HR Academicians perspective : HR Education in B-schools!

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Abstract

The concept of Globalization affects everything in the industrial scenario, as in - Production, Processes & Techniques, Information, Technology, Goods, Products, Funds, Capital, Investment etc. Further, these resources are forced to adopt the global standards to survive. It is applicable to Human Capital too. Unfortunately, the Indian higher education sector, especially the management arena, has not paid much heed to this issue. Going further, Management education in India is gradually losing its charm. This is evident from the sharp decline in the number of MBA aspirants, so much so that a large number of seats in the Business Schools (B-Schools) across the country remain unfilled. Many colleges have opted for closure. The corporate looks at the B-School graduates with suspicion in terms of their skills, knowledge levels, competencies and employability. Unfortunately, Government based regulatory bodies have 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. Hence, this exploration into the issues of management education of B-schools in India, from the HR Academician's perspective is on the anvil. A questionnaire has been developed and used to collect the data from the HR Academicians / faculty members, currently working in various State run Universities, Central University, Technical University, National Institute of Technology, Private Universities and Autonomous Institutions, which are spread throughout the state of Karnataka. The data was analyzed using statistical tools such as Frequency & Percentage, Coefficient of Correlation and Chi Square, by the application of SPSS 20.0.1 software. The results have been discussed based on specific hypothesis. The article emphasizes the need for the development of Academician's perspective on management education and concerted efforts aimed at designing a holistic syllabi & and industrially relevant content development and such other initiatives for begetting a better HR graduate for a better HR corporate citizen.

Keywords:, HR education, Limitation, Threats, Learner, Application of HR concepts and Introspection.

Introduction

Indian educational system has been subjected to fast, radical, and ever revolutionary change over recent years. Knowledge and knowledge-creation will be far more central to the management education of the future rather than technology. Humans will live not by bread and car alone but far more by knowledge, wisdom and ideas. This fundamental transformation of management education is both inevitable and necessary because the present consumption patterns of mankind can only take him thus far in its evolution and no further. We are therefore going to experience in the next decade altogether different focus of organizations and management systems. It will, therefore, be necessary to anticipate and study some of their contours so that we design appropriate system of management education as early as possible. The values are of utmost importance and are inseparable irrespective to any form of education. Management education should produce persons with such value orientation, who, through example of dedicated hard work in a spirit of service, can change the attitude of the people they manage towards work, and towards each other to ensure quality of life and of work life (Barker, 2010).

B-schools have been able to establish a sizable presence for themselves, within the Collegiate Institutions around the globe (Kumar & Jha, 2012). Quality based postgraduate management education contributes to the society in many ways beyond just formal upgrading and up skilling. The research, training and consultancy conducted by the faculty in such B-schools, on businesses, practices of its people & organizations, markets, and environments together contribute to an enlarging repository of knowledge and skills; this ensures that teaching learning process, being adopted by the concerned B school, remains current and relevant; This helps the organizations and companies to acquire a compact understanding of its strategies, and the execution of that will ensure their success and longevity in the market. Subject expertise in the Academician, along with their students', is sought by members of the business community ranging from small family firms, to technology start-ups, to multinational corporations and others (Kaul, 2011; Gupta & Gollakota, 2004). Management institutes are often criticized for focusing more on theory and on quantitative analysis while neglecting interpersonal relationship and quantitative finding. It is often stated that management education should be experience-based, active, problem oriented and modified by feedback and action learning serves the purpose (Kaul, 2011; Kumar & Jha 2012; Shewta & Kumar 2011).

Although the number of B-Schools in India has increased since its formal establishment, the quality of education has not improved concurrently. Datar (2010) raised a question regarding the capacity of MBA programs to prepare managers for their career. B-schools are now being blamed for producing MBAs who do not suite the requirements of corporates. They are also blamed for not sensitizing

MBAs of being socially responsible business leaders. Leavitt (1989), Mintzberg (2004), Bennis & O'Tools (2005) have accused the MBA programs of focusing extensively on theories and paying less attention on providing practical skills. Further Conger & Konungo (1987), Mintzberg (2004), Ghoshal (2005) and Khurana (2007) have been critical of management programs of emphasizing less on teaching ethics as a result of which there are severe problems in contemporary management. Contrary to providing its students a holistic knowledge about business with more emphasis on increasing their skills, it has been observed that B-Schools encourage turbo capitalism in their students as a result of which they have one-sided thinking (Khurana 2007). Datar, *et al* (2010) observed that with the existing pedagogy, B-schools students are: a. Unable to understand the limitations of theories taught to them; b. Unable to logically apply the theories taught in classroom in actual life; c. Lack the skills and attitudes in the application of the theories; d. Fail to critically scrutinize context and draw correct conclusions.

MBA graduates are deficient in global perspective, leadership skills, integration skills, recognizing organizational realities and implementing effectively, acting creatively and innovatively, thinking critically and communicating clearly, understanding the role, responsibilities and purpose of business, understanding the limits of models and markets (Datar, *et al* 2010). In the absence of these skills, the MBAs do not remain employable. This is furthered by the NASSCOM's report (2012) indicating that not more than 25 per cent of engineers and MBA graduates are employable. To add to the problem, there is a decrease in placements of MBAs. This phenomenon began in 2008 when getting lucrative jobs by MBA students nosedived (Rao, 2012; Sarkar 2011). Slowdown in the economy has added to their problems as all B-Schools in India, including the IIMs, are feeling the impact of global slowdown in their placements. This problem has compounded with the increase of students in their institutes. For instance IIM-Indore is feeling maximum heat as its batch size has increased from 240 in 2011 to 450 in 2012 (Rao, 2012). Getting the right number and quality of faculty members is a challenge for Indian B-Schools. Additionally the quality of research of the Indian B-School faculty members is also not up to the global standards. Unfortunately, a majority of B-school promoters are least concerned about attracting, developing and retaining good faculty. They usually develop cold feet when it comes to faculty development while they do not mind spending lavishly on infrastructure, advertising, etc, which may not fetch much in the long run.

To conclude, systematic and structured changes in HR Management studies is the need of the hour. Management based Academia and the Industry are closely related to each other, the concepts and applications of which has to be provided for learning and practice for education and training, by the HR Academician (Barker, 2010). This has to be done on an unequivocal basis to the HR student, without which the outcome, may not be complete, thereby resulting in plethora of issues, which may

become problematic for all the stakeholders, as in HR student, HR Academicians, the B school and finally HR practitioners in the Industry.

Rationale for the Research Study

The field of higher management education with special focus on HR education, in India is at crossroads. Even with change, the traditional university structure of educating and training tomorrow's business leaders is un-impactful and needs to bring in extensive changes, primarily possessing an aim to provide HR management students with the best of knowledge, skill sets, attitudes and the necessary talents to compete in this marketplace. Internationalization of the business school curriculum is, but the need of the hour. People are an organization's primary build, who provide the intellectual capital and the catalytic advantage to sustain and promote (Rao, 2012). To keep pace with globalization and industrialization, organizations have to deal with each individual differently and tactfully, thereby meeting the employee's needs vis-a-vis, taking steps towards growth plan of the organization. Hence this research study has been planned, i.e., HR Academician as a stakeholder in the HR management education provides his / her perspective of HR education as of today and tomorrow, vis-a-vis the HR students and the Industry. Being the primary deliverers the HR Academician perspectives provides us with information, to be re-worked & re-worded at all levels of the HR Education in India.

Methodology

Objective

To understand the HR Academician's perception of the major limitations and threats of the HR program, HR education helping and supporting the learner to introspect and grow, further involves application of HR concepts in various scenarios.

Table No 1: Demographic data of the HR Academicians

Sl No	Parameter	Frequency	Percent
	Overall	39	100
Age groups	23 to 27	4	10
	28 to 32	6	15
	33 to 37	10	26
	38 to 42	6	15
	43 to 47	7	18
	48 to 53	6	15
Gender	Male	23	59
	Female	16	41
Educational Background	MBA	12	31
	MBA & NET	11	38
	MBA, MPhil	6	15
	MBA, MPhil, NET, PhD	1	3
	MBA, PhD	4	10
	MBA, NET, PhD	5	13
Type of University	State run Universities	16	41
	Central University	1	3
	Deemed Universities	9	23
	Autonomous Organizations	10	26
	NIT	3	8
Residence	Urban (metro)	30	44
	Semi Urban	7	41
	Rural (non-metro)	2	15

Hypothesis development

H1 : There exists major limitations and threats for the HR program.

H2 : HR Education helps its learner to possess the ability to manage oneself, and also display appropriate leadership abilities.

H3 : HR education involves application of concepts in a given scenario.

Geographical Area

The universe consists of HR Academicians, (in Departments of MBA located at all types of B-schools), as in, Davangere University, Davangere, Gulbarga University, Gulbarga, VKSU Bellary, Karnatak University, Dharwad, Karnataka State Women University, Bijapur, Kuvempu University, Shankaraghatta, Mangalore University, Mangalore, Mysore University, Mysore, Tumkur University, Tumkur, Visveswaraiah Technological University, Belgaum. Central University of Karnataka, Gulbarga, Christ University Bangalore, Jain University, Bangalore, Manipal University, Manipal, Bangalore University, Bengaluru, Mount Carmel Institute of Management, Bangalore, MS Ramaiah Institute Of Management Sciences, Ramaiah Institute of Management Science, Bangalore and St Josephs College Of Business Administration, Bangalore.

Sample Design

Stratified random sampling procedure was adopted to collect the data from the HR Academicians.

Tool

A questionnaire was developed by the researcher. This tool consists of the socio-demographic data where-in the age, sex, education, occupation, and other issues are considered. The second part of the questionnaire, consists of why HR education has been selected as a postgraduate education, its impact on the HR student, HR subject contents and course offerings, HR Academician's roles and responsibilities, HR articles and publications, future scenario of HR and other issues. The Cronbach's alpha for the HR Academician's questionnaire was calculated and is .762.

Process of Research work

The research design adopted for this study is Descriptive - Explanatory. The entire work was done in two phases, i.e., pilot study and main study. This pilot study was conducted over a period of 3 months, on a total of 08 samples. The tool was finalized as per the results of the pilot study, with the necessary changes being added to the tool. For the main study, the researcher had obtained permission, visited all the universities and autonomous B-schools and collected the data. This process took about a period of nine months. The data collected was coded, entered into computer systems using SPSS 20.0.1 version, was analyzed using statistical tools like - frequencies & percentages, Chi-square and Contingency Coefficient analysis. These statistical tests were applied to find out the association between different types of Academicians, Universities and other categories of demographic variables selected for the research study.

Analysis of Results

Given below are some of the significant results which have been obtained after the conduction of necessary statistical analysis.

Table No 2 : Frequency and percent responses for "major limitations and threats of the HR program" and the results of test statistics.

Major limitations and threats of the HR program	F and %	Present Designation of the HR Academician						Total	Test Statistics
		1	2	3	4	5	6		
1,2,3	F	2	2	1	0	0	0	5	X2= 21.013; p=.136
	%	100.0%	18.2%	8.3%	0.0%	0.0%	0.0%	12.8%	
4,5,6,	F	0	2	3	4	0	0	9	
	%	0.0%	18.2%	25.0%	57.1%	0.0%	0.0%	23.1%	
7,1,2,3, 8	F	0	2	3	3	0	0	8	CC=.592; p=.136
	%	0.0%	18.2%	25.0%	42.9%	0.0%	0.0%	20.5%	
4,5,6,7, 8	F	0	3	1	0	0	0	4	
	%	0.0%	27.3%	8.3%	0.0%	0.0%	0.0%	10.3%	
9	F	0	2	4	0	5	2	13	
	%	0.0%	18.2%	33.3%	0.0%	100.%	100.0%	33.3%	
Total	F	2	11	12	7	5	2	39	
	%	100%	100%	100%	100%	100%	100%	100%	

1 = 1,2,3   2 = 4,5,6,   3 = 7,1,2,3, 8   4 = 4,5,6,7, 8   5 = 9

1 = Threats from other b-schools, including foreign b-schools / There is need to introduce new courses (SAP, ERP, HRIS), Behavioral dynamics lab / Courses do not make managers / Too many b-schools and MBA departments.

2 = MBA scope is reducing / Placement is less / It's a University set up / MSWs are a major threat (e.g., Roshini Nilaya) / Industry prefer MSWs in HR/ There is a need to go beyond recruitment and training.

3 = Quality of students is reducing / Attitude of students is worry factor / Students are to be motivated and are to be pushy / It is difficult to send girl students in late evenings, industries placed at the extremities of the city / HR students are required to be pushy, but are not / Obtaining good students (across a few parameters at least) is very difficult.

4 = Lack of awareness in technology and other issues / Lack of exposure to the corporate world / Less provision for practical knowledge / No stringent assessment and accreditation system.

5 = MBA students are shifting to MCom and other such courses.

6 = HR is too much theory and very less practical / HR is not being brought to the students / Syllabus to be changed to suit industry requirements.

7 = Attitude of faculty is left a lot to be desired / Need lot of industry interaction with HR practitioners / lack of infrastructure / Placement / Not much of an input from students / Vacancies are less in industry / HR Department in the industry is at times neglected.

8 = Industry is bleak, as there are not many new companies starting.

9 = NA / Un aware / Do not want to respond / Not many.

Comparison amongst the designations of the HR Academician's with reference to the "major limitations and threats to the HR program" has revealed that at 23.1%, the threats and limitations observed are "Lack of awareness in technology and other issues / Lack of exposure to the corporate world / Less provision for practical knowledge / No stringent assessment and accreditation system.

MBA students are shifting to MCom and other such courses. HR is too much theory and very less practical / HR is not being brought to the students / Syllabus to be changed to suit industry requirements".

This was followed by 20.5%, of the HR Academicians who observed that the limitations and threats are "Threats from other b-schools, including foreign b-schools / There is need to introduce new courses (SAP, ERP, HRIS), Behavioral dynamics lab / Courses do not make managers / Too many b-schools and MBA departments. MBA scope is reducing / Placement is less / It's a University set up / MSWs are a major threat (e.g., those MSWs coming from Roshini Nilaya School of Social Work, Mangalore) / Industry prefer MSWs in HR/ There is a need to go beyond recruitment and training. Quality of students is reducing / Attitude of students is worry factor / Students are to be motivated and are to be pushy / It is difficult to send girl students in late evenings, industries placed at the extremities of the city / HR students are required to be pushy, but are not / Obtaining good students (across a few parameters at least) is very difficult. Attitude of faculty is left a lot to be desired / Need lot of industry interaction with HR practitioners / lack of infrastructure / Placement / Not much of an input from students / Vacancies are less in industry / HR Department in the industry is at times neglected. Industry is bleak, as there are not many new companies starting".

Lastly, at 23.1% the major threats observed are "Threats from other b-schools, including foreign b-schools / There is need to introduce new courses (SAP, ERP, HRIS), Behavioral dynamics lab / Courses do not make managers / Too many b-schools and MBA departments. MBA scope is reducing / Placement is less / It's a University set up / MSWs are a major threat (e.g., Roshini Nilaya) / Industry prefer MSWs in HR/ There is a need to go beyond recruitment and training. Quality of students is reducing / Attitude of students is worry factor / Students are to be motivated and are to be pushy / It is difficult to send girl students in late evenings, industries placed at the extremities of the city / HR students are required to be pushy, but are not / Obtaining good students (across a few parameters at least) is very difficult". However, at 33.3%, many of the HR Academicians, were "NA / Un aware / Do not want to respond" on the issue of limitations and threats concerning their respective management programs. Chi-square revealed no difference exists between the frequencies $(X2=21.013; p=.136)$ in this regard.

Contingency coefficient revealed that no association exists $(CC=.592; p=.136)$, between the frequencies, as informed by the "Guest lecturers" that the major threats were "threats from other b-schools / need to introduce new courses / MBA scope is reducing / Placements are less / University set up makes things rigid; MSWs are major threat; Need to go beyond recruitment and training; Quality of students are reducing / Attitude of students is a worry factor and is their motivation / obtaining good students in HR is very difficult". Amongst the "Lecturer / Asst Professor Grade 2 and

3" category have revealed the threats and limitations are at 27% "Lack of awareness and exposure to technology, corporate world; No stringent accreditation systems; MBA students are shifting to MCom and other courses; HR is too much theory and less of practice; syllabus to change as per the needs; Attitude of faculty is poor; Need to have industry interaction / Poor placement / vacancies for HR is less in the industry / Industrial scenario is bleak". These were followed by 18.2% (four times), which covers all the listed threats and limitations to the management program.

The "Senior Lecturer / Asst Prof Grade 1" and "Professors" category have revealed their issues at 33.3% with "NA / Un aware / Do not want to respond / Not many" respectively. They were followed by 25% (twice) with the issues as "% "Lack of awareness and exposure to technology, corporate world; No stringent accreditation systems; MBA students are shifting to MCom and other courses; HR is too much theory and less of practice; syllabus to change as per the needs; Attitude of faculty is poor; Need to have industry interaction / Poor placement / vacancies for HR is less in the industry / Industrial scenario is bleak" and "threats from other b-schools; MBA scope is reducing / Attitude of students is a worry factor; MSWs are a major threat ; Quality of students is reducing / Attitude of students is worry factor; Industry is bleak, as there are not many new companies starting"

The Associate Professor levels, revealed that at 51.7% and 42.9%, the reasons are "Lack of awareness and exposure to technology, corporate world; No stringent accreditation systems; MBA students are shifting to MCom and other courses; HR is too much theory and less of practice; syllabus to change as per the needs; Attitude of faculty is poor; Need to have industry interaction / Poor placement / vacancies for HR is less in the industry / Industrial scenario is bleak" and "Threats from other b-schools; MBA scope is reducing / Attitude of students is a worry factor; MSWs are a major threat ; Quality of students is reducing". Thus, there is not much difference in the understanding of major threats and limitations of HR program amongst the HR Academicians.

Table No 3 : Frequency and percent responses for "HR Education helps its learner to possess the ability to manage oneself, and also display appropriate leadership abilities" and the results of test statistics

HR Education helps its learner to possess the ability to manage oneself, and also display appropriate leadership abilities	F and %	Present Designation of the HR Academician						Total	Test Statistics
		a	b	c	d	e	f		
Almost Always	F	0	2	8	5	5	1	21	X2 = 33.988; p=.000
	%	0.0%	18.2%	66.7%	71.4%	100%	50.0%	53.8%	
Quite Often	F	0	8	4	2	0	1	15	
	%	0.0%	72.7%	33.3%	28.6%	0.0%	50.0%	38.5%	CC = .698; p=.000
Rarely	F	2	1	0	0	0	0	3	
	%	100	9.1%	0.0%	0.0%	0.0%	0.0%	7.7%	
Total	F	2	11	12	7	5	2	39	
	%	100	100%	100%	100%	100%	100%	100%	

a = Guest Lecturer; b = Lecturer / Asst Prof Grade 2 and 3; c = Senior Lecturer / Asst Prof Grade 1; d = Associate Prof;
e = Professor; f = Prof and HoD

Comparison amongst the designations of the HR Academician's with reference to the statement " HR Education helps its learner to possess the ability to manage oneself, and also display appropriate leadership abilities" has revealed that HR Academicians were of the opinion that HR education almost always helped its learner to possess the ability to manage oneself and display leadership abilities at its highest at 53.8%. This was followed by 38.5% of the HR Academicians who observed that it is 'quite often'. Lastly, at 7.7% of the population, HR Academicians opined that HR education 'rarely' provided the ability to manage oneself and show leadership qualities. Chi-square revealed a significant difference between these groups of frequencies (X2=33.998; p=.000), revealing that almost always the HR Education helps its learner to possess the ability to manage oneself, and also display appropriate leadership abilities

Contingency coefficient revealed that a significant association exists amongst the sets of frequencies (CC=.698; p=.000), indicating that at the level of "Guest Lecturer" at 100% is "rarely". This is followed by "Lecturer / Asst Prof Grade 2 and 3" at 72.7% with "Quite Often", followed by 18.2% with "almost always". Amongst the " Senior Lecturer / Asst Prof Grade 1" at 66.7% with "almost always" and 33.3% as "quite often".

The Associate Professor revealed that at 71.4%, it is "almost always" and 28.6% is "quite often". At the level of Professor, it is 100% for "almost always" and for Professor and Head, it is 50% (twice) for "almost always" and "quite often" respectively. Hence, majority of the HR Academicians are of

the opinion that HR Education helps its learner to possess the ability to manage oneself, and also display appropriate leadership abilities.

Table No 4 : Frequency and percent responses for "HR education involves application of concepts in a given scenario" and the results of test statistics

HR education involves application of concepts in a given scenario.	F and %	Present Designation of the HR Academician						Total	Tests of Significance
Almost Always		a	b	c	d	e	f		X2 =32.968 p= .000
	F	0	1	6	6	5	1	19	
	%	0.0%	9.1%	50.0%	85.7%	100.0%	50.0%	48.7%	
Quite Often	F	0	8	6	0	0	1	15	CC=.677 p=.000
	%	0.0%	72.7%	50.0%	0.0%	0.0%	50.0%	38.5%	
Some times	F	2	2	0	1	0	0	5	
	%	100.0%	18.2%	0.0%	14.3%	0.0%	0.0%	12.8%	
Total	F	2	11	12	7	5	2	39	
	%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	

a = Guest Lecturer; b = Lecturer / Asst Prof Grade 2 and 3; c = Senior Lecturer / Asst Prof Grade 1; d = Associate Prof; e = Professor; f = Prof and HoD

Comparison amongst the designations of the HR Academician with reference to statement "HR education involves application of concepts in a given scenario" has revealed that at 48.7%, 38.5% and 12.8% have replied that "almost always", "quite often" and "sometimes" respectively;. Chi-square has revealed a significant difference between the frequencies (X2= 32.968; p=.000), revealing that HR education gives its graduates many work around, when faced with a scenario.

Contingency co-efficient revealed that a significant association exists amongst the groups of frequencies (CC=.677; p=.000), indicating that at the level of "Guest Lecturer" at 100% it is "sometimes". At the level of Lecturer / Asst Professor Grade 2 and 3, it is "quite often" at 72.7%, followed by 18.2% "sometimes". Amongst the Senior lecturer / Asst Prof Grade 1, have replied that 50% (twice) being "almost always" and "quite often". Amongst the levels of Associate Professor, Professor, and Professor and Head, at 85.7%, 100% and 50% at "almost always"; followed by Professor and Heads with 50% at "quite often". But on the whole, HR education has given its graduates many work and way around, when faced with a scenario.

Table No 5 : Frequency and percent responses for "HR Education provides its learner the ability to introspect within himself and help overcome one's shortcomings" and the results of test statistics

HR Education provides its learner the ability to introspect within himself and help overcome one's shortcomings	F and %	Type of Institution						Total	Test Statistics
		a	b	c	d	e	f		
Almost Always	F	5	7	12	0	0	2	26	X2=29.723 ; p=.013
	%	100%	63.6%	70.6%	0.0%	0.0%	50.0%	66.7%	CC=.658; p=.013
Quite Often	F	0	3	4	1	0	1	9	
	%	0.0%	27.3%	23.5%	100%	0.0%	25.0%	23.1%	
Sometimes	F	0	1	0	0	0	1	2	
	%	0.0%	9.1%	0.0%	0.0%	0.0%	25.0%	5.1%	
Rarely	F	0	0	1	0	1	0	2	
	%	0.0%	0.0%	5.9%	0.0%	100	0.0%	5.1%	
Total	F	5	11	17	1	1	4	39	
	%	100 %	100 %	100 %	100 %	100 %	100 %	100 %	

a = Deemed University; b= Autonomous b-school; c = State run universities; d = Central University; e = NITK; f = Technical University;

A comparison amongst the different types of University based HR Academicians reference to " HR Education provides its learner the ability to introspect within himself and help overcome one's shortcomings" has revealed that 66.7% of the HR Academicians have observed that the HR education has 'almost always' helped HR students in introspecting and changing one's shortcoming. This was followed by 23.1% observing that, HR education has helped HR students 'quite often' in analyzing and correcting themselves. 5.1% of the HR Academicians observed that they 'sometimes' HR education has helped in correcting themselves. In totality, the HR Academicians, have observed that HR education always helps the HR student to introspect within himself and help overcome one's shortcomings. Chi-square revealed no difference between these groups of frequencies (X2=29.723; p=.013).

Contingency coefficient revealed that no association that exists (CC=.663; p=.013) amongst the groups of frequencies, indicating that amongst the Deemed University based HR Academicians, there is 100% confirmation for "almost always". The Autonomous b-schools based HR Academicians have reported that at 63.6% for "almost always and 27.3% for "quite often" for HR Education provides its learner the ability to introspect within himself. Amongst those HR Academicians in State run universities, at 70.6% for "almost always" and 23.5% for "quite often". The Central University based HR Academician informed that it was "quite often". The NITK based HR Academician informed that it was "rarely". Lastly the Technical University based HR Academicians informed that it was "almost always" and "quite often" and "sometimes" with 25% each.

Main findings of the study are -

The main findings have been spread out across four areas, as in – A. Major limitations and threats of the HR Program; B. HR Education helps its learner to possess the ability to manage oneself, and also display appropriate leadership abilities; C. HR education involves application of concepts in a given scenario; D. HR Education provides its learner the ability to introspect within self and help overcome one's shortcomings. These are as given below -

A. Major limitations and threats of the HR program

1. One fourth of the all the HR Academicians viewed the threats and limitations as, "lack of awareness in technology and other issues / Lack of exposure to the corporate world / Less provision for practical knowledge / No stringent assessment and accreditation system. MBA students are shifting to MCom and other such courses. HR is too much theory and very less practical / HR is not being brought to the students / Syllabus to be changed to suit industry requirements".

2. One fifth of all HR Academicians who observed the limitations and threats are of the perception that "Threats from other B-schools, including foreign B-schools / There is need to introduce new courses (SAP, ERP, HRIS), Behavioral dynamics lab / Courses do not make managers / Too many B-schools and MBA departments. MBA scope is reducing / Placement is less / It's a University set up / MSWs are a major threat (e.g., the MSW graduates passing out of Roshini Nilaya school of Social Work, Mangalore) / Industry prefer MSWs in HR/ There is a need to go beyond recruitment and training".

3. However one third of the HR Academicians, were, "Un aware / do not want to respond, of limitations and threats concerning their respective management programs". Hence No difference exists between the designations of HR Academicians.

4. Amongst the Senior Lecturer / Asst Prof Grade 1 and Professors designations, at one third of them being "un aware / do not want to respond and not applicable".

5. Majority of the Associate Professor's reasons were, "lack of awareness and exposure to technology, corporate world; No stringent accreditation systems; MBA students are shifting to MCom and other courses; HR is too much theory and less of practice; syllabus to change as per the needs; Attitude of faculty is poor; Need to have industry interaction / Poor placement / vacancies for HR is less in the industry / Industrial scenario is bleak" and "Threats from other b-schools; MBA scope is reducing / Attitude of students is a worry factor; MSWs are a major threat ; Quality of students is reducing".

B. HR Education helps its learner to possess the ability to manage oneself, and also display appropriate leadership abilities

1. HR Academicians were of the opinion that HR education almost always helped its learner to possess the ability to manage oneself and display leadership abilities, across all the designations and Institutions.

2. At the Guest lecturer, Lecturer / Asst Prof Grade 2 and 3 and Senior Lecturer / Asst Prof Grade 1 levels, most of the HR Academicians have always been helpful to HR students.

3. Majority of the HR Academicians are of the opinion that HR Education helps its learner to possess the ability to manage oneself, and also display appropriate leadership abilities.

C. HR education involves application of concepts in a given scenario

1. HR education involves application of concepts in a given scenario, i.e., HR education gives its graduates many a work around when faced with a scenario, as revealed by all the designations amongst the HR Academicians.

D. HR Education provides its learner the ability to introspect within self and help overcome one's shortcomings

1. The HR Academicians, across designations and Institutions have observed that HR education always helps the HR student to introspect within himself and help overcome one's shortcomings.

2. All the Deemed University based HR Academicians confirm almost always that HR education provided its learner with many a ability.

3. The Autonomous b-schools, Central University, Technical University and State university based HR Academicians have reported positively for HR Education provides its learner the ability to introspect within himself.

Implications for Theory, Policy and Practice

The implications for theory, policy and practice based for the above mentioned analysis of data, has been spread out across four areas, as in – A. Major limitations and threats of the HR Program; B. HR Education helps its learner to possess the ability to manage oneself, and also display appropriate leadership abilities; C. HR education involves application of concepts in a given scenario; D. HR Education provides its learner the ability to introspect within self and help overcome one's shortcomings

A. Major limitations and threats in the HR program

Implication for theory, policy and practice :

1. The limitations and threats in the HR program of any B-school, at times is self imposed. This has to be resolved by understanding the B-school and working out a way through the issue concerned.

2. The paucity, crunch, lack, of - personnel, finance and sustained motivation at times make up, for most of the limitations and threats in a HR program.

3. The resolution of such above mentioned issues can be resolved easily and faster, if only if there is a bent of mind and adequate and sustained flow of resources in finding ways and means of dissolving such issues is the need. Hence, we believe that it is all in the mind, whether to help ourselves or not.

According to Elliott and Healy (2001), satisfaction is a short-term attitude based on an evaluation of the experience with the education service supplied. Just like in the workplace, satisfaction in academic settings is also treated as both an independent and dependent variable. For instance, satisfaction, as an independent variable, explains college outcomes such as CGPA, retention rates and graduation rates (Jamelske, 2009; Noel, 1978; Pascarella and Terenzini, 2005). As a dependent variable, satisfaction is explained by a number of academic- related factors such as advising, quality of instruction, and class size (Corts *et al*., 2000; Elliott, 2003; Peterson, *et al*., 2001). Several researchers have identified and empirically tested factors affecting or that are correlated with students' satisfaction. Since students' satisfaction has been conceptualized in a variety of ways by researchers, several factors have been examined that affect college students' satisfaction (Tessema, *et al*, 2012). Thus, for years in the literature, both managers and professors have criticized MBA programs. For example, taking certain managers' point of view, Muller, *et al*., (1988) argue that b-schools encourage students to focus on obtaining credentials for high-paying jobs rather than on thinking like broad-minded entrepreneurs. In their view, students' narrow vocationalism parallels professors' narrow interests and impractical pedagogy. Further, a similar point in lamenting that MBA programs lead able students away from broadening education in the humanities toward b-schools' vocationalism. Emphasizing their lack of practical competencies, Linder and Smith (1992) criticize MBA graduates for failing to understand the individualities and mix of politics, people, and teamwork.

B. HR Education helps its learners to possess the ability to manage oneself, display appropriate leadership abilities

Implication for theory, policy and practice :

1. Most of the HR Academicians are positive of HR Education helps its learners to possess the ability to manage oneself and also display appropriate leadership abilities.

2. This has been proven by the fact that most of the HR Academicians are successful in their endeavours in any institutions they are serving of today.

3. The same kind of approach is also being imbibed by the HR students as of today.

Parayitam, *et al*., (2007) informed that students' perceptions of course content set by the instructor were positively related to both effectiveness and satisfaction. Instructional assessments and knowledge-based measures such as the Major Field Achievement Test indicate the degree to which faculty provide the appropriate subject matter and promote student understanding of the material (Boyatzis and Renio, 1989). Norcross, *et al.,* (1993) suggests that both the content of an academic major and the socio-cultural context in which it is taught influence not only what the student learns, but also their satisfaction. Academic advising refers to the extent to which students are satisfied with academic advising, including accessibility of faculty, and the quality of the interaction with their advisor. Close relationships with faculty, especially as part of the advising process, are instrumental in students feeling connected to their institution (Corts *et al* 2000; Russell and Lehman, 2008; Gordon, 2005). Satisfaction with a student's first-year experience was partially related to a student's connection to their advisor or to a key faculty member (Noel, 1978). Students, who received effective, meaningful academic advising, felt more satisfied. Further, Peterson, *et al*., (2001) found that effective academic advising played a role in a student's positive perceptions of the institution. Elliott (2003) highlighted the role of faculty accessibility in increasing student satisfaction and positive feelings about the college.

C : HR Education involves application of concepts in a given scenario

Implication for theory, policy and practice

1. As was discussed in the earlier issue, HR Education gives its learners a leeway to understand, manage self during any issue concerned. This kind of positive hold on oneself comes only through application of concepts in a given scenario.

A number of studies have identified advising as a frequent source of dissatisfaction among students (Corts *et al* 2000; Guinn and Mitchell, 1985; McAnulty, *et al*, 1987). While each factor bears a significant relationship to overall satisfaction with major curriculum, preparation for career and graduate school and academic advising alone account for about 50 percent of the variance in overall

satisfaction with major curriculum. Therefore, these two factors should be emphasized by colleges and departments to maintain a high level of satisfaction with major curriculum among undergraduates (Carson and Fisher, 2006). Lunnenborg and Wilson's (1985) study show that students may have less than adequate information on important advising topics, such as how to get into graduate school or how to build a career.

Hypothesis Test

H1 : There exists major limitations and threats for the HR program. This hypothesis has not been accepted, as there exists no major differences in the understanding of the limitations and threats for the HR program amongst the academicians spread across the various types of institutions.

H2 : HR Education helps its learner to possess the ability to manage oneself, and also display appropriate leadership abilities. This hypothesis has been accepted (at p=.001 level), as it is found that HR Education helps and support its learners to possess the ability to manage oneself, further to display leadership qualities.

H3 : HR education involves application of concepts in a given scenario. This hypothesis has been accepted (at p=.001 level), as it has been found that HR education does involve the application of its relevant concepts in any given scenario.

Ambiguities in vision, mission, purpose, and core values of majority of the Indian B-Schools have further worsened the prospects of management education in the country. It has been observed that there are fundamental flaw in strategic perspectives on managing especially the private B-Schools. Governing bodies of most of the private B-Schools have been constantly focusing on unmindful expansion while neglecting market realities, societal needs and stakeholders' interests. Business education in India has grown mostly as a channel to make quick profits rather than nurturing managers with required skills, ability, aptitude and knowledge (Chaturvedi, 2012).

No wonder, the industry complains of unavailability of competent managers despite a large number of management graduates joining the labor market every year. The society looks at the B-Schools with suspicion in terms of their abilities to create solutions to social problems. The students, on the other hand, are reluctant to undertake management education due to seemingly uncertain employment opportunities after graduation (Kumar & Jha, 2012).

Despite phenomenal expansion of Management education across the globe during last few decades, the B-schools of the world need to focus on eight unmet needs of the MBA programme as espoused by Datar, *et al* (2010) in the following framework, so that the Academicians and the Students , remain relevant in the times to come.

The unmet needs are as follows -

1. Gaining a global perspective: Identifying, analyzing and practicing how best to manage when faced with economic, institutional and cultural differences across the countries.

2. Developing leadership skills: Understanding the responsibilities of leadership, developing alternative approaches to inspiring, influencing and guiding others; learning such skills as conducting a performance review and giving critical feedback; and recognizing the impact of one's actions and behaviors on others.

3. Honing integration skills: Thinking about issues from diverse, shifting angles to frame problems holistically; learning to make decisions based on multiples, often conflicting, functional perspectives; and building judgment and intuition into messy, unstructured situations.

4. Recognizing organizational realities and implementing effectively: Influencing others and getting things done in the context of hidden agenda, unwritten rules, political coalitions, and competing points of views.

5. Acting creatively and innovatively: Finding and framing problems; collecting, synthesizing and distilling large volumes of ambiguous data: engaging in generative and lateral thinking; and constantly experimenting and learning.

6. Thinking critically and communicating clearly: Developing and articulating logical, coherent, and persuasive arguments; marshalling supportive evidences,; and distinguishing facts from opinion

7. Understanding the role, responsibilities and purpose of business: Balancing financial and non-financial objectives while simultaneously juggling the demands of diverse constituencies such as shareholders, employees, customers, regulators and society

8. Understanding the limits of models and markets: Asking tough questions about risk by questioning underlying assumptions and emerging patterns; seeking to understand what might go wrong; learning about the sources of errors that lead to flawed decision making and the organizational safeguards that reduce their occurrence; and understanding the tension between regulatory activities aimed at preventing social harm and market-based incentives designed to encourage innovation and efficiency.

Conclusion

India, has seen structured investments and systematic efforts in the higher education field especially management education. Outcomes of such initiatives are at times predictable and at times do not convey sense. During these times of uncertainties, younger HR Academicians must be taken in and groomed by the senior HR Academics in terms of teaching, training, research and other activities, so that the young teacher feels confident and takes ownership of the task given as on today and also in the future. So also, there are capacities which are underutilized, causing loss in revenues and on the other, the industry is deprived of skilled management graduate, leading to a scenario, in which there is excessive thrust on quantity, rather than quality, which the management education, has be addressed and over-hauled from the HR Academician's perspective.

Suggestions

Kaul, (2011) reports that, management educators of today and tomorrow, should aim at developing a holistic personality capable of maintaining a balance among contradictory demands, taking charge of functional responsibilities, being accountable for one's action, and contributing to creating a desirable future for businesses in particular and the economy as a whole. The ultimate goal of management education is to prepare students to achieve professional success in their respective areas of business management. Keeping in view this larger purpose of management education, business schools and academicians should thus focus on developing a number of aptitudes and skills, as given below,

> 1. Academicians should aim to develop future managers with a "portfolio of capabilities" as in quantitative, computer and other analytical skills, functional knowledge and communications, interpersonal, bargaining, negotiation, entrepreneurship, administration and other non-cognitive skills.

> 2. Develop self-efficacy, positive self regard, self directing and self regulating capabilities, positive outcome judgment; Focalize on integrated personality development, congruency among values, attitudes, thoughts, feeling and actions, and integrity;

> 3. Create an understanding of the societal context and sensitivity to social developmental issues; Imbibe the holistic perspective by way of a balanced emphasis on often-conflicting constituents of the system within the framework of the larger purpose of life and society.

> 4. Inculcate research ability, research value, and methodological rigor; Cultivate one's ability to learn on one's own and instigate learning how to learn, autonomous learning, life-long learning and one's ability to reflect one's own learning process;

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