

PhD in Management Work

MANAGEMENT EDUCATORS AND STAKEHOLDERS ON HR EDUCATION IN B-SCHOOLS

A Thesis submitted in partial fulfillment for
the award of Doctor of Philosophy Degree (PhD)
in Management

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Chapter 1

Introduction

1.0 : Introduction

Management education as a community, has substantially grown over the past few decades and presents a set of diverse perspectives arising from various parts of the world. Directors, Deans, Heads and Academicians of b-schools, postgraduate management students, business advisory council members, along with HR recruiters visiting various campuses and others, are all continually involved in structuring the management education to what it is today, what will be tomorrow and in the future. The contribution of Harvard B-school, Stanford B-school, London School of Business and other such b-schools across the world, to Management education is immense. The contribution thereof has offered managers across all levels, a fresh and systematic approach which has clarity and out of box thinking. The persevered growth and development in the areas and levels of Management knowledge, skills

sets and attitudes of its students, academicians and the practitioners working in the organizations /companies across the world, is a tribute to its contribution (Beer et al, 1984; Delery and Doty 1996; Greening and Turban, 2000;Wright and Boswell, 2002; Evans et al., 2002, Boxall and Prucell, 2003; Dowling and Welch 2004; Freeman et al, 2010, Eccles et al, 2011, Porter and Kramer, 2011; <http://www.hbs.edu>; <http://www.bloomberg.com>).

There have been written views on management education, and most are from a perspective, which is very specific to a region or a nation. Indeed, it is difficult to visualize, how macro and micro issues and challenges link with each other to form the big picture across the world. Management education has already entered a phase of optimum transition, as it is driven by privatization, demographics, globalization, spread of technology, along with the socio-cultural issues and its imperatives. As it turns out, management education as of today is an good investment in the future of any business across the world. It becomes very important to understand the opportunities, strengths, challenges, threats and risks, along with the rewards and its positive issues, associated with this sort of a picture (GFME, 2008; Agarwal and Gopalan, 2013, Chacha 2015).

It is a known issue that good and sustained businesses are a set of key success drivers of most economies in the world as on today. Indeed, the means by which management education and its research have impacted the businesses, its people, organizations and surrounding societies are very intricate, at times subtle and often come across as a issue, which is very difficult to understand, analyze and measure. There exists effective and systematic business processes and methods, supporting successful companies and organizations across major companies and industries, and this influences the economies and companies at all levels, i.e., local, regional, national and global. As companies and organizations expand, so does the need for its individuals with their hard core and specialized knowledge, skill sets in a variety of business fields, as marketing, operations management, human resources, accounting, finance, production, sales and other areas. The prosperity and growth of a region or a nation depend on the credibility and validity of the organizations located within these regions. So also, the value-add of the financial markets and its supportive institutions that helps them to preserver. Further, the ability to indulge in innovation and creation of new products, methodologies, processes involving state of the art technology, enables companies and nations to stay competitive and work towards greater development. This requires complex, integrated set of management teams, that have the capacity to prioritize investments, allocate resources, align human capital and other requirements, to beget strategic

objectives for their companies, thus facilitating growth and development of all concerned.

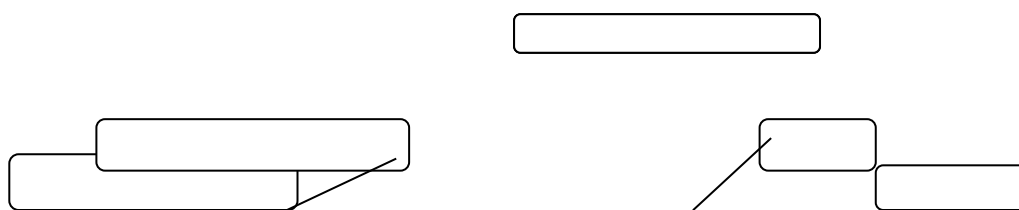
Need and importance of education, research and nation building

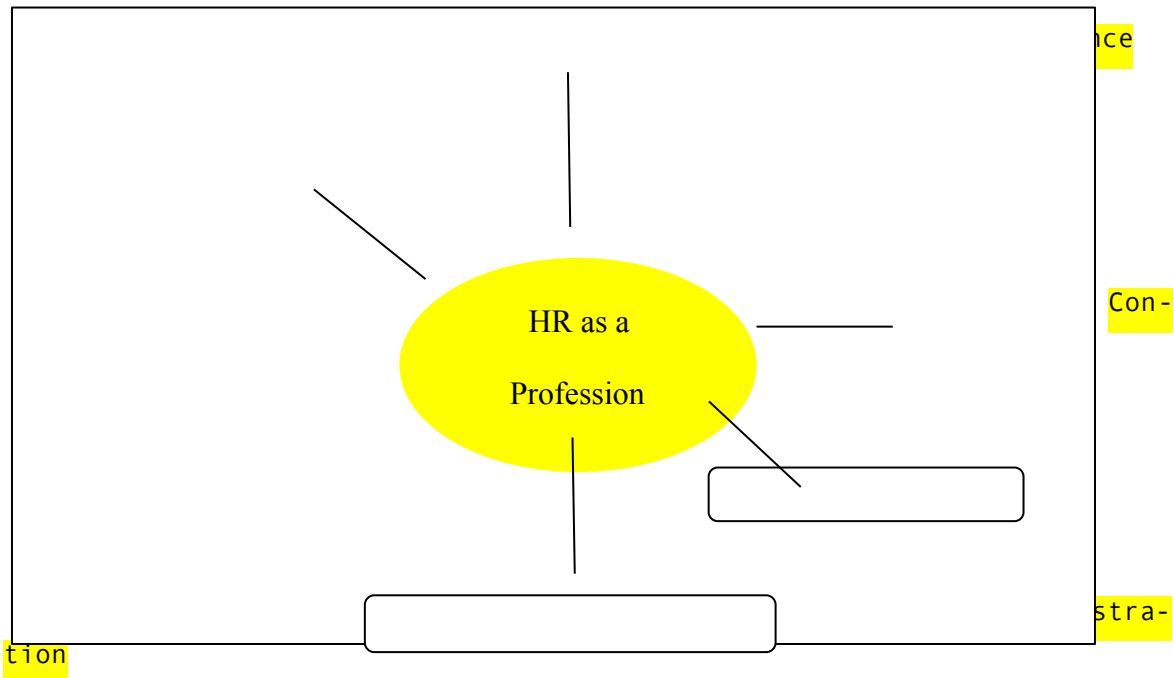
In higher education, there are various streams of knowledge. Management education and especially HR education is an area which comprises of a predominant base in behavioral science. With such a base of an area, the main objective of HR educational research is to understand, explain and to some extent produce and control human behavior in different settings in the industry. Research in such educational streams, either academic research or industry based research, is inevitable for providing useful and dependable knowledge through which the process of Management and HR education can be made more effective and also have its various purposes fulfilled. Best (1977) opines "Research is considered to be more formal, systematic, intensive process of carrying on the scientific method of analysis. It involves a more systematic structure of investigation usually resulting in some sort of formal record of procedures and a report of results or conclusion".

Consistent and honest efforts are to be made by every individual and Institution concerned for improving the state of educational / Management / HR research in our country and this can only be achieved by being very objective and focused. Some suggestive measures which may be helpful in improving the status of research are given below.

1. Organization of research work
2. Training of researchers
3. Promotion of research
4. Dissemination of the findings of research work
5. Proper understanding of ethical issues in research
6. Linking research to practice and vice versa

Educational, Management and HR based research, guides and shows us the adequate and accurate path on how should we take next step towards achieving success in education and in life. It ultimately leads to progress of the nation. Educational and Management research helps in theory building, development of the discipline, expansion of and understanding the changing concepts, also the impact of application of such concepts to the organizations. The various purposes of educational and Management based research may include the progress of a region; and the economy based educational research leads to better quality of life in a human being and thus the growth and progress of a nation (Kumar 2014; Misra 2011). The flow chart no. 1.1 depicts the HR as a profession and its areas of work in the academia.





Flow Chart No. 1.1 : HR as a Profession and its areas of work in the Academia

1.1 : History of Management education

The early 19th century, was witness to the first b-school, the Ecole Supérieure de Commerce of Paris, and it was established primarily as a need for a formal management based education and training programs linked primarily by Industrial Revolution and other reasons. By about 1884, the earliest of Bachelor degrees in Finance were in place. This degree were awarded by the Wharton B-school, newly formed and located at the University of Pennsylvania. Later Dartmouth College established the Tuck School of Business in 1900. This b-school had been established to award the graduate degree in Business management and this was the world's earliest of degrees in Business management. The past century and more, is a witness to b-schools having credibly established a very strong presence within the higher education realm across the world. Management education in all its goodness, contributes and structures any society in ways that is beyond education, training and research. Business practices, organizations, markets, and their respective environment does contribute to an ever-enlarging base of knowledge and skill sets, which ensures that the pedagogy remains current and relevant. Also the research done, helps companies and organizations to acquire and hold with a finer grasp of the business operations and strategies that ensures the success, helps to persevere in a world that is rapidly evolving (Senge, 1994).

The Management based Academician's specialized knowledge and skill sets, and that of their postgraduate and doctoral students, are regularly sought and received by the members of various businesses, i.e., family based firms, start-ups companies in technology and service, large multinationals and a host of others. Indeed, many b-schools have included the reach-out to the industry, as a part of their vision, thus devoting their resources, in order to address needs and wants of the business. Thus, quality b-schools have begun to provide regions and nations, not only a competitive advantage, as in knowledgeable and skilled workforce, but which contributes through its intellectual inputs to general and specific business knowledge. Such inputs generally lead to a sustained rise in the income levels and economic growth of any region or nation (Senge, 1994). The table no. 1.1 depicts the growth and development of b-schools across the world.

Table No. : 1.1 : Growth and Development of b-schools across the world

Year of establishment	Name of the b-school	Country
1819	World's first b-school, The Ecole Supérieure de Commerce (ESCP) Europe, was established in Paris	France
1855	Two b-schools namely The Institut Saint-Ignace - École Spéciale de Commerce et d'Industrie and The Institut Supérieur de Commerce d'Anvers were established in Antwerp.	Belgium
1857	Budapest B-school, the world's first public b-school, was founded in Budapest	Austria
1871	The Rouen B-school, was established in France	France
1881	The United States' first b-school, i.e., The Wharton School of Business, at the University of Pennsylvania was founded	US
1898	At the University of California, the Haas School of Business is established.	US
	Booth School of Business, was established in Chicago	
1900	The Tuck School of Business, was established at Dartmouth College	US
1902	The Birmingham B-school of University, was established at Birmingham	UK
1906	The McGill School of Commerce was founded as a part of the McGill University, Montreal	Canada
1906	The Warsaw School of Economics (SGH) was founded	Poland

1907	ESSEC B-school was founded in Paris	France
1908	Harvard University established its b-school. This was the first program to offer the Master of Business Administration degree across the world.	US
1909	Stockholm School of Economics was established	Sweden
1919	First b-school founded to focus solely on entrepreneurship was established at Babson College.	US
1949	Xavier Labour Relations Institute located at Jamshedpur, is India's oldest b-school. This institute initially focused in extensive training of Tata Steel employees, later opened its doors to full fledged management program	India
1953	India's first institution to offer a postgraduate degree in management is the IISWBM, at Kolkata	India
1954	The University of Delhi established the Faculty of Management Studies (FMS)	India
1961	The Indian Institute of Management was established in Kolkata	India
1962	The Indian Institute of Management was established in Ahmedabad	India
1973	The Indian Institute of Management was established in Bengaluru	India
1994	China Europe International b-school, was the first b-school to be established in China	China
2015	Daniels College of Business is the first b-school to launch a challenge-driven MBA program	US

(Ref: Wikipedia, 2015)

1.2 : Factors which have contributed to the development of Management and HR Education

The factors are as given below

1. Role of Industrial revolution : The role of Industrial revolution in the development of the industries and organizations is very well known. Industrial revolution has brought in changes in the methods and techniques of industrial production, use of its resources, thus we see growth, development and sustenance of the industry.
2. Growth and development in Social and Behavioral Sciences : The growth and development obtained by the conduction of new experiments and research in social and behavioral sciences contributed to the growth of personnel management and human resources. For e.g., Hawthorne experiment in the field of industrial psychology has influenced the teach-

ers, academicians and researchers in the field of human resources and management development.

3. Change in Information and Technology : Growth in science and technology, is leading to the development of entirely new methods in production and its associated areas have developed. In turn, newer techniques and processes emerged in the fields of marketing and communication affecting the personnel relations and industrial development to a considerable extent. Hence to better cope with such changes, newer management concepts, methods and principles have emerged.
4. Awakening and Awareness among Labour class : The period after World War I, workers began to become united and lead to trade unions being formed in the industry. The workers used the platform of trade unions to express, negotiate and obtain their requirements. Further, the establishment of International Labour Organization in 1919, subscribed to industrial democracy and its related tenets.
5. Governmental concerns and attitudes towards Labour and Labour management : The concern and attitude of the Government across nations have changed considerably. Every Government participates in its growth and development of core and allied economic areas, also protects the interests and needs of the workers in such areas. The concept of Worker's Participation in Management, has been accepted by most of the Governments of the World.
6. Social and Cultural Changes : Changes in society, social value, education, population explosion has impacted the development of personnel management. Structured and proper education and training brought the changes in the attitudes of labour towards themselves and their work. Population explosion have resulted in problems of employment, wage fixation, migration of workers and host of other issues, which have resulted in the development of newer areas of management and human resources.
7. Growth and change in the size, form and nature of doing business : The concepts of modernization, science and technology has brought in the use of information, technology, capital, division of labour, specialization of work, coordination, control, concepts of efficiency and effectiveness, to produce goods in large scale. To derive the optimal benefit from the workers, newer areas in management and human resources have emerged.

8. Attitudinal shift (in the Management of many industries / organizations): The growth, development and impact of scientific management, awareness and awakening of workers, favourable attitudes of national, international bodies and Governments, changes in societal value towards workers have compelled the management of many a industry to make attitudinal changes towards workers, as in slaves and workers in the past, to partners, shareholders and stakeholders as of today.
9. Emergence of b-schools : B-schools have come in big way, since making its appearance about a century ago. The graduates of such b-schools specializing in variety of functions across the industry are very much in demand. The onset of economic, educational liberalization and privatization in India in the mid-90s gave a new thrust to management education. Several PGDM granting institutions came up in the private sector and many universities have established departments of management studies.
10. Hiring in Companies / Organizations : Behaviors such as Transparency in Corporate functions and displaying professionalism, attracted MBAs and PGDMs to enter and work in such corporates and companies. Although but not in large numbers, barring some of the MNCs or their strategic business units which regularly recruited in good numbers.
11. Thrust on Management and HR Research : A significant offshoot and development that is more discernible is the growing thrust towards research across all types of b-schools and organizations alike. The Government of India's Ministry of HRD, under whose purview the IIMs come under, has been during the last few years exhorting the institutions to increase their focus on research.
12. Foreign Education Providers bill : The above mentioned scenario is likely to change substantially, upon the acceptance of the Foreign Education Providers bill in the Parliament. With the passing of this bill, the pressure on the good b-schools to give greater thrust on management education, training, research and consulting would increase (<http://www.educationobserver.com>; <http://www.deccanherald.com>).

To summarize higher education, and in this case Management and HR education stands at a crossroads. Change, looks at times is made imminent, as seen by the traditional University structure of training and educating the business

manager of tomorrow has been outmoded in the information based technological and complex global economy. Need of the hour, as put by this researcher, is in the creation of a structured platform which houses and provides management graduates with requisite knowledge, skill sets and talents, which are basic to work and compete in the business world. Further, there exists a felt need to accept and grasp the issues and challenges, management education has in it for us, for the future (Kumar and Dash, 2012).

1.3 : Evolution and growth of Human Resources Management

The evolution and growth of human resources management could be understood from the phases, as given below.

1. Pre-industrial revolution stage (1600 - 1750) : consisted of societies and communities, primarily based on an agrarian economy with less production. The specialized trades and crafts were less and were usually carried out from a small community consisting of apprentices, who supported their teacher cum master craftsmen. The channels of communication were limited, hence were the sales of such products.
2. Industrial revolution stage (1750 - 1850) : comprised of industrial revolution which set the change from an agrarian led economy to production and industry based. Modernization in working, communication and skill sets, paved the way to defined industrial and specified organizational setups. A separate department was established to understand the nuances in the workers' salary, welfare measures and such other related issues. These steps have led to the growth of an specified area called personnel management, and its major task were to understand and set up the worker's wages and salaries, maintain the work records, help in provisioning of facilities in housing, health care and such related areas. A significant phase in the industrial revolution was the beginning of labour unions during 1790's. It began, with the workers in the factories being coerced to put in long hours of work for very less compensation. Thus grew the unrest amongst the workers; the protests began gradually leading to the establishment of labour unions within such organizations. Thus, to work around with workers at one hand and on the other hand, the management of the concerned factory. Thus, the Department of Personnel Management had to display diplomacy and tact. Indeed the department's emergence was gradual in many of the factories.
3. Post industrial revolution stage (After 1850 and later) : The concept of Human Resource Management was witness to a significant change post 1850's and 1860's. Post the period of industrial revolution, the machineries and the methods, that lead to the increased levels of production in terms of quantity and quality were introduced formally. But several issues cropped up during the use of this methodology. The machines were large, thus requiring many people to operate and make them work, thereby the number of workers increased drastically. Such scenarios made the managers to develop regulations and procedures to control and sustain the flow of work and its workers. Some of the

processes and regulations, were in need of an increase in the job duties and thus specialization, in turn leading to work, being viewed as monotonous and unenthusiastic (Anthony, et al, 1996).

4. Early 1900s : During this phase, the general concept of HR, known as Industrial and Labour Relations, took shape. Steel and Oil, have together transformed the US businesses in the early part of 19th century, it became evident by this phase that the management of the workforce had to have its independent discipline.
5. The 1920s : In a prospering economy, the workers who were good in knowledge and skills were difficult to come by, further was the fact that finding supervisors, who in turn could handle these workers with concern.
6. The 1930s : This was a phase of great depression (predominantly in the West) saw the supervisors in the industries were in favor of the 'drive' management system, as in threatening and sometimes physically hitting the workers, thus HR was seen as a stumbling block. The workers went on to undertake any work to stay employed.
7. The 1950s : Period of World War II and after saw executive shortage, since most had died, and hence HR created revolutionary hiring and development program.
8. The 1970s : Economy slowed down. Surplus in all areas and HR was clueless as to what to do. Strategic HR interventions came into perspective.
9. Early 1990s : Presence of huge workforce, companies pushed hiring and development to Line managers, who did but without any training in the recruitment space.
10. Late 1990s : Dot com boomed, hence phenomenon like 'employer of choice', 'talent hunt' were observed. HR enjoyed the way.
11. 2001 : Dot com bust, hay - way in the workforce, bench got underway and HR lost the influence.
12. 2015 : Great recession of 2008, jobs changed, organizations went lean, people jumped careers and hence HR lost face; but HR has come back to brand itself.

The gradual increase in the importance received by HR in the industries, was as a result of certain issues and trends. So much so, that the trends were a resultant offshoot of drastic changes in external environment and in the industry (Ferris, et al, 1999). Globalization at times strengthens an organization's ability to compete in an multinational environment; thus the scenario undergoes a change to depend increasingly on the possession of the right people with all right set of skill sets and knowledge levels. There exists differential pressures from shareholders, stockholders, competitors and customers, that require the organization's employees to create new outputs in terms of products and services, which should clearly be ahead of all the competition (Brockbank, 1999). The need of being able to fit a set structure with its systems coupled with all its processes, to an organization, and in its specific stage of growth is an accepted norm in the industry. As the organization evolves, it changes, thus it is easy to deduce, as to the way in which human resource management function in any organization must change for the better (Baird and Meshoulam, 1988). Table no. 1.2 provides the details regarding the growth of HRM from a 'Development status - Emphasis' perspective.

Table No. 1.2 : Growth of HRM from a 'development status - emphasis' perspective

Period	Phase of Development	Perception	Major Thrust	Status
1920s to 1930s	Early	Pragmatism of capitalists	Statutory welfare measures	Clerical
1940s to 1960s	Struggle for betterment	Technical and legalistic	Introduction of techniques	Administrative
1970s to 1980s	Achieving fineness	Impersonal professional and legalistic	Regulatory conformance and imposition of set standards on various functions	Managerial
1990 to 2000	Healthy outlook	Philosophical	Productivity through people and values	Executive
2000 - till date	Professional	Dynamism	Business partner and change agent	Strategic

(Ref: www.slideshare.com)

An organization's growth, thereby its success in the industry is set off primarily by the decisions, its staff make and the resultant actions thus engaged in. Employees are an industry's predominant asset; this thought and action, has inspired the HR function to become effective, in being able to develop organization specific programs and policies. Such

initiatives that are able to leverage the talent of its human resources, so as to create an alignment with its organizational level skill sets and competencies and levels of organizational operations and strategy are in vogue today and will be the norm in the future (Ruona and Gibson, 2004). Table no. 1.3, depicts the milestones in the development of Human Resource Management.

Table No. 1.3 : Milestones in the development of Human Resource Management

1600s-1700s	Craft system of Work. Goods produced in a small work place or home. Small groups of workers enabled themselves to work and sell their goods.
1800s-1900s	Industry system of work. Goods and products were made in large industrial places. Supervisors and Monitoring systems were in place. Welfare secretaries in came to place.
1890-1910	Ideas on scientific management were proposed by F Taylor. He proposed scientific selection of personnel. This would be based on employee qualifications and also urges for incentives and rewards. During this period, Elton Mayo and his associates did pioneering work.
1910-1930	During this phase, many organizations are able to setup departments, which are devoted to development and maintenance of employee welfare. The discipline of industrial psychology begins to develop, in the advent of World War I, by developing advanced procedures to be used in employment based testing, selection and such areas.
1930-1945	Hawthorne Studies all in all, have a positive and an yielding impact on the management thoughts and practices, which goes on lay greater emphasis, on the informal and social parameters in the company, by which productivity in the employees is negatively affected. A primary means to increase their productivity of employees is their level of job satisfaction.
1945-1965	A drastic increase in the number of union membership amongst US based industry workers between 1935-1950, leads to growth and development of such processes as labour relations and collective bargaining within the broad area of personnel management. Further, other methods such as compensation and benefits based management begins to take shape, also unions negotiated paid vacations, paid holidays, insurance coverage and such benefits began to gradually emerge.
1965-1985	In the US, the Civil Rights movement reaches its peak, with the passage of the Civil Rights Act, 1964. The Title VII of the CRA, dramatically affects the personnel function, by prohibiting the discrimination of people on any basis. Indeed, the passage of the CRA in the later years, lead to equal employment opportunity and affirmative action, thereby becoming two key human resource management result areas.
1985-2000s	Three trends impact HRM, viz., diversity of the labor force, globalization of business and information and technology based revolution, which led to changes in communication, transportation and thus the labor markets. HRM as a discipline to be well integrated vis-a-vis its overall operational-strategic planning of the factory / company, to cope with the glut of things.
2000-present day	Strategic HR Approach has assumed a critical role as of today. One of its major accomplishment is the alignment of individual objectives with the organizational goals and objectives. The focus of Strategic HRM are the actions that differentiate the organization vis-a-vis its competitors, and thus make long term impact on the success of organization. Some of the major activities of HR department are listed as- <ol style="list-style-type: none"> 1. Manpower plan, recruit and select skilled employees. 2. Training and develop employees. 3. Performance and competence related appraisals and benefits.

(Ref : <http://www.encyclopedia.com>; <http://www.lni.wa.gov>; <https://en.wikipedia.org>)

1.4 : Field of Human Resources Management

Human Resources management as a domain, has observed a graded transition in the human resources that it plans, selects and develops, move from a supportive to a strategic role in the industry. Accordingly the domain of human resource management has reorganized its role, thus emerging as a new and an independent discipline conceptualized as Strategic human resources management (Wielemaker and Flint, 2005). According to the resources based perceptions, the organization that can work around and sustain advantage competitively through creation of value; that in a way is difficult for competitors to imitate and get through is all about creating goodness for the organization, today and in the future. Sources that are considered traditional in nature, such as availability of nature based resources, information and technology, hence so the economics of scale have become increasingly easy to imitate (Chang and Huang, 2005) and are used to drive competitive advantage in the industry. Human resources management has grown from a narrow and maintenance based support function to a source of persevered competitive advantage for teams and firms, operating at all levels (Ferris et al, 1999). There are many factors in the environment viz., uncertainty, innovation and socio-demographic changes, disruptions in technology that largely affect the human resource strategy of the concerned company. Lengnick-Hall and Lengnick-Hall, (1980) have investigated environmental features and characteristics to determine how they constrain or support human resources or strategy formulation at all levels. The knowledge and the effect of these factors, has made many human resource planners to learn the base of the language of human resources and strategic planning and implementation based human resources. This perception took a position of strength, in upholding the importance of strategic thought and action in the HR domain. Indeed, this has stretched the human resource domain, much beyond the constraints of its conservative methods and behaviors (Miles and Snow, 1984). The domain of HR, is thus able to contribute to the field of strategy its planning, execution and follow-up in many ways. Various HR systems as in viz., human resource plan, orientation, staffing, performance management systems, learning and development, compensation and benefits, helps in enabling senior managers and management to execute the company based operational and strategic issues and concerns. (Greer, 1995).

Thus, today's many of leading edge human resources staff in the industry are to be engaged proactively, in the higher echelons of the management

team. Indeed, they are contributing constructively in the planning, execution and follow up of necessary processes and methods. The present day HR based personnel, need to be aligned to their core business, strategically streamlined in all its organizational issues, must be cost efficacious and effective as business partners and consultants (Walker, 1994).

1.5 : History of higher education in India

India's dilemma in the 21st century is being a world class country without being able to provide world class higher education for its masses. The tradition and value of India, is extensive in its philosophical base, which was set by her learned ancestors, as in her teachers and sages, during the course of the pursuit of the intended area's knowledge and skills. There are records to this highly valued tradition of Indian, which have testified that India possessed and sustained a fine tuned mechanism of highest education, which was sustained and was at par with the modern university system. The earliest of universities in India, could be traced back Takshashila during the 6th century BC. During the fifth and the fourth century AD, the much revered University of Nalanda and the University at Vikramashila came into existence were established and thrived for a long time. Indeed, the present system of higher education system in India comparatively young, which is about 160 years. The earliest of the present higher education began with the establishment of Bombay, Calcutta, and Madras based Universities in 1857 under the British rule in India.

Modern higher education system in India has four phases, viz., Ancient systems of education, Educational system under the British rule, System of Education during post-independence, and system of higher education in the 21st century (Rajini, 2009) and are briefed below,

1.5a : Ancient systems of education

There exists in India an acclaimed tradition of teaching learning process, in which any stream of education, was undertaken, for its knowledge only. Further, education helped to obtain self realization and not any materialistic benefit. The knowledge in such times, was often regarded as the highest virtue that men could obtain. Learning institutions such as Nalanda and Takshashila, attracted students and scholars because of omnipotent knowledge. During such times, higher education was considered a mechanism to train one's mind and soul. The ideal that had emerged focused primarily on "Wisdom" along with knowledge and skills. Various Kings and Emperors had their court based scholars, but many did not have court based scholarships. Education and knowledge were never in-subordinated with respect to any socio-politico-cultural power of any sort. Teaching and training as a profes-

sion, were highly respected and regarded in the society. There existed two systems of education, the gurukula system of education and secondly the guru-sishya parampara system of education during the earliest of Indian times. These systems of education showed the bond and the commitment that had developed amongst the taught and his teacher. Existence of obedience, respect, hard work and the much valued bond between the guru and his sishya, were the predominant contribution of ancient India towards education. It is revered that during stay at gurukula, students served their teacher for many years, and received the sparks from heaven (Rajini, 2009).

1.5b : Educational system under British rule

The factor of differentiation in the higher educational system during the rule of the British, in comparison to the ancient Indian higher educational system, is only that the educational system under British behaved as their subordinates. This consisted of a main thrust for the sending clerical and other such related workers to help run the administrative machinery of British India. This scenario however did not lead to the creation of any intellectual growth either in the individuals nor in the various educational disciplines. Lord Macaulay had introduced early in the 18th century, an elitist educational system which churned out better civil servants and did nothing else, but went on to possess a superiority complex. This sort of a behavior, led to isolating this elitist group from the general population; and this alienation in the Indian values and culture, distinct from its less literate population, coupled with the attitude and behaviors of English educated Indian elites, thus brought about a split in the Indian society. Indeed, the basic influence of the British rule on higher education in India, was the gradual loss of our Indian educational system, thus putting the western educational system in India.

1.5c : Systems of higher education during post independence

Post Independence, Jawaharlal Nehru gave the 1947 convocation address to Allahabad University and quoted "A University stands for humanism, for tolerance, for reason, for adventure of ideas, and for the search of truth. It stands for the onward march of human race towards even higher objectives". These and other thoughts, put together shows a positive movement, in the development of a rationale of a University from 1947 onwards. This behavior laid the vision for supporting the structure of Universities in post independent India. This phase firmly began with the establishment and development of Colleges and Universities, pan India. Much needed thrust was later given to technical and professional courses in those University and Colleges, which in turn lead a sustained growth in the course of development in India's systems of higher education.

1.6 : India's picture of its 21st century based higher education

During the India's Independence, about 25 Universities were found to be functioning in our country. Many of them provided arts and science based courses through its many system of affiliated colleges. Indeed, during the close to seven decades from achieving independence, the number of higher educational institutions has grown. India today possess one of the largest systems of Higher education in the world. Annually India produces more than 2.5 million graduates across a variety of educational disciplines. The present status in India is given in the table no. 1.4.

Table No. 1.4 : Present status of higher education in India

Type of Institutions in India	Number
Total Number of University	740
State University	251
Central University	24
Deemed University	123
Open University	10
Institutions set under State based Legislations	05
Institutions of National Importance	33
First Grade Colleges	15, 202
First Grade Colleges for Women	1798
Exclusive education in Engineering and Technology	38
Exclusive education in Information Technology	04
Exclusive education in Health Sciences	16
Exclusive education in the Agriculture based areas viz., Veterinary Science, Fisheries, Diary and Forestry	39
Exclusive education in Law	04
Exclusive education in Journalism	01
Exclusive education in Management	19

(Ref: World Bank 2009; Annual Reports MHRD 2013, 2014)

1.7 : Trends in higher education in India

Higher education in India is one of the biggest in the world. The establishment and the development of higher educational Institutions, across different educational streams, the faculty and student enrollment, along

with the incurred expenses, all have registered a sustained growth rate of growth since independence.. The table no. 1.5, shows the trend, as given below.

Table No. 1.5 : Higher education in India : A glimpse from 1857 - 2014

Institution / Year	1857	1947	1950-51	1990-91	1996-97	2005-06	2007-08	2013-14
University	3	19	27	184	228	335	417	659
Colleges	27	496	578	6627	8529	18064	20,677	33,023
Students	5399	241369	263000	4925000	6755000	11028000	12121700	3000000+
Teachers	N/A	N/A	24000	272700	321000	480000	500000	700000+

(Ref: Rajini 2009, Annual Reports MHRD 2008, 2009, 2013; Ernest and Young, 2015)

1.7a : GDP's contribution to India's higher education

Indian system of higher education is one of the largest in the world and possess the ability to sustain a pattern of growth, however it shows poor outcomes mainly because of the financial issues. Government of India appor-tions up to 4% of its Gross Domestic Product (GDP) to education, but this does not suffice the needs of its population. Amongst the world's leading nations, India's expenditure on education is the least amongst the develop-ing nations. Since 1950's, educational expenditure of India has never met the GDP of four per cent. The Kothari Commission of 1964-66, had recom-mended for not less than GDP of six per cent, keeping in mind other areas of growth and development, which has not been observed. (Tilak, 2003).

1.7b : Access to higher education in India

From 1950's onwards, India's higher educational systems is a witness to a multiple fold increase across student and faculty enrollment, establishing colleges and universities and such issues. Although higher education system in India is one of the largest in the world, but is narrow in its cover-age. The level of participation in India as per UNESCO (1994) is much less-er than many of the developing countries like Indonesia, Brazil, Mexico, and Thailand with 10%, 12%, 14%, and 19% respectively, along with the de-veloped countries like UK, France, USA with 37%, 50% and 81% respectively. India's extent of people participation in its higher education is a just around 7% in the age specific population. To raise this to a respectable level, a great deal of effort is warranted. Accessibility to quality based higher education is to be read, as per the concept of Gross Enrolment Ratio

(GER), i.e., the percentage of students amongst the 18 to 23 years age group in comparison to the total population in this age group, to is about 10%. This figure of 10%, however in comparison matches very poorly with its corresponding 23% worlds' average, of which about 35% is stipulated for developing nations and 40-85% for the developed nations. This scenario indicates that there is a 20-90% variation in the GER, amongst the first world countries. Most of third world countries score in GER at less than 20%. Indeed, the enrolment ratio at 20%, which is observed in the higher education sector, may be taken as the critical threshold for nations to achieve economic advancement (Tilak, 2003).

1.7c : Archaism in higher education

The ideality of a higher education system is envisioned to enact the purposive, innovative, and a revolutionary role abetting the growth of a nation. However, scene in India, has a different story. Marked with a few exceptions, the curricular and co-curricular pursuits in our many Universities are predominantly marked by courses which are archaic in content and poor mechanisms of delivery, on the one hand; and on an another, combine a set of poorly selected and developed instructional materials, un-reliable procedures of evaluation and examination and other issues. This is to be combined with a de-motivating and de-stabilizing organizational climate, thus setting poor student outcomes, who are in-capable of doing much for the progress of its society. Most of India's Universities and colleges do not have the necessary infrastructure, even at minimal level thereby helping to maintain a set of quality and standards across various parameters of higher education. Despite the good progress displayed across a few places, a big lacuna's exists in relation to the quality and the relevance of higher educational courses. Couple this with the outcomes that links development, education and employment, we can observe that this bridge has been ill-formed. Hence the growth of higher education in India could be called as "merry, but a fruitless exercise in panned drift" (Kumar, 2008).

1.7d : Decline in the intellectual capital

Are the University and colleges in India, on the verge of a near impossible state to recover from the status of decline? There are opinions for and against this statement. Based on the ever growing strength of students, leaving the Indian shores for higher education, one could conclude that Universities and centers of higher education in India, have not branded themselves as places of good learning. Many of those students who stay behind are most of times unable to pay the fees and other demands. Then there are those students, not willing to go for higher studies, because of the inability to find the right college environment convenient to pursue their

area of interest. These days a common phenomenon is observed, in which the youngsters take a break from their studies and work in any organization of their choice, and while doing so gain insight into themselves.

A section of students prefer the University and colleges in some other country, but rejecting the portals of Indian Universities and colleges. Students on the other hand, enrolling themselves to courses in such colleges and Universities would have felt a sense of resentment and boredom, as the scene may not ignite and sharpen the minds. Other reason, which make the students seek higher education in first world countries is the lacunae, in providing industry relevant courses, in most of the colleges and Universities in India (Kumar, 2008).

1.7e : Politicization of higher education

It is unfortunate that the higher education in India, in spite of all the slogans of freedom, is a highly politicized commodity in India. All of the functionaries of the University are appointees of the State and Central Government. And those appointed by the State, in turn make other appointments, predominantly based on the pulls and pressures across various issues. With the prevalent partisan politics, Universities and colleges do not have the where-withal to achieve growth and excellence. Majority of the administrative bodies are decided by the State, but these academic bodies have not been created by placing premium on research, training and academics, as other factors, apart from research and academics assumes importance. With regards to the constitution of various academic and research bodies, the issue that is carries importance, is the proximity of the people to power in the State or in the Centre Government. Further, many of the appointments to academic and administrative posts made, are based on an individual's affiliation to all other socio-politico-cultural issues except academics and research. Such scenarios, often deny the pursuit of the truth, thus stifling the growth and development of a discipline. Further, such scenarios promote the need to be employed and promote self, by being sincere to other unconcerned people, apart from the Head of the department, Dean or Head of the University. Academics and research in such scenario would not be able to be just and rightful to higher education in our country (Rajini, 2009).

1.7f : Mushrooming of private educational sector and devaluation of higher education

The 1970's, is a witness to the spread of the educational institutions in the private sector. Few of them are oriented to charity and such institutions differ from the rest, but majority of them are profit-centered educa-

tional institutions. The implication is that the need for such institutions has somewhat overtaken the use of the public sector based educational institutions. Predominantly, many of these institutions are concerned with an intention to prepare people to educate and get jobs; thus conveniently forgetting the aim of providing quality based higher education. These profit-making privately held higher educational institutes, concentrate on such students who can obtain “higher paid and higher designated jobs” and those jobs could be in those occupations, that are unconcerned with the basic educational disciplines. There are few issues, as in that may not be right in getting a degree which leads a student exclusively to a high-profiled, thus high paying job. This sort of an education may at times does not succeed in its ability to generally focus on the overall growth of human resources development across the population. Does the public sector possess sufficient money and manpower to meet the felt needs of higher education? There exists this state of ambiguity. To begin with, the notion that there are not insufficient public resources is un-justified, as in the same resources that is invested by the private sector in higher education could be taxed by the Government, thus investing the same in education.

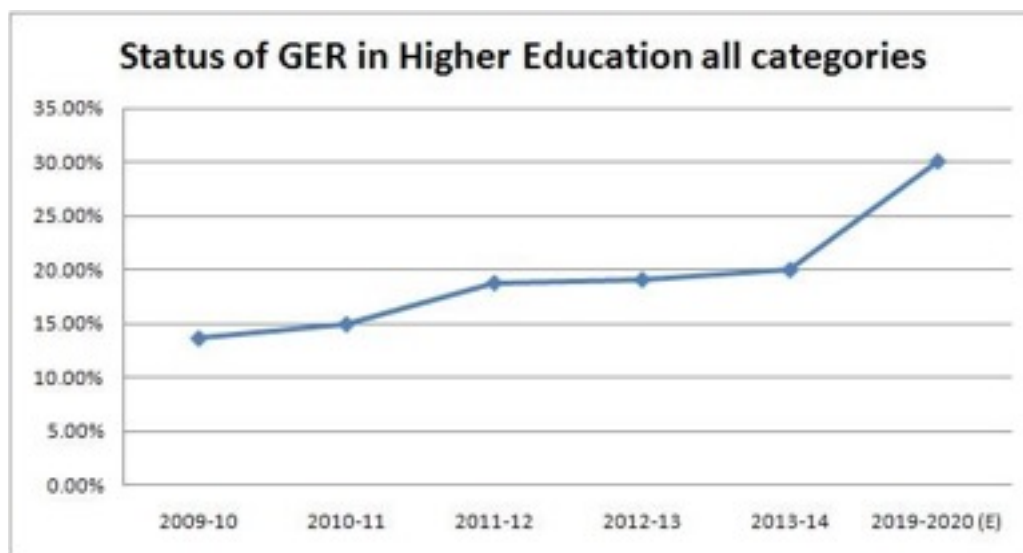
The need to scale up various areas in higher education and thus impact the progress of a nation, the implication is on the Government to obtain such resources derived from the private sector as income-tax and in turn possess an educational system that the general population can draw upon. So much to say, the tax to GDP ratio is one of the lowest in the world. In the US UK, and the many first world countries, there have been high tax-GDP ratio. The US possesses, the finest public education system in the world. Education, especially higher education is not about just getting big salaries and jobs that have big designations. There exists a certain level of devaluation, in terms of higher education is concerned. There is a near obsession with higher education and i.e., to simply get jobs, and thus in the desperate quest to obtain certain types of jobs, most of the parents and students are willing to forgo the pleasure of actually having an education (Richard, 2008).

1.7g : Education in India : Gross Enrolment Ratio

Gross Enrolment Ratio (GER) or Gross Enrolment Index (GEI) is a statistical measure predominantly used by educationists and planners; also used by various countries and by the United Nations in its assessment of the educational issues to determine the number of students enrolled at various grade levels (like elementary, middle school and high school) in schools. It is also used to demonstrate the ratio of the total number of students residing in country, to those students who qualify for the particular grade level. The UNESCO, describes Gross Enrolment Ratio, as the total enrolment within

a country "in a specific level of education, regardless of age, expressed as a percentage of the population in the official age group corresponding to this level of education". Gross Enrolment Ratio (GER) in Higher education in India is calculated for the age group of 18-23 years. In India, the GER is widely used to show the general level of participation in and capacity of higher education. Data includes details on gender wise gross enrolment ratio in higher education for all categories, SC, ST and other backward castes. The graph shows a gradual increase in the GER from 2009-10 to 2019-20 (expected).

Figure No. 1.1 : Status of GER in Higher education in all categories



(Ref : MHRD, 2014)

1.8 : Management and HR education in India

Human resource management is perceived in terms of the total of knowledge levels, skill sets, creative and innovative strengths and aptitude of an company's personnel, further includes aptitudes, attitudes, values and benefits of the personnel involved in the day to day running of the company. The strategic potential of HR, which is emerging today is relying more on increasing the pivotal role of the intellectual capital and intangible assets of today. Human Resources Development is a process or a system, which involves an organized set of series involving teaching learning activities, that are set to obtain required social - behavioral developments in human

beings in such a way, that the concerned personnel acquires the optimal level of competence and skills to perform a present or a future role in any given company. HR makes provisions for obtaining the broad framework, which is due for the holistic growth of employees in the industry and goes on to strengthens the capabilities of each employee, concerning his / her's existing and futuristic role and responsibilities. It obtains strategic information regarding the workforce of an organization, for the purpose of plan, train, place, and succeed for growth. Institutions which are successful believe not just in elevating their best people, but also getting the best outcome. Thus, management education plays an essential role in the ever changing business environment of today, at the societal level and at the level of the College / Institution, and they are briefed below.

1.8a : Societal level

Globalization, urbanization and changes in technology, have created trouble for organizations by which the survival becomes difficult in such a competitive industry. Thus, across many countries, the value of management education has increased by multiple folds. There exists around 4700 plus b-schools in our country, as on today. Here students are made to pay large sum of money, thus hoping to fulfill their career needs after completing their postgraduate program. But many of the b-schools are not even able to arrange for campus placements, with certain exceptions of few top b-schools. There is a lowering of quality standards from both the ends, i.e., institutes imparting higher education and student obtaining education of such kind. There are certain fundamental issues concerning student input quality, also teaching learning process, evaluation and assessment systems, training and placement and such. Further, there are primary concerns of quality in the academic delivery, because many of the educational institutes expenditure is less than ten percent of their total revenue on actual academic delivery (Kumar and Dash, 2012).

1.8b : Institutional / College Level

Most of the management of educational institute complain of being un-able to have sufficient student enrollment year on year, in spite of good investment on the physical infrastructure, outlay and costs of startup of new courses year on year.

- There are those institutions that are able to complete their student intake year on year, is based on admitting / enrolling any student who seeks admission, thus resulting in average to very poor input,

thereby poor output in the form of student learning and skilling, in turn leads to poor placements in the industry.

- With the introduction of b-school based ranking, many of such schools have opted to be proactive in their approach, which has resulted in making few changes. Although many of schools have just focused on superficial changes, which do not yield any value.
- Studies in management based higher education have informed, that there would exist a drastic movement in the product offerings, i.e., moving away from conservative MBA programmes, along with the issue of knowledge creation becoming student based (Friga, et al, 2003).
- The impact of the above, would change few areas such as, obtain better interaction amongst the Industry Practitioners, Postgraduate students and Academicians. It is evident that management based higher education would evolve, as one of the set areas of higher learning, primarily due to its unabated need.

The often spelt out truth is that, if only if b-schools have to survive, the focus must be on research based approaches to solve management problems; this creates importance that would endure in the long run. Also to create the kind of curriculum that actually prepares industry effective students, which helps all.

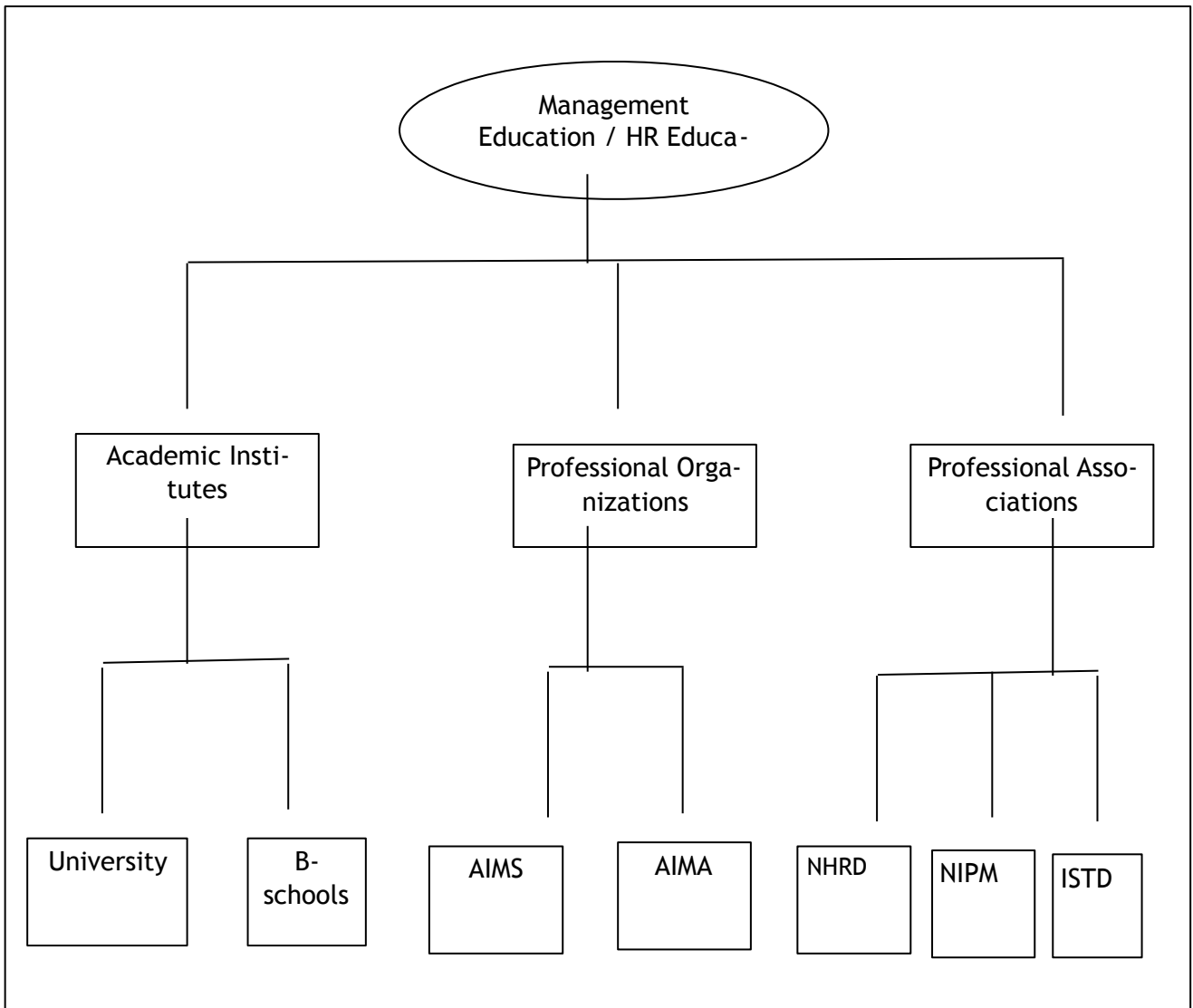
1.8c : Growth of Management education

The previous three to four decades, have witnessed the development of the higher education based management education as a community in India, through its successful run. This growth began, with the establishment of IIMs in Kolkata and Ahmadabad in the 1961 and 1962 respectively. The Central Government catalyzed these two b-schools, also these b-schools had the Academic-research support of Sloan Business School and Harvard Business School of US respectively. XLRI, Jamshedpur, the earliest of private sector based b-schools began offering management programs in 1966. This school, initially focused on the training of Tata Steel employees, much later HR education followed. Indeed, the actual growth of the b-schools was seen from 1991 onwards. Many other b-schools, both in public and private sector went on to be established later.

The flow chart no. 1.2, depicts the growth of Management education / HR education in India, where in a three pronged approach to growth was observed, i.e., the Academic Institutes, Professional Organizations like AIMA and AIMS, and lastly the Professional Associations like NIPM, NHRD, ISTD and

such, have emerged to catalyze and support the growth and development of Management education / HR education in India.

Flow chart No. 1.2 : Growth of Management education / HR education in India



1.8d : IIM's, AIMA and AIMS

The Government of India has been actively promoting the Indian Institutes of Management since the past five decades now and presently these

IIM's comprise of 20 public institutes, but with complete autonomy and offering the best of postgraduate courses in Management education and research in India. These institutes offer postgraduate diploma, Fellow program (equivalent to PhD) and executive based management education programs across variety of areas. The establishment of IIMs was primarily based on the recommendation of the Planning Commission way back in late 1950's. All of the IIM's have been set as autonomous bodies and that should able them to exercise complete control over all their operations respectively. However, the administration of all IIMs is monitored by the Council of IIMs. The Minister of HRD, heads this council, and it comprises of the Directors of all IIMs, senior officials from MHRD Central Government. All the IIMs offer the flagship two-year Post Graduate Diploma in Management. Some of the IIMs offer a one-year full time programme in Management, for those executives / graduates who need to upgrade their knowledge and skills. The older IIMs offer the a doctoral degree programme based on research and a course work called as Fellow Programme in Management (FPM). Most of the IIMs offer tailor made executive education programs in various areas of management.

Table No. 1.6 : IIM's and year of establishment

SI No	Name of the IIM	State wise location	Established
1	IIM Calcutta	West Bengal	1961
2	IIM Ahmedabad	Gujarat	1962
3	IIM Bangalore	Karnataka	1973
4	IIM Lucknow	Uttar Pradesh	1984
5	IIM Kozhikode	Kerala	1996
6	IIM Indore	Madhya Pradesh	1996
7	IIM Shillong	Meghalaya	2007
8	IIM Rohtak	Haryana	2010
9	IIM Ranchi	Jharkhand	2010
10	IIM Raipur	Chhattisgarh	2010
11	IIM Trichy	Tamil Nadu	2011
12	IIM Udaipur	Rajasthan	2011
13	IIM Kashipur	Uttarakhand	2011
14	IIM Nagpur	Maharashtra	2015
15	IIM Bodh gaya	Bihar	2015

16	IIM Vishakapatnam	Andhra Pradesh	2015
17	IIM Amritsar	Punjab	2015
18	IIM Sambalpur	Odisha	2015
19	IIM Sirmaur	Himachal Pradesh	2015
20	IIM Jammu	Jammu and Kash- mir	2016*

(Ref: Annual Report MHRD, 2015; www.wikipedia.com*)

Association of Indian Management Schools (AIMS)

Important developments in the history of Management education in India, were the introduction of legislation based framework to regulate engineering and management education. This legislation came into force in 1987. Thus, leading to the establishment of Association of Indian Management Schools (AIMS) in 1988. Presently AIMS is the 2nd largest b-school based association in the world. At the time of founding of AIMS, approximately 100 b-schools were functioning in India, presently this number has doubled every five years, thus leading to the mushrooming of b-schools in the country (www.aims.org.in). The objectives of AIMS are -

1. To contribute to the growth and development of Management education, in all aspects, i.e., qualitatively and quantitatively; and also to help maintain and improve standards of teaching, research and evaluation.
2. To provide a dynamic network of institutions engaged in conduction of Management education, training and research in India.
3. To organize and facilitate training programmes for all types of in-service personnel for their professional growth and development.
4. To help and support in the accreditation process for the Management education based institutions, by advising specific criteria and evaluation standards of management programs and the institutions.

All India Management Association (AIMA)

AIMA is a federation of many Local Management Associations (LMAs) in India. AIMA today affiliates to over 62 LMAs across India and 2 co-operating management associations i.e. Qatar Indian Management Association and Mauritius Management Association. AIMA has strongly managed to liaison and link with more than 3000 management based institutions and possess membership of more than 35,000 management professionals.

The activities of AIMA are - Conduction of National events related to management, Management and Faculty Development Programmes, Distance education, Management competitions, Management based research and publication, it also offers testing services. Many of Government of India and National organizations based Policy making bodies have AIMA members on their board (www.aima.in). The objectives of AIMA are -

1. To assimilate the changed global perspective and equip and skill the Indian managers in a variety of functional areas.
2. Is a body to pool management thoughts in the country, a forum to develop a national managerial ethics and ethos.
3. To facilitate the furtherance of the management profession and education in the country.
4. Is represented on a number of policy making bodies of the Government of India and a number of National bodies / organizations.

Given below is the table depicting the growth rate of b-schools in India, since the past three decades.

Table No. 1.7 : The growth rate of

b-schools in India

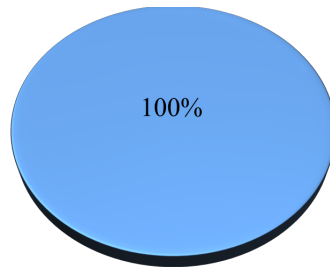
Year	Number of b-Schools
In 1988	100
By 1993	200
By 1998	400
By 2003	800
By 2008	1700
By 2012	3600
By 2014	4700+

(Ref : AICTE, 2014)

The above table shows the doubling of the growth of b-schools; as per All India Council for Technical Education (AICTE) there are more than 4700+ b-schools. Together, nearly 3,30,000 seats are available for 6.5 to 7 lakh management education aspirants who take up various types of management based entrance exams. On paper, the number of seats is comparatively lesser than the total number of available students; hence getting the students to take up management education, may not pose a problem for many of the b-schools. But, year on year, we find an increasing number of b-schools find it tough, at times impossible to complete the intake, by July of every year. Here, the top fifty of the best known b-schools, do not come into

picture, which have considerable pull to attract good students, thus are privileged in dishing out a waiting - list for the many prospective students (Bowonder and Rao, 2004). Figure no. 1.2, shows the type of degree awarding institutions in India.

Figure No. 1.2 : Type of degree awarding Institutions (2012-13)



(Ref: MHRD, 2013)

1.8e : Management Gurus in HR

The Management Guru in HR could be a teacher, researcher, practitioner in HR and / or any functional area of Management. Some of the erstwhile Guru's that we have had the good fortune to go through the works, were - Frederick Taylor, Frank and Lilian Gilbert, Elton Mayo, Edward Deming, Kurt Lewin and Henry Mintzberg. But, today's changing world has brought out HR and Management Guru's who are different and similar in their own ways and also come from various diverse areas of teaching, research and practice. They are thought leaders, providing the latest and best business thinking.

There are HR Guru's, thinkers and practitioners who create lasting influence on the future of various businesses, and also on the evolution of people based strategy and core HR operations. The ranks given is based on the belief, that these people possess the positive and yielding influence on market leaders and the economy in general. In the field of HR, they are the best in both India and the west. Table no. 1.8, is about the HR Guru's of the West and table no. 1.9 is about the HR Guru's of India.

Table No. 1.8 : HR Guru's of the West

Sl No	Name of the HR Guru
1	Dave Ulrich, is a Professor presently works for University of Michigan based Ross Business School. Also actively works with RBL Group as its partner
2	Stephen R Covey, is a Professor and an author. He is presently working Utah State University based Jon Huntsman B-school
3	Michael E Porter, he is presently the Bishop William Lawrence University Professor, at the Harvard Business School
4	Malcolm Gladwell is an author. He is a Staff writer presently working for The New Yorker magazine
5	Chris Argyris, is a Professor and an author. He is presently works at the Harvard Business School as James Bryant Emeritus Professor of Organizational Behaviour
6	Edward E Lawler III, is a Professor and an author. Presently works at the University of Southern California as the Director, Center for Effective Organizations
7	Rosbeth Moss Kanter, is a Professor and an author. Presently works at the Harvard Business School as Ernest Arbuckle Professor of Business Administration
8	Barry Posner, is a Professor and an author. Presently works at the Santa Clara University as the Accolti Professor of Leadership, Leavey School of Business
9	Marcus Buckingham, is a Member Secretary of State's Advisory Committee on Leadership and Management and is celebrated author

Table No. 1.9 : HR Guru's of India

Sl No	Name of the HR Guru
1	C.K Prahalad, was a Professor and author. He has worked at the University of Michigan as Paul and Ruth McCracken Distinguished Professor of Corporate Strategy, Stephen Ross School of Business
2	Soumitra Dutta, is an author, Professor, Consultant. He has been of the best-selling authors. He has been the Dean of the External Relations at the INSEAD, France for more than twenty years
3	Vijay Govindarajan, is a Professor, Business Thinker, Writer. He is considered as one of the leading and the best business thinkers around the globe
4	Bala Balachandran is a Professor, Founder, Strategy Advisor. He joined the Kellogg School of Management in 1973 and worked there till 1983. He is also the Founder and the Dean of the Great Lakes Institute of Management, Chennai
5	Dipak C Jain is a Professor, Researcher, Consultant. He was Dean of INSEAD. Since 1987, he was associated with the Kellogg School of Management and Sasin Graduate Institute of Business Administration
6	Krishna G Palepu is a Professor, Adviser, Researcher. He is serving the Harvard B-school as the Senior Associate Dean and is the Ross Graham Walker Professor of Business Administration

7	Madhukar Shukla is a Professor of Organizational Behavior at the Xavier Labour Relations Institute (XLRI). He has a keen research and teaching interest and research in HR. He is also the Chairperson of Fr Arrupe Centre for Ecology and Sustainability
8	TV Rao is a Professor and a celebrated author. He has worked as Professor of Human Resources at IIM Ahmedabad, for about twenty two years. Later, worked for the Academy of Human Resources Development, funded by RMCEI of IIMA. Prof Rao and Prof Pareek were the reasons in being able to set up the Department of HRD at L&T. Thus making it the first India based company to possess a Department of HRD
9	Uday Pareek was a Professor and an author. He has served as Professor of HR at IIM Ahmedabad for almost two decades. He has to his credit, the design of the new HR Function, along with and establishment of Department of HRD at L&T, along with Prof Rao. Subsequently Prof Rao and Prof Pareek, helped organizations like SBI, BEML and others to establish the departments. Dr. Rao then established a center for HRD, at the XLRI funded by the L&T Chair. He has gone on to established the National HRD Network in 1985 and the Academy of HRD in 1990

1.8f : HR promoted b-schools in India

Given below are few of the HR promoted b-schools across India. We find such b-school initiatives from both Governmental and Non-Governmental sources. The table no. 1.10 gives the details.

Table No. 1.10 : HR Promoted b-schools in India

Name of the b-school	Top Scoring parameter	Differentiator	Brief write up
XLRI - Xavier Labour Relations Institute, Jamshedpur	Governance and Leadership in Organizations	Committed to management based research and innovation	XLRI was founded Fr. Quinn Enright, in 1949. The institute began with short term courses for the Tata steel based management trainees and trade union members. In 1966, a two year full time program was launched. Till date, it has created standards in HR and management education. Is one of the top b-schools for human resources and amongst the top 10 b-schools for marketing, finance, operations, IT and strategy
IMI - International Management Institute, New Delhi	Organizational based Leadership and Governance	Faculty with blend of Academia and industry experience	This is India's first corporate sponsored b-school, supports and promotes firms and companies to enhance their skills, effectiveness, competencies, and competitiveness, i.e., research projects and consultancy. The faculty members are qualified in their specializations and many of them have in-depth industry experience, apart from research and academics

NMIMS - Narsee Monjee Institute of Management Studies, Mumbai	Leadership and governance	Diversity in Placement across sectors and streams	This institute started off with its offer of the Master degree in Management Studies programme in 1981. This programme was converted in 2003 to an MBA. This institute has scored well in the governance parameters, leadership and was amongst the high scorers in areas such as campus placements, student profiles, accreditation and industry linkages
TISS - Tata Institute of Social Sciences, Mumbai	Research and Academic excellence	Emphasis on social accountability and sustainable development	The Sir Dorabji Tata Graduate School of Social Work was established in 1936. In 1946, it was changed as the Tata Institute of Social Sciences. Was recognized as a Deemed University by the University Grants Commission. TISS has spread across various streams which include, management and labour studies, social work, habitat studies, media and cultural studies and others. It is ranked among the top 10 b-schools for human resource management
GLIM - Great Lakes Institute of Management, Chennai	Faculty profile and Academic excellence	High scores on intellectual capital	Excellence in Academics and Research, along with quality faculty is what sets apart GLIM, from others. Most of the faculty possess international teaching experience, along with research and corporate background. Faculty publishes in leading journals consistently. It has established, Centers of Excellence, promoting Management research, idea generation and creativity, solutions to problems in the industry and offers guidance to future decision makers
SP Jain, Mumbai	Accreditation & linkages	Committed efforts towards creativity and innovation	The key strengths of this institute is the ability in being able to consistently innovate in various areas of the Institute. Earliest of b-schools to introduce simulation based management exercises, selection process based team activity and other issues. SPJ has on offer many joint programmes through collaboration with international organizations, student and faculty exchange programs etc

(Ref: <https://www.peoplesmatters.in>)

1.8g : Management education based accreditation systems

B-school based affiliation and accreditation by external organizations, provide the students and industry recruiters and firms, with a clear perception of the school or the management program's quality. It is to understand, whether the curriculum and other areas of the functions of the b-schools identity and maintain set standards of quality.

a. US based

The three major accrediting bodies in the US are:

- a. Accreditation Council for Business Schools and Programs (ACBSP);
- b. International Assembly for Collegiate Business Education (IACBE) and
- c. Association to Advance Collegiate Schools of Business (AACSB).

These three groups are empowered to provide accreditation to the Business schools around the world. Further, the Council for Higher Education Accreditation (CHEA) in the United States recognizes these bodies and their work.

b. UK / Europe / South Africa based

- Accreditation agencies, which are not purview outside the United States include the Association of MBAs, a UK-based organization that provides accreditation to MBA, DBA and MBM based programs worldwide.
- The European Quality Improvement System (EQUIS) is the body which provides accreditation to European, Asian, Australian and New Zealand based b-schools. Similar bodies such as EQUIS, which are based in Europe are - Foundation for International Business Administration Accreditation (FIBAA); Central and East European management Development Association (CEEMAN).

c. UGC / AICTE / DEC / Ministry of HRD - Government of India based

- The primary goals of HRD in India is education. This ministry along with its various bodies play a significant and remedial role in being able to balance the social and economic issues in India. Citizens of India are its most valuable resource, the billion people based strong nation requires the care and nurture, which is provided by primary education, so designed to lead a full life.
- The above scenario needs an holistic development of our fellow citizens, which could be achieved by laying systematic foundations across all types of education. Based on this, the Ministry of Human Resource Development (MHRD) was created on in 1985, 26th September. This is based on the 174th amendment to the Government of India (Allocation of Business) Rules, 1961.
- The Dept of Higher Education, (one of the two wings of MHRD, Government of India) is empowered to provide the necessary know how to provide excellent opportunities in various areas of higher education and research in the country. (<http://mhrd.gov.in/about-mhrd>)
- A Government accreditation body such as the UGC (University Grants Commission) has a smaller constituent body named NAAC (National Assessment and Accreditation Council) which accredits the Masters' degree in Business Administration (MBA) and Postgraduate Diploma in

Management (PGDM) programs functioning in University / Affiliated Institutions across India.

- The All India Council for Technical Education (AICTE) is another higher education Government accreditation body, which operates through its constituent body named NBA (National Board of Accreditation) which provides accreditation to MBA and Postgraduate Diploma in Management (PGDM) programs functioning in all Technical Institutions across India.
- All distance MBA programs in India are mandated to possess the accreditation by the Distance Education Council (DEC).

1.9 : Challenges for Management and HR based higher education

Since the time of achieving independence, we are facing many issues and challenges, which are coming in the way, to setup strong and systematic educational system. The issues and challenges are as under, viz.,

- Various Governments at the Central and State levels, have come and gone. Of course of them have attempted to setup newer policies in education, but the efforts put by such Governments were in-sufficient. Till this day, many areas of higher education are facing problems and challenges in our education System, especially Management and HR education.
- India had recognized that the tumultuous global and national business scenario pose many a unprecedented challenge and issues, vis-a-vis Management and HR based higher education system. UGC, has declared that a whole new array of skills and knowledge levels, would be in demand from the successful postgraduates from management, humanities, social sciences, and other disciplines.
- The education model that India has been working around with, for its bulk of the student population since the past five to six decades has to be done away with. Further, it is required that a major investment is to be made, enabling human resources to be systematic and productive by conjoining the general disciplines of social, humanities and natural sciences to their field level practice of application in the present day. Further, it has to be enabled by providing field based experience to upgrade the knowledge, skills and suitable attitude.
- The various concepts of equity, access, quality and relevance can be operationalised today's economy, based on an effective and efficient educational system. Here, the management of various higher educational issues, and thus the total networking of the system has assumed importance. The movement towards being efficacious would happen, through a procedural and a systemic approach to evolve, coupled with

the continuous development of its human resource. Also adding the networking of the entire system by the way of information and communication based technology.

- Primary concerns facing India's higher education are inadequacy in infrastructural facilities, vacancies are unfilled amongst faculty positions, faculty with less or no knowledge and skills, enrolment of student is less, primitive methods of teaching, research output and standards are poor, students are less motivated, classrooms are overcrowded and other issues. Further, the deteriorating standards of education, students being exploited by some private education providers and so on (Kumar and Dash, 2012; Bowonder and Rao, 2004).

To summarize, there is a felt need to revolutionize Management and HR based higher education in our country. Meeting and able to solve the above mentioned challenges would help and provide adequate direction to all the stakeholders to Management and HR based higher education, as in the student, the Academician / researcher and the Practitioner concerned.

1.10 : Perceptions about HR Education

1.10a : Management Gurus' perception on HR education

A high profile former CEO of General Electric, turned Management Guru, Jack Welch defines the role of human resources management as of today. He quotes "Get out of the parties and birthdays and enrollment forms... Remember, HR is important in good times, HR is defined in hard times" (Frasch, et al, 2010). It's important to not hear, that at the starting of this line, that every manager has a big role to play which is related to human resource and its management in his / her team. Indeed, the title of HR manager may not given, doesn't mean, that managers do not enact some or all of the human resource tasks. To illustrate, most senior managers and managers, work around with issues relating to performance, motivation, compensation, training and retention of their subordinates, thus making most of these issues primarily HRM and general management.

Dave Ulrich, an eminent HR Professor, avid researcher and HR Guru, discusses HR education, in that the business leaders have come around to realize that, in order to adapt to volatile business conditions and stakeholder expectations, firms and companies have to perform more than just articulating a path to the future. It is to be made sure that, whatever they say and do, match with each other. HR practitioners support and promote the needs of employees and teams into action orientation by focusing on three areas: talent, culture and leadership. HR professionals must come out in

support of the business by being the architects of performance, talent, custom, leadership and culture, as they catalyze and promote senior managers and managers, to deliver their respective promises.

Ulrich goes on to discuss, that for the last 20 years or so, HR managers have been enamored with the concept of strategic HR. The HR strategy is most often a mirror that reflects what HR managers should focus on. There is a belief that HR must use strategy to look at the outside world of business. Strategy is a fine window, depicts the general business condition and the specific stakeholder expectations, in order to help the HR manager to connect their work to external factors. This use of strategy moves the HR focus from an insider perspective of the company (employer of choice) to an outsider perspective (best employee). All the HR work (planning, orienting, staffing, training, performance, compensation, culture, communication, organization design, etc.) could be performed through an external perspective (<http://www.forbes.com>).

1.10b : IIMs perception of HR education

Post the ground breaking labour violence and unrest, observed at Manesar plant (of Maruti Suzuki) in 2013, the aftershocks are being understood at most of India's top b-schools. Including the IIMs, most top b-schools are either revising their Human Resources curriculum to re-include Industrial Relations as a subject or completed. Firms and organizations are pushing the b-schools to find the right approach to courses in Human Resource area; in order to make sure that subjects like Industrial Relations (IR) based knowledge and skills aren't left out from the curriculum. Since a decade or so, with the onset of the services sector, HR management and education issues such as Learning and Development, Talent Acquisition, Employee Engagement, Performance Management, Compensation and Benefits. Subjects like Organization Design and Development over taken subjects like 'Personnel Management' in the curriculum of b-schools, thus rendering them obsolete. Industrial relations had earlier given way to strategic HR and thus become redundant. But the employee unrest at Maruti Suzuki plant have forced a re-think and a rework of the HR syllabi. Table no. 1.11 shows the IIMs based HR area focused MDPs conducted in 2015-16.

Table No.1.11 : IIMs - HR area based MDPs in 2015-16

Name of the IIM	Title of the MDP
Ahmedabad	HR Auditing-Preparing the Ground for Strategic HRM
	Strategic Human Resource Management
	Performance Management and Competitive Advantage

	Strategic Reorientation and Organizational Transformation
	Advanced Human Resource Management
	Developing Internal Talent and Leadership
Bengaluru	Economics, Society and Law for Managers
	Decision Making for Managerial Effectiveness
	Embedding Leadership Excellence
	Inner Transformation for Outer Advancement
	Creativity, Reinvention and Self Development for Global Managers
	Wellbeing in Organizations
Calcutta	Developing your teams for Superior Performance
	Conflict Resolution, Negotiation and Communication
	Management Programme for Functional Managers and Aspiring Leaders

(Ref : www.iimcal.ac.in; www.immahd.ernet.in; <http://www.iimb.ernet.in>)

Syllabus and Methodology of teaching HR

A dedicated two-year programme on HR management has been launched by IIM Ranchi. A full-time course on industrial relations, has been readied and is on the anvil. Two years ago, IIM - Ahmedabad, which had cancelled an executive level course on industrial relations, is now conducting the same programme, which indicates the demand amongst corporates. Director IIM Ranchi quotes "Everyone is concerned about the situation. Suddenly, IR has assumed importance, particularly in manufacturing sector, although it would spread to industry verticals as well". The b-schools should realign their HR based curriculum. Manesar disaster happened due to clear reasons, but there exists a need to objectively look into the Industrial and labour relations on the one hand and understand how to tap the potential of employees to evolve a competitive, inclusive and fair workplace on the other, quotes Rajeev Dubey, President (Group HR), Mahindra and Mahindra.

B-school's curriculum was one of the important areas debated amongst Practitioners of the industry, who meet regularly to understand the way forward, so as to create suitable conditions, which promotes workplaces to be free from employee based unrest and violence. "We have the HR curriculum of b-schools with us. We will now have to see how to pitch it up with the institutes," mentions Rajeev Dubey. Majority of HR based summer internships are project works done in the area of strategic HR, says A Sudhakar, Head HR, Dabur, thus displaying it to the disproportionate weightage given to personnel management. "We are in discussion with Symbiosis University in

Pune to orient HR students to IR and its related issues. the Academicians there have to ensure that each HR student goes through at least one practical factory situation which will help in gain practice", he adds. Amit Dhiman, Faculty at IIM-Calcutta, tracking the events at Maruti Suzuki mentions "We need to understand the emphasis on IR, while some faculty are following the events at Maruti's Manesar factory, we need to study this more, before calling on a realignment of our syllabus" (<http://www.forbes.com>).

Special features to promote HR

IIM Sambalpur based students, have taken their HR specialization, and have established "HRidaya - The HR Club". The primary vision is to create a platform for all HR stakeholders to help and support themselves in terms of knowledge, skills and other contemporary HR issues. "Talkaholics", is established by HR students, which supports people to share their perceptions about a variety of HR topics (<http://www.iimsambalpur.ac.in>).

1.10c : TISS and XLRI's perception of HR education

The Tata Institute of Social Sciences and Xavier Labour Relations Institute, are few management institutions that offer a range of compulsory courses on Personnel Management, Industrial Relations and Labour Law, to this day, are also tracking the Manesar (Haryana) incident while revamping their curriculum. "Our b-schools should lay emphasis on Industrial Relations," says Bino Paul, Professor of Labour Economics at TISS (<http://articles.economictimes.indiatimes.com>).

Brand XLRI

XLRI is the top ranked private b-school for Human Resource education not only in the country, but Asia pacific region as well. The oldest b-school in India is now in its 65th year. The Business Management programme is amongst the top 5 in India. What began as executive programs for Tata employees, is now offering premium courses in HR and its related areas. These programs are lapped up from many of the manufacturing corporates.

Syllabus and Methodology of teaching HR

Prof Paul of TISS informs that the Maruti Suzuki conflict cannot be restricted to manufacturing sector, the repercussions could be felt in other sectors like the service sector. This is the crux where the management institutions play a major role in updating the knowledge amongst the managers of the future; and also support the creation of various communication channels between the all types of employees. Prof Varkey of IIM-A says "Manesar is not an isolated example, there has been a trend in such incidents since

two years, one of the predominant reasons being, the contractualisation of employees is pushing people to the periphery, thus isolating them".

Prof Varkey, mentions that managements and trade unions alike have forgotten the expertise required to solve such incidents. Yashwant Mahadik, VP (HR), Indian subcontinent, Philips quotes that "Years ago, working in a manufacturing set-up was one of the most fundamental experiences of an HR manager; you did not get a ticket to rise otherwise, but for young managers, working in corporate offices is far more attractive rather than getting down to brass stacks. If things continue in the same fashion, we will lose identity and skills in that area". Few companies such as Philips, ITC and HUL, are few companies that emphasize on upgrading the IR strengths of their trainees in HR and management. "It is been made attractive for trainees, and that's what needs to be done," he says. Further those companies not focusing on IR, may be prone to violence, agitation and unrest. (<http://articles.economictimes.indiatimes.com>).

1.10d : ISB's and IIM-A's perception of HR education

Indian School of Business, Hyderabad is searching the basis or a rationale to launch a standalone programme on IR. "This is a hot topic," says Deputy Dean, at ISB, Prof Chandra. "It will be discussed in our quarterly meeting on product ideas; IR courses in top b-schools in core programmes and executive programmes had almost disappeared post-liberalization in the absence of takers from the Industry," informs Prof Varkey, Professor of PM and IR at IIM-A.

Given below is table no. 1.12, which depicts HR conferences / Workshop / Seminars organized by HR Associations and Organizations in 2015-16. This table gives us the importance placed on various areas of HR, which have been treated as areas of discussions in conferences, seminars and workshops.

Table No. 1.12 : HR conferences / Workshop / Seminars organized by HR Associations and Organizations in 2015 -16

S No	I HR Association / Organization	Title of the Conference / Workshop / Seminars
1	SHRM	Human capital Analysts workshop, June 23-24, New Delhi
		HR as a Business Partner workshop, July 7-8, Chennai
		Empowering Women's Leadership Workshop, July 21-22, New Delhi
2	NHRD	3rd National Summit on HR Shared Services, February 5-6 New Delhi
		3rd National Women Leadership Summit, February 20- 21, Mumbai

		3rd National Summit on Compensation and Rewards, March 6-7 Chennai
3	NIPM	Making a winning Company– Strategies and Action, June 12-13, Shillong
		National summit on "Make in India - The People Perspective on March 27, Mumbai
		APFHRM Regional HR Conference, November 3-4, Singapore
4	ISTD	ISTD - National HR Conclave on Learning and Development, May 19, New Delhi
		Train the Trainers, May 30, Mumbai
5	AMDISA	Accreditation for Institutional Learning and Growth on December 8, Hyderabad
		Session on Contextualizing Management Education August 18 Ahmedabad.
6	AIMA	9 th National Research Conference on The future of management education in India, 30 March – 1 April, New Delhi
7	AIMS	AIMS International Conference on Management, on December 19-22, Bengaluru

1. 10e : Global and national research institutes in HR

1. SHRM : The Society for Human Resource Management. It is the world's largest professional, not-for-profit Human Resource association. It has over 286,000 members in 165 countries and is growing every day. SHRM's primary mission is to help and catalyze the HR practitioner to advance the HR profession through conduction of globally recognized certifications, comprehensive resources, research initiatives, collaborative communities, academic alliances, advisory services and professional development opportunities. SHRM India has made provisions in a single platform to share thought leadership, best practices being discussed and shared, networking professionally within the Indian and global HR communities; so done in order to take the HR profession higher in the industry landscape, through the means of continuous and collaborative learning, helping all the stakeholders. It is a go-to resource for all questions and queries to handle all people based management challenges and issues (www.shrmiac.org).

2. Michigan State University : The excellent quality of MSU's graduates in HR, is one of the many results of being able to attract motivated, skilled, academically brilliant and talented students. Further being tutored and mentored by highly dedicated and brilliant faculty is another

outstanding result of HR and Management department. Indeed, MSUs HR based Academicians are recognized throughout the world, for their contribution to research and scholarly inputs to Human Resources, Labour Relations and other related area. Most of HR Academicians have authored numerous books, articles and papers; they are published by the leading academic journals and book publishers, spanning the full range of HR area. The Academicians are recipients of large research grants from the major social / management science based research foundations and funding bodies. They also serve as editors and on editorial boards and regularly present their research. Importantly, MSU's faculty members have a wealth of hands-on experience in the industry. They are regularly called upon to serve as consultants, trainers, facilitators, instructors, expert witnesses, arbitrators, and trustees. Many of them serve on business and community advisory committees (www.msu.edu).

3. XLRI : AT XLRI, almost all the faculty members undertake major training, research and consultancy assignments, which are both long and short term, spreading across industry sectors at national and international levels. They also don advisory roles for departments and agencies of State and Central Government, and also Private sector firms in India and abroad. Many of the faculty members have authored papers, articles and books of repute (www.xlri.ac.in).
4. TISS : Over the years, the researchers at TISS, have carried out in-depth and extensive work and those documents, have been sourced for such issues viz., academics and policy advocacy, field action, capacity building, and on a spectrum of organizational, economic, environmental and socially relevant areas. The year 2014-15, witnessed a total of 218 ongoing research and documentation projects that were in progress (www.tiss.edu).

1.11 : Summary

The present study, with the background of the issues, challenges, limitations and the progress done in Management education and HR education, the present study attempts to address issues and further looks at specific areas for future research work. The broader objectives framed in this research study are to look at, the relevance and rigour of HR education in connection with today's business world. Further to understand the various stakeholder's view on HR education and its relevance. With the methodology of the study which includes developing adequate tools, which would aid in the data collection from HR students and HR Academicians located in various

types of Institutions as in State run Universities, Central University, Deemed University, Technical University and Autonomous b-schools. So also data would be collected from HR Practitioners who are working as designated HR Professionals across different types of organizations and industries. This data upon analysis and interpretation would help to understand the scenario and provide suggestions for the better understanding and frame work for HR education, research and practices per se.

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