



# Competency Mapping

B.B.A in Rural Management



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Where there is Rural Wellbeing  
there is Universal Prosperity



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# Background

India holds 760 universities with 38,498 colleges, however, suffers from employment gap arising out of skills deficiency the curriculum embeds in the graduates. Education today serves to employability but suffers from the employment gap phenomenon regularly. The research was undertaken to understand the competency required in the field of rural management attempts to outweigh the apprehensions linked with the poorly designed curriculum. The research involves semi-structured interviews in 26 villages of Telangana state involving detailed discussions with each stakeholder of the village. It revolves around understanding the requirement of professionals at the different stages of operations in rural areas. Moreover, 59 Mandal Parishad Development Officers (MPDOs) were surveyed to understand and validate the actual requirement for the competencies in the rural domain and subjects that should be included in the curriculum. The major focus has been on understanding the underlying gap that B.B.A in Rural management can fulfil with the human resource working at various stages of ground-level management in the field. The research is an outcome of detailed analysis conducted on the data collected during the village visits.

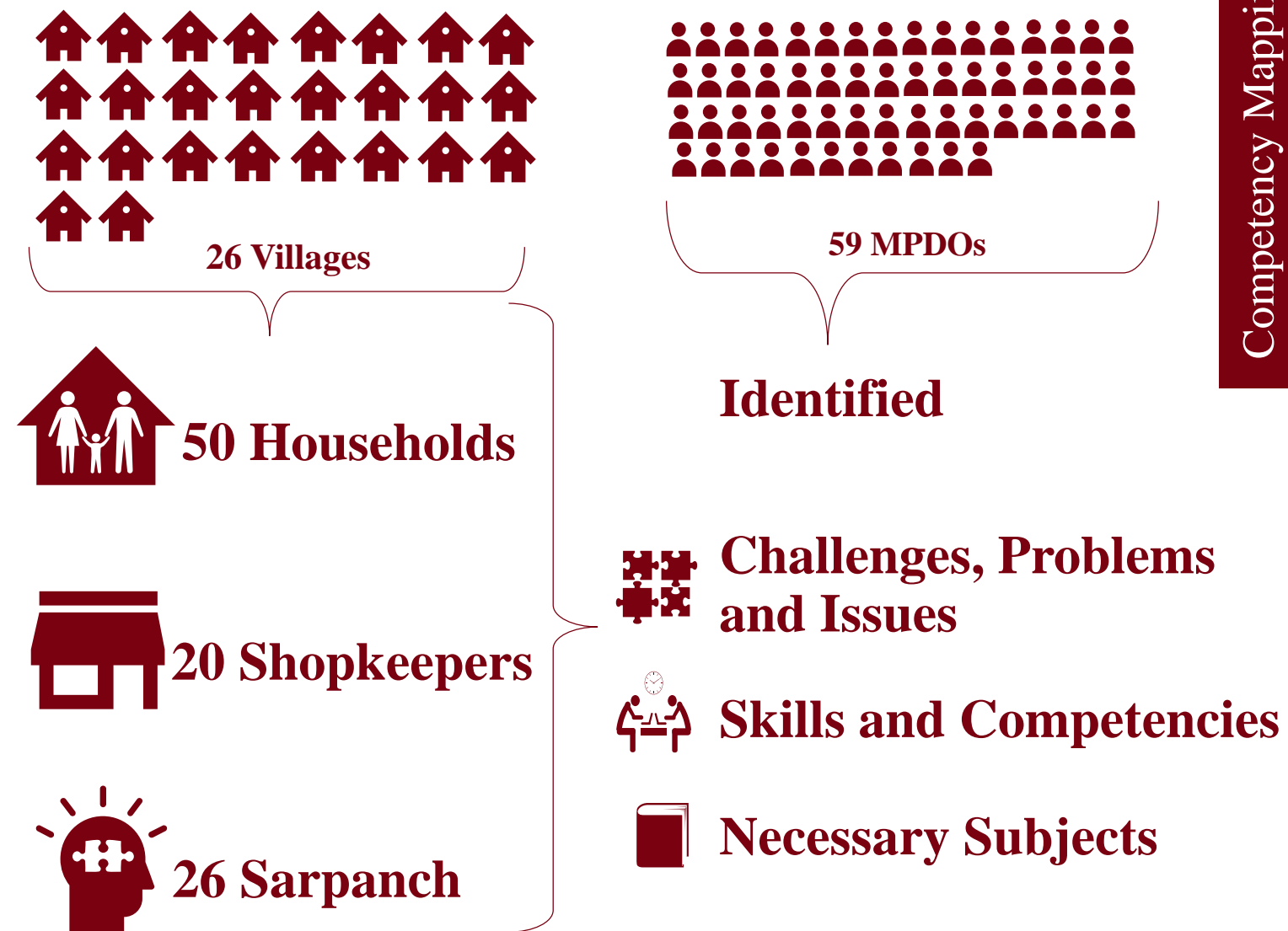
## Objectives

**To understand the underlying gap in the competencies required in rural areas with respect to the challenges faced by villagers at various stages of operations.**



# Methodology

In order to conceptualize better research with respect to the paucity of time and resources, a qualitative research method has been adopted to conduct exploratory research. A sample of 26 villages (Annexure 1) with a certain level of heterogeneous and homogenous problems was identified for the research while MPDOs selection was based on convenience sampling. Semi-Structured Interviews (Annexure 2) were conducted with the following participants:

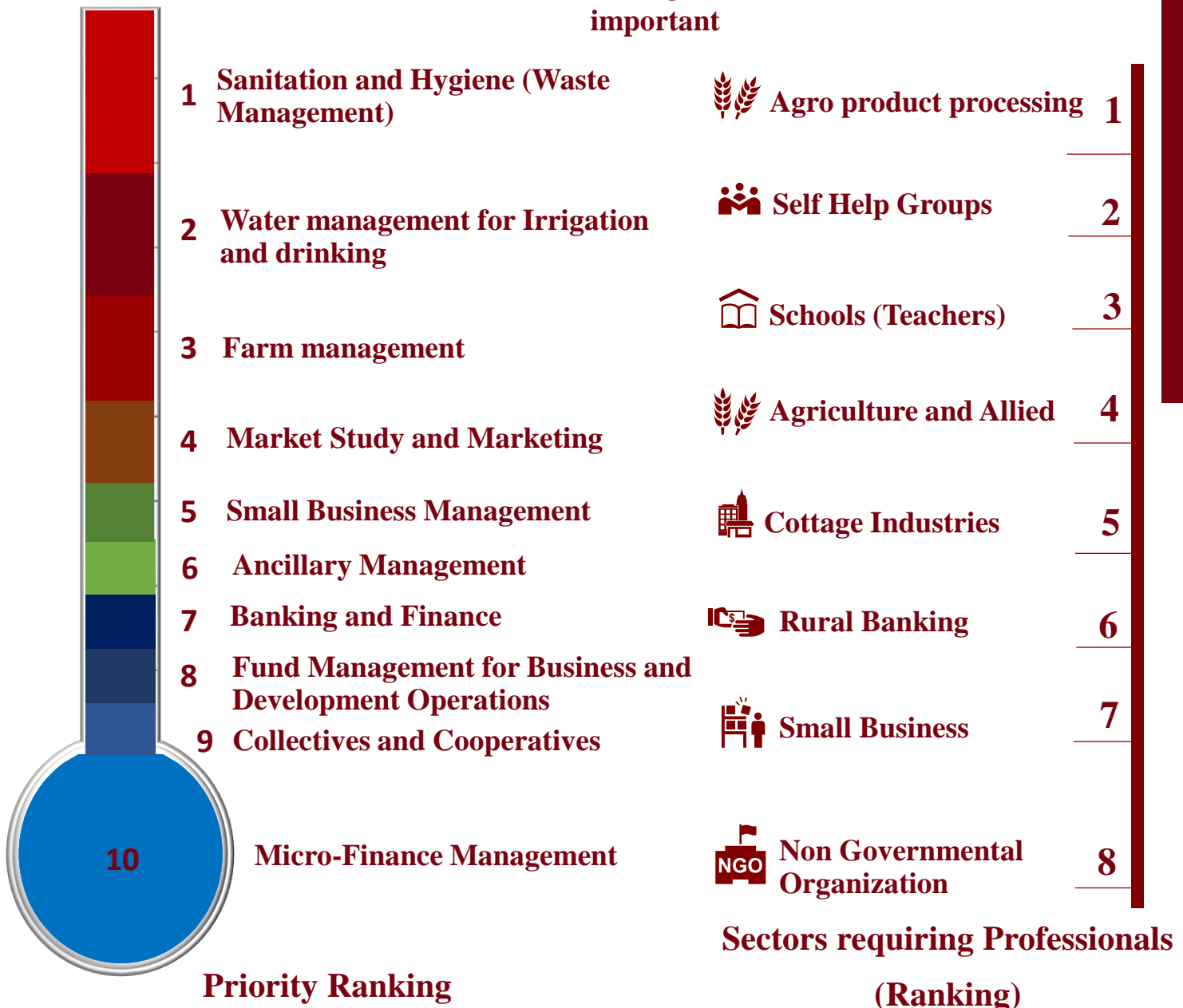




# Findings

The cumulative score of the priority ranked by villagers and MPDOs has been considered to identify the most pressing challenges to the mild challenges persisting in the village. The same was done to identify the major focal point of the curriculum while deciding the subjects and content of the subjects that need a certain level of sensitization with the students enrolling for the course.

**1 being the most important  
and 10 being the least  
important**



Competency Mapping



# Conclusion

The overall objective of conducting a competency mapping exercise was to tap the mindset of various stakeholders in a village wrt a new degree course i.e. BBA-RM. Additionally, there were certain sub-objectives wrt the course. The same being gauging the employability possibilities at village and district level and potential sectors where young professionals may wish to work post completion of the course. Secondly tapping the aspirations of stakeholders wrt their village and issues that prevail was gauged and the same has been carefully incorporated into the very syllabus of the BBA-RM course with a vision that the young professionals would be instrumental in mitigating the issues and challenges of their villages, the issues that have been broadly classified into various aspects of rural ranging from water & sanitation to Agriculture and small scale business and rural entrepreneurship have been included as a part of the BBA-RM curriculum.

The major challenges and issues as narrated by the stakeholders at village and district level in the state of Telangana continue to remain as that of water and sanitation, solid and liquid waste management and disposal, non-availability of rural entrepreneurship in villages and lack of ambition to pursue further studies post class 10<sup>th</sup>. To conclude, the issues prevalent are homogenous and pertinent to the state of Telangana it is recommended that similar exercises be conducted across all states of the country in order to tap the mitigable rural challenges by young professionals post completion of the course as narrated by the stakeholders at village and district level of the target states.



## Limitations

The Competency mapping exercise for the BBA-Rural Management Course was conducted in carefully selected/sampled villages across Telangana state. The results though promising had some limitations that must be kept in mind. Firstly, BBA-RM being a course that is due to be launched as an undergraduate degree course pan India, the area selected for its competency mapping was limited to the state of Telangana only at the nascent stage. A similar exercise in all other states' villages is in order - to tap the mindset and issues that can be solved by young professionals graduating from this course. In nutshell employability of the participants in the village/district level may vary from state to state. Secondly, the unstructured survey conducted in 26 villages of Telangana was based on the understanding of the long term objectives and potential employability conditions post completion of the BBA-RM course. The interviewer and interviewee conversation was also based on the same. Thirdly, although utmost care had been taken to incorporate the views of every stakeholder in a particular village there were instances where the institutional heads were unavailable, not sensitive to the long term objective of bringing about this course in practice.





# Annexure

## Annexure 1

Sl. No.	Village Name	Population
1	Ravalkole	2000
2	Pudur	2500
3	Yellampet	1800
4	Gowrelli	1000
5	Qutubullapur	2600
6	Rajbollaram	1200
7	Kalokoya	1600
8	Sadupally	1500
9	Kistapur	234
10	Akbarjapet	1100
11	Gosaiguda	2000
12	Bachuram	1500
13	Bandakunta	1250
14	Kammetta	2,582
15	Gollaguda	2000
16	Yenkepalli	1,001
17	Saraswatiguda	950
18	Agarmiyaguda	2500
19	Thimapur	1000
20	Rachulu	1200
21	Gudur	1600
22	Annogiguda	1800
23	Katikapally	1450
24	Tangedapalle	2500
25	Tallaram	950
26	Ibrahimpalle	1,039





## Annexure 2

### Competencies and Aspects for Graduate Education in Rural Management

Please answer the following questions and help us map competencies required for rural India. We would use your response to identify the aspects for training of young professionals and opportunities where young professionals could work. It would also help us understand what kind of subjects should be taught in an undergraduate course on rural management.

#### 1. What are the challenges faced by villages in India?

Please assign a number (rank) to each challenge based on their relative importance, **1 being of highest importance and 10 being the lowest**(you can give same rank to more than one choice).

- Sanitation, Cleanliness and Waste management
- Farm management
- Water management for irrigation and drinking
- Ancillary management
- Micro-finance management
- Small business management
- Market study and marketing
- Managing individuals and groups
- Fund management to carry out business operations
- Accounting, banking, pricing, profit and finance

2. What are the top 5 most pressing (important) skill challenges, in *Q1*? What are the aspects of these challenges that we need to learn to meet them (your personal experience).

Rank	Challenge	Reason
1		
2		
3		
4		
5		



3. Which of the following institutions of a village can be benefitted by a trained young professional?

You may rank the options. You can give same rank to more than one option

- Self Help Groups
- Agro product processing
- Cottage industries
- School
- Rural Banking
- NGOs
- Small business
- Agriculture and allied

4 What kind of abilities/capabilities would the young professional need to develop and have to handle the tasks at hand(as above)?

Rank	Challenge	Reason
1		
2		
3		
4		
5		