

## 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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### 5.2 : HR Academicians perception of HR Man- agement education

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5.2.1 : Results of the study

5.2.1a : Socio-demographic data (Age group, Designations and Qualification)

1. Senior Lecturer / Asst Professor Grade 1, along with Lecturer / Asst Professor Grade 2 and 3, are found almost in equal numbers in comparison to other Academicians at one third of the population.
2. In the age groups of 23 to 27 years and 38 to 42 years, there exists two levels of designations on an equal basis, i.e., Lecturer / Asst Prof Grade 2 and 3 and Senior Lecturer / Asst Prof 1.

3. In the 28 to 32 years age group, the predominant level of designation is Lecturer / Asst Prof Grade 2 and 3. In the 33 to 37 year age group, the predominant level of designation is the, Senior Lecturer / Assistant Prof Grade 1.
4. In the 43 to 52 years age group, there exists two levels of designation on an equal basis, i.e., at Associate Prof and Professor levels respectively.
5. Among the 53+ years age group, we have there exists two levels of designation on an equal basis, i.e., at "Professor" and "Professor and Head" respectively.
6. Amongst the male HR Academicians possessing 11+ years of work experience are more at one third of the population. Amongst the female Academicians, the highest numbers are with <3 years with one third of population; followed by 8 to 10 years and 11+ years of work experience at one fourth of the population.
7. In the "MBA" only qualification, half of the HR Academicians, are at the designation of Lecturer / Asst Prof Grade 2 and 3, one third of the population at the level of Senior Lecturer / Asst Prof Grade 1.
8. Amongst those who have MBA and NET, the highest numbers are observed at the level of, Senior Lecturer / Asst Prof Grade 1.
9. Those HR Academicians having MBA and MPhil are seen with predominantly with, Associate Professors and Professors and the remaining are amongst Senior Lecturer / Asst Prof Grade 1.
10. Amongst those Academicians possessing MBA, NET, PhD, are half of the population, at the level of Senior Lecturer / Asst Prof Grade 1 and one fourth are at the level of, Associate Professor.
11. Those Academicians with MBA, MPhil, NET, PhD, are at one fourth of the population amongst, Lecturer / Assistant Prof Grade 2 and 3, and Professor and Prof and HoD levels.

#### 5.2.1b : Role and responsibilities of HR Academicians

1. Roles and responsibilities like - "Teaching / Guiding / Training during field work; Research projects / Paper Publications and Presentations; Conferences / Seminar / Workshops - Conduct and Attend; Placements / Training for student placement / Admission support", are roles and responsibilities at two fifths amongst all the HR Academicians.
2. One fourth of the HR Academicians have informed that their roles and responsibilities comprised of "Teaching / Guiding / Training during field work; Placements / Training for student placement / Admission support; Student affairs coordinator / Proctors / Mentor / campus minister; Department Administration support / Documentation / IA Coordinator".
3. A significant difference exists between the groups of frequencies, informing that the, "Teaching / Guiding / Training during field work; Research projects / Paper Publications and Presentations; Conferences / Seminar / Workshops - Conduct and Attend; Placements / Training for student placement / Admission support", was considered as the most important role and responsibilities amongst all the HR Academicians.
4. "Teaching / Guiding / Training during field work; Conferences / Seminar / Workshops - Conduct and Attend; Placements / Training for stu-

dent placement / Admission support; Student affairs coordinator / Proctors / Mentor / campus minister; Department Administration support / Documentation / IA Coordinator", existed as role and responsibilities amongst Lecturer / Asst Prof Grade 2 and 3.

5. Majority amongst the Senior Lecturer / Asst Prof Grade 1 have informed that, "Teaching / Guiding / Training during field work; Research projects / Paper Publications and Presentations; Conferences / Seminar / Workshops - Conduct and Attend; Placements / Training for student placement / Admission support", being primary to them.
6. Majority amongst the Associate Professors have informed that, "Placements / Training for student placement / Admission support; Student affairs coordinator / Proctors / Mentor / campus minister; Department Administration support / Documentation / IA Coordinator", were their role and responsibilities.
7. All Professors and Professor and HoD, have informed that, "Teaching / Guiding / Training during field work; Research projects / Paper Publications and Presentations; Conferences / Seminar / Workshops - Conduct and Attend; Placements / Training for student placement / Admission support; Student affairs coordinator / Proctors / Mentor / campus minister; Department Administration support / Documentation / IA Coordinator", as their role and responsibility.
8. Thus, most of the designations amongst HR Academicians have the right knowledge of the components of the role and responsibilities.

#### 5.2.1c : Publication of research articles / papers in journals

1. HR Academician have published research articles in journals ranging in number from 3 to 8 articles and 9 to 14 articles, at one-tenths of the population.
2. Half of the HR Academicians have not been able to publish any papers.
3. Majority of the HR Academicians, especially at the lower designations have not published articles / papers in Journals and most number of published articles and papers have come from HR Professors and Associate Professors.
4. HR Academician at Guest Lecturer level, have less than two papers published.
5. Amongst the Lecturer / Asst Prof Grade 2 and 3, and Senior Lecturer / Asst Professor Grade 1 with no publications respectively.
6. The Associate Professor level has to its credits two levels of publications at 15 plus and range of 9 to 14 publications to their credit.
7. Amongst all the Professors, we observe a range of 9 to 14 publications; and amongst all the Professor and HoDs there exists on a range of 3 to 8, and 9 to 14 publications.
8. most number of published articles have come from HR Professors and Associate Professors, which is good.
9. The lecturers and Senior lecturers must also keep pace with their Senior HR Academicians by publishing articles and papers in journals.

#### 5.2.1d : Other important roles of HR Academicians

1. Half of all the HR Academician's other roles were, "to train and guide HR students; to provide academic counseling; to provide networking opportunities; to provide career advice; to give good references when applying for job positions; to provide opportunities for HR Students to participate in research and training".

2. One third of the HR Academicians have opined that that, "to train and guide HR students; to provide networking opportunities; to provide career advice; to give good references when applying for job positions; to provide opportunities for HR Students to participate in research and training; to conduct research in HR" were their other role and responsibilities.
3. Half of Guest Lecturers and Lecturer / Asst Professor Grade 2 and 3 levels, informed that their other role and responsibilities were, "to train and guide HR students; to provide academic counseling; to provide networking opportunities; to provide career advice; to give good references when applying for job positions; to provide opportunities for HR Students to participate in research and training", respectively.
4. Amongst the Senior Lecturer / Asst Professor Grade 1 and Associate Professor levels, majority of these HR Academicians have informed that, "to train and guide HR students; to provide networking opportunities; to provide career advice; to give good references when applying for job positions; to provide opportunities for HR Students to participate in research and training; to conduct research in HR and to train and guide HR students; to provide academic counseling; to provide networking opportunities; to provide career advice; to give good references when applying for job positions; to provide opportunities for HR Students to participate in research and training" respectively.
5. All Professors and half amongst the Professor and HoDs informed that, to conduct research in HR was their role and responsibility respectively.
6. Half amongst the Professors and HoDs, informed that their role comprised of, "to train and guide HR students; to provide networking opportunities; to provide career advice; to give good references when applying for job positions; to provide opportunities for HR Students to participate in research and training; to conduct research in HR".
7. A better understanding of their position vis-a-vis their role and responsibility was observed, at the level of Senior Lecturer onwards.

#### 5.2.1e : Redundancy amongst HR subjects in 4th semester

1. Two fifths of all the HR Academicians have opined that, all subjects are useful; but need to be upgraded only in content at appropriate time.
2. One tenth of all the HR Academicians have informed that HR subject with titles such as Performance Management concepts / Global HRM / Labour Laws / Compensation and Benefits were redundant.
3. One third of all the HR Academicians have felt that the HR subjects are all right as they are and there is no need for change, neither in content nor in title.
4. Guest Lecturers have informed that subject like Organizational Development (its contents are old) / Managing interpersonal and group process" were redundant, however an equal number informed that all HR subjects are useful; but need to be upgraded only in content at appropriate time".
5. Majority amongst Lecturer / Asst Professor Grade 2 and 3 level, along with Associate Professors, have informed that all HR subjects are useful; but need to be upgraded only in content at an appropriate time.
6. A small minority amongst Senior Lecturers, along with Associate Professors have informed that subjects like "Performance Management / Global HRM / Labour Laws / Compensation and Benefits" were redundant.

7. All the Professors felt that no redundancy exists amongst HR subjects and amongst the Professor and Head, have replied that, "Organizational Development (its contents are old)", being redundant.
8. Majority of the faculty amongst the junior designations are of the opinion that many of the subjects being presently taught are redundant and ought to be changed in content and title; whilst amongst the senior designations, the faculty are of the opinion that redundancy is very less and one subject may be redundant, but otherwise most of the subjects require no change.

5.2.1f : Participation in Alumni meetings

1. Most of HR Academicians irrespective their designations, attend their respective alumni meetings on a regular basis.

5.2.1g : Reasons for meeting the HR Practitioners (by HR Academicians)

1. Two fifths of the HR Academicians' reasons to meet HR Practitioners were that "they were friends and known contacts / During networking interaction; Campus placements / Job related opportunities; Guest Lectureship / Invite for conference and seminar / Industry visit / Training for HR students".
2. One third of all the Academicians informing that the reasons were, "to bridge the gap between teaching and industry / to know about latest HR trends / Academic platform / Research projects; Students internship (permission sought); Friends and known contacts / During networking interaction".
3. Lecturer / Asst Professor Grade 2 and 3 had such reasons as, "Friends and known contacts / During networking interaction; Campus placements / Job related opportunities; Guest Lectureship / Invite for conference and seminar / Industry visit / Training for HR students".
4. Amongst the Senior Lecturer / Asst Professor Grade 1, along with Associate Professors levels, the major reasons were "to bridge the gap between teaching and industry / To know about latest HR trends / Academic platform / Research projects; Students internship (permission sought); Friends and known contacts / During networking interaction, along with Campus placements / Job related opportunities; Guest Lectureship / Invite for conference and seminar / Industry visit / Training for HR students and as the HR Practitioners were friends and known contacts / During networking interaction".

5.2.1h : Major limitations and threats of the HR program

1. One fourth of the all the HR Academicians viewed the threats and limitations as, "lack of awareness in technology and other issues / Lack of exposure to the corporate world / Less provision for practical knowledge / No stringent assessment and accreditation system. MBA students are shifting to MCom and other such courses. HR is too much theory and very less practical / HR is not being brought to the students / Syllabus to be changed to suit industry requirements".
2. One fifth of all HR Academicians who observed the limitations and threats are of the perception that "Threats from other B schools, including foreign B schools / There is need to introduce new courses (SAP, ERP, HRIS), Behavioral dynamics lab / Courses do not make managers / Too many B schools and MBA departments. MBA scope is reducing

/ Placement is less / It's a University set up / MSWs are a major threat (e.g., the MSW graduates passing out of Roshini Nilaya school of Social Work, Mangalore) / Industry prefer MSWs in HR/ There is a need to go beyond recruitment and training".

3. However one third of the HR Academicians, were, "Un aware / do not want to respond, of limitations and threats concerning their respective management programs". Hence No difference exists between the designations of HR Academicians.
4. Amongst the Senior Lecturer / Asst Prof Grade 1 and Professors designations, at one third of them being "un aware / do not want to respond and not applicable".
5. Majority of the Associate Professor's reasons were, "lack of awareness and exposure to technology, corporate world; No stringent accreditation systems; MBA students are shifting to MCom and other courses; HR is too much theory and less of practice; syllabus to change as per the needs; Attitude of faculty is poor; Need to have industry interaction / Poor placement / vacancies for HR is less in the industry / Industrial scenario is bleak" and "Threats from other b-schools; MBA scope is reducing / Attitude of students is a worry factor; MSWs are a major threat ; Quality of students is reducing".

#### 5.2.1i : Internships in organizations

1. Half of all the HR Academicians believe that a period of 4 to 7 weeks is sufficient for an HR student to complete the internship in any organization. However one fourth of them observed that 8 to 10 weeks of duration of internship would also suffice for the conduction of the internship.
2. Amongst the Lecturer / Asst Prof Grade 2 and 3 level, revealed two sets of answers at i.e., less than 4 weeks and between 8 to 10 weeks.
3. Amongst the Senior Lecturer / Asst Prof Grade 1, Associate Professors, Professor, along with Professor and Head levels, have revealed that "4 to 7 weeks" were sufficient to complete the internships.
4. There exists no significant difference between the various designations of HR Academicians regarding the duration of internships.

#### 5.2.1j : HR Academicians being helpful in findings internships for HR students

1. HR Academicians are always being helpful in finding internships for HR student, across all types of Institutions.
2. At the Guest lecturer, Lecturer / Asst Prof Grade 2 and 3 and Senior Lecturer / Asst Prof Grade 1 levels, most of the HR Academicians have always been helpful to HR students.
3. But at the level of Professors, Professors and Head of Departments, all of the HR Academicians have been very helpful, to the HR students.

#### 5.2.1k : HR Education helps its learner to possess the ability to manage oneself, and also display appropriate leadership abilities

1. HR Academicians were of the opinion that HR education almost always helped its learner to possess the ability to manage oneself and display leadership abilities, across all the designations and Institutions.
2. At the Guest lecturer, Lecturer / Asst Prof Grade 2 and 3 and Senior Lecturer / Asst Prof Grade 1 levels, most of the HR Academicians have always been helpful to HR students.
3. Majority of the HR Academicians are of the opinion that HR Education helps its learner to possess the ability to manage oneself, and also display appropriate leadership abilities.

5.2.11 : "HR education involves application of concepts in a given scenario"

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

5.2.1m : Issues not stressed during teaching-learning process and during training sessions in b-schools

1. One third of the total population have revealed that the above mentioned issue are not applicable to them.
2. One fourth of the HR Academicians have informed that, "Managing Diversity / Coping with work stress / Motivation based Retention strategies / awareness of changes in HR industry / To have the practice of theoretical concepts / link HR concepts to business/ HR Practice / HR Analytics; Use of Case Methodology / Need more of industry visits, exposure and internships / Need access to HR software / Application of the concept to the field has to be taught, rather than theory / Less or no practice of concepts either in class nor in the field", were important to them.
3. Deemed University and State run University based HR Academicians, informed that, "Managing Diversity / Coping with work stress / Motivation based Retention strategies / awareness of changes in HR industry / To have the practice of theoretical concepts / link HR concepts to business/ HR Practice / HR Analytics; Use of Case Methodology / Need more of industry visits, exposure and internships; Application of the concept to the field has to be taught, rather than theory / Less or no practice of concepts either in class nor in the field", were not stressed during the teaching learning process and during the training sessions.
4. Autonomous b-schools and Central University based HR Academicians, informed that, use of "Case Methodology / Need more of industry visits, exposure and internships / Need access to HR software; Industry work experience for our faculty / build right attitude towards HR profession / Competency enhancements of faculty and students / Feedback to be obtained and further worked upon" were not stressed during the teaching learning process and during the training sessions..
5. Amongst the HR Academicians of the NITK and Technical University, the comment was "Application of the concept to the field has to be taught, rather than theory / Less or no practice of concepts either in class nor in the field / Less or no preciseness of concepts".

6. Although the responses were different from Academicians across different institutions, however, no significant difference was obtained between these different groups of the HR Academicians.

5.2.1n : HR Education provides its learner the ability to introspect within self and help overcome one's shortcomings

1. The HR Academicians, across designations and Institutions have observed that HR education always helps the HR student to introspect within himself and help overcome one's shortcomings.
2. All the Deemed University based HR Academicians confirm almost always that HR education provided its learner with many a ability.
3. The Autonomous b-schools, Central University, Technical University and State university based HR Academicians have reported positively for HR Education provides its learner the ability to introspect within himself.

5.2.1o: Pre-placement training

1. Half of all the HR Academicians across all Institutions were of the opinion, that during the 2nd semester the pre-placement activities were initiated in their respective Universities. One fourth of all HR Academicians informed that pre placement training initiated in 3rd semester. Whilst, a small minority have opined that the pre placement training initiated in 1st semester.
2. A significant difference exists between these groups, informing that HR Academicians differed significantly in their knowledge of pre-placement training being conducted in their respective Institutions.
3. Deemed University, Central University, State University and Technical University based HR Academicians have informed that the pre-placement training has been initiated in the second semester itself.
4. Amongst the Autonomous b-schools, the pre placement training began in the first semester.

5.2.1p : Are b-schools doing a good job of preparing HR professionals for the changes in b-schools? How?

1. HR Academicians have opined that there is a "Need to Improve / Average in its current outlook / Needs more practical orientation rather than theory / Upgrade the HR Portal in terms of Practical inputs / No initiatives are taken / Not doing a good job of preparation of students / changes in the market / community have to be adopted to / It is a question of the reputation of the Institutions at stake / Survival / B schools survival is at stake / Otherwise b-schools will or would close down".
2. One fourth of all the HR Academicians have observed that "B Schools are not responding to changes outside / Compete and change along with Corporate Culture in the industry / Industry based Guest Lecturers give it a fore taste / It is a duty basically / It is a mechanism to sustain in the education market / They have to cater to the needs of the society". Lastly, at 15.4%, the reasons given were "Faculty are doing good job / Students are given the admission based on CAT



score / This is the B schools' duty and responsibility / Longevity of survival in the market; viability of its courses in the today's scenario".

3. No significant difference exists between the various groups of HR Academicians.
4. Majority of HR Academicians in Deemed Universities and half of the Autonomous B-school, Technical University and State run University students opined that, "need to Improve / Average in its current outlook / Needs more practical orientation rather than theory / Upgrade the HR Portal in terms of Practical inputs / No initiatives are taken / Not doing a good job of preparation of students".
5. The Central University based HR Academician is of the opinion that, faculty have no pride that they are teaching HR.
6. The NITK based HR Academician is of the opinion that, faculty are doing good job / Students are given the admission based on CAT score / This is the b-schools' duty and responsibility / Longevity of survival in the market; viability of its courses in the today's scenario.

#### 5.2.1q : Only dissertation in organization

1. Half of all the HR Academicians with reference to, dissertation in organizations have revealed that HR students need to engage for 4 to 7 weeks only, followed by one fourth of them, who wish to engage 8 to 10 weeks.
2. No difference was revealed between the groups of HR Academicians.
3. Majority of Deemed University, Autonomous B-school, State run University based HR Academicians, vouch for 4 to 7 weeks as the term for the dissertation in organization.
4. The Central University, NITK and Technical University based HR Academicians reveals that 8 to 10 weeks are sufficient to conduct the dissertation.

#### 5.2.1r : Best of HR journals referred by HR Academicians

1. Comparison amongst the different age groups of HR Academicians with reference to the "best of HR journals being referred" at close to two-fifths of all the population, that, "International Journal of Labour Research / International Journal of Labour law" were few of the journals that they referred the most.
2. A set of second level journals, with titles like "Journal of OB" and "Strategic HRM journal / HBR / AIMS / IIMB Management Review" were referred by one fifths of all the population.
3. A third perspective, a minority amongst the HR Academicians, referred titles like "Journal of Performance Management / HR Development Review / South Asia Journal of HRM" and "SHRM Journal / Journal of Management / Indian Journal of Training and Development".
4. The least type of HR journals that are referred by a small minority of HR Academicians have titles like "Human Factor / Management and Labour Review / HRM Review" and "HR capital / Smart Manager / HRD".
5. The age group of 23 to 27 years at 50% referred journals with titles such as "Journal of Performance Management / HR Development Review / South Asia Journal of HRM".

6. In the age group of 28 to 32 years, Academicians referred journals titled "Strategic HRM journal / HBR / AIMS / IIMB Management Review" and "International Journal of Labour / International Journal of Labour law".
7. Amongst the 33 to 37 years age group, HR Academicians referred "Journal of OB" and "Strategic HRM journal / HBR / AIMS / IIMB Management Review".
8. In the 38 to 42 years age group, Academicians referred "Journal of OB" and at 16.7% of them reading "International Journal of Labour Research / International Journal of Labour Law; SHRM Journal / Journal of Management / Indian Journal of Training and Development; Human Factor / Management and Labour Studies / HRM Review".
9. At the 43 to 52 years age group, journals being referred by Academicians are "International Journal of Labour Research / International Journal of Labour law".
10. A significant difference exists between the groups of HR Academicians, which helps to infer that the range of the HR journals being referred varied significantly across different designations and types of Institutions.

To summarize, the perception of the HR Academicians have been analyzed and tabulated as per the independent variables and later has been classified under the present designation, type of Institution presently working in, age group and role and responsibility

#### 5.2.2 : Hypothesis related discussion: HR Academicians' perspective

HR-A1 : There is no relationship between the number of publications in journals and the designations amongst the HR Academicians. This hypothesis has not been accepted, as publications have happened by the senior level faculty like, HR Professors and Associate Professors and not by junior and mid level faculty.

HR-A2 : The HR subjects being currently taught in the final semester in b-schools, are redundant. This hypothesis has been accepted (at  $p=.000$  level), as there are certain HR subjects that have been termed redundant and certain other subjects that need changes in content / title and some other subjects are in tune with the requirements of academia and industry.

Many of the higher educational institutions have turned to a new paradigm that merges conventional management education with computer and telecommunication technologies, as is the want of the day and also the stakeholders in the industry. Presently, the possible problem with management institutions is that information is held tacitly by individuals and it becomes very much difficult to be shared institution-wide. Unfortunately the management institutions are giving less importance to institutional structure, process and culture. However the rapid growth of emerging and cutting edge technologies coupled with growth in the knowledge management systems have led to the increased adoption of new applications that includes ranking the management institutes, assessing the quality of lecture delivery, assessing the programs and courses, measuring the performance of students and faculty, tracking research and developments and enhancing faculty development. The integration of all the above mentioned applications would enable the

sharing of knowledge that is necessary for any B-school and its associates (Ranjan and Khalil, 2007).

### 5.2.3 : Implications for theory, practice and policy : HR Academician's perspective

Higher education based Management education in India may not adding much value to HR student based knowledge, skill sets and attitudes as compared to other academic disciplines. The major feature that distinguishes the top and ordinary b-schools are with reference to "what they teach" and "how they teach". Considerable attention should be given to themes, contents and pedagogy for which onus lies with the Academician (Bowonder and Rao, 2005). All committees and commissions on education have emphasized the importance of the role of the Academician in education. According to the Commonwealth Report (1974) the teacher has a major role in educational development (Bakru, 2011).

Today, due to divergences observed in the State, Society, Judiciary and Education, there exists institutional and stakeholders inertia. Who is accountable for this kind of sordid state of affairs? Is it the State? or the Society? or the Judiciary? of the Educational discipline? or is it the stakeholders? The issues of incubation, innovation, creation and construction are the products of Peace, patience and perseverance, vis-a-vis, deletion, annihilation and destruction are the products of irritation, abuse and aggression, all this negativity achieved within a very short period. Education at all levels and all areas has its own identity and claim. Nobody should try to superimpose and dictate education at any level or stream per se. Earlier the Society was governing the Society; gradually the State initiated to govern the Society, and presently the Economy is overarching, both the State and Society and is doing so too, and with no possible end in sight. The private and corporate sector have more of a commercial motive, which is self centric in terms of growth and development. Since a decade or so, all types of Education has been largely commercialized. Return on investment is being estimated in terms of material profit rather than in terms of all round development. (Goel and Goel, 2012).

#### 5.2.3a : Socio-demographic data : HR Academician's perspective

##### Implications for Theory

1. The findings of the research study are as observed in any department of management studies or B-school.
2. Generally, there are times, where we observe more number of female faculties in HR and at times the numbers of both the sexes may be the same.

##### Implications for Policy and Practice

1. There has to be one system of faculty assessment and designating them to a grade and pay scale.
2. HR Academicians teach and conduct research in the concepts and applications in the areas of Performance Management, Competency Mapping, Compensation and Benefits, Strategic Management and such other related issues; but somehow are not able to help themselves and other Academicians to come up with a proper performance appraisal cum compensation and benefits package for themselves.
3. Since HR as a discipline, should involve a mix of all disciplines and streams; and not just management educated Academicians per se, as teaching management students are enriched by an assorted set of teachers and teaching learning processes.

A number of committees (which have been appointed by the various Governments) have looked into Management education in India in the past. Committees like Nanda Committee (1983), Kurien Committee (1992), Ishwar Dayal

Committee (1995), and Management Education Review Committee (2003), National Knowledge Commission (2007), Prof Yashpal Committee Report on Higher Education (2009) have unequivocally laid emphasis on teaching materials, research and teaching methodology (Rai and Srivastava, 2013). Also the Education Commission (1964-66) in India has emphasized the importance of the role of a teacher. AACSB (Association to Advance Collegiate Schools of Business) in USA, on the basis of a series of outcome assessment studies in 1978 showed that the teacher and training is effective in producing significant student improvement with regard to some abilities in students of management discipline (Boyatzis and Sokol, 1982; Development Dimensions International, 1985; Boyatzis and Renio, 1989; Bakru 2011).

### 5.2.3b : Educational Qualification of the HR Academicians

#### Implications for Theory

1. The basic qualification to be an Academician is the master's degree. Most of the Academicians are found to be at ease (after obtaining their master's degree and a job as an Academician soon after obtaining a master's degree). This kind of state of affairs, is bound to get difficult as and when, such Academicians do not change and outgrow from their basic postgraduate degree, to attain higher educational qualifications, thereby leading to an increase in knowledge levels, skill sets and thereby better attitudes per se.
2. Having all the relevant and requisite academic qualifications to be an HR Academician, as in a masters, pre-doctoral, doctoral and post-doctoral degrees in their areas of specialization, are a must for an Academician's progression and growth.

#### Implications for Policy and Practice

1. There has to be one system of faculty assessment, which leads them to a grade and pay scale, across all institutions.
2. Since HR / Management is multi centric as a discipline, thus needs a mix of all viz., social, behavioral, quantitative, finance, economics and such other science disciplines and to make it total and complete. This helps to streamline, teach and conduct in those many areas and concepts which the management educated Academicians/ may not be able to competently teach the particular concept / subject, here in lays the importance of other discipline based Academicians.
3. The format of performance assessment set up by the AICTE / the UGC has to be followed, as is by all institutes / b-schools. Following such a benchmark laid down by a nationalized standard body helps the Academician to benchmark himself as against national level and also work towards betterment.

Teacher training and education, especially for preparing humane and professional teachers needs to be holistic in nature. The following are the principal components of a training / education program for an Academician, as in -

1. Subject based content and methodology are the components in which there exists a need to integrate emotional based competencies, such as, self-awareness, self-management, social sensitivity and social management of an individual Academician to those concepts being learnt in the classrooms.
2. There is a felt need to integrate life skills, such as empathy, self-awareness, effective communication, interpersonal relationship, creative thinking, critical thinking, problem solving, decision making, and coping up with emotions and stress, at the inter and intra personal levels.
3. There is a need to integrate info-savvy skills, such as, asking, accessing, analyzing, applying and assessing.

4. There is a need to integrate techno-pedagogic skills, such as, media-message compatibility, media design, integration of message media and modes thereof, ability to realize the proximity of message forms, media language proficiency, media based issues like choice, message authenticity, media credibility, automation, integration and media based acculturation.
5. There is a need to integrate human development climate through trust, risk taking, openness, reward, responsibilities, top support, feedback, team spirit and collaboration.
6. There is a need to integrate spiritual intelligence dimensions, such as, spirituality, soul or inner being, self awareness, quest for life values, convention, commitment and character, happiness and distress, brotherhood, equality of caste, creed, colour and gender, inter-personal relations, acceptance and empathy, love and compassion, flexibility, leadership, life and death.

Thus, the teacher education and training programs need to integrate numerous skills and competencies, so that the outcome in the form of an academician would be good enough (Goel and Goel, 2012).

#### 5.2.3c : Role and responsibilities / Duties of HR Academicians

##### Implications for Theory

1. HR Academicians follow the dictum that “teaching is my job, along with other roles to guide and train students, along with attending workshops, conferences, and lastly performing the administrative practices given by the concerned institution / B-school” may not be the right mental make up to possess, as on today.
2. HR Academicians have to be informed regarding the various criteria as available in the UGC and AICTE, which shows the faculty to assess and evaluate themselves, as to their present stand today by benchmarking against a national and an international standard.
3. HR Academicians must be informed to conduct apt, industrially relevant and structured – conferences, seminars, workshops, symposia and other continued management programs for all stakeholders (and just not attending them makes it all).

##### Implications for Policy and Practice

1. Each of the B-school / Institute running a management course must expose the entire faculty to a structured induction and deployment program. This program will give them proper inputs regarding themselves and what they have to do with themselves during their tenure as an Academician, researcher and a trainer.
2. A Management / HR Academicians handbook containing all the issues concerned regarding the faculty’s stay in any B-school / Institution could be worked out and be given, so that it works as an aide.
3. There has to be a strict adherence to the rules and regulations fixed in any institution / B-school, by the faculty concerned. This has to be enforced by the concerned administration / Quality assurance department.
4. HR Academicians must inculcate the ability and strength to generate their own money through consultancy, MDP, FDP and funded research projects. This thought has to be ingrained in all the HR Academicians, so that it becomes a part and parcel of their repertoire.

Individuals who pursue management education are typically passionate about the opportunity to “make things happen” and do not wait for things to happen by themselves. They are convinced that their active and able participation in management related activities will create lifelong rewards, for themselves and others and that includes the following,

1. Development and growth of a portfolio consisting of personal skills that will strengthen their abilities to communicate, solve problems, take decisions, and lead teams and organizations.

2. Professional competence within an individual's specialized management discipline, in which the capacity to integrate and apply the knowledge from other disciplines and a strategic perspective on the management of organizations would be made available and be used.
3. Adaptability that arises because of the acquisition of knowledge and skills, that readily transfer to different work environments and to other dimensions of productive lives.
4. Able to create personal wealth, self-sufficiency, and a sense of well-being for oneself and others.
5. Ability to assist others through philanthropic donations of the personal wealth created by successful enterprise (AACSB, 2005).

There have been a number of studies on determining the main attributes of an effective teacher and researcher. Some of the important studies have been discussed below. Teaching quality is the most significant factor in students learning (Goldhaber and Anthony, 2004; Rivkin, et al 2005). An achievement gap in the student's performance suggests a performance gap in teachers practice (Berg, et al., 2010). Attempts to define teacher behaviors blossomed into a movement known as Competency-based teacher education. They enumerated teaching competencies as, gaining pupils attention, explaining and narrating, giving directions, asking and adapting questions to pupils, recognizing pupils difficulties of understanding, quality of voice and speech habits, use of non-verbal cues, holding pupils' attention, gaining pupils' participation, controlling pupils and use of aids e.g., blackboards and illustrating material. (Bakru 2011).

#### 5.2.3d : Publications of research articles and papers in Journals

##### Implications for Theory

1. HR Academicians must be reinforced that their primary duty is to seek the progress of the discipline that they are teaching.
2. Progress of any discipline can be predominantly seen using research knowledge and skills sets. The application of which brings in research projects (funded / sponsored), consultancy, training of management staff / other Academicians, all of which can bring in funds back to the institute.
3. Along with the resources, the above mentioned assignments will bring a lot of documentation, which helps to publish research reports, research articles and papers, manuals and other documentation, which will help all the stakeholders concerned.

##### Implications for Policy and Practice

1. To reinforce the thought (in an HR Academician) that research is the only way to progress and growth of any discipline requires lot of positive determination and force by all the stakeholders concerned.
2. The publications (as per the present research work) have come from Associate Professors and Professors, who may have pre-doctoral and doctoral students working with them; through these research scholars, the papers / articles may have been published by the concerned senior HR Academician. But the core issue is that Assistant Professors and Lecturers have not managed to publish many papers.
3. The above-mentioned trend has to be stopped. Across all the designations of the HR Academicians, the research interest and intent has to be made to come up and yield sufficient and quality publications.

Evident variation exists at all levels of input, process and output regarding the research activities of an Academician. Research aptitude, adjustment capacity and teacher education disciplinary profile have been found to be predicting in a positive and significant manner, whereas, educational management aptitude has impacted in a negative manner. Living competencies and techno-pedagogic competencies have not been found to be significant predictors. There is a need to find out how teacher education has failed to correlate significantly with these variables. Also, there is a need to find

out how the educational management aptitude has been found to be contributing inversely. None of the variables have been found to be significant predictor of teacher education proficiency in the northern, eastern and the southern regions of India (Goel and Goel, 2012).

#### 5.2.3e : Other important roles of the HR Academician

##### Implications for Theory

1. The outcome of any research work is to be able to solve and resolve the issues which curb the growth of the particular concept either theory or practical in its application. This is done or at least an attempt is made, the results look and hold promise and are different.
2. The need of converting a theoretical based subject to a 'practice - application' sort of a discipline takes lot of initiative, grit and determination to see the whole thing through.
3. An Academician is a mere student, all his life.
4. Today's life style especially in Academics and Practice / Industrial areas is that of a constant change and redundancy. So one has to be up-dated and up-skilled regarding the various areas of one's expertise.
5. If not up-tooled and up-graded, an Academician would generally find him / her - self unable to perform his / her work to the satisfaction of his / her peers, supervisors and subordinates and students.

##### Implications for Policy and Practice

1. Need to make it a mandate that the results of the PhD thesis and MPhil dissertations must be practically applicable in nature and must yield benefit upon implementation; this is not just for the stakeholders, but also to the discipline, i.e., aid in its growth and sustenance.
2. There is a need to 'customize the HR offerings to HR students, specialized that they can go to specific industry / organizations only'.
3. Even though, this research work has thrown up many subject titles, along with the need of knowledge and skills in research, training and administrative work; it all boils down to the individual academician to understand self and develop accordingly.
4. Having theoretical knowledge is an issue; but without the practical nuances of that particular discipline, the theory would be termed redundant in a very short time.
5. There is a need to take 'sabbaticals', which is a time - off for an Academician, and this time is to be spent in other Institutions / Universities, so as to develop self, in terms of skill sets, knowledge levels and other areas of competence.

#### 5.2.3f : Redundancy amongst the Current 4th semester HR subjects being taught by HR Academicians

##### Implications for Theory

1. The need to upgrade and update the contents of any subject, primarily lies in the hands of the HR Academician.
2. Before labeling any HR subject as redundant, the HR Academician/s must consider many issues and concerns, primarily the issue of applicability of certain concepts to industry, discussion with Practitioners, relevance of concept in today's research arena, general ability to master the concept and apply to the field to generate benefit to all and so on.

##### Implications for Policy and Practice

1. Once a subject title and its contents have been labeled 'redundant', the concerned HR Academician must draw up the reasons for doing so from various stakeholders.
2. After seeking the inputs from stake holders, the reasons are to be researched into, and the results so obtained has to be actualized, as to how to change the contents of the particular subject / area / concept.
3. A mechanism to look into the redundancy in any subject has to be done annually, through a expert panel. The panel could invite HR based Academicians, Practitioners and Administrators, to come out with their reasons for labeling a subject redundant and also mention how to overcome such obstacles.

Every sector requires a set of separate skills, that provide adequate employment opportunities to the students. Especially in business management education, both the theoretical and skill based education has to be integrated, to ensure better employability options to the business graduates. It has been well pointed out by Hamilton, (2000) that the business curriculum has to be changed remarkably to address the issues rose as challenges before the organizational management today. The business organizations those have been increasingly trying to cope with the changing demands of the environment looking for managerial expertise with required skills. So, an emphasis on skill development has transformed the curriculum debate. The discussion has moved away from determining the appropriate balance of content, which is a discussion rooted in traditional functional areas, to a determination of effective methods for developing softer skills, self directed learning, an a holistic understanding of the internal and external environment of organizations (Hamilton, 2000). The professional development curriculum expects more of skill enhancement courses with the fundamental courses which provide better understanding of the operations of each functional area. (Kaul 2011).

#### 5.2.3g : Participation in Alumni meetings

##### Implications for Theory

1. Alumni meetings allow exchange of information, contact details and chance of getting to know each other in one's later years.
2. There would always exist a need in every alumni to contribute (in their own unique way) to their Alma matter. This need to give has to be tapped and thus benefit could be accrued.
3. The alumni could be invited for addressing various stakeholders, conduct training programs or such type of activity, apart from financial commitments, if the alumni's could offer.

##### Implications for Policy and Practice

1. Alumni associations are to structured and set in any kind of institution / B-school. The benefits to all the stakeholders are immense.
2. This association could be strengthened and there could be a council and members presiding and taking control over various functions of the society.
3. The contribution / benefit that could be derived should be channelized through the association, so there is transparency and the contribution could be highlighted, be made known to all.

#### 5.2.3h : Having CGPA as measure of Academic excellence

##### Implications for Theory

1. As evinced in the previous issue, there is a need to go with the flow, as in advancements in all walks of life.



2. The same holds true with the CGPA. This is a mechanism which has been time tested in the west. This kind of mechanism of rating the student is clear and transparent. This holds true and is acceptable to all universities and Institutions across the globe.

#### Implications for Policy and Practice

1. There has to be a dictum by the AICTE and UGC, which specifies that irrespective of the degree that is being offered by the concerned institute, it shall have to be as per CGPA only. This done, it would benefit all.

#### 5.2.3i : Major limitations and threats in the HR program

##### Implications for theory, policy and practice

1. The limitations and threats in the HR program of any B-school, at times is self imposed. This has to be resolved by understanding the B-school and working out a way through the issue concerned.
2. The paucity, crunch, lack, of - personnel, finance and sustained motivation at times make up, for most of the limitations and threats in a HR program.
3. The resolution of such above mentioned issues can be resolved easily and faster, if only if there is a bent of mind and adequate and sustained flow of resources in finding ways and means of dissolving such issues is the need. Hence, we believe that it is all in the mind, whether to help ourselves or not.

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

#### 5.2.3j : Internships in Organizations

##### Implications for theory, policy and practice

1. Internships in organizations for HR students should be time bound. By doing so, restricts waste of resources of all the stakeholders.
2. Further, by the adoption of a focused and systematic approach to internships in organization helps to learn and acquire better knowledge, skills and attitudes amongst HR students, also helps the Industry based HR Practitioner to resolve / work around a day to day problem with the help and support of HR student /s.

5.2.3k : Aid, support and help the HR student in finding internships for HR students

#### Implications for Theory

1. Around three-fourths of all HR Academicians have always helped HR students in finding jobs, internships, helping in the academics and so on. This is a very good aspect of one's organizational climate and interpersonal relationships.
2. HR Academicians have opined that their HR education has helped them in being able to counsel and guide HR / Management students, as and when required. Further, Academicians have helped in students to introspect and change oneself as per the need of the student, program, the Institute and the market.

#### Implications for Policy and Practice

1. The relationship that exists between a student and an Academician is born out of need to learn and to teach, hand hold and guide. The sacredness of this relationship should always be given special status.
2. The HR Academician does not require any special sanction, to aid, support and help the HR student. But if need be, a list containing the roles and responsibilities of a HR Academician vis-à-vis his HR student could be drawn up, approved and given to all concerned.

There have been limited studies on Management teachers, some of the studies have been given briefly. Management professors should have a solid base of knowledge about dimensions of effective management teaching since their teaching context and the subjects they teach are unique (Frost and Fukami, 1997). Ezenwafor (2008) identified major competencies required of business teachers to include are mastery of the teaching subjects, interest and enthusiasm in the field, skills in utilizing information and communication technology facilities, effective communication skills, proper use of suitable teaching methods and instructional materials. Simendinger, et al. (2009) have identified 29 attributes of a business school teacher and worked out ranking for each attribute in four different universities.

Mathew (1980) through factor analysis found twelve factors, which included competency of teacher's concern for students, using audio-visual aids, professional perception, giving assignments, illustrating with example, introducing logical exposition, classroom management, use of questions, initiating pupil participation, use of blackboard, achieving a closure and recognizing attending behavior of students. Ovando (1996) found that teachers with leadership competency are more innovative and exude positive effect in the classroom. For Edward, et al. (1996) core competencies of teacher include abstract thinking, problem solving ability, encouraging team work and above all effective communication.

5.2.3l : Pre Placement Activities for HR students

#### Implications for Theory

1. Pre placement activities for HR students are the primary responsibility of the Training and Placement department.

2. To initiate process and complete the pre-placement activities, the support and advice of the HR Academicians are needed by the staff of the Training and Placement department.

#### Implications for Policy and Practice

1. HR Academicians should join hands, with the staff in Training and Placement in understanding the HR students. Based on the outcome of this assessment, further strategic training and development programs can be evolved.
2. During the campus placement, the HR Academicians should meet / discuss with HR Practitioners from the Industry, by doing so the HR Academicians can network and build better relationships with HR Practitioners.
3. The sooner the placement activities are initiated, the better for all the stakeholders. The first semester could have all the HR Student assessments done; in the second and third semester, the training and development programs could be conducted; in the fourth semesters, the placement could happen and thus students can directly step into the industry (from the academia).

#### 5.2.3m : HR Academicians meeting HR Practitioners

##### Implications for Theory

1. The meeting of HR Academicians and HR Practitioners must happen. These meetings will help bolster the knowledge, skill sets and attitudes amongst the former.
2. The meetings should happen both in work related and non-work related settings. This will help to get to know the 'social' side of each other better.

##### Implications for Policy and Practice

1. HR Academicians should be urged to get into formal and official interactions with HR Practitioners.
2. There has to be a hand out or for the matter a Manual to be developed.
3. This manual would entail all that is required for the interactions to take off positively and should endure, such that the Industry - Academia comes together.
4. The strengthening of this association (HR Academician - HR Practitioner) would help all the stakeholders including the HR students.

Gap between science / discipline and its application / practice in the field, is so persistent and pervasive that some of us, have despaired of its ever being narrowed and never to merge with one another. Nevertheless, over the past decade or so, attempts have been made to deal with the issue, as it may have evolved in the form of movements toward "evidence-based" practice in such diverse fields such as education, management and marketing. In the field of management, the nascent movement toward evidence-based practice is known as "evidence-based management," or EBM. According to Rousseau (2006), "evidence-based management means translating principles based on best evidence into organizational practices. Through evidence-based management, practicing managers develop into experts who make organizational decisions informed by social science and organizational research—part of the zeitgeist moving professional decisions away from personal preference and unsystematic experience toward those based on the best available scientific evidence".

For evidence-based management (EBM) to take root, it is necessary—though far from sufficient—that managers be exposed to, and embrace, scientific evidence. Although this point may seem obvious, it is hardly trivial. For example, unlike medicine, education, or law, management is not truly a profession (Leicht and Fennell, 2001; Trank and Rynes, 2003). As such, there

is no requirement that managers be exposed to scientific knowledge about management, that they pass examinations in order to become licensed to practice, or that they pursue continuing education in order to be allowed to maintain their practice. Furthermore, since the first choice of most managers seeking information is to consult other managers (e.g., Brown and Duguid, 2002; Wenger, et al., 2002) and since extremely few managers read academic publications (Rynes, et al, 2002), the question of how to inform managers about scientific evidence is anything but trivial.

One way in which aspiring managers can learn about management-related evidence is through formal education. However, even the acquisition of a formal master's or bachelor's degree in business is no guarantee that a student has learned evidence based principles. This is because many textbooks do not cover research findings, and many individuals teaching in b-schools do not have Ph.D.'s and are unlikely to know about scientific evidence in their field of instruction (Trank and Rynes, 2003).

### 5.2.3n : Threats and Limitations for Management programs

#### Implications for Theory

1. Threats and limitations come basically because of lack or lag of / in understanding oneself, one's department and an Institute / B-school.
2. Once having understood the actualized components of a B-school in terms of SWOT, the action has to be initiated from all the areas and from all the stakeholders concerned.
3. This is not done in all the cases. Even if done, it does not yield proper results; thus resulting in poor, unstructured outcomes, which does not do good to any of the stakeholder.

#### Implications for Policy and Practice

1. The above mentioned could be called as a threat assessment; and should be an annual cycle.
2. This cycle must have 'assessment - change of process - follow up - freeze'. The last part would be a feedback, which will provide inputs to the assessment.
3. This cycle must involve all the stakeholders and issues concerned, viz., Academicians, students, along with their curriculum, training, placements, etc.
4. Changes made in one issue, could be effect / affect any person / process / methodology.
5. A mechanism of feedback (from all the issues concerned) should be set up and data be obtained.
6. Without the threat assessment in place, the organization would go now where and would prove detrimental to all the stake holders concerned.

Identifying the factors and the extent to which they affect students' satisfaction / dissatisfaction with the curriculum is critical for the viability of colleges and universities. To this end, Gordon (2005) and Olson (2008) have concluded that the promotion of effective career development of the management student, involves not just handing the management student a brochure of career center and its workshops or explaining the availability of on-campus interviewing process, and such activities. Although these resources are important and should be a part of the advisor's knowledge and activity base. Since the advisor is often the first on campus to hear a student express a career concern, he or she is a key career-related resource for the student. Faculty advisors are valuable assets concerning a student's development, as faculty members are most likely to be aware of the needs of the concerned student. This knowledge can be conveyed to benefit the student, as the academic community may be among the first to learn

of developments and advances that will ultimately impact industry or employment trends.

Academicians / Faculty advisors may also have contacts and professional acquaintances that could be leveraged as the student begins networking and contemplating full time work after graduation (Olson, 2008). Although satisfaction with curriculum cannot guarantee improved student learning outcomes and effective teaching, and in case it is lower students' satisfaction, this adversely impacts student learning outcomes. This suggests that while students satisfaction plays a particularly important role in improving student learning outcomes, it should not be perceived as the only factor that affects student's performance (Tesseme, 2012).

5.2.3o : HR Education helps its learners to possess the ability to manage oneself, display appropriate leadership abilities

Implication for theory, policy and practice

1. Most of the HR Academicians are positive of HR Education helps its learners to possess the ability to manage oneself and also display appropriate leadership abilities.
2. This has been proven by the fact that most of the HR Academicians are successful in their endeavours in any institutions they are serving of today.
3. The same kind of approach is also being imbibed by the HR students as of today.

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

5.2.3p : HR Education involves application of concepts in a given scenario

Implication for theory, policy and practice

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

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

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

5.2.3q : Issues not stressed during teaching learning process and during training sessions in b-schools

Implication for theory, policy and practice

1. The issues to be stressed during teaching learning process and during training sessions in b-schools is situation specific.
2. Teaching Learning processes and training sessions should not be generalized, as in what negativities exist today may not be seen today or the day after.
3. HR Academicians must understand and foresee the implications of any teaching learning and training process; and can do so adequately if the situation is properly understood.

Satisfaction is a well researched topic in both academic and non-academic (workplace) settings. In academic settings, students' satisfaction data helps colleges and universities make their curriculum more responsive to the needs of a changing marketplace. In making curriculum more effective and responsive, it is important to evaluate the effectiveness measures concerning the curriculum of each college, department, and program (Ratcliff, 1992; Elliott and Healy, 2001; Özgüngör, 2010; Peters, 1988; Billups, 2008; Aman, 2009). The effectiveness of a curriculum can be evaluated using direct performance measures (e.g., comprehensive exams, projects, and presentations) and by indirect performance measures (e.g., students' satisfaction with the curriculum) (Jamelske, 2009; Witowski, 2008; Pederson, 2000). This study focuses on the second approach (indirect performance measures) or assessing satisfaction with the curriculum. Numerous researchers have investigated issues related to students' satisfaction (e.g., Astin, 1977; Bryant, 2009; DeShields, et al., 2005), and most of them agree that highly satisfied students are more likely to remain in, and ultimately, successfully graduate from college. Some research also reveals that student satisfaction is inversely related to student complaints regarding advising, career preparation, and the need for new courses or effectiveness of current courses (Tessema, et al., 2012).

5.2.3r : Job / Responsibility of b-schools as of today

Implications for Theory

1. B-schools, as per HR Academician, are in existence today for a variety of reasons.
2. The reasons as given out by this research work are, at the level of helping themselves and at times helping the students.
3. Some of them look at it, as a sense of duty; some have opined that it is a mechanism of staying in the educational market.
4. All the above presents a poor and debilitating scenario, concerning the responsibility of any B-school / Institute today.

Implications for Policy and Practice

1. The prevailing sense of attitude, as per the HR Academician is poor.
2. The Institution / B-schools do not look at the vision, mission, goals and the quality policy of their organization.
3. They are staying as a institute / B-school, not for the sake of the public growth and responsibility of bring out good and responsible citizens, but because they need to live for themselves.
4. The vision, mission, goals and the quality policy of their organization, exist only in paper and are not practiced.

Students' satisfaction surveys are important in ascertaining whether colleges and universities are fulfilling their mission. It is well known that the most important product of educational institutions is qualified graduates. In order to best prepare students so that they are sought after by employers upon graduation, an effective curriculum is needed. Students must understand the value of their education and be satisfied with their overall experience in order to promote and support their higher educational institution as a student and as an alumnus. Satisfaction is a relevant measure because many studies have demonstrated that other factors being equal, satisfied individuals are likely to be willing to exert more effort than unsatisfied individuals (Bryant, 2006; Özgüngör, 2010). Thus, satisfied students (with the curriculum) are likely to exert more effort in their educational studies by taking actions such as regularly attending their classes and becoming more involved in their coursework and institution. (Tessema et al 2012).

Satisfied students are more likely to be committed and continue their studies (as measured by a higher retention rate) than unsatisfied students, who are likely to be less willing to regularly attend classes, and are more likely to quit their studies (Jamelske, 2009). Researchers have assessed students' satisfaction for many reasons: Several researchers have measured the levels of student satisfaction in order to examine accountability reporting and self-improvement purposes across departments and colleges; others have examined student satisfaction to determine if satisfaction ratings of college programs and services are associated with the satisfaction of the overall college experience.

#### 5.2.3s : Dissertation in Organizations

Implication for theory, policy and practice

1. HR Academicians are of the opinion that Dissertation / Project work in Organizations are to be carried out in a time bound manner of 4 to 7 weeks by the HR students and by being objective in their approach.
2. The stakeholders concerned in the process of Dissertation work here are the HR student, HR Academician and HR Practitioner, and all three of them converge on the problem / issue that they are facing together.
3. Thus multipronged approach to any issue can bring faster and easy resolution to any issue.
4. HR student ability to learn and grow during their time spent in conducting their Dissertation / project work, in Organizations is indeed a stepping stone to corporate world and the industry in general.

Overall college experience refers to the extent to which student expectations are met relative to overall college experience. Elliott and Healy, (2001) identified a number of dimensions which contribute to student satisfaction. Peters, (1988) and Billups, (2008) found that campus life, outside the classroom, was just as important to student's satisfaction as educational experience. One of the key areas contributing to student satisfaction was student's identification and integration with the campus community (Bean and Vesper, 1994).

Preparation for career or graduate school refers to the extent to which students perceive they are well prepared for career and graduate school by faculty and their college. One of the goals of undergraduate programs is to prepare students for careers in their chosen discipline or for graduate school (Corts, et al., 2000; Gordon, 2005). This suggests that the more students perceive that they are prepared for career positions or graduate school, the more likely they are to be satisfied. Students who were able to make the connection between their program of study and career goals felt more positive about their institution (Noel, 1978). Prior studies indicated that when students get advice with regard to preparation for career or graduate school, they are more likely to be satisfied (Corts, et al., 2000).

### 5.2.3t : HR based Textbooks and HR Journals read by HR Academicians

#### Implications for Theory

1. HR Academicians predominantly have opted to read and use books (text) written by Indian authors. On one hand this is good, but on the other it does not signify the need to go global / international.
2. Few HR Academicians have opted to read and use books (text) written by Foreign Authors, predominantly American Academicians.
3. Most of the HR Academicians have not been able to publish books (text) in their specialized area.
4. HR Academicians prefer reading all sorts of Journals, be it India based journals or western based journals.

#### Implications for Policy and Practice

1. HR Academicians must read the concepts from multiple authors' perspectives. Only then they will be able to appreciate one author over the other; also gives a comprehensive picture about a concept.
2. The habit of reading books (text) is on the wane; as many prefer to refer to their notes, or at best read a few articles in the internet.
3. Similar, but not the same picture prevails with the art and science of using Journals and their articles to increase the knowledge and skill sets.
4. HR Academicians must be coerced to write articles and papers for Journals of national and international repute, which will help them to better off, with respect to the concepts per se.
5. Publishing papers, articles and books (text) help the Academicians in their performance appraisals; also contributes to branding themselves as leaders / pioneers in any area / concept / methodology per se.

To summarize, the HR Academician must understand self to begin with. The reasons as to why he / she is here and being here, and how best to perform, so as to fulfill the positive expectations and needs of self and significant others at all levels and designations. Without doing so, HR Academicians may not be derive satisfaction in their work and may not provide anything worthwhile to anyone else.