

Competency Mapping of Teachers of Management Education - A Study in Telangana State, India

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Abstract

As the business world is filled with challenges and risks, the purpose of management education is to prepare students thoroughly to face these challenges and take the risk by the horn. Unfortunately, regulatory body has focused more on granting approvals rather than improving the quality of management education in the country resulting into high proliferation and low quality of teaching-learning. To make India an intellectual capital of the world, teachers have to create a dynamic environment, which can encourage superior quality management education. Here competency of management teachers assumes a lot of importance in today's context. The objective of the study is to map the competencies of teachers in management education. The present study covers management teachers of ten districts in Telangana State. The sample selected is based on convenience sampling method and it comprises 237 management teachers of Government and private institutions located in Telangana state. The study has identified 48 competencies and grouped into six categories. These competencies are a must for management teacher for effective teaching, attractive learning management learning process in classrooms and these competences of management teachers' can improve the employability skills of students.

Key Words: Teachers, Competency Mapping, Management Education.

1. Introduction:

India is poised at a very significant moment in its economic history. If the Government, industry, academia and the people work together towards the common objective of taking the nation to greater heights, then nothing can stop the country from leading the world. The economic growth of a nation is directly depending upon the supply of educated manpower. In India, rate of industrialization has picked up which has resulted in great demand for managers in every sector of economy. Every year, India needs a huge reservoir of people who are trained for business and management and the demand is to last for years. The managerial talent has the power to drive the economy forward. But it is matter of concern regarding whether the demand is for what they have been taught.

As the business world is filled with challenges and risks, the purpose of management education is to prepare students thoroughly to face these challenges and take the risk by the horn. Unfortunately, regulatory body has focused more on granting approvals rather than improving the quality of management education in the country resulting into high proliferation and low quality of teaching-learning. The problem is further compounded by faculty shortage, poor quality of faculty, short term focus of the management education providers, poor governance, lower degree of accountability, indifference of the corporate and above all competencies of management aspirants in terms of undergoing rigor of professional education. In management education, quality has become a necessity.

1.1 Overview of Literature

Indian Business schools (B-Schools) need an urgent course correction so as to maintain their relevance in the society. Survival of these institutions will indeed depend on how proactive they are with regard to meeting the needs of the corporate houses in particular and society in general. Revitalization process of B - school should be strengthened by all the stakeholders especially the government and the corporate houses (Kumar and Jha, 2012). There is lack of clarity regarding the expected outcome of the management education programme, approach of the academicians, lack of involvement in the industry and bias towards conceptual

learning are some of the factors hampering the effectiveness of the Indian management education (Reddy, 1996). The demand for engineers and managers is increasing in India and as well as throughout the globe; the real requirement will be met with if quality and employable graduates are produced mainly by the private institutes. This means that there is dire need of the Private College to cater this need but they need to maintain the desired quality and contribute in producing quality Engineers (Gosavi, 2013).

Good teachers are those: Who know their subject matter, are organized, spend the major part of class time on academic activities, structure learning experiences carefully, clearly present both directions and content information, maintain high student interest and engagement, ensure that students have sufficient time to practice skills, involve all students in discussions (not just volunteers), ask both higher and lower order questions as appropriate to objectives of the lesson, use adequate wait time, provide clear academic feedback, teach content at a level that ensures a high rate of success, vary student activities procedures, hold high expectation for students, are enthusiastic about teaching and their subject matter, have high record for students and treat them with respect, connect new learning to prior knowledge, develop rather than shallow knowledge, and build classroom-learning communities (Sadker and Sadker, 1997). There are twenty one teaching competencies in Indian situation which are grouped under the following major headings: Planning skills, Presentation skills, Managerial skills, Closure skills and Evaluation Skills (Passi and Lalitha, 1976).

The constraints faced by the teachers in fulfilling the academic demands were high. More opportunities need to be given to teachers to update their functional knowledge and skills (Sugumar, 2009). By the score obtained by science student teachers before and after simulation, it is found that there lies significant difference in pedagogical competency of science teachers. It indicates that simulation classes have positive impact on internship programme. Students become more competent pedagogically to teach science in internship programmes due to simulation classes (Panda, 2014). The PAKS (Personality, Ability, Knowledge, Skills) based competency model for the assessment of faculty members in academia. This model incorporated in any academic institution for the competency management, fruitful results would be obtained for the up gradation of faculty and the institution (Tripathi, 2010).

1.2 Research Gap

After going through the studies conducted earlier, it is found that very few researchers have conducted studies in the area of competency mapping of management teachers. With special reference to India, negligible research has been carried out on this topic. Thus, an attempt is made to research on competency mapping of teachers in management education.

1.3 Need and Significance of the Study

Teachers are the dynamic energy for the development and reconstruction of nation as they are building future citizens for the society. The place of teacher in current scenario of society is really crucial due to his/her pivotal role in social progress and in the transmission of wisdom, knowledge and experience of one generation to another. Teaching is often misrepresented as being a simple matter of presenting information to students. Such a view underestimates what is required of both students and teachers. In reality, teaching and learning are complex social and cognitive processes, and educational practice is the subject of thriving research literature.

Management education could become a diagnostic tool for business problems of the globalized world. It not only prepares students to meet the challenges of the changing times but also helps them in identifying and choosing a career to suit their knowledge, skills and attitudes. To make India an intellectual capital of the world, teachers have to create a dynamic environment, which can encourage superior quality management education. Here competency of management teachers assumes a lot of importance in today's context. In this backdrop, an attempt is made to map the competencies of teachers in management education.

2. Objective

The objective of the study is to map the competencies of teacher in management education.

2.1 Scope of the Study

The study is concerned with the mapping of competencies of management education teachers. It covered all the ten districts in Telangana State, India. The areas which are covered are the existing competencies of management teachers, constraints faced by management teachers' in knowledge enhancement, skills required by management teachers and professional up gradation. It also covers the competencies of the management students.

3. Materials and Methods:

A descriptive research design is undertaken to meet the objective of the study.

3.1 Selection of Sample and Size

In Telangana state, there are seven state government universities which are offering management education. Further, apart from the Universities, many private and aided colleges which are affiliated to these universities are also offering management education. In Telangana, in fact in entire India, management education is monitored by the AICTE (All India Council for Technical Education). This apex body stipulates the cadre ratio and norms of eligibility for faculty positions. At present, the cadre ratio for a batch of 60 MBA graduates is one Professor, two Associate Professors and six Assistant Professors. Every management education college in India has to follow these rules. But, somehow, some colleges due to various constraints and lack of resources are unable to follow these guidelines. They are running the show with less than required faculty members. This made our task of getting the exact size of population (Management Faculty members) very difficult. Due to this limitation, we have made an attempt to cover all the universities in order to make the study more comprehensive in nature. For this purpose, a sample of 300 management teachers working in the colleges under these seven universities is selected by using convenience sampling method. Sufficient precautions have been taken for accommodating the representation of respondents from every university and also from all the districts of Telangana state. A structured questionnaire prepared for eliciting responses related to the study was administered to them. However, only 237 faculty members responded properly to the questionnaire. So, the sample size is determined as 237. Table 1 presents the selection of sample.

Table 1 Selection of Sample Size

S. No.	Name of the University	Districts Covered	Number of Respondents	Total Respondents
1	Osmania University	Hyderabad & Rongareddy	37 26	63
2	JNTU, Hyderabad	Hyderabad & Rongareddy	21 16	37
3	Kakatiya University	Warangal & Khammam	21 13	34
4	Mahatma Gandhi University	Nalgonda	31	31
5	Palamuru University	Mahbubnagar	29	29
6	Satavahana University	Karimnagar & Adilabad	11 15	26
7	Telangana University	Nizambad & Medak	11 06	17
Total				237

Source: Primary Data.

3.2 Data Collection

The study is based on primary data. The primary data is collected by using schedule technique. A well structured schedule is designed using like Likert scale with five point scale. The Cronbach Alpha and confidence interval test is used to check the reliability of the questionnaire. Table 2 presents the reliability level of the questionnaire.

Table 2 Reliability Statistics

Cronbach's Alpha	Cronbach's Alpha Based on Standardised	N of Items
0.903	0.891	54

Source: Primary Data.

Table 2 indicates that the score of Cronbach Alpha coefficient is .903 which is more than 0.7 ($\alpha=.903$), which implies that the questionnaire is reliable. Further no statements are to be deleted as all have the Cronbach Alpha Score more than 0.7. The data collected is analysed and interpreted by using various statistical techniques such as averages and mean, standard deviation. The Secondary data is gathered from published materials in the form of books, journals, websites and reports relevant to the study.

3.3 Demographic Profile of the Respondents

As a part of research, demographic variables are studied. The demographic variables include gender, age, highest degree possessed, type of institution, designation and teaching experience. The demographic profile of the respondents presented in Table 3.

Table 3 Demographic Profile of the Respondents

Demographic Profile	Items	No of Respondents	%
Gender	Male	156	66
	Female	81	34
Age	Below 25 years	13	6
	Between 26 to 35 years	80	34
	Between 36 to 45 years	65	27
	Above 45 years	79	33
Highest Degree Possessed	PhD	114	48
	M.Phil	42	18
	Post Graduation (P.G)	81	34
Type of Institution	University College	77	32
	Private College	129	55
	Autonomous College	31	13
Designation	Professor	56	24
	Associate Professor	93	39
	Assistant Professor	88	37
Teaching Experience	Below 5 years	18	8
	Between 6 to 10 years	111	47
	Between 11 to 15 years	84	35
	Above 15 years	24	10

Source: Primary Data.

Table 3 presents demographics, it reveals that the out of 237 respondents, 156 were male (66%) and 81 were female (34%). The majority of respondents belongs to between 26 – 35 years age group and followed by

above 45 years age group. Around 48% of the respondents possessed PhD as a highest degree and 34% possessed only P.G. Majority of the respondents (55%) were working in private institutions. Around 39% were working as associate professor, 37% were assistant professor and 24% are working as professors in various institutions. Further, majority of the respondents were having 6 to 15 years of teaching experience. These demographics indicate that the majority of the management teachers are working in private institutions with about 6 to 10 years teaching experience.

3.4 Competency Mapping of Management Teachers

Competency Mapping is the process of identifying specific skills, knowledge, abilities and behaviours required to operate effectively in a specific profession or position. Competency of teachers assumes a lot of importance in today's context. In India however competency development and mapping still remains an unexplored area. During the past decade, there has been a growing interest in learning and competency based system in various areas of education, training and professional development, especially in management education. The management teachers require a number of competencies such as; teaching competencies, educational competencies, motivational competencies, communication competencies, personal competencies and administrative and organizational competencies.

4. Results of Analysis and Discussion

For the study purpose, 48 statements have been developed with different competencies. They are grouped into six and presented in Table 4.

Table 4 Management Teachers Competencies

S.No	Management Teacher Competencies	N	Mean	Std. Deviation
TEACHING COMPETENCIES				
TC1	Teacher's expertise in subject creates effective teaching and learning environment for students.	237	3.95	1.44
TC2	Teaching skills improve the student outcomes.	237	3.83	1.28
TC3	Teacher attitude influences the behaviour of students.	237	3.62	1.26
TC4	Teachers' discipline changes the students' perceptions positively.	237	3.51	1.21
TC5	A Teacher should always update teaching methodology.	237	3.82	1.45
TC6	Teacher should spend some time to discuss about great personalities.	237	3.61	1.29
TC7	Teacher should have creativity in teaching.	237	3.86	1.37
TC8	Teacher should be flexible and adaptive in management education process.	237	3.32	1.29
TC9	Developing new models and theories helps gain more expertise.	237	3.55	1.32
TC10	Teacher should use various pedagogical methods for effective classroom delivery.	237	3.75	1.27
Overall Opinion on Teaching Competencies		237	3.69	0.82
EDUCATIONAL COMPETENCIES				
EC1	Teacher should have mastery in both theoretical and practical knowledge.	237	3.59	1.29
EC2	Teacher should have additional qualifications to enhance the subject knowledge and confidence.	237	3.01	1.32
EC3	Teacher should acquire required additional qualification in the area in which he/she in teaching.	237	3.11	1.43
EC4	Teacher should involve in research work.	237	3.51	1.26
EC5	Teacher should update with technology related to teaching.	237	3.78	1.45
EC6	Teacher should have knowledge of curriculum design.	237	3.63	1.34

EC7	Teacher should attend Capacity Building or Faculty Development Programmes (FDP) regularly.	237	3.97	1.42
Overall opinion on Educational Competencies		237	3.76	1.11
MOTIVATIONAL COMPETENCIES				
MC1	Teachers facing adverse circumstances successfully will motivate the students.	237	3.52	1.19
MC2	Teacher's habit of team building and leading will motivate students.	237	3.81	1.46
MC3	Teachers' hard work and commitment will motivate students.	237	3.77	1.61
MC4	Teacher should inspire the students with successful stories of entrepreneurs.	237	3.95	1.44
MC5	Teacher should encourage students to become entrepreneurs.	237	3.6	1.26
MC6	Teacher with strong positive regard for oneself and confidence will inspire students.	237	3.91	1.46
MC7	Encouraging and appreciating students for their good work will get positive result.	237	3.62	1.24
MC8	Teacher should encourage students to participate in classroom seminars, role plays and etc.	237	3.95	1.41
MC9	Teacher should encourage the students in his/her area of interest.	237	3.95	1.36
Overall opinion on Motivational Competencies		237	3.79	0.53
COMMUNICATIONAL COMPETENCIES				
CC1	Teacher should know how to use and respond to language appropriately in class room.	237	3.66	1.09
CC2	Teacher should know how to recognise and repair communication breakdowns.	237	3.56	1.08
CC3	Teacher must have knowledge of verbal and non-verbal communication skills.	237	3.99	1.28
CC4	Teachers' communication should be as simple as possible and understandable to below average students.	237	4.1	1.36
CC5	Drama (storytelling and scenarios) can provide students a clear comprehension of subject or topic.	236	3.12	1.45
CC6	Teacher should allow students to express their opinion or doubts in the class room.	237	3.59	1.15
Overall opinion on Communication Competencies		237	3.93	0.67
PERSONAL COMPETENCIES				
PC1	Teacher should possess morally and ethically strong personality.	237	3.9	1.4
PC2	Teacher should deal with students in a friendly, caring, helpful and considerate manner.	237	3.84	1.38
PC3	Teacher should listen as carefully, accurately and sensitively as possible.	237	3.55	1.28
PC4	Keeping him/her self calm in conflicting situations is one important characteristic of good teacher.	237	3.92	1.44
PC5	Teacher should possess adaptive working style or approach to meet the needs of a particular situation.	237	3.54	1.24
PC6	Teacher should establish and maintain friendly relations with the stakeholders of institute.	237	4.05	1.34
PC7	Teacher should be able to express his/her ideas with clarity and precision.	237	3.54	1.24
PC8	Teacher should be able to make decisions quickly and effectively.	237	3.58	1.17
PC9	Teacher should break down complex tasks into manageable parts and perform them systematically.	237	3.43	1.15
Overall opinion on Personal Competencies		237	3.84	0.63

ADMINISTRATIVE AND ORGANISATIONAL COMPETENCIES				
AOC1	Teacher should organise activities in a timely manner.	237	3.77	1.37
AOC2	Teacher should Make him/her self available to students even beyond classroom.	237	3.69	1.29
AOC3	Teacher should take responsibility and accountability for the activities conducted by him/her.	237	3.68	1.32
AOC4	Teacher should keep oneself aware of the practices followed by his/her institution as well as other Institutions.	237	3.62	1.27
AOC5	Teacher should be tolerant with people and processes.	237	3.9	1.34
AOC6	Teacher should develop and implement methods of appraisal.	237	3.76	1.33
AOC9	Teacher should constantly work to improve and reinforce performance of students by giving them continuous feedback.	237	3.76	1.36
Overall opinion on Administrative and Organizational Competency		237	3.59	0.91

Source: Primary Data

The Table 4 presents the competencies of management teacher under six categories namely teaching, education, motivational, communication, personal and administrative and organizing competencies.

Teaching Competencies: The study reveals that respondents have agreed with all the statements with regard teaching competencies with an overall mean of 3.69. With regard to statement ‘Teacher should be flexible and adaptive in management education process’ respondents did not have express any strong opinion with a mean of 3.32.

Education Competencies: The study reveals that the respondents have agreed with regard to educational competencies with an overall mean of 3.76. It indicates that these competencies are must to continue in management education. With regard to statements related to additional qualifications, respondents were indecisive with mean of 3.01 and 3.11.

Motivational Competencies: This study reveals that competencies like student motivation, team building, hard work, nurturing towards entrepreneurship, positive attitude, classroom participation etc. of a management teachers will make student productive and effective. The same has proved with an overall mean of 3.79.

Communication Competencies: Study evidences that competencies like appropriate use of language, how to repair communication breakdowns, verbal and non-verbal communication skills etc. will help to become a good management teacher. The same has proved from the study with an overall mean of 3.93 from the respondents.

Personal Competencies: Personal competencies like morally and ethically strong, friendly nature, calm going, adoptive working style, clarity in activities etc. will keep management teacher at high level. The study revealed the same with a high overall mean of 3.84.

Administrative and Organization Competencies: A management teacher should exhibit administrative and organizational competencies like organizing activities timely make him/her self available, accountability, awareness about policies and practices of the institution. The study revealed the same with an overall mean of 3.59 from the respondents.

5. Correlation Relation among the Management Teaching Competences

The study presents the correlation analysis among the teaching, educational, motivational, communication, personal and administrative and organisational competencies of management teacher.

Table 5 Correlation Relation among the Teaching Competencies

Teaching Competencies (TC)	TC1	TC2	TC3	TC4	TC5	TC6	TC7	TC8	TC9	TC10
Expertise in subject										
Teaching skills	.587**									
Teachers' Attitude	.005	-.256**								
Teachers' Discipline	.314**	.027	-.040							
Teaching Methodology	-.231**	-.444**	.719**	-.199**						
Time Spent	.470**	.457**	.333**	.038	.034					
Creativity in Teaching	.507**	-.042	.452**	.151*	.433**	.251**				
Flexible and Adaptive	.000	-.169**	-.074	.639**	-.014	-.323**	.127			
Developing New Models and Theories	.061	-.333**	.530**	-.189**	.588**	.135*	.666**	.060		
Pedagogical Methods	-.012	-.105	.113	-.136*	.296**	-.124	.289**	.333**	.373**	

Note: N=237, * $p < .05$, ** $p < .01$

The study indicates that the variable 'teachers' attitude' has shown high positive relationship with the variable 'teaching methodology' ($r=0.719$) which implies that there is strong relationship between both. Further, it is also correlated with 'developing new models and theories' ($r=0.588$). Teacher discipline variable has positive relation with the variable 'flexible and adaptive' ($r=0.639$) indicating a strong association between them. The variable 'teacher expertise in subject' has shown a positive relationship with 'teaching skills' ($r=0.587$).

Table 6 Correlation Relation among Educational Competencies

Educational Competencies (EC)	EC11	EC2	EC3	EC4	EC5	EC6	EC7
Mastery in Practical Knowledge							
Subject Confidence	.345**						
Additional Qualifications	.053	.370**					
Research Work	.411**	.643**	-.072				
Update with Teaching Technology	.312**	.785**	.838**	.343**			
Curriculum Design	.782**	.517**	-.148*	.526**	.265**		
Faculty Development Programmes	.808**	.447**	.145*	.456**	.377**	.733**	

Note: N=237, * $p < .05$, ** $p < .01$

This study indicates that the variable 'mastery in practical knowledge' has positive relationship with the variable "faculty development programmes" ($r=0.808$). The variable 'additional qualifications' also has positive relationship with the variable 'update with teaching technology' ($r=0.838$). Subject confidence variable has positive relationship with the variable 'update with teaching technology' ($r=0.785$). This indicates that the mastery, confidence in a particular depends on gaining practical knowledge and acquiring additional qualifications and attending faculty development programmes.

Table 7 Correlation Relation among Motivational Competencies

Motivational Competencies (MC)	MC1	MC2	MC3	MC4	MC5	MC6	MC7	MC8	MC9
Facing adverse circumstances									
Team building	.331**								
Hard work and commitment	-.440**	-.038							
Successful stories	.175**	.208**	-.478**						
Entrepreneur skills	-.259**	-.228**	-.061	-.360**					
Positive regard for oneself	.203**	-.153*	.384**	-.212**	.181**				
Encouraging students	.512**	.024	-.482**	.128*	-.193**	-.073			
Classroom participation	-.309**	-.226**	.554**	-.454**	.595**	.684**	-.306**		
Students interest	.448**	.032	-.230**	-.077	-.358**	.096	.388**	-.285**	

Note: $N=237$, * $p<.05$, ** $p<.01$

The data in table – 7 indicates that the Positive regard for oneself variable and Hard work and commitment variable have positive relationship with the ‘classroom participation’ at ($r=0.684$) and ($r=0.554$) respectively. Hence, it can be concluded that teachers with positive thinking and hard working nature can inspire the students participating in classroom activities.

Table 8 Correlation Relation among the Communicational Competences

Communication Competencies (CC)	CC1	CC2	CC3	CC4	CC5	CC6
Use and respond to language						
Recognise and repair communication	.357**					
Knowledge Verbal and Non-verbal communication	-.125	-.087				
Communication as simple as possible	-.365**	.242**	-.053			
Story telling	-.276**	-.005	-.084	.171**		
Students to express their opinion or doubts	-.123	.091	.329**	.163*	.473**	

Note: $N=237$, * $p<.05$, ** $p<.01$

It shows that the teachers’ ability to ‘use and respond to language’ has positive relations with the variable ‘knowledge of verbal and non-verbal communication’ ($r=0.365$). It indicates that the teacher should know how to use and respond to language appropriately in classroom and it depends on teachers’ knowledge of verbal and non-verbal communication skills. Further, the teachers’ knowledge of verbal and non verbal communication is also associated with the variable ‘students allow to express’ ($r=0.329$).

Table 9 Correlation Relation among the Personal Competencies

Personal Competencies (PC)	PC1	PC2	PC3	PC4	PC5	PC6	PC7	PC8	PC9
Morally and ethically strong									
Friendly, caring, helpful and considerate manner	-.164*								
Listen as carefully	-.396**	.187**							
Self-calm in conflicting situations	-.369**	-.049	.779**						
Adaptive working style	.149*	-.237**	.210**	.367**					
Friendly relations with stakeholders	-.200**	-.183**	-.049	.249**	.092				
Clarity and precision	-.411**	.295**	.809**	.720**	.110	.143*			
Decisions making quickly and effectively	-.294**	.170**	.488**	.443**	.055	.337**	.521**		
Break down complex tasks into manageable parts	-.311**	.271**	.851**	.720**	.047	.116	.954**	.545**	

Note: $N=237$, * $p<.05$, ** $p<.01$

Above data indicates that the variable Listen carefully has positive relationship with the variable 'break down complex tasks into manageable parts' ($r=0.851$). This indicates that the teacher should listen carefully students to break down complex tasks into manageable parts. Further listening carefully also leads to clarity and precision which is indicated by the strong relation ($r=0.809$).

Table 10 Correlation Relation among the Administrative and Organisational Competencies

Administrative & Organizational Competencies (AOC)	AOC1	AOC2	AOC3	AOC4	AOC5	AOC6	AOC7
Timely manner							
Available to students	.328**						
Responsible and accountable for their activities	.597**	.424**					
Aware of institution practices	.214**	.277**	.761**				
Tolerant with people and process	.732**	.391**	.362**	.049			
Methods of appraisal	.515**	.518**	.412**	.278**	.528**		
Continuous feedback	.500**	.492**	.344**	.075	.384**	.183**	

Note: $N=237$, * $p < .05$, ** $p < .01$

The study reveals that the variable 'timely manner' has positive relationship with the variable 'tolerant with people and process' ($r=0.732$). It indicates that the timely manner of completing the activities increases the teachers' tolerance with people and process of management education process. The variable 'responsible and accountable for their activities' has positive relationship with the variable 'aware of institutional practices' ($r=0.761$). It shows that the teachers who are aware of institutional practices will behave responsibly.

6. Conclusion of the Study

The major objective of the study was to map the competencies of teacher in management education. The study was identified 48 competencies and grouped into six competencies namely teaching, educational, motivational, communication, personal and administrative & organisational competencies. The study reveals that the respondents have agreed with regard to six competencies with an overall mean between 3.93 and 3.59. Management teacher should be flexible and adaptive in management education process and should have competencies like student motivation, team building, hard work, nurturing towards entrepreneurship, positive attitude, classroom participation etc. of a management teachers will make student productive and effective. Management teacher have appropriate use of language, how to repair communication breakdowns, verbal and non-verbal communication skills etc. will help to become a good management teacher. The personal competencies like morally and ethically strong, friendly nature, calm going, adoptive working style, clarity in activities etc. will keep management teacher at high level. A management teacher should exhibit administrative and organizational competencies like organizing activities timely make him/herself available, accountability, awareness about policies and practices of the institution. The study indicates that these competencies are a must for management teacher for effective teaching, attractive learning management learning process in classrooms' and these competences of management teachers' can improve the employability skills of students.

7. Limitations of the Study:

- The study is limited to indentifying the management teacher competencies.
- The study is limited only to the select management educations institutions across Telangana State, India.
- The study was carried out in a limited time fame and taking the help of responses of management teachers.

- The study variables have been considered under that particular time frame only and hence cannot be generalized to other academic disciplines or institutions.

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