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## **INTEGRATING SKILL DEVELOPMENT INTO MBA PROGRAMME – A CASE STUDY OF RANI CHANNAMMA UNIVERSITY, BELAGAVI**

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### **ABSTRACT**

The pro-industrial initiatives taken by Government of India such as Make in India, Digital India, Startup India, Smart Cities Project, Online Project Management System, Removal Red-Tapism, etc are expected to create 100 million jobs by 2022. It means placement is not at all a problem for Indian B-Schools. According to a study conducted by ASSOCHAM, every year B-schools are producing over 10000 MBA Graduates. But it is astonishing to note that only 7 percent turn out to be employable. According to ASSOCHAM 93 percent of MBA Graduates are lacking the skills and abilities required to be employed. Therefore, employability is considered as the biggest challenge before Indian B-Schools. Many B-Schools are striving hard to inculcate soft skills among students. They have also initiated various measures and programme to impart soft skills among students. Rani Channamma University located in Belagavi city of Karnataka has pioneered in launching such initiative. It has introduced Skill Development Series (SDS) as a integral part of its MBA Programme. The Skill Development Series (SDS) has 4 Tracks viz. Communication Track, Technical Track, Training & Placement Track and Values & Ethical Track spread over 4 Semesters. The study aims at evaluating the effectiveness of the Skill Development Series introduced by Rani Channamma University.

**KEYWORDS:** B-Schools, Employability, Skill Development Series, Etiquettes, Values, Ethics

### **ABBREVIATION**

SDS: Skill Development Series

RCUB: Rani Channamma University, Belagavi

JCM: Jain College of MBA, Belagavi

GBS: Global Business School, Belagavi

IMER: Institute of Management Education & Research, Belagavi

### **INTRODUCTION**

Employability of MBA Graduates coming out of Indian B-Schools is becoming a matter of great



concern in India. According to ASSOCHAM only 7 percent of MBA Graduates have employable skills. It is estimated that 75 per cent of the new job opportunities to be created in India will be skill-based. Employers are looking for 21st century skills in the job seekers. The need of the hour is to address skills development with considerable seriousness. It is also necessary to take a close look at the academic nature of our MBA curricula and its mode of delivery. Top Indian B-schools such as Indian Institute of Management, SP Jain Institute of Management and Research-Mumbai, Prestige Institute of Management-Gwalior, T. A. Pai Management Institute-Manipal, etc have taken intuitive to skill up their students. Rani Channamma University – a public university located in Belagavi city of Karnataka has pioneered in launching a tailor-made Skilling Program entitled “Skill Development Series”. The Series is an integral part of its MBA Programme. The Skill Development Series has 4 Tracks viz. Communication Track, Technical Track, Training & Placement Track and Values & Ethical Track spread over 4 Semesters. The series was launched in the year 2015. In spite of launching the skilling programme, there was not a substantial improvement in the placement of Students. In the light of this observation, the researcher felt that it is high time to assess the effectiveness of Skill Development Series and perception of students about Skill Development Series. It is also necessary to gather feedback from recruiters about skill set of students. In this backdrop the present has been undertaken by the researcher.

## REVIEW OF LITERATURE

**Burgoyne, Hirsh and Williams** (2003) had opined that B-Schools should create value addition in the form of skill development. They argued that skill development will contribute to the increased organizational performance. **Davis, Misra and Van Auken** (2002) made an attempt to examine the extent to which business schools are producing graduates with necessary skill levels. The results show that students were under-prepared in the area of skills and over-prepared in the area of knowledge. **Duke** (2002) examined student perceptions of skill level and its importance in the context of learning outcomes. He has developed a skill rating model and stressed upon development of interpersonal and leadership skills of students. **Joe Penn** has recommended for using balanced Cross Modular Assignment programme and individual Cross Modular Assignments (CMA for development of appropriate skills among management graduates. **Saterfield & McLarty** (1995) had made an attempt to conceptualize the employability, transferability and key skills. According to them, Employability skills are those skills required to acquire and retain a job whereas transferable skills are those abilities which can be applied from one job to another. Key skills those skills which are essential for successful careers. **Shweta Tiwari** had made an attempt to examine the link between industry competency requirement and the current provisions for Business education in India. The study revealed that a gap exists between industry requirement and skill possessed by management graduates. He opined that there is a relationship exists between the Skills, Competencies and Employability. **S. K. Baral** has undertaken a study to examine the growth of higher education sector in India and identifies the major



concerns of quality. He had also made an attempt to understand the changing need of management expertise to face the contemporary challenges in management education and the roles of business school. **Wendy L B, Stephen M F and Eduardo S** are of the view that Interpersonal skills (IPS) are crucial in today's business environment. They recommend that instructors should use interpersonal skills training in their teaching.

### **RESEARCH PROBLEM**

The results of Skill Development Series lunched by Rani Channamma University are not so impressive, only 18 percent of students graduated from RCUB-MBA have got placement. The interaction with recruiters also revealed that the students lack skill set. In the light of this observation, the researcher felt that it is high time to assess the effectiveness of Skill Development Series and perception of students about Skill Development Series. This research is also intended to find out loopholes in the present Skill Development Series and suggest policy measures to overcome the same.

### **OBJECTIVES OF THE STUDY**

The study had been undertaken with the following objectives:

- 1) To assess satisfaction level with skill inputs delivered by faculty members
- 2) To assess effectiveness of Skill Development Series
- 3) To examine the link between industry competency requirement and Skill Development Series
- 4) To investigate factors responsible for poor performance of Skill Development Series
- 5) To offer Policy Recommendations

### **RESEARCH METHODOLOGY**

This study is Descriptive in nature. Four B-schools namely; 1) Dept. of Business Administration of Rani Channamma University (referred as DBA), 2) Global Business School (referred as GBS), 3) Jain College of MBA (referred as JCM) and 4) Annapoorna Institute of Management Research (referred as AIMR) located in Belagavi district had been selected for the purpose of study. 30 students from each B-school have been selected on simple random basis as sample respondents. The field visit was conducted from April 2024 to March 2025. Personal interviews were conducted with faculty members, alumni, recruiter, employer and students. Secondary data for the study was collected from the MBA Regulations and Syllabus of Rani Channamma University, Placement records, research articles and magazines. The primary data was presented in tabular format and analyzed by using percentage method and 5-point scale.



Rating Scale used for measuring Students’ Feedback

|                      |                  |           |                     |                |
|----------------------|------------------|-----------|---------------------|----------------|
| 1                    | 2                | 3         | 4                   | 5              |
| Not at all Satisfied | Partly Satisfied | Satisfied | More than Satisfied | Very Satisfied |

Rating Scale used for measuring Recruiters’ Feedback

|   |                              |
|---|------------------------------|
| 1 | Superior Skills in Skill Set |
| 2 | Good Skills in Skill Set     |
| 3 | Adequate Skills in Skill Set |
| 4 | Marginal Skills in Skill Set |
| 5 | Not Competent In This Area   |

Rating Scale used for measuring Recruiters’ Priority

|   |                    |
|---|--------------------|
| 1 | Slightly Important |
| 2 | Important          |
| 3 | Fairly Important   |
| 4 | Very Important     |
| 5 | Vital              |

Rating to percentage Conversion

| Rating Point | Percentage |
|--------------|------------|
| 5            | 81 to 100  |
| 4            | 61 to 80   |
| 3            | 41 to 60   |
| 2            | 21 to 40   |
| 1            | 0 to 20    |

**SKILL DEVELOPMENT SERIES OF RANI CHANNAMMA UNIVERSITY**

Rani Channamma University – a public university located in Belagavi city of Karnataka has pioneered in launching a tailor-made Skilling Program entitled “Skill Development Series”. The Series is an integral part of its MBA Programme. The Skill Development Series has 4 Tracks. The series was launched in the year 2015. The structure of Skill Development Series is presented below:



**SKILL DEVELOPMENT SERIES OF RANI CHANNAMMA UNIVERSITY**

| Semester | Name of The Track          | Track Code | Assessment |                       | Teaching Hours |
|----------|----------------------------|------------|------------|-----------------------|----------------|
|          |                            |            | Internal   | Project Viva & Report |                |
| I        | Soft Skills                | SDS 1      | 10 Marks   | 40 Marks              | 2/Week         |
| II       | Technical Literacy         | SDS 2      |            |                       |                |
| III      | Pre-Placement Training     | SDS 3      |            |                       |                |
| IV       | Indian Values & Management | SDS 4      |            |                       |                |

**CONTENT OF SKILL DEVELOPMENT SERIES**

|   |                  |                     |  |
|---|------------------|---------------------|--|
| I <sup>st</sup> Semester  | Soft Skills      | Communication Track | Aims at sharpening the Personal, Corporate and Social etiquettes of students |
| <p>Module I: <u>Personal Skills</u><br/>           Self-Introduction, Grooming Standards &amp; Dressing, Health and Hygiene, Courteous Phrases, Banquet Etiquettes and Corporate Etiquettes</p> <p>Module II: <u>Communication Skills</u><br/>           Oral and Written, Understanding Symbols, Corporate Etiquettes, Meeting Etiquettes, Reporting and Minutes of the Meeting</p> <p>Module III: <u>Social Skills</u><br/>           Socialization, Telephone Etiquettes, Email Etiquettes, SMS Etiquettes, Net-Iquettes, Dealing with Difficult People</p> <p><u>Activities</u><br/>           Email Writing, Role Play in the Meeting, Writing Minutes of Meeting, Giving Self-Introduction, demonstrating different Etiquettes, Preparation of List of Courteous Phrases and using them, Organization Culture Study &amp; Report Writing, Organize an Event</p> |                  |                     |  |
| II <sup>nd</sup> Semester   | Technology Skill | Technology Track    | Aims at equipping the students with technical skills                         |
| <p>Module I: <u>Microsoft</u><br/>           Opening a New Document, Saving a Document, Getting Help with MS Word 2007, Editing the document - Inserting, Deleting, Moving Text; Formatting the document - Applying a Font, Changing Font Size, Font Attributes, Font Color, Clear Formatting, Text Alignment; Editing Features of Word - Spell Check, Thesaurus, Auto Correct, Check Word Count, Track Changes, Page View, Zoom; Paragraph formatting- Changing Paragraph Alignment, Indenting Paragraphs, Add Borders or Shading to a Paragraph, Apply Paragraph Styles, Creating Links within a</p>  |                  |                     |  |



Document, Change Spacing Between Paragraphs and Lines; Working with Tables- Creating Tables, Converting text into a table, Quick Tables, Entering Text, Table Tools, Inserting rows and columns, Deleting Cells, Rows or Columns, Merging Cells and Splitting Cells, Adjusting Column Width, Borders and Shading; Bulleted and Numbered Lists- Creating a Nested List, Format Your List, Creating Outlines; Page formatting- Page Margins, How to Change the Orientation, Size of the Page, or Size of the Columns, Apply a Page Border and Color, Insert Headers and Footers (Including Page Numbers); Inserting Graphics, Pictures, and Table of Contents; Advanced Tools - Compare and Merge Documents, Protect Document , Mailing Lists, Creating a List for Mail Merge

Module II: Microsoft Excel

Introduction: Organization of this Training Guide, Uses of Excel, New Functions and Features in Excel 2007/ 2010; Getting Started with Excel: Opening a Blank or New Workbook, General Organization; Highlights and Main Functions: Home, Insert, Page Layout, Formulas, Data, Review, View, Add-Ins; Using the Excel Help Function; Creating and Using Templates; Working with Data: Entering, Editing, Copy, Cut, Paste, Paste Special; Data from External Sources, Using and Formatting Tables; Basic Formulae and Use of Functions; Data Analysis Using Charts and Graphs; Managing, Inserting, and Copying Worksheets; Securing the Excel Document (Protect Cells and Workbook); Advanced Formulae and Functions; Advanced Worksheet Features; Advanced Data Analysis using PivotTables and Pivot Charts

Module III: Presentation & E Technologies

Basics of MS PowerPoint; Introduction to Internet; Creating an E-mail Account; Search Engine; Surfing WebPages; Basics of Social Networking Site; Virus : General introduction, and Antivirus utilities; Mobile Apps necessary for the students; Online entry for jobs/competitive exams; Concept of OTP

Activities

Lab assignment on calculating various statistical and financial variables, sending an email to job aspirants in a company using mail merge, preparing a PowerPoint presentation using different options available, designing a poster/advertisement copy using MS Word, Assignments on conditional formatting, sort and filter, Vlookup, Pivot Table and Pivot chart etc

|                |                      |                              |  |
|----------------|----------------------|------------------------------|--|
| IIIrd Semester | Employability Skills | Pre-Placement Training Track | Aims at equipping the student with skills required to face Interview |
|----------------|----------------------|------------------------------|--|

Module I: Career Planning & Aptitude Test

Interest Profiling, Career Options (Entrepreneurship & Employment) And Progression, Recruitment Process; Data Interpretation, Quantitative Aptitude, General Awareness, Test of Reasoning

Module II: Resume Writing



Types of Resumes, Objective, Defending Resume, Common Errors, Networking and Reference Seeking from Corporate World, Social Networking Profile (Big Data Analysis)

Module III: Group Discussion & Personal Interview

Meaning, Objectives, Taking Initiative, Making A Point, Making Impact, Coordinating With The Group, Opinion Formation, Summarizing. Personal Interview - Meaning, Types and Objectives, Dress Code, Basic Mannerism and Etiquettes, Understanding Self and Job Profile. MCQs

Activities

List out the industries and sectors where you would like to work along with the positions currently available; Build a bank of job openings in the sector of your choice; Write your Resume in at least 2 different formats and choose the best suited for you; Form groups of 8 students each and conduct Group Discussions on given Topics; Prepare the profiles of your role models and identify their characteristics that you relate with; Interview your peers for a given company and record the observations; Conduct Aptitude tests; Write a class newsletter detailing the activities, achievements and learning from each; Visit industries to understand what they look at in a potential candidate or invite guests for lectures.

|             |                                       |                        |                                    |
|-------------|---------------------------------------|------------------------|------------------------------------|
| IV Semester | Studies in Indian Values & Management | Values & Ethical Track | Aims at imbibing the Indian values |
|-------------|---------------------------------------|------------------------|------------------------------------|

Module I: Introduction to Values

Indian Values, Global Values, Corporate Values Indian Values; Empathy, Sensitivity, Tradition, Peace, Humility, Economy, Sacrifice, Patriotism, Spirituality & Respect Corporate Values; Achievement, Independence, Corporate Social Responsibility, Trust, Appreciation, Agree to Disagree, Adaptability, Commitment, Harmony, & Excellence Global Values; Health, Environment, Freedom, Equality, Fraternity, Diversity, Happiness, Unity, Honesty, & Humanity

Module II: Comparative study of Traditional and Modern Management Ethos

Eternal Indian/Universal Values; Patriotism (Art/Dance/Music/Dress/Food/etc); Work is Worship (May 1 /Professionalism; Empathy/Sensitivity/Flexibility; Sacrifice; Social Commitment (Society, Environment)

Module III: Spirituality and the Unity of Thought

Important Commandments of Major Religions of India (Hinduism, Islam, Christianity, Buddhism, Jainism). Management lessons from the works and thoughts; Learning from Works and Thoughts of Chanakya, Lord Basaveshwara, Mahavira, Gautama Buddha, Swami Vivekananda, Mahatma Gandhi, Dr. B.R. Ambedkar, APJ Abdul Kalam, Mother Teresa and JRD Tata

Activities

Quiz, Celebrating Festivities, Common Feasts. Cultural days. Sharing Experiences, Guest Lectures, Yoga/ Meditation, Failure Stories (learning from failures), Identify a Role Model, Role



Plays/Skits, Defend a Friend/Invite Criticism/Face the Truth, Recording/Documenting/Presenting hidden Stories of success, Day for the Nation/Society/Friends/Institution, Book/Movie/Prayer/Symbols Review, Day with Orphans/ Elders/ HIV/etc 16. Visit to a Farm/Village/Wilderness

Evaluation Process

The evaluation process for the SDP involves both internal assessment and external assessment. Internal assessment comprises of regular Presentations, Assignments, Group Discussion, Field Visit, Class Exercises, Brain Storming Sessions, Role Plays etc. in order to provide practical exposure Project work introduced which is mandatory in each semester. The filed experience has to be submitted in the form of Project Reports, which will be evaluated by the external expert. The external assessment will be done by external expert. 10 marks have been allocated for internal assessment whereas 40 marks have been allocated for external assessment. There will not be any theory paper examination for Skill Development Series. Final Grade will be awarded based on the aggregate of both the marks. Following table gives an understanding of the marks and grading system adopted for Skill Development Series:

Marks and Grading

Marks and Grading System

Table with 4 columns: Percentage Marks, GPA/CGPA, Class, Grade. Rows include 75.00 to 100.00% (First Class with Distinction, A), 60.00 to 74.90% (First Class, B), 50.00 to 59.94% (Second Class, C), and Less than 50.00% (Fail, D).

RESULTS AND ANALYSIS

The Students Feedback about soft skills is exhibited in the table-1.

TABLE-1 STUDENTS FEEDBACK ABOUT SOFT SKILLS SERIES

Table with 5 columns: Skill, DBA, JCM, GBS, AIMR. Row: Self Introduction Protocol with values 0.78, 0.965, 0.95, 0.885.

|  |       |       |       |       |
|--|-------|-------|-------|-------|
| Grooming Standards & Dressing          | 0.505 | 0.725 | 0.71  | 0.84  |
| Health And Hygiene                     | 0.24  | 0.415 | 0.525 | 0.415 |
| Courteous Phrase                       | 0.5   | 0.455 | 0.425 | 0.41  |
| Banquet Etiquettes                     | 0.245 | 0.26  | 0.365 | 0.33  |
| Corporate Etiquettes                   | 0.7   | 0.83  | 0.795 | 0.765 |
| Oral Communication Training            | 0.84  | 0.87  | 0.83  | 0.82  |
| Written Communication Training         | 0.415 | 0.785 | 0.745 | 0.77  |
| Understanding Symbols                  | 0.36  | 0.43  | 0.435 | 0.425 |
| Meeting Etiquettes                     | 0.545 | 0.555 | 0.62  | 0.525 |
| Writing Minutes of the Meeting         | 0.395 | 0.78  | 0.805 | 0.715 |
| Socialization Tips                     | 0.795 | 0.815 | 0.77  | 0.705 |
| Telephone Etiquettes                   | 0.67  | 0.845 | 0.765 | 0.675 |
| Email Etiquettes                       | 0.76  | 0.855 | 0.7   | 0.785 |
| SMS Etiquettes                         | 0.685 | 0.86  | 0.62  | 0.605 |
| Net-Iquettes                           | 0.44  | 0.615 | 0.445 | 0.61  |
| Tips for Dealing with Difficult People | 0.36  | 0.48  | 0.385 | 0.365 |

It is clear from table-1 that The MBA Graduates of affiliated MBA Institutes were very satisfied with skill inputs given by faculty members in the area of Self Introduction Protocol and Oral Communication. The MBA Graduates were satisfied with inputs delivered by faculty members on Courteous Phrases. The table also reveals the level of satisfaction of MBA Graduates pursuing MBA from RCU-campus ranges between 21 to 80 percent.

The Students Feedback about Technology Skill Series is presented in the table-2. It is evident from table-2 that MBA Graduates were very satisfied with the inputs provided by faculty members on the technical track items such as Introduction to Microsoft Word, Document Editing, Document Formatting, Paragraph formatting, Page Formatting, Introduction to Microsoft Excel and Microsoft PowerPoint. The graduates were not satisfied with the inputs provided by faculty members on Advanced Data Analysis Tools and OTP Creation.

**TABLE-2  
STUDENTS FEEDBACK ABOUT TECHNOLOGY SKILL SERIES**

| Skill                                   | PERCENTAGE OF SATISFACTION LEVEL |       |       |       |
|---|----------------------------------|-------|-------|-------|
|   | DBA                              | JCM   | GBS   | AIMR  |
| Introduction to Microsoft Word          | 0.89                             | 0.91  | 0.9   | 1     |
| Document Editing                        | 0.83                             | 0.875 | 0.895 | 0.9   |
| Document Formatting                     | 0.885                            | 0.895 | 0.905 | 0.92  |
| Editing Features of Word                | 0.8                              | 0.815 | 0.785 | 0.81  |
| Paragraph formatting                    | 1                                | 1     | 1     | 1     |
| Working with Tables                     | 0.455                            | 0.635 | 0.625 | 0.52  |
| Page Formatting                         | 0.88                             | 1     | 1     | 1     |
| Inserting Graphics & Pictures           | 0.445                            | 0.54  | 0.505 | 0.395 |
| Introduction to Microsoft Excel         | 0.875                            | 0.92  | 0.93  | 0.96  |
| Operational Part of MS Excel            | 0.615                            | 0.625 | 0.555 | 0.545 |
| Creating and Using Templates            | 0.475                            | 0.525 | 0.5   | 0.475 |
| Working with Data                       | 0.38                             | 0.575 | 0.475 | 0.43  |
| Basic Formulae and Use of Functions     | 0.36                             | 0.475 | 0.425 | 0.385 |
| Data Analysis Using Charts and Graphs   | 0.61                             | 0.91  | 0.895 | 0.99  |
| Advanced Data Analysis Tools            | 0.365                            | 0.405 | 0.375 | 0.385 |
| Introduction to Microsoft PowerPoint    | 0.95                             | 1     | 1     | 1     |
| Mobile Apps necessary for the students  | 0.315                            | 0.455 | 0.44  | 0.375 |
| Online Entry for Jobs/Competitive Exams | 0.37                             | 0.525 | 0.795 | 0.49  |
| OTP Creation                            | 0.28                             | 0.355 | 0.33  | 0.285 |

**TABLE-3: STUDENTS FEEDBACK ABOUT EMPLOYABILITY SKILLS SERIES**

| Skill                             | PERCENTAGE OF SATISFACTION LEVEL |       |       |       |
|-----------------------------------|----------------------------------|-------|-------|-------|
|                                   | DBA                              | JCM   | GBS   | AIMR  |
| Interest Profiling                | 0.425                            | 0.585 | 0.62  | 0.44  |
| Career Options                    | 0.32                             | 0.435 | 0.52  | 0.465 |
| Idea of Recruitment Process       | 0.425                            | 0.595 | 0.705 | 0.475 |
| Data Interpretation               | 0.315                            | 0.34  | 0.33  | 0.385 |
| Exposure to Quantitative Aptitude | 0.295                            | 0.325 | 0.32  | 0.485 |
| General Awareness                 | 0.395                            | 0.56  | 0.615 | 0.375 |
| Test of Reasoning                 | 0.355                            | 0.34  | 0.365 | 0.37  |

|                                   |       |       |       |       |
|-----------------------------------|-------|-------|-------|-------|
| Resume Writing                    | 0.46  | 0.715 | 0.78  | 0.715 |
| Networking Skills                 | 0.29  | 0.65  | 0.71  | 0.41  |
| Reference Seeking                 | 0.28  | 0.705 | 0.71  | 0.45  |
| Participation in Group Discussion | 0.425 | 0.605 | 0.62  | 0.64  |
| Personal Interview Etiquettes     | 0.365 | 0.625 | 0.715 | 0.655 |
| Multiple Choice Questions         | 0.3   | 0.36  | 0.395 | 0.495 |

It is evident from table-3 that MBA Graduates were satisfied with the inputs provided by faculty members on the employability skills. The satisfaction level ranges between 21 to 60 percent.

**TABLE-4  
STUDENTS FEEDBACK ABOUT INDIAN VALUES & MANAGEMENT SERIES**

| Skill   | PERCENTAGE OF SATISFACTION LEVEL |       |       |       |
|---|----------------------------------|-------|-------|-------|
|   | DBA                              | JCM   | GBS   | AIMR  |
| Exposure to Indian Values                                     | 0.41                             | 0.59  | 0.55  | 0.51  |
| Exposure to Global Values                                     | 0.31                             | 0.475 | 0.36  | 0.33  |
| Exposure to Corporate Values                                  | 0.48                             | 0.63  | 0.565 | 0.56  |
| Take-home from Traditional Ethos                              | 0.345                            | 0.63  | 0.53  | 0.495 |
| Take-home from Modern Management Ethos                        | 0.305                            | 0.525 | 0.47  | 0.43  |
| Role of Spirituality is Success                               | 0.29                             | 0.475 | 0.335 | 0.31  |
| Role of Unity in Success                                      | 0.29                             | 0.355 | 0.33  | 0.305 |
| Commandments of Major Religions                               | 0.565                            | 0.52  | 0.415 | 0.37  |
| Learning from Works & Thoughts of Spiritual Leader/Saint, etc | 0.3                              | 0.735 | 0.6   | 0.4   |
| Learning from Works & Thoughts of Philosopher/Social Reformer | 0.28                             | 0.365 | 0.34  | 0.35  |

The table-4 demonstrates that the satisfaction level of MBA Graduates on Indian Values series ranges between 21 to 60 percent.

**MBA Graduates of DBA**

The table-5 reveals that the MBA Graduates are having marginal skills in communication skill set i.e. Oral communication, written communication, Presentation, Self Introduction, Professional Charisma and Resume Writing. This indicates that the quality of training was poor. The study reveals that the students are not competent in negotiation skills. The table also portrait that students are not competent enough in reasoning (Managerial Skills). The students are having marginal skills in Interpersonal

Skills (Teamwork Skills). The students are not competent in Networking, Cross-culture Sensitivity and quantitative analysis.

**MBA Graduates of JCM, GBS and AIMR Campus**

The table-5 reveals that the MBA Graduates are having adequate communication skills. The students are good at time management and are ethical and honest. They have possessed adequate skills in Reasoning and Interpersonal. The students are having Marginal skills in Networking and Cross-culture Sensitivity

**TABLE-5: EFFECTIVENESS OF SKILL DEVELOPMENT SERIES – RECRUITERS PERSPECTIVE**

| Skill                              | DBA                                | JCM   | GBS   | AIMR  |
|------------------------------------|------------------------------------|-------|-------|-------|
| <b><u>Communication Skills</u></b> | <b>PERCENTAGE OF EFFECTIVENESS</b> |       |       |       |
| Oral communication Skills          | 0.29                               | 0.51  | 0.405 | 0.56  |
| Written communication Skills       | 0.24                               | 0.635 | 0.48  | 0.615 |
| Negotiating Skills                 | 0.2                                | 0.425 | 0.515 | 0.485 |
| Presentation Skills                | 0.315                              | 0.45  | 0.59  | 0.58  |
| Self Introduction                  | 0.26                               | 0.58  | 0.63  | 0.555 |
| Professional Charisma              | 0.225                              | 0.545 | 0.55  | 0.59  |
| Resume Writing                     | 0.21                               | 0.595 | 0.595 | 0.56  |
| <b><u>Managerial Skills</u></b>    |                                    |       |       |       |
| Time Management                    | 0.68                               | 0.68  | 0.545 | 0.61  |
| Reasoning Skills                   | 0.2                                | 0.4   | 0.4   | 0.435 |
| Ethical & Honest                   | 0.495                              | 0.62  | 0.705 | 0.655 |
| <b><u>Leadership Skills</u></b>    |                                    |       |       |       |
| Integrity                          | 0.56                               | 0.61  | 0.725 | 0.625 |
| <b><u>Teamwork Skills</u></b>      |                                    |       |       |       |
| Interpersonal Skills               | 0.245                              | 0.46  | 0.525 | 0.52  |
| Networking Skills                  | 0.2                                | 0.305 | 0.325 | 0.36  |
| Cross-culture Sensitivity          | 0.2                                | 0.345 | 0.33  | 0.4   |
| <b><u>Technical Skills</u></b>     |                                    |       |       |       |
| Quantitative Analysis              | 0.2                                | 0.2   | 0.2   | 0.2   |
| Advanced Data Analysis Tools       | 0.25                               | 0.265 | 0.32  | 0.42  |

The skill set that recruiters look for in MBA Graduates are highlighted in table-6. It is astonishing to note that there is completely mismatch between industry requirement and Skill Development Series

developed by Rani Channamma University. Around 75 percent of curriculum of Skill Development Series does not match with industry requirement. This mismatch has negatively affected the placement of students. The problem with Skill Development Series is that weekly 2 hours have been allocated for teaching the course. The researcher is of the view that skill can't be taught in the class but they need to be demonstrated. This may be one of the reasons for non-lucrative response from industry to Skill Development Series introduced by Rani Channamma University. The other reasons for poor performance of skill development series include lack of infrastructure facilities, lack of trained faculty members, etc.

**TABLE-6: SKILLS THAT RECRUITERS LOOK FOR IN MBA GRADUATES**

| Skill Set                          | Frequency | Training | Skill Set                       | Frequency | Training |
|------------------------------------|-----------|----------|---------------------------------|-----------|----------|
| <b><u>Communication Skills</u></b> |           |          | <b><u>Leadership Skills</u></b> |           |          |
| Oral communication Skills          | 1         | Y        | Integrity                       | 1         | Y        |
| Written communication Skills       | 1         | Y        | Ability to inspire others       | 0.51      | N        |
| Presentation Skills                | 0.68      | Y        | Decision-Making Ability         | 0.915     | N        |
| Self Introduction                  | 1         | Y        | Supervisory Ability             | 0.68      | N        |
| Professional Charisma              | 1         | Y        | <b><u>Teamwork Skills</u></b>   |           |          |
| Resume Writing                     | 0.915     | Y        | Ability to work in Team         | 0.92      | N        |
| <b><u>Managerial Skills</u></b>    |           |          | Ability to Build Strong Team    | 0.775     | N        |
| Analytical Skills                  | 0.845     | N        | Interpersonal Skills            | 0.905     | N        |
| Time Management                    | 1         | N        | Networking Skills               | 0.665     | N        |
| Ability to Work Independently      | 0.77      | N        | Cross-culture Sensitivity       | 0.695     | N        |
| Knowledge of Company's Culture     | 1         | N        | Value others Opinion            | 0.7       | N        |
| Ability to make an Impact          | 0.59      | N        | Adaptability                    | 0.82      | N        |
| Maturity                           | 0.525     | N        | Sharing Views                   | 0.665     | N        |
| Professionalism                    | 0.595     | N        | Control and Motivation          | 0.345     | N        |
| Stress Mgt/Mental Toughness        | 0.53      | N        | Coordination                    | 0.63      | N        |



|                                |       |   |                              |       |   |
|--------------------------------|-------|---|------------------------------|-------|---|
| Innovative Thinking            | 0.565 | N | Ability to collaborate       | 0.83  | N |
| General Awareness              | 0.49  | N | <b>Technical Skills</b>      |       |   |
| Reasoning Skills               | 0.66  | N | Quantitative Analysis        | 0.83  | N |
| Ethical & Honest               | 1     | N | Qualitative Analysis         | 0.715 | N |
| Work-life Balance              | 0.45  | N | Specific Language Skills     | 0.52  | N |
| Company and Industry Knowledge | 1     | N | Advanced Data Analysis Tools | 0.35  | Y |
| Positive Attitude              | 0.89  | N | SPSS Package                 | 0.695 | N |
| Change-readiness               | 0.545 | N | Web-Interview                | 0.21  | N |
| Persistence                    | 0.735 | N | Video conference             | 0.2   | N |
| Perseverance                   | 0.77  | N |                              |       |   |
| Job Knowledge                  | 1     | N |                              |       |   |

Y: stands for Training in Given

N: stands for Training is Not Given

**FINDINGS**

- 1) The study revealed satisfaction level of MBA Graduates pursuing MBA programme in all the B-School is different with respect to different skill sets.
- 2) The recruiters are not happy with skill set possessed by MBA Graduates of Rani Channamma University.
- 3) There is a completely mismatch between industry requirement and Skill Development Series developed by Rani Channamma University.
- 4) The reasons for un-lucrative response to the Skill Development Series introduced by Rani Channamma University include ;a) the skills are taught in the classroom environment through lecture method, b) lack of infrastructure facilities such as Language Lab, c) lack of trained faculty members, d) non-involvement of industry experts, etc.

**SUGGESTIONS**

- 1) B-School should hire faculty members with industry experience.
- 2) Training programme should be conducted to train the teachers on skill development series. The faculty members should be encouraged to attend faculty development programme on skill development. The university/institute should sponsor the teacher for such programme.
- 3) The university is suggested to revise the syllabus of Skill Development Series and incorporate the



industry requirements into the curriculum.

- 4) Thematic appreciation Test should be conducted in order to develop managerial skills of students.
- 5) Mock Interview should be arranged in order to instill confidence in students
- 6) Teachers' expertise in the field of Psychology, Sociology, Computer Science and English should be invited to impart skills among students
- 7) Boot Camp and Outbound Training programme should be arranged for the benefit of students.
- 8) Meet the Executive Programme should be introduced to provide hand on experience of industry
- 9) Weekly industrial visit should also be arranged. This type of intuitive is expected to improvise the oral and written communication skills of students.
- 10) Business News Articles reading should be made compulsory and weekly test should be conducted.
- 11) More and more Group Discussion Camp should be arranged for students.
- 12) It is also suggested to launch Student Exchange Programme for students of Rani Channamma University.
- 13) Students should be encouraged to conduct specialization related event.
- 14) Student should be encouraged to participate in Management Fest and Student Seminar completion. Funding for the same should be provided by university or institute.
- 15) As part of "Earn while Learn" initiative, Students should be motivated to start exclusive Canteen/Stationery Shop for MBA Department.
- 16) Two internship projects should be introduced viz a) Minor Internship Project covering study of industry & organization and b) Major Internship Project covering application of Theory/Decision Making with Placement Option.
- 17) The university should launch tailor made course or crash course specialization in conventional streams like HR, Marketing, Finance.
- 18) B-Schools should focus on making entrepreneurs. The emphasis should be on creating job providers, not seekers. It's also a well-known fact that many employers look for an entrepreneurial attitude in their employees, so a focus on this aspect will automatically improve the candidate's brand value. The university should set up incubation center in collaboration with Visvesvaraya Technology University. Seed Capital Fund should be created for this purpose.

## **CONCLUSION**

Despite struggling with placement, MBA degree of Rani Channamma University still holds a lot of promise and has the capability to live up to its lofty standards provided that the recommendations made by researcher are implemented with true spirit. The initiatives suggested by researcher are expected to give a new direction to Skilling Programme of Rani Channamma University.



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