concentration and the trends of the available studies, especially to derive the inclination of place, methodologies and finally, to summarise the outcomes of different groups of studies under consideration.

VII. Research Methods- The study follows meta-analysis of existing available literatures relevant to workplace competencies and its acquisition in higher education with special emphasis on the acquisition of workplace competency in management education. Meta- analysis is a latest development in research methodology, wherein a systematic examination of previous studies is done in order to combine their findings or synthesise the researches. The present study attempts to perform meta-analysis based triangulation. Through the triangulation meta-analysis, the paper attempts to show posits of existing research in acquisition of workplace

competencies in higher education with special reference to management education.

VIII. Results and Findings- From the above review of literatures on Competency in Higher Education and also the various multidisciplinary subjects (Table -3 and Annexure-A), it is seen that competency is discussed in every aspects like core competency development, competency modelling, workplace competencies, importance of workplace competencies, perception of competency among students and employers, competency mismatch etc. and also on higher education like reformation of higher education, management of higher education, course curriculum etc.. These literatures provided a vital link between the competency development and higher education and how the higher education needs to reform its curriculum which will focus on skills and workplace competencies which has to be at par with the present employer's requirements. The studies are being carried in many interdisciplinary subjects such as tourism, healthcare administration, engineering, emergency management, public affairs, science and technology, medicine etc. We find that 40.00% of the researches are descriptive and review based research while 60.00% of the researches are quantitative, exploratory and empirical researches. Although 23.33% of reviewed literatures descriptive in nature with more use of secondary data, it is seen that majority of literatures reviewed have used primary data for their study. These researches were carried out across the world predominantly in US (33.33%) followed by Europe and Russia and New Zealand at second place (13.33%) and also few researches in China, Malaysia, Sri-Lanka, India, Australia and Kazakhstan. As such, we can conclude that a lot of researches have been conducted in the area of workplace competency and its development in higher education where more of the researches conducted are quantitative and empirical in nature. Moreover, a quantifiable amount of research is also descriptive and review based research. It is also observed that more number of researches have used primary data for study as compared to use of secondary data in the research. An important derivation which can be drawn is that most of these researches are conducted in US,

followed by Europe and a few in China, Malaysia, SriLanka, India, Australia and Kazakhstan.

Again, from the review of literatures on Competency in management education (Table 3 and Annexure -B), it is seen that competency is described from every aspects of management education like competency development, competency modelling, managerial skill development, learning cognitive and emotional intelligence, managerial competencies, skill development etc. Most of the literatures have also raised a debate on the relevance and sustainability of management education (23.33%), employability (10%) while rest of the literatures focussed on managerial competency and skill development and assessment (66.67%). Thus, we can draw that the assessment and development of managerial skills and competencies should remain the prime focus of B-schools which will ultimately increase the employability of B-school graduates and will make the business schools a sustainable business organisation in the long run. We find that 46.66% of the researches are descriptive and review based research while 53.34% of the researches are quantitative and empirical researches. Almost equal number of the researches is descriptive in nature with the use of secondary data (46.66%) and also quantitative research with primary data (53.34%). The researches carried out with primary data have been covered across the globe have most of researches done prominently at global level, US and Europe (40%) followed by a few researches done in China, Australia, Namibia, Nigeria, India, Pakistan etc. Industry-education collaborative competency based educational framework is stressed by many of the researchers to meet the current business requirements. Therefore, we can infer that a lot of researches have been conducted in the area of workplace competences and managerial skills and competencies and its development in management education where most of the researches focussed on managerial competency, skill development and assessment, followed by sustainability of business education. A very few number of literatures focussed on employability of management graduates. More of the researches conducted are quantitative and empirical in nature. However, a large and adequate amount of research is also found which is descriptive and review based in nature. It is also

observed that more number of researches have used primary data for study as compared to use of secondary data in the research. An important derivation which can be drawn is that most of these researches are conducted in global level and in US and Europe while few literatures are also found in China, New Zealand, India, Pakistan and many African countries.

Table-2: Workplace Skills in Higher Education Research

Authors (Years)	Core Focuses
Akatieva L., Batalova L., & et.al. (2015)	Generic & vocational competencies - discovered the discrepancies on emphasis on learning emphasis given by universities
Burganova R.I. et.al. (2016)	Attempted to find the ways and means for transformation of educational activity into professional activities - through job training,- as part of the learning process, solves this problem, acting as a special socio-education environment, performing cultural and social functions predicts up the process of development and formation of student personality, subject and individuality, and provides the formation of spirituality, value orientations and moral principles.
Alexandra G.A., & Anzhela S.V. (2014)	New education emphasized competency based learning orientation with standards for acquisition of competences as the result of the education. The new educational standards differentiate expertise between common cultural and professional competences.
Coll R.K., & Zegwaard E.K (2006)	Proposed that classroom-based instruction is unlikely to produce graduates with the desired skills, and that work-integrated learning may have a role to play in the development of graduate competencies. The science and technology sector perceive that employers want graduates that are 'well rounded' and that all competencies are essential and sought after.

Barman A., & Konwar J. (2011)	Reflected that competence -based education is considered the leading paradigm for Higher education innovation. In order to develop competency-based curriculum in higher education, determination of competencies for each discipline and subsequent development of means of measurement and performance assessment is a must. Also highlighted on the challenges – they are faculty orientation, administration and in implementation.		categorised into intra organizational- includes organisational management, technological competency, comprehensive and supported decision making and inter-organisational competencies – such as, leadership, networking, coordination and collaboration.
Rissi J.J., & Gelmon S.B (2014)	Suggested for aligning the program mission, competency model, competencies, curriculum and course content is the first step. The relationship established among competency, curriculum and course content, need two-dimensional assessment approach course level teaching and learning of a particular skill and the expected level of competency attainment, specifically the student's ability to apply the skills are assessed simultaneously.	. Assamoi O., & Christophe. A. (2015)	Stated that higher education has the responsibility to develop workplace desirable competencies and allow students to be adaptive, adaptable and transformative.
Rainsbury E., Hodges D., & Burchell, N. (2002)	Emphasized to develop willingness to learn to match with changing world. Competencies to match the work in changing world, suggested the co-operative educational programs for developing students requirements of workplace with respect to development of skills.	Hedrick. J.. A., & et.al. (2015)	Present education is an imperative on the workforce of tomorrow, need to be competent in using technology of doing business and being productive.
Sharma P. (2017)	Competencies can be divided into personal and workplace competencies. The workplace competencies include element of communication, decision making, problem solving, creativity and innovation, team work and inter-personal relations.	Bennett, J.V. (2007)	Revealed even schools are concerned about the preparation of their students for future occupational engagement in the 21 st Century. Implementation of mandatory work-based learning is a requirements for the day, ensure students future, their occupational engagement beyond the school walls.
Philibert I. (2015)	Focussed on educational outcomes through use graduates success in accredited training programs and ability to demonstrate the relevant skills and competencies for 21 st century. Program learning as outcome in the metrics for actual educational achievements	Verhaest, D. & Baert, S. (2017)	Debated about the efficiency of workplace learning and vocationally oriented programs in higher education. Concluded vocational learning is costlier than the general program
Kapucu. N. (2011)	Emergency Management is recognised as an area of management competencies,	Salleh, R. & et.al, (2013)	Studied graduates skills from the perspective of employers. Concluded that hard skills, as well as soft skills and personal attributes are also needed as workplace competence. Development of a comprehensive competency-based framework can serve as a guideline for higher education institutions to respond to the competency requirements.
		Jackson, D. (2010)	Empirical assessments on importance and proficiency levels of workplace behaviours may inform the understanding of inter-relationships between behaviours, explored possible mismatch. To enhance employability, to graduate

	need to be assessed their ability of adding value to enterprises .		software industry, making sure that students have effective problem-solving skills and that they can effectively communicate their solutions to others.
Weligamage, S., & Siengthai, S. (2003)	Concluded that there is a gap between job expectations of graduates and employer expectations. Gaps exist in training of graduates in the areas of communication, leading, decision-making, participating, arbitrating and problem solving . The main reason of this gap is inflexibility and unwillingness of the education and training system. There is no adaptation to fill the needs of the labour market and economy.	Burganova R.I., & et.al.. (2016)	Professional competence is considered to be the system of intellectual, physiological, moral and active (functional) competences of the specialist , reflecting the level of acquired knowledge, skills, experience and information congestion . The process of professional activity structure formation should be fully respected in the framework of university educational and learning activities.
Singh, G.K.G., and Singh, S.K.G. (2008)	Discovered the difference between employer and graduate perceptions for all seven employability factors. Discovered the efforts required to minimize the gap between employers' and graduates' perceptions. The tools by joining employer and educational institutions hand in hand in projects, assignments, providing talks to graduates' courtesy of organizations and providing a longer practical training duration	Cajander, A., & et.al. (2011)	Students should be introduced with reflection on the attainment of professional competencies earlier in their degree program, and that the adoption of a lifelong and life wide electronic portfolio like Curtin's i-Portfolio should be considered.
Siddoo, V., & et.al. P. (2017)	The study reveals that there are clear gaps between employers' performance expectations and students' actual performance in different competencies . To satisfy industries need, university must understand the needs for those organisations, personal characteristics and knowledge are essential dimensions which employers expect to be developed through university collaboration.	Peng, L., & et.al. (2014)	Reflected that there is competency mismatch between the educational attainment of M.Eng graduates and employer requirements in China. The competency of communication and coordination is regarded as the skills area requires most urgent improvement by M.Eng graduates, alumni and employers.
Rampersad, G.C. (2015)	Developed a framework for building university innovation ecosystems by focusing on the core component of work integrated learning as a nexus between university and industry.	Lizzio, A., & Wilson, K. (2004)	Presented preliminary evidence, based on student perceptions on action learning designs in a higher education context can make significant contributions to the development of student capability.
Rademacher, A., & et.al. (2014)	Revealed most commonly reported knowledge deficiencies, the educators should address by providing some type of real world project experience , ensuring that students are exposed to the tools most commonly used in the	Garcia-Aracil A., & Velden R. (2006)	Surpluses and deficits in competencies were measured by asking graduates to evaluate the job they held in terms of the level of competencies they thought was required to perform them adequately compared to their actual acquired level. Six different categories of competencies were explored, namely organizational, specialized, methodological, generic, participative and socio-emotional competencies .

Lozano J.F., & et.al. (2012)	The study reveals that the capability approach promotes a broad concept of 'teaching' and 'learning' as a way of life, and not only as a 'job' The capabilities approach requires us to go beyond employability (without underestimating it!) as the goal of higher education; it proposes to value graduates' involvement in social and political initiatives, and their personal development.
Edwards, M., & et.al. (2009)	European institutions explored the meaning and implications of competences and learning outcomes in practice by paying attention to concerns about validity and reliability of competences, while institutions can assemble meaningful information to improve their initiatives by asking and improving the participation of different stakeholders.
Tripathi, P., & Suri, R.K. (2010)	The present study is aimed to explore the relevance of the competencies from the industrial sector in education sector . They developed a competency model, consists of personal effectiveness, ability effectiveness, skills effectiveness and the knowledge effectiveness aspect of competencies.
Gerstein, M., & Friedman, H.H. (2016)	Emphasised on "higher education has to respond to the wake-up call and change course quickly ". It is time to focus on skills and competencies . The ideal university ensures that all courses regardless of discipline work together to enhance the skills of students, especially those skills that employers are unable to teach.

Table-3
Competency Focus in Management Education

Author	Findings
Marsh S.J. & Bishop T.R. (2014)	Described the importance of competency modelling for both students and higher education institutions and specifically business education programs. Found that many drivers of competency modelling applied in business organisations also

	applying by business education. Incorporating broader skill development through competencies development can enhance the knowledge of students' future success.
Boyatzis R.E., & et.al(2002)	The study shows that MBAs can develop emotional intelligence and cognitive competencies crucial to effectiveness as managers and leaders during their programs.
Camuffo A., & Gerli F. (2004)	Suggested integrated use of competency-based methodologies throughout all the different stages of a training process; can increase the effectiveness of management education, and hence the value elevation.
Rubin R.S. & Dierdorff E.C.(2009)	Assessed the extent to which required course content in MBA programs is indeed aligned with the essential behavioural competencies needed to perform managerial work. MBA programs are founded on the notion that they train future managers, overlap between managerial competencies and the coursework needs a dedication to inculcate both competencies should be present. Evidence-based approach used to the content that is trained in MBA programs and what is actually required for managerial occupations.
Sturges J., & et.al. (2003)	Showed that a career competency framework can provide a useful theoretical basis, through which need to examine the skills and knowledge of graduates accumulated from MBA programmes.
Tiwari (Mishra) S.(2012)	Industry training helps to build up on the job competencies . An intervention is desirable at a national level to bring about a change. The need is therefore to develop new capabilities in schools and companies to deal with these global

	responsibilities.
Varela O. & et.al.(2011)	The study reveals that complex managerial skills are not imparted in advanced levels in MBA training. Managerial skill development in MBA education is challenged by time restrictions, contextualized learning, constraints to testing new knowledge, and limitations in feedback opportunities, all of which are factors known to restrict progress toward skill mastery.
Syed O.R. & et.al. (2018)	Work based learning is a more practical approach and remain an emergent area of study.
Ortenblad A. et.al. (2013)	Illustrated, business schools are currently pre-occupied with promoting and teaching optimization, efficiency and effectiveness, maximization and profitability. Too little attention is afforded to promoting the skills of analysis and critical thinking or the mastery of theories, abstract conception or a wider appreciation of moral principles . Suggested to emphasise on providing a wider educations- i.e. balancing human, environmental and economic perspectives.
Paton S. & et.al. (2014)	Practical reflexivity is a more practical approach as it provides an opportunity to explore day to day experiences. A true university/industry nexus emphasises a collaborative client-centred relationship in which university b schools challenge and work with their client corporations to refine and redefine their sustainable success .
Chitrao P.(2014)	With more emphasis on "hands on training" in the industry , students develop more than general business skills; they learn career specific skills and knowledge that makes them a value right from the time they join their workplace. The new pedagogy also equips today's

	student manger with communication skills, team building and leadership skills
Jayaraman S. & Arora S. (2014)	With a view to resolve the paradox of high graduate unemployment and shortage of skills coexisting together, the connection between the higher education and the jobs has to be made more efficient. This can best be achieved by incorporating adaptability in management education.
Sharma R.R. (2017)	Globalization has made the managerial role transnational where managers work, interact or conduct business with people across geographies; therefore, every manager needs to have knowledge of internationally recognized responsible practices to be able to conduct business besides pursuing business ethically and responsibly in the national context. There is a need for providing an alternative paradigm for management education which integrates principles of managing self, people and business and the various management functions with integrity and social responsibility .
Nawaz M.N. & Reddy B.K. (2013)	B schools need to empower these youngsters with the requisite skills they will need to get employment and to grow in a corporate environment. While academic skills definitely count, various other skills such as spoken and written English, interpersonal skills, the art of communication, situational behaviour, and so on play a pivotal role in helping the student or candidate fit into the workplace.
Veliyath R. & et.al. (2012)	Education must be relevant, to satisfy the need for resources, and to be able to find jobs for their graduates .
Nair V.R. & Mathew G.K.	Business schools are expected to provide qualified business

(2015)	graduates to the industry and their impact can be assessed holistically by evaluating the inputs, delivery processes as well as the outcome in terms of skills developed.
Jose P.D. (2016)	Analysis of the current status indicates that a three-pronged approach is necessary to strengthen sustainability education in Indian business schools. Building institutional capacity, resource-based teaching material and community practise.
Hodges D. & Burchell N. (2003)	The employers believe that some of the technical knowledge which graduates gain are no longer relevant in workplace context . The research findings show that employers want ' work ready ' graduates, where cooperative education can bridge the gap between the world of work and the world of education.
Antonacopoulou E. P. & FitzGerald, L.. (2019)	The study emphasises the critical importance of a trained and competent management and workforce. Investing in human assets and encouraging learning are integral parts of this process. A systematic and well-founded approach can be a foundation competency-based framework for management development . Moreover, the need to check and assess means that competence-based approaches to management development appear to be skewed towards using fairly conventional methods of learning. This may undervalue learning by doing and self-directed approaches for experimentation, exploration & self-discovery .
Kline D.S. (1982)	The AMA competency-based, graduate management program is being watched most closely by training and development managers in many organizations, where the AMA

	program paving the "wave of the future" in management education.
Dyllick T. (2013)	If business schools want to attract and inspire talented students, if they want to secure political support, and if they want to keep public trust, they clearly have to start looking beyond their own interests, those of faculties and those of their direct "customers." They have to start thinking about their contributions to society , can they cater to society's needs? Do they provide their graduates with the social awareness and social competencies ?
Shivoro R.S., & et.al. (2018)	Indicated a mismatch between the perception of the stakeholders with regard to the graduate attributes which are regarded as essential for performing job performance, and those that are emphasized in curricula. Management schools in Namibia are not responding to the Management science labour market as because they are not emphasizing on the employability attributes.
Okoro, James (2015)	The research shows that there is a need for business graduates in Nigeria to be trained and retrained in those areas of management competencies which they are not competent. Study shows no significant difference between full-time and part-time university Business Education graduates in the mean ratings of their possessed competencies in management.
Martinovic M. (2024)	Suggested that the managers should appreciate certain competencies and need to expect from young employees to have in them. The competencies that are of great importance for managers are: time management, written communication, listening, team work, critical thinking,

	coping with stress, creative thinking, and oral communication. Managers are not quite satisfied with present competencies of their young employees. They are particularly dissatisfied with team work, critical thinking and creative thinking.
Azevedo A., & et.al.. (2012)	In spite of growing concern from employers around the world regarding business graduates' ability to meet current and future workplace demands , there has been little research addressing competency development within the context of undergraduate business education. The study believes that the framework of value, relevance and capability offers a unique and useful tool to investigate the alignment of undergraduate business education with industry requirements.
Sayed O.R. & Omar R. (2016)	There are growing debates on practicality of academic services offered by business schools. Recent studies suggest business schools to collaborate with stakeholders to restore the relevance.
Navarro P. (2008)	A core MBA curriculum organized along functional silo lines that continue to give short shrift to features such as soft-skill development, corporate social responsibility, information technology, and a global perspective of business.
Chia R., Holt R. (2008)	The study makes clear here is that knowledge by representation must be treated as indicative of open-ended tendencies—arrests in form and matter to what is a transient and everchanging nature of the real business experience. The study makes an effort to make management research and education more “relevant” to practice.

Waters J.A. (1980)	Although skill development is based on learning from experience, it can also be said that a meta-goal of skill development is for learners to sharpen their ability to learn from their own experience.
Bennis W., & O'Toole J. (2005)	Explained the crisis in management education is far broader in scope, bad culture of business schools. Reported many leading B schools have quietly adopted an inappropriate—and ultimately self-defeating—model of academic excellence. Instead of measuring themselves in terms of the competence of their graduates, or by how well their faculties understand important drivers of business performance.

Although Management education or business education is an accredited professional degree program both at undergraduate or post graduate level which aims to develop work ready managers to meet the future global business environment, but many researchers around the globe conclusively highlighted that the link between the competency mapping (or the identification of the present and future workplace competency demands) and the present management education is yet unexplored. Although many researchers have enumerated the various workplace competencies like time management, written communication, listening, team work, critical thinking, coping with stress, creative thinking, and oral communication, etc. which are of great importance for the future global managers but it is also reflected from the journals/articles of many researchers that B-schools around the globe although have grown tremendously like mushrooms; but have not been successful in adopting a competency based career framework or a competency modelling course curriculum and thereby ultimately failed to develop a model of academic excellence. This dynamic and ever changing business environment expects the future managers to be resilient in managing self, people

and business and the various management functions with integrity and social responsibility in any challenging situation. And therefore, researchers have identified the crux of the problem and suggested that in order to overcome the failure of the present B-schools to build work-ready future managers, the present B-schools needs to come out of its comfort zone and money-making trade and rather mitigate this crisis through a joint collaboration with stakeholders, industry experts to regain its relevance and quality. Management education curricula in today's context need to drift from its traditional and out-dated methodologies and theoretical approaches to a practical reflexivity and sustainable approaches with much emphasis on features such as problem solving and crisis management, experiential learning, creative thinking, soft-skill development, corporate social responsibility, information technology, and a global perspective of business. Recent studies have recommended that for the validity of management education in the future, it is high time that management education demonstrate quality parameters through experiential learning and action-based methodologies by orienting their students on the different aspects of managing businesses through "on the job experience".

IX. Emerging Paradigms for NEP-2020 (India)

New education policy (NEP-2020) was passed by Indian education ministry with a hope to push forward the India as the knowledge superpower. With the realisation for the "need of the hour to revamp existing educational models and align learning outcomes with the demands of a changing business environment"⁴⁴ NEP has focussed on multi-disciplinary approach. To accomplish the vision to make the youth self-reliant through skill-based education the document has been ushering the higher and specially management education can guide the whole education. Government initiatives for providing skill based employment opportunity may boost up the educators in imparting, also learning of the discovered plethora of workplace skills⁴⁵. Many a time, we find elsewhere promotion of the digital

skills in the context of NEP-2020¹. But, this is a lamenting fact that the policy for execution developing skills inventories for different disciplines under academic ambit are still doubtful under NEP even in future. Knowing the nature of academic and intellectual hotchpotch in India the skills and competency ecology, the hard areas of skills may get a centre stage of implementation. The implementers of NEP must know the when there are absence of workplace skills, whatever level of hard may surely become a fuss. The ongoing pandemic situations in the globe and in India, dictating to consider the learning of workplace competencies, though many futurists predicting more of remote working. We know, situation will not remain same for ever. Only matter is the education sector as a whole, need to take care about inhibiting level of political whack in the minds of learners, teachers, faculties, researchers, administrators, the myopic departmental and ministerial work style may undoubtedly in compulsion to ignore the aspect training workplace issues and competencies to the learners. Our paper may pave as the input for promoting competencies and skills through the higher and professional educations.

10. Conclusion

The review concludes with findings that the increasing need for competent employees in the modern workplace, and competency development has got a core focus in higher educational curriculum. Many studies on higher educations are revealing that the reforms in higher education curriculum and industry-education collaboration framework have already been stressed by many of the researches, as reviewed in this study. Studies on management education have been echoing as the leading part in developing managerial and workplace competencies among the B-schools students for furthering the globally competent managers to face the latest management challenges. This triangulation has reveals that the present management education curriculum's have been enabling to face the global labour market

¹ C. Thomas (August, 2020), Digital Skills for a Digital India: NEP 2020 & The Workforce of Tomorrow, in the URL

needs, have become a cause of concern around the entire globe. The management education should develop relevant workplace skills and competencies to increase their employability and success in the long run.

In this miniature meta-analysis disclosing the fact that most of the researches on workplace competency in management education is being done prominently in US and Europe. However, comparatively fewer researches are available in African and Asian country context. This facts posits a question for concern that- does the present management educational curriculum are able to support the acquisition of workplace competencies among the management graduates to make them competent managers in the future workplace in the context of Asian countries, or the in context of India. More specifically, B-Schools in North East India's curriculums exercised the spirit of acquisition of work place competencies? To get a clear and detailed answer to the above questions, a full-fledged research is required! Our further course of action is to concentrate on this issue especially to understand the North East Indian B-Schools' curriculum in enabling to acquire workplace competences among business learners.

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ANNEXURE- A:

Literature	Authors
Literatures on competency development in Higher Education and in various Multi-disciplinaries	Akatieva L., and et.al (2015); Burganova R.I., & et.al. (2016); Alexandra G.A., & Anzhela S.V. (2014); Coll R.K., & Zegwaard E.K. (2006); Barman A., & Konwar J. (2011); Rissi, J.J. & Gelmon S.B. (2014); Rainsbury E. & et.al. (2002); Sharma P. (2017); Philibert I. (2015); Kapucu N. (2011); Assamoi O., & Christophe A. (2015); Hedrick J.A., and et.al. (2015); Bennett, J.V. (2007); Verhaest, D. & Baert, S. (2017); Salleh, R. & et.al. (2013); Jackson, D. (2010); Weligamage, S., & Siengthai, S. (2003); Singh, G.K.G. & Singh, S.K.G. (2008); Siddoo, V., & et.al. (2017); Rampersad, G.C. (2015); Rademacher, A., & et.al. (2014); Burganova R.I. & et.al. (2016); Cajander, A., & et.al. (2011); Peng, L. & et.al. (2014); Lizzio, A., & Wilson, K. (2004); Garcia-Aracil A., & Velden R. (2006); Lozano J.F. & et.al. (2006); Edwards, M., & et.al. (2012); Tripathi, P., & Suri, R.K. (2009); Gerstein, M., & Friedman, H.H. (2016).
30 Research Papers (in Annexure-A)	

Literatures on competency development in Management Education	Marsh S.J., & Bishop T.R. (2014); Boyatzis R.E., & e.al. (2002); Camuffo A., & Gerli F. (2004); Rubin R.S. & Dierdorff E.C. (2009); Sturges J. & et.al. (2003); Tiwari (Mishra) S. (2002); Varela O. & et.al. (2011); Syed O.R. & et.al. (2018); Ortenblad A. & et.al. (2013); Paton S., & et.al. (2014); Chitrao P. (2014); Jayaraman S.& Arora S. (2014); Sharma R.R.(2017); Nawaz M.N., Reddy B.K. (2013); Veliyath R., & et.al. (2012); Nair V.R. & Mathew G.K. (2015); Jose P.D. (2016); Hodges D., Burchell N. (2003); Antonacopoulou E. P. & FitzGerald L. (1996); Kline D.S. (1982); Dyllick T. (2013); Shivoro R.S. & et.al. (2018); Okoro, J. (2015); Martinovic M. (2006); Azevedo A.& et.al. (2012); Sayed O.R. & Omar R. (2016); Navarro P. (2008); Chia R. & Holt R. (2008); Waters J.A. (1980); Bennis W. & O'Toole J. (2005)
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Literatures on Competency in Higher Education and in Multi-disciplines

Table-2

S l .	Y r.	Title	Author	Journal	D	Place	Metho dology
1	2015	Developing Graduate Competency Model for Bachelor of Tourism	Akatieva L., Batalova L., Merzlyakova G., Okonnikova T.	Procedia – Social and Behavioural Sciences (Elsevier) Vol. 214 December 2015 pp. 375 – 384	P	Institute of Social Communications, Udmurt State University, Russia	Quantitative and Empirical Research
2	2016	The Professional Competence Formation in the Training process in Higher Educational Institution	Burganova R.I., Abdugalina E.S., & Shaiheslyamova K.O.	International Journal of Environmental and Science Education, Vol. 11, Issue 10, 2016, pp 3629- 3639	S	Literatures	Descriptive and Review based Research
3	2014	Topical Issues of Forming Professional Competencies the Training of Bachelors of Tourism at the Far Eastern Federal University	Alexandra G.A., & Anzhelika S.V.	World Applied Sciences Journal, Vol. 29, Issue 2, 2014, pp 223 - 227	P	Federal Educational Standards (FSES), Russia	Quantitative and Empirical Research

4	2006	Perceptions of desirable graduate competencies for science and technology new graduates	Coll R.K., Zegward E.K.	Research in Science and Technology Education (Routledge), Vol.24, Issue 1, pp 29 – 58, DOI: 10.1080/02635140500485340	P	School of Science and Technology (now School of Science and Engineering), University of Waikato, New Zealand.	Quantitative and Empirical Research
5	2011	Competency Based Curriculum in Higher Education: A Necessity Grounded by Globalization	Barman A., Konwar J.	Romanian Journal for Multidimensional Education, 2011, Vol 3, No. 6, April, pp: 7-15	S	Literatures	Descriptive and Review based Research
6	2014	Development, Implementation, and Assessment of a Competency Model for a Graduate Public Affairs Program in Health Administration	Rissi J.J., Gelmon S.B.	Journal of Public Affairs Education, Vol.20, No.3, Pp 335-352	S	Accreditation reviews by NASP AA, CAHME (Council for Accreditation of Health Management Education) and CEPH (Council on Education for Public Health) in America	Descriptive and Review based Research

7	2002	Ranking Workplace Competencies : Students and Graduate Perceptions	Rainsbury E., Hodges D., Burcheil N.	Asia-Pacific Journal of Cooperative Education, October 2002, Vol.3, No.2, Pp 8-18	P	257 students of BBS (Bachelor of Business studies) degree at UNITEC, New Zealand	Quantitative Research, Ranking method
8	2017	Competence Development at the Workplace: a conceptual framework	Sharma P.	JK International Journal of Management and Social Science (JKIJMS), Vol. 1, No.1, Pp 39-44	S	Literatures	Descriptive and Review based Research
9	2015	Evolution and application of the competencies and educational milestones in physician graduate education in United States	Philibert I.	Educacion Medica (Educ Med.), February 2015, Vol. 16, No.1, Pp 17-24	S	Literatures	Descriptive and Review based Research

1011	2011	Developing Competency-Based Emergency Management Degree Programs in Public Affairs and Administration	Kapucu N.	Journal of Public Affairs Education, Vol.17, No.4, Pp 501-521	P	49 students of Emergency Management and Homeland Security Graduate course by UCF (University of Central Florida), US	Quantitative and Empirical Research
1115	2015	Core Competencies Development among Science and Technology College students and New Graduates.	Assamoi O., Christopher A.	American Journal of Educational Research, August 2015, Vol.3, No.9, Pp 1077-1084	P	College students of science and technology graduates in Korean University	Empirical Research and Quantitative Research
125	2015	Analysis of Workforce Skills in High School Graduates: Self Report of High School Seniors in North West Ohio	Hedrick J.A., Homan G., Dick J.	Journal of Youth Development, Spring 2015, Vol.10, No.1	P	875 High School seniors from 16 Northwest Ohio High Schools	Descriptive Research

1307	2007	Work based learning and social support: Relative influences on high school seniors occupational engagement orientations	Bennett, J.V.	Career and Technical Education Research, Vol.32, No.3, Pp 187-214	S	1741 high school senior students of 17 school districts of Mid-western City Schools in US.	Quantitative and Descriptive Research
1417	2017	The effects of workplace learning in higher education on unemployment and match quality: is there an early-career trade-off?	Verhaest, D. Baert, S.	Empirical Economics (Empir Econ)	P	3000 respondents in the age of 23 in Belgium, US	Quantitative and Empirical research
1513	2013	Profiling Industry Relevant Competencies of Graduate Architect through Online Job Advertisement	Salleh, R. Yusoff, A. Amat, S.C. Noor, A.M. Surendran, N.	International Business Research, October 2013, Vol.6, No.11, Pp 43-51	P	32 advertisements collected (in Malaysia).	Quantitative and Empirical Research

16	2010	An international profile of industry relevant competencies and skill gaps in modern graduates	Jackson, D.	Journal of Management Education, Vol. 8, No.3, Pp 29-58.	S	Literatures	Descriptive and Review based Research
17	2003	Employer Needs and Graduate Skills: The Gap between Employer Expectations and Job Expectations of Sri Lankan University Graduates	Weligamage, S., Siengthai, S.	In Proc. 9th International Conference on Sri Lanka Studies, Matra, Sri Lanka	P	25 students of three Sri Lankan Universities and 30 faculty members.	Quantitative and Empirical Research
18	2008	Malaysian Graduates' Employability Skills	Singh, G.K.G., Singh, S.K.G.	UNITAR E-JOURNAL, Vol.4, No.1, Pp 15-45	P	257 graduates around the Klang Valley, Malaysia	Quantitative and Empirical Research

19	2017	Exploring the Competency Gap of IT students in Thailand: The Employers' view of an Effective Workforce	Siddoo, V., Sawattawee, J., Janchai, W., Yodmongkoi, P.	Journal of Technical Education and Training (JTET), Vol.9, No.2, Pp 1-15	P	49 IT companies of Thailand who joined the Work Integrated Learning (WIL) program.	Quantitative and Empirical Research
20	2015	Building University Innovation Ecosystems: The Role of Work Integrated Learning as a Core Element in the University-Industry Nexus.	Ramprasad, G.C.	Journal of Research in Business, Economics and Management, Vol.4, No.1, PP 231-240	S	Literatures	Descriptive and Review based Research
21	2014	Investigating the Skill Gap Between Graduating Students and Industry Expectations	Rademacher, A., Walia, G., Knudson D.	Proceedings of the 36th International Conference on Software Engineering Pages 291-300, Hyderabad, India, 2014	P	twenty-three managers or hiring personnel at various companies located predominantly in the US	Quantitative and Empirical Research

22	2016	The Professional Competence Formation in the Training Process in Higher Educational Institution	Burganova R.I., Abdugalina S.E., Shaihslyamova K.O.	International Journal of Environmental and Science Education, Vol.11, No.10, Pp 3629-3639	P	Specialist training program in Kazakhstan	Quantitative and Empirical Research
23	2011	Development of Professional Competencies in Engineering Education	Cajander, A., Daniels, M., Kinsky, R.V.	41st ASEE/IEEE Frontiers in Education Conference S1C-1, October 12 - 15, 2011, Rapid City, South Dakota	S	Curtin's iPortfolio - 9 graduate attributes from Curtin University in Perth, Australia	Theoretical and descriptive research
24	2014	Evaluating the Competency Mismatch between Master of Engineering graduates and industry needs in China	Peng, L., Zhang, S., Gu, J.	Studies in Higher Education, August 2014, Vol.41, No.3, Pp 445-461.	P	240 graduate students and alumni of Master of Engineering from University of Science and Technology of China	Quantitative and Empirical Research

25	2004	Action Learning in Higher Education: an investigation of its potential to develop professional capability	Lizzio, A., Wilson, K.	Studies in Higher Education, Vol.29, No.4, Pp 469-488	P	106 3 rd yr. behavioral science students and 155 1 st and 2 nd yr. students.	Quantitative and Empirical Research
26	2006	Competencies for young European higher education graduates: labour market mismatches and their payoffs	Garcia-Aracil A., Velden R.	Higher Education, Vol.55, No.2, Pp 219-239	P	36000 European HE Graduates	Quantitative and Empirical Research
27	2012	Competencies in Higher Education: A Critical Analysis from the Capabilities Approach	Lozano J.F., Boni A., Peris J., Hueso A.	Journal of Philosophy of Education, Vol. 46, No. 1, 2012, Pp 132-147	P	Literatures	Descriptive and Review based Research
28	2009	Achieving Competence-Based Curriculum In Engineering Education In Spain	Edwards, M., Sánchez-Ruiz, L.M., Sánchez-Díaz, C.	INGENIO CSIC-UPV, Working Paper No. 2009/04.	P	37 teachers concerning European convergence and ECTS, Spain	Quantitative and Empirical Research

29	2010	Development of Competence based management and Performance Assessment System for Academic Management: Empirical Investigation	Tripathi, P., Suri, R.K.	International Journal of Innovation, Management and Technology, October 2010, Vol. 1, No. 4, Pp 357-361	P	252 faculties, consisting of Lecturers, Senior Lecturers, Assistant Professors, Professors and Deans of the educational institutions.	Quantitative and Empirical Research
30	2016	Rethinking Higher Education: Focusing on skills and competencies	Gerstein, M., Friedman, H.H.	Psychosociological Issues in Human Resource Management, Psychosociological Issues in Human Resource Management May 2016, Vol.4, No.2, Pp. 104–121,	S	Literatures	Descriptive and Review based Research

D: Data, P: Primary Data, S: Secondary Data

2	2002	Learning Cognitive and Emotional Intelligence Competencies through graduate management education	Boyatzis R.E., Stubbs E.C., Taylor S.N.	Academy of Management Learning and Education, Vol. 1, No.2, Pp 150-162	P	Weatherhead School of Management (WSOM), Case Western Reserve University.	Quantitative and Empirical Research
3	2004	An Integrated Competency-Based Approach to Management Education: an Italian MBA Case study	Camuffo A., Gerli F.	International Journal of Training and Development, Vol.8, No.4, pp 240-257	P	Sample of 30 MBA graduates taken from total of 182 MBA graduates from CUOA MBA program	Quantitative and Empirical Research
4	2009	How Relevant is the MBA? Assessing the alignment of Required Curricula and Required Managerial Competencies	Rubin R.S., Dierdorff E.C.	Academy of Management Learning and Education, Vol.8, No.2, pp 208-224	P	Assoc. to Advance Collegiate Schools of Business (AACSB; Thompson, 2004). 373 Business schools were taken.	Quantitative and Empirical Research

Annexure- B: Literatures on Competency development in Management or Business Education:

Table 2

S l.	Year	Title	Author	Journal	D	Place	Methodology
1	2014	Competency Modelling in an Undergraduate Management Degree Program	Marsh S.J., Bishop T.R.	Business Education and Accreditation	S	Literatures	Descriptive and Review based Research

5	2003	Capitalising on Learning: An Exploration of the MBA as a Vehicle for Developing Career Competencies	Sturges J., Simpson R., Altman Y.	International Journal of Training and Development, Vol.7, No.1, pp 53-67	P	Canadian MBA graduates from leading Canadian Business schools based in Toronto	Quantitative and Empirical Research
6	2012	Skills, Competencies and Employability through Business Education	Tiwari (Mishra) S.	AIMA Journal of Management and Research, November 2012, Vol.6, Issue 4	P	10 industry professionals with over 10 years of experience in management positions.	Descriptive and Review based Research
7	2011	The development of managerial skills in MBA programs: A reconsideration of learning goals and assessment procedures.	Varela O., Burke M., Michel N.	Journal of Management Development, Vol. 32, No. 4, November 2011, pp 435-452	S	Literatures	Descriptive and Review based Research
8	2018	Factors Influencing Management Development of MBA Students: Exploring Concerns of Business Schools in Pakistan	Syed O.R., Omar R., Bhutto A.	International Interdisciplinary Business-Economics Advancement Journal (IIBA), February 2018, Vol.3, No.1, pp 1-18	P	Deans, faculty members and administrators of five different business schools in Hyderabad, Pakistan	Quantitative and Empirical Research

9	2013	Business school output: A conceptualisation of business school graduates.	Ortenblad A., Koris R., Farquharson M., Hsu S.B.	The International Journal of Management Education, February 2013, Vol.11, No.2, Pp 85-92	S	Literatures	Descriptive and Review based Research
10	2014	Relevance or 'relevance'? How university business schools can add value through reflexively learning from strategic partnerships with business.	Paton S., Chia R., Burt G.	Management Learning, June 2014, Vol.45, No.3, pp 267-288	P	25 cohorts of 8-12 directors/senior managers from different business functions & geographic locations.	Quantitative and Empirical Research
11	2014	Management Education as a Tool for Developing and Sustaining Emerging Economies	Chitrao P.	Proceedings - Social and Behavioral Sciences, Vol. 133 pp. 240 - 248	S	B-schools across the world	Quantitative and Empirical Research
12	2014	Business Schools in India: Issues and Perspectives	Jayaraman S. Arora S.	AIMA Journal of Management & Research, May 2014, Volume 8 Issue 2/4,	S	Literatures	Descriptive and Review based Research

13	2017	A Competency Model for Management Education for Sustainability	Sharma R.R.	Vision: The Journal of Business Perspectives (SAGE), Vol.21, No.2, pp 10-15	S	PRME initiative, Global Compact Leaders' Summit, UN, 2007.	Quantitative and Empirical Research
14	2013	Role of Employability Skills in Management Education: A Review	Nawaz M.N., Reddy B.K.	ZENITH International Journal of Business Economics & Management Research (ZIJBE MR), Vol.3, No.8, August 2013, pp 34-45	S	National Employability Report, MBA Graduates 2012,	Descriptive and Review based Research
15	2012	Developing Business Acumen in Chinese Business School Graduates	Veliyath R., Stivers B., Hair J.F., Joyce T., & Sarstedt M.	Journal of Emerging Knowledge on Emerging Markets November 2012, Vol.4, No. 1/6	P	Chinese business graduates and Chinese Business Enterprises	Quantitative and Empirical Research

16	2015	Impact of Management Education on Skill Development: A Study of Alumni of Management Institutes in Kerala State	Nair V.R., Mathew G.K.	Ushus Journal of Business Management, Vol. 14, No. 4, Pp 33-45	P	Alumni of the MBA institutes, in Kerala which have a standing of at least 5 yrs. in the state. Sample size is 381.	Quantitative and Empirical Research
17	2016	Sustainability education in Indian business schools: a status review	Jose P.D.	AD-minister, Vol.1, No. 28, Pp. 255-272, July 2016. ISSN 2256-4322	S	Literatures	Descriptive and Review based Research
18	2003	Business Graduate Competencies: Employers' Views on Importance and Performance	Hodges D., Burchell N.	Asia Pacific Journal of Cooperative Education, April 2003, Vol. 4, No.2, pp 16-22	P	Employers in Auckland, New Zealand. Sample size 154.	Quantitative and Empirical Research
19	1996	Reframing Competency in Management Development	Antona copoulo u E. P., FitzGerald L.	Human Resource Management Journal, Vol.6, No.1, Pp 27-48	S	Literatures	Descriptive and Review based Research
20	1982	Toward Competency-based Management Education: The Interpersonal/communication cluster	Kline D.S.	Developments in Business Simulation & Experiential Exercises, Vol. 9, Pp 124-127	P	Four diverse Eastern seaboard colleges and universities	Quantitative and Empirical Research

21	2013	Responsible management education for a sustainable world The challenges for business schools	Dyllick T.	Journal of Management Development, December 2013, Vol. 34, No.1, Pp 16-33	S	Literatures	Descriptive and Review based Research
22	2018	Perspectives on Graduate Employability Attributes for Management Science Graduates	Shivoro R.S., Shalyef u R.K. Kadhila N.	South African Journal of Higher Education, Vol. 32, No.1, Pp 216-232	P	Management Science Graduates from HEIs in Namibia	Quantitative and Empirical Research
23	2015	Assessment of Management Competencies Possessed by Post Graduate University Business Education students to Handle Entrepreneurship Challenges in Nigeria.	Okoro, James	Journal of Education and Practice, Vol. 6, No. 18, Pp 129-136	P	5 University in Nigeria	Quantitative and Empirical Research
24		Competency Assessment: Can Graduate Business Education Meet Corporate Requirements?	Martino vic M.	Recent Advances in Business Management and Marketing, ISBN: 978-960-474-306-3, Pp. 200-204	P	84 graduate students in the University of Dubrovnik, Croatia	Quantitative and Empirical Research

25	2012	Competency development in business graduates: An industry-driven approach for examining the alignment of undergraduate business education with industry requirements.	Azevedo A., Apfelthaler G., Hurst D.	The International Journal of Management Education, Vol. 10, Pp 12-28	P	MISLEMP Project, included nine partners from four European countries (Austria, the UK, Slovenia and Romania)	Descriptive, Analytical Research
26	2016	Restoring the Relevance: Conceptualizing a Collaboration Model for Business Schools	Sayed O.R., Omar R.	International Interdisciplinary Business-Economics Advancement Journal (IIBA Journal), October 2016, Vol.1, No.2, pp 85-93.	S	Literatures	Descriptive and Review based Research
27	2008	The MBA Core Curricula of Top-Ranked U.S. Business Schools: A Study in Failure?	Navarro P.	Academy of Management Learning & Education, Vol. 7, No. 1 March 2008, pp. 108-123	P	Top 50 US Business schools	Quantitative and Empirical Research

28	2008	The Nature of Knowledge in Business Schools	Chia R., Holt R.	Academy of Management Learning & Education, 2008, Vol. 7, No. 4, Pp 471–486	S	Literatures	Descriptive and Review based Research
29	1980	Managerial Skill Development	Waters J.A.	Academy of Management Review 1980, Vol. 5, No. 3, 449-453	S	Literatures	Descriptive and Review based Research
30	2005	How Business Schools Lost Their Way	Bennis W., O'Toole J.	Harvard Business Review, May 2005, Vol 83,	S	Literatures	Descriptive and Review based Research

D: Data, P: Primary data, S: Secondary Data

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ANNEXURE- A:

Literature	Authors
Literatures on competency development in Higher Education and in various Multi-disciplinaries	Akatieva L., and et.al (2015); Burganova R.I., & et.al. (2016); Alexandra G.A., & Anzhela S.V. (2014); Coll R.K., & Zegwaard E.K. (2006); Barman A., & Konwar J. (2011); Rissi, J.J. & Gelmon S.B. (2014); Rainsbury E. & et.al. (2002); Sharma P. (2017); Philibert I. (2015); Kapucu N. (2011); Assamoi O., & Christophe A. (2015); Hedrick J.A., and et.al. (2015); Bennett, J.V. (2007); Verhaest, D. & Baert, S. (2017); Salleh, R. & et.al. (2013); Jackson, D. (2010);
30 Research Papers (in Annexure-A)	Weligamage, S., & Siengthai, S. (2003); Singh, G.K.G. & Singh, S.K.G. (2008); Siddoo, V., & et.al. (2017); Rampersad, G.C. (2015); Rademacher, A., & et.al. (2014); Burganova R.I. & et.al. (2016); Cajander, A., & et.al. (2011); Peng, L. & et.al. (2014); Lizzio, A., & Wilson, K. (2004); Garcia-Aracil A., & Velden R. (2006); Lozano J.F. & et.al. (2006); Edwards, M., & et.al. (2012); Tripathi, P., & Suri, R.K. (2009); Gerstein, M., & Friedman, H.H. (2016).

Literatures on competency development in Management Education	Marsh S.J., & Bishop T.R. (2014); Boyatzis R.E., & e.al. (2002); Camuffo A., & Gerli F. (2004); Rubin R.S. & Dierdorff E.C. (2009); Sturges J. & et.al. (2003); Tiwari (Mishra) S. (2002); Varela O. & et.al. (2011); Syed O.R. & et.al. (2018); Ortenblad A. & et.al. (2013); Paton S., & et.al. (2014); Chitrao P. (2014); Jayaraman S. & Arora S. (2014); Sharma R.R.(2017); Nawaz M.N., Reddy B.K. (2013); Veliyath R., & et.al. (2012); Nair V.R. & Mathew G.K. (2015); Jose P.D. (2016); Hodges D., Burchell N. (2003); Antonacopoulou E. P. & FitzGerald L. (1996); Kline D.S. (1982); Dyllick T. (2013); Shivoro R.S. & et.al. (2018); Okoro, J. (2015); Martinovic M. (2006); Azevedo A. & et.al. (2012); Sayed O.R. & Omar R. (2016); Navarro P. (2008); Chia R. & Holt R. (2008); Waters J.A. (1980); Bennis W. & O'Toole J. (2005)
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30 Research Paper (in Annexure-B)

Literatures on Competency in Higher Education and in Multi-disciplines

Table-2

S l .	Y r.	Title	Author	Journal	D	Place	Meth odology
1	2015	Developing Graduate Competency Model for Bachelor of Tourism	Akatieva L., Batalova L., Merzlyakova G., Okonnikova T.	Procedia – Social and Behavioural Sciences (Elsevier) Vol. 214 December 2015 pp. 375 – 384	P	Institute of Social Communications, Udmurt State University, Russia	Quantitative and Empirical Research
2	2016	The Professional Competence Formation in the Training process in Higher Educational Institution	Burganova R.I., Abdugalina E.S., & Shaihslyamova K.O.	International Journal of Environmental and Science Education, Vol. 11, Issue 10, 2016, pp 3629- 3639	S	Literatures	Descriptive and Review based Research

3	2014	Topical Issues of Forming Professional Competencies the Training of Bachelors of Tourism at the Far Eastern Federal University	Alexandra G.A., & Anzhelika S.V.	World Applied Sciences Journal, Vol. 29, Issue 2, 2014, pp 223 - 227	P	Federal Educational Standards (FSES), Russia	Quantitative and Empirical Research
4	2006	Perceptions of desirable graduate competencies for science and technology new graduates	Coll R.K., Zegward E.K.	Research in Science and Technology Education (Routledge), Vol.24, Issue 1, pp 29 – 58, DOI: 10.1080/02635140500485340	P	School of Science and Technology (now School of Science and Engineering), University of Waikato, New Zealand.	Quantitative and Empirical Research
5	2011	Competency Based Curriculum in Higher Education: A Necessity Grounded by Globalization	Barman A., Konwar J.	Romanian Journal for Multidimensional Education, 2011, Vol 3, No. 6, April, pp: 7-15	S	Literatures	Descriptive and Review based Research

6	2014	Development, Implementation, and Assessment of a Competency Model for a Graduate Public Affairs Program in Health Administration	Rissi J.J., Gelmon S.B.	Journal of Public Affairs Education, Vol.20, No.3, Pp 335-352	S	Accreditation reviews by NASP AA, CAHME (Council for Accreditation of Health Management Education) and CEPH (Council on Education for Public Health) in America	Descriptive and Review based Research
7	2002	Ranking Workplace Competencies: Students and Graduate Perceptions	Rainsbury E., Hodges D., Burcheil N.	Asia-Pacific Journal of Cooperative Education, October 2002, Vol.3, No.2, Pp 8-18	P	257 student s of BBS (Bachelor of Business studies) degree at UNITEC, New Zealand	Quantitative Research, Ranking method
8	2017	Competence Development at the Workplace: a conceptual framework	Sharma P.	JK International Journal of Management and Social Science (JKIJMS), Vol. 1, No.1, Pp 39-44	S	Literatures	Descriptive and Review based Research

9	2015	Evolution and application of the competencies and educational milestones in physician graduate education in United States	Philibert I.	Educacion Medica (Educ Med.), February 2015, Vol. 16, No.1, Pp 17-24	S	Literatures	Descriptive and Review based Research
10	2011	Developing Competency-Based Emergency Management Degree Programs in Public Affairs and Administration	Kapucu N.	Journal of Public Affairs Education, Vol.17, No. 4, Pp 501-521	P	49 student s of Emergency Management and Homeland Security Graduate course by UCF (University of Central Florida), US	Quantitative and Empirical Research
11	2015	Core Competencies Development among Science and Technology College student s and New Graduates.	Assamoi O., Christophe A.	American Journal of Educational Research, August 2015, Vol.3, No.9, Pp 1077-1084	P	College student s of science and technology graduates in Korean University	Empirical Research and Quantitative Research

1 2	2 0 1 5	Analysis of Workforce Skills in High School Graduates: Self Report of High School Seniors in North West Ohio	Hedrick J.A., Homan G., Dick J.	Journal of Youth Development, Spring 2015, Vol. 10, No.1	P	875 High School seniors from 16 North west Ohio High Schools	Descriptive Research
1 3	2 0 0 7	Work based learning and social support: Relative influences on high school seniors occupational engagement orientations	Bennett, J.V.	Career and Technical Education Research, Vol.32, No.3, Pp 187-214	S	1741 high school senior students of 17 school districts of Mid-western City Schools in US.	Quantitative and Descriptive Research
1 4	2 0 1 7	The effects of workplace learning in higher education on unemployment and match quality: is there an early-career trade-off?	Verhaest, D. Baert, S.	Empirical Economics (Empir Econ)	P	3000 respondents in the age of 23 in Belgium, US	Quantitative and Empirical research

1 5	2 0 1 3	Profiling Industry Relevant Competencies of Graduate Architect through Online Job Advertisement	Salleh, R. Yusoff, A. Amat, S.C. Noor, A.M. Suredah, N.	International Business Research, October 2013, Vol.6, No.11, Pp 43-51	P	32 advertisements collected (in Malaysia).	Quantitative and Empirical Research
1 6	2 0 1 0	An international profile of industry relevant competencies and skill gaps in modern graduates	Jackson, D.	Journal of Management Education, Vol. 8, No.3, Pp 29-58.	S	Literatures	Descriptive and Review based Research
1 7	2 0 0 3	Employer Needs and Graduate Skills: The Gap between Employer Expectations and Job Expectations of Sri Lankan University Graduates	Weligamage, S., Siengthai, S.	In Proc. 9th International Conference on Sri Lanka Studies, Mattra, Sri Lanka	P	25 students of three Sri Lankan Universities and 30 faculty members.	Quantitative and Empirical Research

18	2008	Malaysian Graduates' Employability Skills	Singh, G.K.G., Singh, S.K.G.	UNITAR E-JOURNAL, Vol.4, No.1, Pp 15-45	P	257 graduates around the Klang Valley, Malaysia	Quantitative and Empirical Research
19	2017	Exploring the Competency Gap of IT students in Thailand: The Employers' view of an Effective Workforce	Siddoo, V., Sawattawee, J., Janchai, W., Yodmongkoi, P.	Journal of Technical Education and Training (JTET), Vol.9, No.2, Pp 1-15	P	49 IT companies of Thailand who joined the Work Integrated Learning (WIL) program.	Quantitative and Empirical Research
20	2015	Building University Innovation Ecosystems: The Role of Work Integrated Learning as a Core Element in the University-Industry Nexus.	Ramprasad, G.C.	Journal of Research in Business, Economics and Management, Vol.4, No.1, PP 231-240	S	Literatures	Descriptive and Review based Research

21	2014	Investigating the Skill Gap Between Graduating Students and Industry Expectations	Rademacher, A., Walia, G., Knudson D.	Proceedings of the 36th International Conference on Software Engineering Pages 291-300, Hyderabad, India, 2014	P	twenty-three managers or hiring personnel at various companies located predominantly in the US	Quantitative and Empirical Research
22	2016	The Professional Competence Formation in the Training Process in Higher Educational Institution	Burganova R.I., Abdugalina S.E., Shaihslyamova K.O.	International Journal of Environmental and Science Education, Vol.11, No.10, Pp 3629-3639	P	Specialist training program in Kazakhstan	Quantitative and Empirical Research
23	2011	Development of Professional Competencies in Engineering Education	Cajander, A., Daniels, M., Konisky, R.V.	41st ASEE/IEEE Frontiers in Education Conference S1C-1, October 12 - 15, 2011, Rapid City, South Dakota	S	Curtin's iPortfolio - 9 graduate attributes from Curtin University in Perth, Australia	Theoretical and descriptive research
24	2014	Evaluating the Competency Mismatch between Master of Engineering graduates and industry needs in China	Peng, L., Zhang, S., Gu, J.	Studies in Higher Education, August 2014, Vol.41, No.3, Pp 445-461.	P	240 graduate students and alumni of Master of Engineering from University of Science and Technology of China	Quantitative and Empirical Research

25	2004	Action Learning in Higher Education: an investigation of its potential to develop professional capability	Lizzio, A., Wilson, K.	Studies in Higher Education, Vol.29, No.4, Pp 469-488	P	106 3 rd yr. behavioural science students and 155 1 st and 2 nd yr. students.	Quantitative and Empirical Research
26	2006	Competencies for young Europe and higher education graduates: labour market mismatches and their payoffs	García-Aracil A., Velden R.	Higher Education, Vol.55, No.2, Pp 219-239	P	36000 European HE Graduates	Quantitative and Empirical Research
27	2012	Competencies in Higher Education: A Critical Analysis from the Capabilities Approach	Lozano J.F., Boni A., Peris J., Hueso A.	Journal of Philosophy of Education, Vol. 46, No. 1, 2012, Pp 132-147	P	Literatures	Descriptive and Review based Research
28	2009	Achieving Competence-Based Curriculum In Engineering Education In Spain	Edwards, M., Sánchez-Ruiz, L.M., Sánchez-Díaz, C.	INGENIO CSIC-UPV, Working Paper No. 2009/04.	P	37 teachers concerning European convergence and ECTS, Spain	Quantitative and Empirical Research

29	2010	Development of Competence based management and Performance Assessment System for Academic Management: Empirical Investigation	Tripathi, P., Suri, R.K.	International Journal of Innovation, Management and Technology, October 2010, Vol. 1, No. 4, Pp 357-361	P	252 faculties, consisting of Lecturers, Senior Lecturers, Assistant Professors, Professors and Deans of the educational institutions.	Quantitative and Empirical Research
30	2016	Rethinking Higher Education: Focusing on skills and competencies	Gerstein, M., Friedman, H.H.	Psychosociological Issues in Human Resource Management, Psychosociological Issues in Human Resource Management May 2016, Vol.4, No.2, Pp. 104–121,	S	Literatures	Descriptive and Review based Research

D: Data, P: Primary Data, S: Secondary Data

Annexure- B: Literatures on Competency development in Management or Business Education:

Table 2

S l.	Year	Title	Author	Journal	D	Place	Methodology
1	2014	Competency Modelling in an Undergraduate Management Degree Program	Marsh S.J., Bishop T.R.	Business Education and Accreditation	S	Literatures	Descriptive and Review based Research

2	2002	Learning Cognitive and Emotional Intelligence Competencies through graduate management education	Boyatzis R.E., Stubbs E.C., Taylor S.N.	Academy of Management Learning and Education, Vol. 1, No.2, Pp 150-162	P	Weatherhead School of Management (WSOM), Case Western Reserve University.	Quantitative and Empirical Research
3	2004	An Integrated Competency-Based Approach to Management Education: an Italian MBA Case study	Camuffo A., Gerli F.	International Journal of Training and Development, Vol.8, No.4, pp 240-257	P	Sample of 30 MBA graduates taken from total of 182 MBA graduates from CUOA MBA program	Quantitative and Empirical Research
4	2009	How Relevant is the MBA? Assessing the alignment of Required Curricula and Required Managerial Competencies	Rubin R.S., Dierdorff E.C.	Academy of Management Learning and Education, Vol.8, No.2, pp 208-224	P	Association to Advance Collegiate Schools of Business (AACSB; Thompson, 2004). 373 Business schools were taken.	Quantitative and Empirical Research

5	2003	Capitalising on Learning: An Exploration of the MBA as a Vehicle for Developing Career Competencies	Sturges J., Simpson R., Altman Y.	International Journal of Training and Development, Vol.7, No.1, pp 53-67	P	Canadian MBA graduates from leading Canadian Business schools based in Toronto	Quantitative and Empirical Research
6	2012	Skills, Competencies and Employability through Business Education	Tiwari (Mishra) S.	AIMA Journal of Management and Research, November 2012, Vol.6, Issue 4	P	10 industry professionals with over 10 years of experience in management positions.	Descriptive and Review based Research
7	2011	The development of managerial skills in MBA programs: A reconsideration of learning goals and assessment procedures.	Varela O., Burke M., Michel N.	Journal of Management Development, Vol. 32, No. 4, November 2011, pp 435-452	S	Literatures	Descriptive and Review based Research
8	2018	Factors Influencing Management Development of MBA Students: Exploring Concerns of Business Schools in Pakistan	Syed O.R., Omar R., Bhutto A.	International Interdisciplinary Business-Economics Advancement Journal (IIBA), February 2018, Vol.3, No.1, pp 1-18	P	Deans, faculty members and administrators of five different business schools in Hyderabad, Pakistan	Quantitative and Empirical Research

9	2013	Business school output: A conceptualisation of business school graduates.	Ortenblad A., Koris R., Farquharson M., Hsu S.B.	The International Journal of Management Education, February 2013, Vol.11, No.2, Pp 85-92	S	Literatures	Descriptive and Review based Research
10	2014	Relevance or 'relevate'? How university business schools can add value through reflexively learning from strategic partnerships with business.	Paton S., Chia R., Burt G.	Management Learning, June 2014, Vol.45, No.3, pp 267-288	P	25 cohorts of 8-12 directors/senior managers from different business functions & geographic locations.	Quantitative and Empirical Research
11	2014	Management Education as a Tool for Developing and Sustaining Emerging Economies	Chitrao P.	Proceedings - Social and Behavioral Sciences, Vol. 133 pp. 240 – 248	S	B-schools across the world	Quantitative and Empirical Research
12	2014	Business Schools in India: Issues and Perspectives	Jayaraman S. Arora S.	AIMA Journal of Management & Research, May 2014, Volume 8 Issue 2/4,	S	Literatures	Descriptive and Review based Research

13	2017	A Competency Model for Management Education for Sustainability	Sharma R.R.	Vision: The Journal of Business Perspectives (SAGE), Vol.21, No.2, pp 10-15	S	PRME initiative, Global Compact Leaders' Summit, UN, 2007.	Quantitative and Empirical Research
14	2013	Role of Employability Skills in Management Education: A Review	Nawaz M.N., Reddy B.K.	ZENITH International Journal of Business Economics & Management Research (ZIJBE MR), Vol.3, No.8, August 2013, pp 34-45	S	National Employability Report, MBA Graduates 2012,	Descriptive and Review based Research
15	2012	Developing Business Acumen in Chinese Business School Graduates	Veliyath R., Stivers B., Hair J.F., Joyce T., & Sarstedt M.	Journal of Emerging Knowledge on Emerging Markets November 2012, Vol.4, No. 1/6	P	Chinese business graduates and Chinese Business Enterprises	Quantitative and Empirical Research

16	2015	Impact of Management Education on Skill Development: A Study of Alumni of Management Institutes in Kerala State	Nair V.R., Mathew G.K.	Ushus Journal of Business Management, Vol. 14, No. 4, Pp 33-45	P	Alumni of the MBA institutes, in Kerala which have a standing of at least 5 yrs. in the state. Sample size is 381.	Quantitative and Empirical Research
17	2016	Sustainability education in Indian business schools: a status review	Jose P.D.	AD-minister, Vol.1, No. 28, Pp. 255-272, July 2016. ISSN 2256-4322	S	Literatures	Descriptive and Review based Research
18	2003	Business Graduate Competencies: Employers' Views on Importance and Performance	Hodges D., Burchell N.	Asia Pacific Journal of Cooperative Education, April 2003, Vol. 4, No.2, pp 16-22	P	Employers in Auckland, New Zealand. Sample size 154.	Quantitative and Empirical Research
19	1996	Reframing Competency in Management Development	Antonopoulos E. P., FitzGerald L.	Human Resource Management Journal, Vol.6, No.1, Pp 27-48	S	Literatures	Descriptive and Review based Research
20	1982	Toward Competency-based Management Education: The Interpersonal/communication cluster	Kline D.S.	Developments in Business Simulation & Experiential Exercises, Vol. 9, Pp 124-127	P	Four diverse Eastern seaboard colleges and universities	Quantitative and Empirical Research

21	2013	Responsible management education for a sustainable world: The challenges for business schools	Dyllick T.	Journal of Management Development, December 2013, Vol. 34, No.1, Pp 16-33	S	Literatures	Descriptive and Review based Research
22	2018	Perspectives on Graduate Employability Attributes for Management Science Graduates	Shivoro R.S., Shalyef u R.K. Kadhila N.	South African Journal of Higher Education, Vol. 32, No.1, Pp 216-232	P	Management Science Graduates from HEIs in Namibia	Quantitative and Empirical Research
23	2015	Assessment of Management Competencies Possessed by Post Graduate University Business Education students to Handle Entrepreneurship Challenges in Nigeria.	Okoro, James	Journal of Education and Practise, Vol. 6, No. 18, Pp 129-136	P	5 University in Nigeria	Quantitative and Empirical Research
24		Competency Assessment: Can Graduate Business Education Meet Corporate Requirements?	Martino vic M.	Recent Advances in Business Management and Marketing, ISBN: 978-960-474-306-3, Pp. 200-204	P	84 graduate students in the University of Dubrovnik, Croatia	Quantitative and Empirical Research

25	2012	Competency development in business graduates: An industry-driven approach for examining the alignment of undergraduate business education with industry requirements.	Azevedo A., Apfelthaler G., Hurst D.	The International Journal of Management Education, Vol. 10, Pp 12-28	P	MISLE Project, included nine partners from four European countries (Austria, the UK, Slovenia and Romania)	Descriptive, Analytical Research
26	2016	Restoring the Relevance: Conceptualizing a Collaboration Model for Business Schools	Sayed O.R., Omar R.	International Interdisciplinary Business-Economics Advancement Journal (IIBA Journal), October 2016, Vol.1, No.2, pp 85-93.	S	Literatures	Descriptive and Review based Research
27	2008	The MBA Core Curricula of Top-Ranked U.S. Business Schools: A Study in Failure?	Navarro P.	Academy of Management Learning & Education, Vol. 7, No. 1 March 2008, pp. 108-123	P	Top 50 US Business schools	Quantitative and Empirical Research

28	2008	The Nature of Knowledge in Business Schools	Chia R., Holt R.	Academy of Management Learning & Education, 2008, Vol. 7, No. 4, Pp 471-486	S	Literatures	Descriptive and Review based Research
29	1980	Managerial Skill Development	Waters J.A.	Academy of Management Review 1980, Vol. 5, No. 3, 449-453	S	Literatures	Descriptive and Review based Research
30	2005	How Business Schools Lost Their Way	Bennis W., O'Toole J.	Harvard Business Review, May 2005, Vol 83,	S	Literatures	Descriptive and Review based Research

D: Data, P: Primary data, S: Secondary Data

***Dr. Arup Barman is corresponding author of this paper.**