

# HR Education in B schools, HR Students perspectives and Areas and Levels of HR Students' Satisfaction: Need to look at Relevance to Corporate Expectations<sup>1</sup>

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**Abstract:** *The paper draws the significance and importance of HR education in India for proper restructuring of management education. India's Management education is in a phase where in there are umpteen number of differentials, which in-turn create different scenarios, which are growth oriented one hand and chaotic and negatively connotated on the other, across various business schools in the country. The University structure of traditional education and training tomorrow's business leaders has been rendered obsolete. This picture has been discarded now. The process of privatization and globalisation demands drastic changes in the traditional educational approach, but also stress a need for introduction of new age employability knowledge, skill sets and attitudes, which have more economic value in today.*

*This paper based on empirical enquiry, tries to explore the current issues of HR management education in India with special reference to the gap between academia and the industry, especially, the issue of satisfaction levels pertaining to value and outcome of HR program. A questionnaire has been developed, which aims to understand the overall perspective of HR education in Postgraduate Management program. A total of 238 students studying in twenty-three institutions in different Universities were covered throughout the state of Karnataka. The data was analysed using Chi Square, Coefficient of Correlation and other basic statistical tools. The results have been analysed and discussed based on appropriate hypothesis. Quality accreditation status was the standard sought as the primary benchmark in evaluation of b-school. Other areas such as course of study; presence of prestigious academician; low student to academicians ratio; job placement of graduates as standard of benchmark, were the other parameters for better positioning of HR as a career and stream. There exists a crucial requirement to shape the HR education in accordance with the changes to bring competitiveness and employability of the students' community in the near future.*

**Keywords:** *HR education; HR Knowledge; HR Skills and Comptency; B-Schools*

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## I. INTRODUCTION

Over the course of the past century, business schools have successfully established a strong presence within collegiate institutions in all countries of the world. Quality management education contributes to society in other ways beyond education. The research conducted by faculty on business practices, organizations, markets, and environments contributes to an ever-expanding base of knowledge, ensures that pedagogy remains current and relevant, and helps companies to acquire a better understanding of the strategies that will ensure their success in a rapidly evolving world. Faculty expertise, and often that of their students, is sought by members of the business community ranging from small family firms, to technology start-ups, to multinational corporations. In-fact, many schools include outreach as part of their mission, and devote significant resources to address a particular need within their local business environment. Thus, high quality business schools provide nations with a competitive advantage, not only in the form of a skilled workforce, but also through intellectual contributions to general business knowledge. These contributions lead to rising income levels and economic growth (Senge, 1994).

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Higher education, and in this case Management Education stands at a crossroads. Change, looks and at times is made imminent, as the traditional University structure of training and educating the business manager of tomorrow is likely to be surpassed in the increasingly technological and complex global economy. The need of the hour is in the creation of a platform which could provide our Management students with the talents and skills necessary to work and compete in the industry and also there is a felt need to understand and accept the challenges, HR management education has in it for us, today, tomorrow and the future. Management education is considered as an elitist kind of a educational course, as it attracts young men and women, who are motivated by the positive occupational and social consequences associated with management education. In India, higher education especially management education is witnessing an exponential growth in terms of number of institutes imparting management education which are usually termed as a Business School. The Government of India, has taken initiatives in this direction by giving nod to 7 more IIMs taking the total number of the premier management school to 14. India already has 11 functional IIMs in Ahmedabad, Bangalore, Kolkata, Lucknow, Indore, Kozhikode, Shillong, Tiruchirappalli, Ranchi, Raipur and Rohtak remaining three are to setup in state of J&K, Uttarakhand and Rajasthan. Apart from IIMs management education is offered by university's own department in campus, affiliated colleges of universities in same place or the entire State, now technical universities have been given this role. Moreover autonomous institutes approved by AICTE, universities running distance education program and open mode like IGNOU, Delhi University, Kurukshetra University, ICFAI and several others offering courses in management. Some recognized institutes and universities are also offering Three years part time program in evening faculty for working executives. Foreign universities having collaborations in India and those having students exchange program with limited-time studies abroad are also imparting management education. New private universities and several others are now coming up.

## II. REVIEW OF LITERATURE

The review of literature on the proposed research topic yielded a few research studies. Relevant research studies in the above mentioned issues are discussed in brief, as mentioned below,

### **Need and purpose of HR Management education courses**

Neelankavil (1994), supported by the Managing Director of Oracle Systems Malaysia, said that companies hire management students, because they are generally equipped to solve business problems. The latter added that management students are bright, self-motivated and pro-active individuals. The key issue today is whether business schools have the relevant curriculum and delivery system to prepare future leaders for the dynamic changes in business. In the twenty-first century, the way forward for business schools in Asia is to collaborate closely with corporations. Eberhardt (1997) found that, in spite of several criticisms hurled at MBA degree holders, firms are still hiring them. In a survey of 113 Human Resource Managers, he found that 78 per cent had employed Management students in their organizations. The remaining 22 per cent gave three important reasons for not doing so, company's policy to promote internal staff, lack of leadership training in Management students and insufficient work experience of the candidates.

Some Asian companies, especially family-owned ones, consider Management students as luxuries in their organizations and hire those with bachelor degrees in business instead. Quacquarelli (1997) in his study confirms that the consultancy sector has the most demand for Management students because of the significant market growth in their services.

### **Skills based HR Management courses**

In terms of skills acquired after pursuing a management programme, Eberhardt (1997) established that employers were most satisfied with their leadership potential and least satisfied with their written communication skills. Baruch and Leeming (1996) defended MBA programmes as they enhance the learning skills, research enquiry and written presentation of individuals. In an exclusive interview with CEOs, Shanker (1999) of Management Times highlighted several attributes that corporate leaders look for in Management students. The MD of Smith and Nephew (Asia) for example, prefers executives with good management and interpersonal skills as well as positive work attitudes and a drive for achievement. According to its GM, Management students have good analytical skills, a network of contacts and are supporters of teamwork. The MD of Arthur Andersen finds them to be innovative, able to solve problems and write good business reports. In Eberhardt's (1997) survey, most of the Human Resource Managers said that on-campus recruitment was the most preferred method used in hiring Management students. Advertising in local dailies and personal recommendation were less important media.

### **Deficiencies in B Schools**

Institutions offering MBA programmes must respond to market needs (Baruch and Leeming, 1996; Shipper, 1999). Those who are unwilling to change, according to Schmutter (1994), may experience dissatisfied students and staff as well as a low demand for their programmes. In commenting whether business schools are delivering what business really needs, Louis L, Dean of the School of Management, Boston University, reports that business schools have not taught their Management students how to manage across business functions globally. Carnall (1995) agreed that management problems generally require solutions drawn from different

disciplines and business schools must prepare Management students for that. This had also prompted Porter (1997) to propose the removal of individual subject disciplines and the implementation of a cross-functional curriculum in business schools. Indeed, employers today are looking for skills that would allow Management students to handle international businesses, develop new businesses and manage flatter organizations. Those who participated in Eberhardt's (1997) survey raised concerns about the theoretical MBA curriculum. They feel that classroom knowledge of Management students does not match with the interpersonal and supervisory skills that are essential for managers. Porter and McKibbin (1988) noted that some business schools are not doing enough to develop the "soft skills" of managers. There were thus suggestions that courses in public speaking, conflict resolution, negotiation and teamwork techniques be offered in MBA programmes.

#### **Industry sponsored HR Management Education for employees**

Alternatively, some employers offer their executives scholarships to attend consortium MBA programmes, generally co-sponsored by three to six companies in the same industry. Key managers from the participating companies would get together with faculty members of business schools to design the MBA curriculum for their employees (Crotty and Soule, 1997). Mintzberg, H, of McGill University, Canada is credited with setting up such a programme by inviting companies from Canada, France, Germany, Japan, Norway, Switzerland and the UK to participate. The problem with this mode of programme delivery is getting everyone to agree on the course content. The popular executive MBA programme (EMBA) mixes the best elements of part-time modular and consortium curriculum to develop executives (Crotty and Soule, 1997). It combines theory and work experience, thus providing individuals with a general university education and the necessary professional credentials. The University of Chicago was the first to have established an EMBA, to attract older or veteran managers with lots of hands-on managerial experience.

#### **Rationale for the Research Study**

Higher education especially in management field in India stands at a crossroads. Without change, the traditional university structure of educating and training tomorrow's business leaders is likely to be surpassed and discarded in the increasingly diverse and technological global economy. To provide our students with the talents necessary to compete in this marketplace, we must recognize and accept the challenges before us today. Internationalization of the business school curriculum is no longer a luxury. Hence this research study, which has been planned, which will look at HR Education, holistically; i.e., looking at all the internal stakeholder's perspectives from their individual stand points of view as on today and also from the future perspectives. So that changes could be recommended at all levels, to provide Management Education, a vibrant, strong focus in Higher Education. People are the organizations greatest asset, providing the intellectual capital that drives differentiation and value added services. Organizations where growth initiatives are considered, the first resource that needs to grow and flourish is actual human resources in that organization. Growth from macro perspectives is possible only when micro activities are initiated by the organizations. To keep pace with globalization modern organizations have to deal with each individual differently and tactfully, thereby fulfilling the demands of employee as well as taking steps towards growth plan of the organization. Hence this research study, which has been planned, i.e., external stakeholder's perspective of HR education today and also from the future. As the external stakeholders are the end users of the products of Management Institutions, their perspective provides us with information, that needs to be changed and reworked at all levels of the Management Education in India.

#### **Objective**

To study the HR student's perception on their teaching & learning process, evaluation systems, training in acquiring HR skills, internships, scope of HR in the market & future directions.

**Table No 1 Demographic data of the HR students**

S. No	Parameter	Frequency	Percent
	Overall	238	100
Age groups	22-26	210	88.2
	27-31	26	10.9
	32+	2	.8
Gender	Male	90	37.8
	Female	148	62.2
Educational Background	Traditional (BA, BSc)	38	16.0
	Managerial (BBM, BBA, BCom)	177	74.4
	Technical (BE, BTech, BCA)	23	9.7

Type of University	State run Universities	139	58.4
	Central University	7	2.9
	Deemed Universities	45	18.9
	Autonomous Organizations	32	13.4
	NIT	15	6.3
Residence	Urban (metro)	106	44.5
	Semi Urban	37	15.5
	Rural (non-metro)	95	39.9

### Hypothesis development

H1: There are no standards set as benchmark of the HR program across various types of b-schools;

H2 : There is no difference in the level of satisfaction amongst the HR student with regards to placement department;, and

H3 : The syllabus of the HR subjects are not completed during the semester.

### Geographical Area

With Karnataka state, as the region, the universe consists of all the HR students, (studying in all the departments of Management studies located at all types of B schools), viz, Bangalore University, Bengaluru, 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, Visveswaraiiah Technological University, Belgaum. Central University of Karnataka, Gulbarga, Christ University Bangalore, Jain University, Bangalore (established in 2009, with three HR faculty), Manipal University, Manipal, Mount Carmel Institute of Management, Bangalore, MS Ramaiah Institute Of Management Sciences, and 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.

### Tool

A questionnaire (to collect the data) was developed by the researcher. This tool consists of the socio-demographic data wherein the age, sex, education, occupation, income, marital status, family type, size, total number of family members and other issues of members in the family 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 internship and project work, examination systems, future scenario and others.

## III. 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 20 samples. For the main study, the researcher had obtained permission, visited all the universities and autonomous B schools and collected the data; this took about a period of nine months. The tool was finalized as per the results of the pilot study, with the necessary changes. The data collected was coded, entered into computer systems using SPSS 20 version and was analyzed using statistical tools like - Descriptive statistics like frequencies & percentages; Chi-square and Contingency Coefficient analysis. These statistical tests were applied to find out the association between different types of students, universities and other categories of demographic variables used.

## IV. ANALYSIS OF RESULTS

Table No 2: Frequency and percent responses for “standards as benchmark” set during assessment of the quality of the program and results of test statistics

Standards set as benchmarks	F and %	Type of Institution					Total	Test Statistics
		1	2	3	4	5		
Course of study	F	4	1	4	4	2	15	$X^2 = 54.435$ $p = .008$
	%	2.9%	14.3%	8.9%	12.5%	13.3%	6.3%	

Quality Accreditation Status	F	59	3	10	11	3	86	CC = .431 p=.008
	%	42.4%	42.9%	22.2%	34.4%	20.0%	36.1%	
Prestigious Academician	F	3	0	0	0	0	3	
	%	2.2%	0.0%	0.0%	0.0%	0.0%	1.3%	
Low student to Academician ratio	F	2	0	1	2	0	5	
	%	1.4%	0.0%	2.2%	6.3%	0.0%	2.1%	
Facilities/ Resources	F	16	0	1	0	0	17	
	%	11.5%	0.0%	2.2%	0.0%	0.0%	7.1%	
Job-placement of graduates	F	14	1	1	0	0	16	
	%	10.1%	14.3%	2.2%	0.0%	0.0%	6.7%	
1 to 6	F	21	2	17	7	3	50	
	%	15.1%	28.6%	37.8%	21.9%	20.0%	21.0%	
1 to 3	F	14	0	6	6	4	30	
	%	10.1%	0.0%	13.3%	18.8%	26.7%	12.6%	
4 to 6	F	6	0	5	2	3	16	
	%	4.3%	0.0%	11.1%	6.3%	20.0%	6.7%	
Total	F	139	7	45	32	15	238	
	%	100%	100%	100%	100%	100%	100.0%	

1- State University; 2 - Central University; 3- Deemed University; 4 - Autonomous B-school; 5-NITK.

1= Course of study; 2 = Quality Accreditation Status; 3 = Prestigious Academician; 4 = Low student to Academician ratio; 5 = Facilities and resources; 6 = Job placement of graduates; 7 = 1 to 6; 8 = 1 to 3; 9 = 4 to 6; 10 = 2, 3, 5, 6.

Comparison amongst the Institutions with respect to the "standards set as benchmark for the evaluation of the B-school", has revealed that around 37% of the respondents revealed that they looked for "quality Accreditation status"; followed by 21% with respondents looking for "course of study, quality accreditation status, presence of prestigious Academicians, low student to Academician ratio, facilities and resources, job placement of graduates" as standards set for benchmarks. Lastly, 13% have replied with "course of study, quality accreditation status, presence of prestigious Academicians". Chi-square test revealed no difference between these groups of frequencies ( $X^2=54.535$ ;  $p=.008$ ), thus informing that majority of the students have diverse thoughts about the components of standards set for benchmark for evaluation of the B-school.

Contingency coefficient revealed no association ( $CC=.431$ ;  $p=.008$ ) between the groups of frequencies, i.e., indicating that with State and Central University students at 43% each reported that "quality accreditation status" was of prime importance to them; followed by 15% and 29% who observed that "course of study, quality accreditation status, presence of prestigious Academicians, facilities and resources, job placement of graduates" as a group of standards for setting of benchmark of any B-school. Lastly at 12% of the State University students have reported that "facilities and resources" as important.

Amongst the Deemed University students at 38% of the students have reported that "course of study, quality accreditation status, presence of prestigious Academicians, Facilities and resources, Job placement of graduates" is important; to be followed by "quality accreditation status" at 23% and lastly at 14% have replied that "course of study, quality accreditation status, presence of prestigious Academicians".

The Autonomous B-school students at 35% have "quality accreditation status" as important; followed by "course of study; quality accreditation status; prestigious Academician; low student to Academician ratio; facilities and resources and job placement of graduates" at 30%. Lastly at 20% of the population have replied with "course of study, quality accreditation status, presence of prestigious Academicians".

The NITK students, at 27% of the population have replied with "course of study, quality accreditation status, presence of prestigious Academicians"; this was followed by 20% of the students with "course of study, quality accreditation status, presence of prestigious Academicians, facilities and resources, job placement of graduates" and "low student to Academician ratio, facilities and resources, and job placement of graduates". Thus, we can say that HR students gave adequate weightage to all forms of quality measures adopted in their respective HR program and the concerned institution.

**Table No 3: Frequency and percent responses for “level of satisfaction with the activities and programs of the placement department” and results of test statistics**

Level of satisfaction with the activities and programs of the Placement department	F and %	Type of Institution					Total
		1	2	3	4	5	
Almost Always	F	18	0	3	5	0	26
	%	12.9%	0.0%	6.7%	15.6%	0.0%	10.9%
Quite Often	F	24	0	11	5	0	40
	%	17.3%	0.0%	24.4%	15.6%	0.0%	16.8%
Some times	F	19	4	16	5	0	44
	%	13.7%	57.1%	35.6%	15.6%	0.0%	18.5%
Rarely	F	25	0	9	9	0	43
	%	18.0%	0.0%	20.0%	28.1%	0.0%	18.1%
Never	F	42	1	4	6	7	60
	%	30.2%	14.3%	8.9%	18.8%	46.7%	25.2%
NA / Do not know	F	11	2	2	2	8	25
	%	7.9%	28.6%	4.4%	6.3%	53.3%	10.5%
Total	F	139	7	45	32	15	238
	%	100%	100%	100%	100%	100%	100.0%
Tests of Significance	$X^2 = 74.011$ ; $p=.000$ $CC = .345$ ; $p=.000$						

1 = State University, 2 = Central University, 3 = Deemed University, 4 = Autonomous b-schools; 5 = NIT K.

Institution wise comparison amongst HR students with respect to "level of satisfaction with the activities and programs of the placement department" is at 26% of the population who have informed that "never"satisfied; followed by 20% informing that "sometimes" and lastly at 18.1% have replied with "rarely".Chi-square test has revealed a significant difference between these frequencies ( $X^2=74.011$ ;  $p=.000$ ), thus informing that the level of satisfaction with the activities and programs of placement department varied with the students studying in various Institutes.

Further, Contingency coefficient revealed that a significant association ( $CC=.345$ ;  $p=.429$ ), amongst the frequencies, where in the State University students at 31%, 18% and 19% have replied that "never, rarely and quite often" respectively were their levels of satisfaction. The Central University students, have replied with 57%, 29% and 14% for "sometimes, not applicable / do not know and never" respectively were their levels of satisfaction. The Deemed University students, with 36%, 24% and 20% for "sometimes, rarely and quite often" respectively as their levels of satisfaction. The Autonomous b-schools students, at 28%, 19% and 16% for "rarely, never and sometimes / quite often / almost always" were their levels of satisfaction. Lastly, the NITK students with 53% and 47% for "not applicable / do not know and never", respectively as their levels of satisfaction towards the activities and programs of the placement department of their respective institution.

Table No 4: Frequency and percent responses for "HR internship has prepared the HR students for a career ahead in HR" and results of test statistics

HR Internship has prepared the HR student for career ahead in HR	F and %	Type of Institution					Total	Test Statistics
		1	2	3	4	5		
Almost Always	F	63	1	12	4	0	80	$X^2 = 49.186$ $p = .000$  $CC = .414$ $p = .000$
	%	45.3%	14.3%	26.7%	12.5%	0.0%	33.6%	
Quite Often	F	33	1	18	18	10	80	
	%	23.7%	14.3%	40.0%	56.3%	66.7%	33.6%	
Some times	F	23	4	9	7	4	47	
	%	16.5%	57.1%	20.0%	21.9%	26.7%	19.7%	
Rarely	F	7	0	5	1	1	14	
	%	5.0%	0.0%	11.1%	3.1%	6.7%	5.9%	
Never	F	6	0	1	2	0	9	
	%	4.3%	0.0%	2.2%	6.3%	0.0%	3.8%	
NA / Do not Know	F	7	1	0	0	0	8	
	%	5.0%	14.3%	0.0%	0.0%	0.0%	3.4%	
Total	F	139	7	45	32	15	238	
	%	100%	100%	100%	100%	100%	100.0%	

1- State University; 2 - Central University; 3- Deemed University; 4 - Autonomous B-school; 5-NITK.

Institution wise comparison amongst HR students with respect to issue of "HR internship preparing the HR student for a career ahead in HR" has revealed that at 34% of the population have informed that they have been "almost always" and "quite often" have benefitted from the HR internship; these were followed by 20% of the population who have informed that 'sometimes" they were benefitted from the HR internship. Chi-square test revealed significant difference between these frequencies ( $X^2=49.186$ ;  $p=.000$ ), thus informing that a majority of the students expressed positive feelings of benefitting from the HR Internship.

Contingency coefficient revealed that a significant association exists ( $CC=.414$ ;  $p=.000$ ), amongst the frequencies, with the State University students informing that at 45%, 24% and 16.5% were scores for "almost always", "quite often" and "sometimes" as the level of satisfaction of students towards HR internship. The students of the Central University, had 57%, 15% as scores for "sometimes" and "almost always" / "quite often" / not applicable / do not know" as the level of satisfaction of students towards HR internship.

The students at the Deemed University, have scores like 40%, 27% and 20% for "quite often, almost always and sometimes" as their levels of satisfaction of students towards HR internship respectively. The students of the Autonomous b-schools, have scores like 56.3%, 30% and 13% for "quite often, sometimes and almost always" respectively. Lastly, the students at NITK, have opined with scores like 67% and 27% for "quite often and sometimes" respectively. Thus we can say that the HR Internship has given enough impetus and has to a large extent prepared, the HR student for a career ahead in HR.

Table No 5: Frequency and percent responses for "extent of syllabus covered in the HR subjects" and results of test statistics

Extent of Syllabus Covered in the HR subjects	F and %	Type of Institution					Total	Test Statistics
		1	2	3	4	5		
Almost	F	89	2	20	15	10	136	

Always	%	64.0%	28.6%	44.4%	46.9%	66.7%	57.1%	$X^2 = 48.996$ $p = .000$ $CC = .413$ $p = .000$
Quite Often	F	22	1	13	10	1	47	
	%	15.8%	14.3%	28.9%	31.3%	6.7%	19.7%	
Some times	F	10	0	9	4	4	27	
	%	7.2%	0.0%	20.0%	12.5%	26.7%	11.3%	
Rarely	F	11	4	1	1	0	17	
	%	7.9%	57.1%	2.2%	3.1%	0.0%	7.1%	
Never	F	7	0	2	2	0	11	
	%	5.0%	0.0%	4.4%	6.3%	0.0%	4.6%	
Total	F	139	7	45	32	15	238	
	%	100%	100%	100%	100%	100%	100.0%	

1- State University; 2 - Central University; 3- Deemed University; 4 - Autonomous B-school; 5-NITK.

Institution-wise comparison amongst HR students with respect to the extent of syllabus covered in the HR subjects, have revealed that at 57%, 20% and 12%, for "almost always, quite often and sometimes", in their respective HR programs of their institutions. Chi-square test has revealed significant difference between the frequencies ( $X^2=48.996$ ;  $p=.000$ ), thus informing that most of the HR students have opined that almost always the syllabus is covered in their respective HR subjects being presently taught.

Contingency coefficient has revealed that a significant association exists ( $CC=.413$ ;  $p=.000$ ), amongst the frequencies, indicating that amongst the State universities, HR students have opined that at 64%, 16% and 8%, for "almost always, quite often and sometimes"; a small minority of students at 8% have informed that coverage of syllabus is 'rarely'. Amongst the Central University students, have replied with 57% informing that it is 'rarely' done, although at 30% and 15% of its students opined that it is "almost always" and "quite often".

In the Deemed University, HR students have opined that at 45%, 30% and 20%, for "almost always, quite often and sometimes". Amongst the Autonomous b-schools students, have replied with 47%, 34% and 13%, for "almost always, quite often and sometimes". Lastly, amongst the NITK students, have replied with 67% and 27% of the students opined that "almost always" and "sometimes" as the extent of syllabus covered in their HR subjects of the HR programs in their respective institutions.

## V. MAIN FINDINGS

### A: Standard set as benchmarks for the evaluation of the B-school

1. One third of all the students have revealed that, Quality Accreditation status, was the standard they sought as the primary benchmark in the evaluation of B-schools.
2. However, one fifth of all the students have informed that, course of study, Quality accreditation status, presence of prestigious academicians, low student to Academician ratio, facilities and resources, job placement of graduates, as standards set for benchmarks.
3. Majority of all the students across all institutions, have diverse thoughts about the components of standard set for benchmarks for evaluation of the B-schools.
4. State, Central, Deemed University, Autonomous B-school and NITK students at two fifths and quarter of the population respectively have reported that, Quality Accreditation status, was of prime importance to them.
5. Deemed University students, at one third of the students have reported that, course of study, Quality Accreditation Status, presence of prestigious academicians, Facilities and resources, Job placement of graduates, being important parameters of standards set for benchmarks.
6. Course of study, Quality Accreditation Status; Prestigious Academician; Low student to Academician ratio; Facilities and resources and Job placement of graduates, are other areas of benchmarks, as informed by a minority of State run, Central, Deemed and autonomous B-school students.
7. Thus, we can say that HR students have given adequate weightage to all forms of Quality measures, which have helped them to understand their respective HR programs better.

### B: Level of satisfaction with the activities and programs of the placement department



1. "Never" was the level of satisfaction as reported by a quarter of all the HR students across all institutions, with respect to the activities and programs of the placement department in their respective institutions.
2. One third of the State University students have revealed that they were "never satisfied" with the activities and programs of the placement department.
3. However, amongst the Central University and Deemed University students, a majority of students opined that "sometimes" they were satisfied with the activities and programs. Also a quarter of Deemed University students, informed that they were "rarely satisfied".
4. One third of the Autonomous B-schools students, have informed that "rarely" were they satisfied with the activities and programs of placement department.
5. Majority of NITK students informed that "it is not applicable / do not know and never did they feel satisfied" with the activities and programs of the placement department.
6. The level of satisfaction with the activities and programs of placement department varied with the students studying in the various Institutions.

**C : HR internship has prepared the HR student for a career ahead in HR**

1. "HR internship has prepared the HR student for a career ahead in HR and generally has benefitted", as revealed by two thirds of all the HR students.
2. Overall a large majority of all the students expressed positive feelings of being benefitted from the HR Internship.
3. State University students informed that they were "almost always" benefitted with the HR internship.
4. The students of the Central University, had majority of students informing "hat sometimes only" the benefit of the HR internship was observed.
5. Amongst the students at the Deemed University, Autonomous B-schools and NITK students, two fifths and a majority of the students have informed that "quite often their level of satisfaction" towards HR internship was good.
6. Thus, the HR Internship has given a big impetus and has to a large extent prepared the HR student for career ahead in HR.

**D: Extent of syllabus covered in the HR subjects**

1. Institution wise comparison amongst HR students with respect to the extent of syllabus covered in the HR subjects, have revealed that a majority of the HR Academicians "almost always" covered the syllabus in their respective HR programs of their Institutions.
2. State University, Central University, Deemed University, NITK and Autonomous B-school based HR students have informed that almost always the syllabus of the HR subjects have been covered.
3. Most of the HR students have opined that "almost always the syllabus" (for most or all the subjects) is covered in their respective HR programs.

Management education in India was initiated just after independence with establishment of Indian Institute of Management. Since then various changes, challenges, issues and implication has been pointed out, by studies conducted by Sahney *et al* (2004). The study pointed Indian educational system has been subjected to fast, radical, and ever revolutionary change over recent years. Panandiker (1991), pointed out that Knowledge and knowledge-creation will be far more central to the management education of the future rather than technology. He further added that humans will live not by bread and car alone but far more by knowledge, wisdom and ideas. This fundamental transformation of HR management education is both inevitable and necessary because the present consumption patterns of mankind can only take one thus far in its evolution and no further. Sahu (1991) emphasized that values are of utmost importance and are inseparable irrespective to any form of education HR 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. McNamara *et al* (1990) stressed on action learning in management education as 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, especially HR education should be experience-based, active, problem oriented and modified by feedback and action learning. Gill (2005) emphasized due to globalization and advancement in information technology the role played by management education in enhancing country knowledge base has been placed under a sharper focus thus it has become imperative to look at HR management education from the market oriented perspective and take a strategic view to better align business education with the requirement of the global market. Since the dawn of IT mania, other resource rich corporations too are awarding their own in-company MBA degrees, with an emphasis on technology management (Dealtry, 2000).

Sharma *et al* (1996) pointed out that internationalization of management has been promoted along several dimensions such as curricula challenge, research activities with both contents and outlet being relevant and executive development programs. It seems that educational institutions and supplementary providers of management education and HR education have no choice but to rise to the challenge of global competition.

Irala, a management researcher, was of view that management education in India is at crossroads with the dawn of new millennium there has been exceptional growth in management institutes, to upgrade their competencies the financial autonomy will be the key and academic autonomy the major drivers. Quacquarelli, (1997) reports that major international banks like Citibank in Asia also consider Management students as sources of new talents, while the ABN-AMRO Bank believes that they have sound knowledge of international management and financial principles. Porter & McKibbin, (1988) recommends that corporations hire Management students as they have strong analytical ability, high motivation to work and good knowledge of relevant management functions. The perceived deficiencies of business schools have resulted in the establishment of several organizational training and education centers (Carnall, 1995). Training institutes of consultancy companies, for example, are said to provide technologically more superior management solutions than universities. Their executives are able to solve management problems as soon as they leave the classrooms. Arthur D. Little School of Management was the first to set up a corporate university (about 30 years ago) to re-educate its senior executives, young recruits and professionals. It was the only corporate university then to have been accredited to award Master of Science in Management (Arnone, 1998).

## VI. DISCUSSION

### A: Parameters of Quality HR Education (benchmarks for evaluation of B-schools)

#### Implications for Theory

1. HR students may not fully comprehend the concept of Quality Accreditation, but least they will do, is look at the logos of those Quality accreditation / affiliations, to which their Institute / B-school / Institute has adhered itself to.
2. HR student's expression regarding the development of their curriculum is to be based on the need of industry and partly could be theoretical / conceptual. This ratio could be at 70:30 (Industry requirements: Theoretical concepts) or 80: 20 or 90: 10.
3. Based on the above issue, the curriculum could be framed accordingly. This methodology / process have to be practiced systematically and rigidly, so as to bring in benefit to all the stakeholders.
4. Admitting HR students with industry work experience brings in depth and extensiveness to the concept being taught / learnt in the classroom or the same being applied in any industry.

#### Implications for Policy and Practice

1. Quality accreditation / affiliations, to which their Institute / B-school / Institute has to obtain and adhere continuously to NBA (National Board of Accreditation), NAAC (National Assessment and Accreditation Council), ISO (International Organization for Standardization) and so on.
2. Certain Institutes / B-schools have since the past few years obtained quality accreditations of various American, European and British boards of Management education.
3. The development of the curriculum is to be predominantly based on the need of industry and partly need of the Institute / B-school. This ratio has to be worked out and the result could be at 70:30 (Industry requirements: Theoretical concepts) or 80 : 20 or 90 : 10.
4. The beauty of obtaining the quality accreditation is not just in obtaining once; but should adhere to the quality based processes for decades to come.
5. There has to be a clause in the student admission criteria, which specifies industry work experience to be had, before the student is admitted to the program. This brings in laurels to the Institute / B-school in the future.
6. Management students should be counseled about their choice of specialization. They should do so after a lot of care and concern with regards to themselves and outside world.

There are a number of quality based pressing issues facing business schools (Hawawini, 2006). They include:

1. The effects of globalization and privatization on business education and how to respond to this phenomenon.
2. The shortage of highly qualified faculty and what to do to make up for the shortfall.
3. The need to introduce softer skills into the curriculum while preserving the more analytical and concept-based courses.
4. The effects of information and communication technologies on teaching and learning methods.
5. The need to achieve financial balance and whether current or alternative funding models are sustainable.
6. The need to adopt more effective governance structures and to make the appropriate strategic choices that will allow the school to better cope with competitive pressures; and
7. The need to strengthen reputation and build up the school brand in order to secure its long term competitive position.

All these challenges, if met successfully, create opportunities for business schools to differentiate themselves from the crowd of business education providers. For example, schools that globalize successfully and offer innovative programs will strengthen their competitive position. And schools that successfully leverage

their investment in information and communication technologies could overcome faculty shortage and reach a larger number of students more effectively and efficiently (Hawawini, 20060).

**B: Level of satisfaction with activities and programs of placement dept**

Implications for theory

1. The Placement department is a unique setup in any management department / B-school, as in it bridges essential requirements viz., the students, the industry and the Institute / program and probably the community as well.
2. Balancing the two ends are the HR Academicians and HR Practitioners who should work out a methodology of hand holding the students through this process.
3. Unless the placement department takes up proper and systematic assessment of its students on the one hand, considers the requirements of the industry / market on the other, brings in adequate personnel to bridge this gap, the activities and programs of the placement department would not be total and complete.

Implications for policy and practice

1. The students of the management program are the primary beneficiaries. Along with the HR Academicians and HR Practitioners being the secondary level of beneficiaries, as in properly trained HR students bring laurels and kudos, not only to themselves, but to their area of specialty, alma matter and also the company in which they are working.

Areas of dissatisfaction amongst the stakeholders (Kumar & Dash 2011) are that most of the institutional and college owners constantly complain of not having enough admission in spite of investing heavily on college infrastructure and other startup costs. With regards to those institutions, those that are able to fill the fixed intake / capacity, admit anyone who applies for admission thus resulting in poor qualitative input, leading to poor output, i.e., terms of placements. After the introduction of ranking system for business schools, business schools opted proactive approach in making changes, although they focused primarily on product tinkering, packaging and marketing. A study on management education has shown that there will be a fundamental shift in business school product offerings away from traditional MBA programmes and the trends of evolution of management education indicate that knowledge creation is becoming more student based (Friga, *et al*, 2003). This will result in various changes such as closer interaction among industry, students and faculty. It is clear that management education will emerge as one of the main distinct of higher learning, due to its growing demand. It has been stated that business schools, if they have to survive, have to focus on research to solve problems of enduring importance and to build such curricula that can actually prepare students to be effective in practicing the profession (Kumar & Dash, 2011).

**C: Internship in Companies / Industry (HR Internships has prepared HR students for a career ahead in HR)**

Implications for Theory

1. To strengthen the knowledge and information systems of the Training and Placement Officer of the concerned Institute / B-school.
2. Creation of increased level of awareness of industry / organization amongst HR and management students.
3. Strengthen the knowledge regarding the status of industry vis-à-vis HR students need for industry exposure either for internship, project / dissertation or any other initiative.

Implications for Policy and Practice

1. Create HR student based teams / groups dependent on certain similar parameters. These parameters are to mix and match with an organizations areas of HR specialization / requirements vis-à-vis the HR abilities and capacities of a HR student.
2. Have above mentioned student teams / groups sent to such organizations with information about, what they can do, their skills and abilities and so on. This bridge would see the development of many fruits for all the stakeholders.
3. Indulge in the provision of obtaining systematic and structured inputs for Training and Placement Officers, HR Academicians and HR students from the HR Practitioners, by doing so would create a high sense of industry specific awareness and sensitivity.
4. Good internship is a match between the knowledge, skills sets and attitudes of the HR students and the requirements of the organization in terms of HR aspects.
5. Good internships may pave the way for future career options in the same organization or in better organizations.

Development of industry interaction is an evolutionary process. Industry interaction has to be emphasized to greater extent so that student can be exposed to real problems and exposure working with industry. In present curriculum student are exposed to six to eight weeks training which is not adequate to understand dynamics of industry in this world of liberalization and globalization. This need to be increased say to full semester. Assessment should also be based on internship authenticity and learning. As stated earlier Enhancement of

industry exposure which will lead to enhancement of experiential learning. Exposing students to real life situations which are more complex, demanding, critical, messy, will bring them closer to reality. Faculty interaction with executives should be enhanced by increasing participation of industry experts in academics either by appointing them as full time faculty or part time faculty. Institutions should be encouraged to arrange tie ups with business houses. If you talk about top notch B Schools their strengths lies in their industry liasioning (Kumar & Dash, 2011).

#### **D : Extent of syllabus covered in HR subjects**

Implications for theory, policy and practice

1. The extent of syllabus covered in the HR subjects is good, as per the results of study.
2. However, more than mere coverage of the syllabi may not be sufficient and noteworthy. But requires the application of the theoretical concepts into the field.
3. As in the conceptual application to the field, could give its implementers / executioners the ability to work on the outcome, which could be based on the need of the industry / department concerned.

The existing curriculum in higher education based management education does not teach much to the students in building their abilities to face the challenges in business environment. Neither are the ways of managing uncertainty and complexity not taught in B-schools. B-schools merely teach some business concepts with case studies. It does not focus on the challenges arising out of rapid growing technology and the challenges involved in running an enterprise, also the syllabus prescribed is not completed in time (Rao, 2010).

Management education denotes those activities traditionally conducted by colleges and universities that focus on developing a broad range of managerial and leadership based knowledge and abilities. Unquestionably, the major issue in higher education based management education is the curriculum offered in our B-schools and this concern has been labeled the competency movement (Wexley and Baldwin 1986). The traditional management education curriculum, as presently constituted, may not be adequately preparing individuals for the challenges they experience as professional managers (Pfeiffer, 1977). Today one fundamental question comes, whether the curriculum of a business school can produce future leader of the corporation with required management skill to meet contemporary challenges of today and tomorrow.

## **VII. CONCLUSION**

Despite the efforts by the GoI and the Private Sector, nearly fifty percent of the seats in major universities and autonomous organizations have gone abegging, even while a large number of students are aspiring to joining management courses. This issue, has created two poles, on the one end, we have capacities underutilized causing loss in revenues and on the other, the industry is deprived of skilled management graduates, leading to a situation wherein, it shows that there is excessive thrust on quantity, rather than quality of HR management education.

#### **Suggestions**

Primary suggestions

1. HR students need educational counseling, at the time of joining the postgraduate program; based on the results of the study, that most of the HR students are from managerial educational background. This scenario has to be worked around to a situation in which HR students could come from all or most of educational background and not just managerial.
2. Career counseling helps the students to opt for a choice of a particular institute of study, select the choice of specialization, embracing the subject which makes the student practice, what he preaches; further the company he wants to work with; and so on and so forth.
3. Indian system of education beginning with primary education, focuses mostly on rote learning (in turn self study),has to be worked around, in which students learn by practice in their field
4. HR subjects become redundant vis-a-vis the market demands. These needs have to be met at the very earliest, as to bring in HR industry experts on the Syllabus committee; send the faculty on to the industry for a specific period with objectives and such similar initiatives, will help HR Academicians & HR Industry personnel & growth.
5. During pre-placement training, emphasis has to be made on HR knowledge, Skills and Attitude based deficits and deficiencies at the individual student level; which will help the department / institute in giving a well rounded HR student to the Industry.

Secondary suggestions

6. In future, HR as a subject should be made practical & hands on, which should provide the means to understand, devise & propose HR strategies, which upon implementation brings in betterment and wellness in an individual employee, team, division and the organization.
7. HR as a subject in a B School, ought to be branded as a means to bring in a process centric mechanism, yet touched by human values and ethics; HR should bring in better transparent system of corporate governance and work ethic; must work towards the up-liftment & perservance of the organization as a social & a business entity.

8. The role of a HR teacher is to make the subject of HR, practically applicable (rather than just theory & class room discussion based) and this can be done by the development of systematic, robust process driven systems, sub-systems & tools; by the application of which, yields concrete information, which is the platform for sustained future of humans in an organization.

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