

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 5

Discussion

This chapter for the ease of convenience has been divided into three parts, HR students, HR Academicians and HR Practitioners. Further each part has three sub headings, viz., results of the study, hypothesis related discussion and the implications for theory, policy and practice, along with related relevant research work for the same.

5.1 : HR Students perception of Management education

5.1.1 : Results of the study

5.1.2 : Hypothesis related discussion

5.1.3 : Implications for theory, policy and practice

5.1.1 : Results of the study

5.1.1a : Socio-demographic data

1. A total of 90 male and 148 female HR students were the respondents.

2. The highest number of students came from Tumkur University; the least came from Davangere University.
3. Majority of the students came from top 10% and from 11 to 25% of their respective class.
4. The largest number of students were found in the age group of 22 to 26 years of age group; followed by the age group of 27-31 years.
5. The type of learning style adopted by most of the students was self study.
6. The second type of learning style adopted by students was a combination of self study, lecture classes, internet download and group study.
7. The largest number of graduates had BCom and BBM, i.e., managerial degree background; followed by graduates with BA and BSc, i.e., traditional degree background. The least number of graduates were with BE and BTech, i.e., technical degree background.
8. The largest number of students came from the State Universities; followed by Deemed University and Autonomous b-schools.

5.1.1b : Reasons to move (from native place and to the Institution presently studying in)

1. The reputation of the University / Institute was of primary importance, hence most of students have moved from their native place to the place of study (where the Institute is located).
2. Reputation of the B-school and the reputation of the HR program were other important issues which motivated HR students to move to the place of study.

5.1.1c : Redundancy in the HR subjects

1. HR subjects with titles such as, HR Skills / HR Development / Human Asset Management / Training and Development / Performance Appraisal and Counseling / Strategic HR / International HR Management were redundant as per one third of all HR students.
2. HR subjects with titles like Industrial Relations and Collective Bargaining / Labor Laws / Employee Relationship Management, were redundant as per one fourth of all the students, whilst an equal number have opined that all subjects are ok / Every subject is important / All subjects are needed.
3. HR subjects with titles such as, HR Skills / HR Development / Human Asset Management / Training and Development / Performance Appraisal and Counseling / Strategic HR / International HR Management, were termed redundant by a majority of State run University and Deemed University HR students.
4. HR subjects with titles such as, Industrial Relations and Collective Bargaining / Labour Laws / Employee Relationship Management, were redundant HR subjects as per a majority of students in Autonomous b-schools.
5. HR subjects with titles such as, Organizational Development and Management of Change, were redundant as per majority of NITK based HR students.
6. Thus, there exists differential labeling of HR subjects as being redundant, and this varies significantly from students of one Institution to another.

5.1.1d : HR subjects being termed redundant in 1st semester

1. OB, as a subject has been termed redundant by half of all the students across all Institutions; however a quarter of all students replied that the concept of redundancy does not exist and the prescribed syllabus is ok across all the subjects in their Management program.
2. OB, has been termed redundant by majority of students in State run Universities and all students at NITK.
3. HR subjects with titles such as, Planning & Development / Managing Organizations / Management Principles and Practices are the redundant subjects as per all of Central University students.
4. However a large majority amongst the Deemed University and Autonomous B-school students have informed that prescribed syllabus (in their respective Management program) is ok and all subjects too.

5.1.1e : HR subjects being termed redundant in 2nd semester

1. HR subjects with titles such as, Ethics and Leadership / Performance Appraisal / HRM / Human Asset Management / Resource Management / Labour law are subjects that are redundant as per half of all students across all Institutions.
2. Comments by students such as, HR is only theory / Not very practical / HR with IT would have been helpful, were informed by one third of all students across all Institutions and by one fourth of State run University, Deemed University and Autonomous B-school students.
3. State run, Deemed University and NIT K based students opined that redundancy exists in subjects with titles like, Ethics and Leadership / Performance Appraisal / HRM / Human Asset Management / Resource Management / Labour law.
4. HR students significantly differed in their responses across various institutions, about the redundant HR subjects in the second semester.

5.1.1f : Strengths and opportunities of the HR program

1. Teaching learning ambiance and exposure; Quality of HR Academicians; Guest Academicians from the Industry; quality of HR Curriculum; Flexibility and innovativeness in the Curriculum, are some of the strengths and opportunities of the HR program, as informed by one third of all HR students across all Institutions.
2. Campus placements and career; quality of HR Curriculum; Flexibility and innovativeness in Curriculum; Co and extra-curricular activities are some of the strengths and opportunities, as informed by one fourth of all students across all institutions.
3. Teaching learning ambiance and exposure; HR Academician; Guest Academician from Industry; HR Curriculum; Flexibility and innovativeness in curriculum, as informed by one third of the State run Universities & Autonomous b-schools, two fifths of Central University and one fourth of Deemed University students, are some of the strengths and opportunities in their respective HR programs.
4. Campus placements and career; HR curriculum; Flexibility and innovativeness in curriculum; and Co and Extra-curricular Activities, are some of the strengths and opportunities as informed by one fourth of the State Universities, Central University and Autonomous B-school students.
5. Guest Academician from industry; Campus placements and career; quality of HR curriculum; Flexibility and innovativeness in curriculum,

are some of the strengths and opportunities, as informed by half of the NITK students..

6. No significant difference was revealed between the various groups of students across various institutions, even though students had expressed different responses regarding the strengths and opportunities of their respective HR programs.

5.1.1g : Weaknesses and threats of the HR program.

1. Everything is mandatory / compulsory; HR as a discipline is looked down by people, other specializations; HR Academicians are biased and lack knowledge, are some of the weaknesses and threats as opined by one third of all the students across all Institutions, in their respective HR programs.
2. Type of academic term based; Less placements in HR; Location of the campus / college, as opined by one third of all students across all institutions, are some of the weakness and threats in their respective HR programs.
3. Students responses are varied in terms of the weaknesses and threats of their respective HR programs across various Institutions, but there exists no significant difference amongst the various groups of students.
4. Everything is mandatory / compulsory; Academia - Industry gap is huge and exposure to practical / corporate world is the need of the day; and, the type of academic term based; Less Placements in HR; Location of the campus / college, as reported by one third and one fourth of State run University students respectively.
5. Type of Academic term based; Less Placements in HR; Location of the campus / college; rigidity in the curriculum, were weaknesses and threats, as informed by a majority of Central University, one third of the Deemed University students, two fifths of the Autonomous B-school students, respectively.
6. HR as a discipline is looked down by people, other specializations; HR Academicians are biased and lack knowledge; Academic - Industry gap is huge and exposure to practical / corporate world is the need, were the weaknesses and threats, as revealed by one fourth of the Central University, one fourth of Deemed University, one third of Autonomous B-school and two fifths of NITK students.

5.1.1h : Issues not strengthened by the HR program.

1. The "issues that are not strengthened by the HR program are not known to them", as revealed by a majority of the HR students across all the institutions in their respective HR programs.
2. A minority amongst all the HR students reported that "Core HR areas / HR Analytics" could be added to strengthen the HR program.
3. State, Central, Deemed University and Autonomous B-school HR students reported that they were un-aware OR did not know of those issues that could be strengthened in their respective HR programs.
4. Issues pertaining to "HR concepts, subjects, scope of HR" and other related issues have to be strengthened in the HR program by the Academicians and Staff concerned in their respective Institutions, only then would HR students be able to appreciate the program.
5. Students differed significantly in their responses regarding their perception of issues leading to strengthening the HR program in their respective institutions.

5.1.1i : The issues to be made clear to the HR student before entry into the HR program.

1. Half of all the HR students have informed that, "they are not aware or it is not applicable to them", regarding the issues to be made clear to the HR student before entering the HR program in their respective institutions.
2. Majority amongst the State run & Central University based students have reported, "they are not aware or it is not applicable", regarding the issues to be made clear to the HR student before entering the HR program in their respective institutions.
3. One third of the Autonomous b-schools students have informed that, "the need to study organizational / industry requirements, and then develop the HR curriculum accordingly", was important from their perspective.
4. Majority of the NITK students have reported that "they are not aware or it is not applicable to them", regarding the issues to be made clear to the HR student before entering the HR program.
5. Students differed significantly in their responses regarding their perception of issues to be made clear to the HR student before the entry into the HR program.

5.1.1j : Standard set as benchmarks for the evaluation of the B-school

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

5.1.1k : Level of satisfaction with the activities and programs of the placement department

1. "Never" was the level of satisfaction as reported by a quarter of all the HR students across all institutions, with respect to the activities and programs of the placement department in their respective institutions.

2. One third of the State University students have revealed that they were "never satisfied" with the activities and programs of the placement department.
3. However, amongst the Central University and Deemed University students, a majority of students opined that "sometimes" they were satisfied with the activities and programs. Also a quarter of Deemed University students, informed that they were "rarely satisfied".
4. One third of the Autonomous b-schools students, have informed that "rarely" were they satisfied with the activities and programs of placement department.
5. Majority of NITK students informed that "it is not applicable / do not know and never did they feel satisfied" with the activities and programs of the placement department.
6. The level of satisfaction with the activities and programs of placement department varied with the students studying in the various Institutions.

5.1.1l : HR internship has prepared the HR student for a career ahead in HR

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

5.1.1m : Extent of syllabus covered in the HR subjects

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

5.1.1n : HR students perception of the other important roles of HR Academician

1. HR students perception of the other important roles of the HR Academician, at one fourth of the students informed was "to provide career advice".
2. To provide opportunities for HR Students to participate in research and training was the second most important role; however the third most important role was, to provide academic counseling, as informed by the HR students.
3. HR students perception of the HR Academicians role comprises of differential responses, across different institutions.

4. One third of the State University students have opined that, the Academician's role was "to provide opportunities for HR Students to participate in research and training; further to provide career advice" was a distinct second with one fourth of the students have informed.
5. Central University students, at two-fifths of them opined that, "to give good references when applying for positions outside the campus and in the industry", was the Academician's role.
6. In Deemed Universities, one third of the students have informed that, "to provide career advice" was the most important role; followed one-fourth informing, "to provide academic counseling"; and a small minority informs that, "to give good references when applying for positions outside", were the roles of HR Academician.
7. One fourth of the Autonomous b-schools students (twice) have informed that, "to provide career advice" and "to give good references" when applying for positions.
8. In NITK at one-third of the students have informed that "to provide academic counseling, followed by minority of the students, informing that to provide networking opportunities" were considered important roles.
9. Thus the HR students have given diverse responses to their perception of the other important roles of HR Academician, across the various types of institutions.

5.1.1o : Is there a Proctor assigned by the Dept to guide the HR student

1. One fourth of all the HR students have informed that they have a proctor being assigned by the department to guide the student; further at one-fifth of the population have revealed it was quite often; hence, majority of the students have a proctor assigned to support them during their two year management program.
2. State University, Central University, Deemed University, Autonomous B-school students, at two fifths of the population had always a proctor assigned for guidance and support.
3. However one third of NITK students informed that they had not been allotted a proctor.
4. Thus, the HR students differed significantly in their responses towards the provision of having a Proctor assigned by the department to guide and help the HR student.

b. Age groups

5.1.1p : Factors which helped to decide whether to move (to the institute of study)

1. Two fifths of the HR students, felt that reputation of the University was of primary importance, followed by the reputation of the B-school and HR program being secondary; last to be counted was financial consideration for HR students, to move to the place / institute of study.
2. In the age group of 22-26 years, respondents felt that reputation of the University, reputation of the HR program, followed by reputation of the B-school were important in helping them to make a choice.
3. In the 27 to 31 years age group felt that reputation of the B-school came first, followed by reputation of the University and reputation of the HR program were important in helping them to make a choice.
4. Lastly, for the age group of 32+ years, the main reason would be mix of reputation of the University, financial considerations along with influence of the family.
5. Reputation of the University / B-school / HR program were significant in helping the student decide their postgraduate education.

6. There exists significance amongst the age groups, as different age groups are influenced by different issues to move from their native to the place of study.

5.1.1q : Learning styles of HR students

1. One fourth of the all the HR students across all the institutions, are comfortable with self study, followed by a combinations of all the procedures like self study, lecture classes, class notes, use of internet resources, group study and private tuitions at a small minority.
2. The majority amongst the age group of 22-26 years, are used to learning by self; followed by combination of self study, lecture classes, class notes, internet download and group study.
3. The majority of the 27-31 years age group, were comfortable learning through lecture classes at one third and using internet to download information at one-fourth.
4. The age group of 32+ years, has revealed that students prefer self study only.
5. Majority of the respondents preferred self study than to any other procedure of study
6. Thus, the age groups of HR students vary as per their perceptions, but the dependency is more on self, rather than any other procedure of learning.

5.1.1r : Development of self confidence as an employability skill and HR degree being helpful and guiding in his/her professional HR career

1. Amongst the 22-26 years and 27-31 years age groups, large majority of the HR students have expressed satisfaction that HR as a subject had a positive impact on them. However, 32+ year age group, has all the students who inform that HR as a subject did not have much of an impact.
2. HR as a subject has a significant influence on developing self confidence as an employability skill amongst HR students.

5.1.1s : "The level of audibility in the voice of HR Academician in the class room" and "the HR Academician makes you think analytically in the lecture classes"

1. The level of audibility in the HR Academician's voice in the class room, is well heard by a large majority of students across all Institutions.
2. HR Academicians, are good in using their voice while teaching in the classroom; it also denotes that those Academician who are good in their subject knowledge will use their voice to reach out to the entire class.
3. The HR Academicians, makes the HR students think analytically in the lecture classes, as informed by a large majority of HR students.

5.1.1t : "HR Academician encourages HR students to ask Questions and discuss in the Class" and "Are the HR Assignments and Internal tests challenging"

1. HR Academician encourages HR students to ask questions and discuss in the class room, as revealed by most of the HR students having given a positive response.

2. Thus, HR Academicians are good in making the HR students to ask questions and discuss in the lecture class; it also denotes that those Academicians who are good in their subject knowledge will use this technique to control and take the understanding of the concept a notch higher in their lecture classes.
3. Amongst the 22 to 26 years and 27 to 31 years age group of HR students, with regards to HR assignments and internal tests being challenging, have expressed it is "almost always"; however the 32+ years age group, have all students who informed that it is rarely.
4. Thus, HR Academician is able to set up challenging questions both in assignments and internal assessment, as informed by majority of all HR students across all Institutes.

5.1.1u : HR student perception regarding the placement activities

1. Perception of HR students, regarding the placement activities has revealed that a majority of them have expressed positively that they are happy with it; however, the responses at one third of the all the students have informed that they are "unhappy, thus dissatisfied regarding placement activities".
2. State, Central, Deemed University and Autonomous B-school students majority of whom have expressed positively regarding the placement activities.
3. All the students at the NITK have informed that their response is towards the placement activities is poor and thus are dissatisfied.
4. Thus there is variation in the responses of the students towards the work done by the respective placement departments in their Institutions.

c. Domicile

5.1.1v: Support received by HR students from various sources in obtaining internship in the industry

1. One fifth of all the HR students have revealed that they were referred from the Placement office (at their respective institution) and another one-fifths of students have revealed that they had obtained an HR Academician's reference to obtain the internship in the industry. Networking through the HR classmates to obtain internships were placed a distinct third.
2. Amongst the urban students, referral from placement office was highest at one-fourth of all the population followed by networking through Professional Organization to obtain internship in the industry.
3. Amongst the rural students, networking through classmates was the highest at one third, followed by the referral by an HR Academician, at one fourth of HR students, to obtain Internships.
4. Lastly, we have semi-urban students, who obtained highest referrals from the HR Academicians at one fourth; followed by Placement office based referral, at one fourth of the population.
5. Thus, it was revealed that the choice of obtaining the internship in the industry varied across the different domiciles of the HR students.

5.1.1w : Types of pre-placement training programs received

1. The training combination of "aptitude training / Knowledge and Communication skills; Mentoring / Counseling / Career guidance / SWOT; GD / Interview + Mock; Current Affairs / daily news update; and

college to corporate meet / Information about job interviews" at two fifths of the HR students is the highest; followed by one fourth of students, who had exposure to the training combination of "Aptitude training / Knowledge and Communication skills; Mentoring / Counseling / Career guidance / SWOT; GD / Interview + Mock; Current Affairs / daily news update; and personal growth lab".

2. The crucial issue which separates these two types of training combinations are "college to corporate meet / information about Job Interviews"; and "exposure to personal growth laboratory".
3. A significant difference exists between the frequencies thus revealing that the number of HR students receiving the 2nd training combination, which had exposure to personal growth lab as the crucial factor, as an issue which made a difference.

5.1.1x : Redundancy of HR subjects in fourth semester

1. HR subjects with titles such as "HR Skills / Human Resources Development / Human Asset Management / Training & Development / Performance Appraisal and Counseling/ Strategic HR / International Human Resources Management" were felt by one third of all the HR students that were redundant across all the institutions.
2. HR subjects with titles such as "Industrial Relations and collective Bargaining / Labour Laws / Employee Relationship Management", at one-fifths of all HR students, were the second in the series of redundant HR subjects.
3. Thus, a significant difference exists between the frequencies thus revealing that HR subjects were redundant in lieu of the demands of the market and the industry.

5.1.1y : Process which could be adopted to better prepare HR students, in tune with the requirements of the industry / Entry into HR specialization

1. No processes are needed to enhance the functioning of HR students to do better in the industry, as felt by majority of all the HR students across all the institutions.
2. There exists a need to "study organizational / industry requirements and then develop curriculum accordingly", and lastly, "to admit students with industry experience" as last requirement as mentioned by all the HR students.
3. Thus it was revealed that HR students did not need anything more to help themselves do well in the industry after they were placed in the campus based placements.

d. Learning Style

5.1.1z : learning style among the students

1. HR students revealed that one-fourth of the total population are comfortable with self study. This was followed by a combination of all the procedures like self study, lecture classes, class notes, internet resources, group study and private tuitions at one-fifth of the population.
2. Thus, it was revealed that HR students preferred self study than to any other procedure of study.

5.1.2 : Hypothesis related discussion (HR students perception of HR Education)

HR - S1: HR Students do not prefer to move from their native place to the Institute of study. This hypothesis has been accepted (at p=.000 level). As HR students have revealed that, to obtain better HR education, they are

ready to go any place to study and equip themselves. Management education in India was initiated just after independence with establishment of Indian Institute of Management since then various changes, challenges, issues and implication has been pointed out, by studies conducted by Sahney, et al (2004) pointed Indian educational system has been subjected to fast, radical, and ever revolutionary change over recent years. Panandiker (1991), pointed out that Knowledge and knowledge-creation will be far more central to the management education of the future rather than technology. He further added that humans will live not by bread and car alone but far more by knowledge, wisdom and ideas. This fundamental transformation of HR management education is both inevitable and necessary because the present consumption patterns of mankind can only take him thus far in its evolution and no further. As majority of the students were from BBM, BCom educational streams and less number of students come from other educational streams. Sahu (1991) emphasized that values are of utmost importance and are inseparable irrespective to any form of education HR Management education should produce persons with such value orientation, who, through example of dedicated hard work in a spirit of service, can change the attitude of the people they manage towards work, and towards each other to ensure quality of life and of work life. MacNamara, et al., (1990) stressed on action learning in management education as management institutes are often criticized for focusing more on theory and on quantitative analysis while neglecting interpersonal relationship and quantitative finding. It is often stated that management education, especially HR education should be experience-based, active, problem oriented and modified by feedback and action learning serves the purpose.

HR - S2 : HR as a discipline contributes to the development of self confidence, guides the HR students during their education. This hypothesis has been accepted (at $p=.000$ level). Gill (2005) emphasized due to globalization and advancement in information technology the role played by management education in enhancing country knowledge base has been placed under a sharper focus thus it has become imperative to look at HR management education from the market oriented perspective and take a strategic view to better align business education with the requirement of the global market. Since the dawn of IT mania, other resource rich corporations too are awarding their own in-company MBA degrees, with an emphasis on technology management (Dealtry, 2000).

HR - S3 : HR as a discipline prepares the students with the requirements of the Industry. This hypothesis has been accepted (at $p=.000$ level). This has been accepted, as the HR students have opined that HR based education and training is provided by their concerned Institution. Quacquarelli, (1997), reports that major international banks like Citibank in Asia also consider Management students as sources of new talents, while the ABN-AMRO Bank believes that they have sound knowledge of international management and financial principles. Porter and McKibbin, (1988) recommends that corporations hire Management students as they have strong analytical ability, high motivation to work and good knowledge of relevant management functions. The perceived deficiencies of business schools have resulted in the establishment of several organizational training and education centers (Carnall, 1995). Training institutes of consultancy companies, for example, are said to provide technologically more superior management solutions than Universities. Their executives are able to solve management problems as soon as they leave the classrooms (Arnone, 1998). Sharma et al., (1996) pointed out that internationalization of management has been promoted along several dimensions such as curricula challenge, research activities with both contents and outlet being relevant and executive development programs. It seems that educational Institutions and supplementary providers of management education and HR education itself have no choice but to rise to the challenge of global competition.

5.1.3 : Implications for theory, policy and practice

5.1.3a : Socio-demographic data

Implications for Theory

1. Female HR students opting for HR is in vogue for several years now. This scenario is prevalent both in India and in the West.
2. Tumkur is a semi-urban type of a setting, where in the industrialization - urbanization is still in its stages of infancy (in comparison to metros); thus it is natural for female management students to opt for HR, which would give them much needed leeway to get jobs in industries and also manage their life.
3. The age group 22 to 26 years amongst the HR students is considered to be good. As this group represents the students who might have gained work experience; may also have given to a lot of thinking about their future course of action for their lives. Based on such issues, the decisions may have been under taken.
4. Urban HR students may have had the exposure to industrial set ups, along with the roles and responsibilities of the various functions. This knowledge probably makes them decide to take up HR as a profession, when compared to other domiciled based students.

Implications for Policy and Practice

1. Male management students opting for HR is comparatively lesser (when compared with female management students). This trend has to be addressed wherein more male HR students are to be encouraged to get into HR education and into HR roles. Because, there should not be a day where in HR becomes dominated by female HR graduates, which may not lead to proper outcomes; thus, we need to aim at balancing the HR students amongst both the sexes in b-schools as of today and also in the industry tomorrow.
2. Management students opting for HR specialization must be encouraged to enter their choice of b-schools, with work experience. This kind of insight must be provided at the level of bachelor degree itself, where in the thoughts and behaviors (of prospective Management students) can be moulded; thus they come out with structured outputs after postgraduate degree in management.
3. Students studying in Universities, Autonomous b-schools and such institutions located in semi-urban / semi-rural kind of settings have to be given lot of impetus, in terms of broadening their knowledge in organizational terms (as urban students may be better informed, have better access, thus able to manage their decisions better) through guest lectures, industry-institute interactions, company visits and such activities. In order to provide structured information regarding functional roles and responsibilities in industries and organizations.

The present era of privatization and globalization possess immense opportunity. But people must have in them the necessary levels of knowledge, skill sets, capacities and attitudes to obtain those opportunities and work on them. Here lies the role of higher education in building and sustaining the improvement in human capital.

In India, elementary education has received a major push through Sarva Shiksha Abhiyan during Tenth Five Year Plan (2002-07). But the higher education remained neglected till Eleventh Five Year Plan (2007-12). The economic growth seen in India in the recent years is driven by services sector and specifically services sector like Information Technology (IT) and Information Technology enabled Services (ITeS); therefore, to keep sustaining India's ambition of becoming knowledge powerhouse, the perseverance in the development of higher education is not an option but imperative in its own way. Without systematic expansion of Indian higher education system and thus improve in its quality, India will not be able to sustain the overall growth. Further, the growth of higher education sector is a must to counter

the global challenges which we may have to encounter in the form of such exigencies, such as - Wall Street meltdown or climate change or global inflation and such issues.

5.1.3b : Reasons to move (move from their native place to the place of study)

Implications for theory, policy and practice

1. Moving out of one's native place to obtain good education especially in this case of Management based HR education is a natural progression.

Implications for theory, policy and practice

1. This kind of movement has to be encouraged, where in the movement brings in difference in the perception of the person in just about all the areas of life (curriculum and teaching learning process included).

The role of training and education in facilitating social and economic progress has been well recognized. It has been empirically verified in the annals of higher education, which specified that has one of its components of human capital, impacts economic growth positively. Thus, improvement in training and education can work towards enhancing skills sets pertaining to life, learning and livelihood. This in turn could raise the quality of living thus, life in all areas concerned. Besides, the strengthening of higher education sector could play an important role in achieving inclusive and sustained growth. In this information technology intensive driven world, higher education and training is a must and should not be ignored (Stiglitz, 1998; Dreze and Sen, 1996).

"Higher education is of paramount importance for social and economic development. Institutions of higher education have the main responsibility for equipping individuals with advanced knowledge and skills required for positions of responsibility, estimated social rates of return of ten percent or more in many developing countries also indicates that investments in higher education contributed to increase in labor productivity and to higher long term economic growth essential for poverty alleviation" (World Bank 1994) as quoted in Kapur and Mehta (2007).

5.1.3c : Redundancy of HR subjects being taught

Implications for Theory

1. HR subjects being termed redundant highlights the level of understanding and appreciation of the subjects by the HR students. Hence if students are not satisfied with particular subject/s, then definitely would lose the need to learn and lack of interest will develop.
2. HR students in State run and Deemed Universities were more forthcoming about their mind set regarding redundancies in HR subjects. This may be because of the environment surrounding these institutions, which prompts the HR students to speak up regarding the redundancies of HR subjects.
3. HR as a discipline has helped students to develop self-confidence as an employability skill. This means that the concerned HR program and the overall management program have had certain positive impact on the growth and development of the HR student.
4. Comments by HR students that "HR is only theory / Not very practical / IT with HR would have been helpful", implies that the HR Academicians, must make an attempt to work around and solve the above mentioned issues from the HR subjects presently taught by them.

Implications for Policy and Practice

The HR subjects being labeled "theoretical" must be removed and the term 'Practice based' must substitute it. It could be done in the following ways, viz.,

1. The act of labeling any subject as redundant has to be handled delicately. The rate of redundancy should predominantly be based on the industry requirements, needs and the prevailing market scenario and to an extent the need of the Institution /B-school, could be considered.
2. The HR syllabus has to be developed by both HR Academician and HR Practitioners. Further there has to be wide spread acceptance of the concerned syllabi from across variety of industries and organizations.
3. The procedure of teaching any HR concept has to move away from a traditional chalk and talk / PPT presentation, to that which involves the student completely as in theory as well as practice; and after completion the student comes out having learnt the concept / subject, because of the application of the concept to the field.
4. A robust and formidable HR syllabus would empower the learner to apply the concept to the field and derive sustainable outputs, which could be used to solve problems of the organization.
5. Barring all the issues, HR students have opined that "HR as a discipline / subject helped students in developing self-confidence as an employability skill".

Given below is a table regarding the HR subjects, as in presently available but not needed, need to be introduced and proposed by the researcher.

Table No 5.1.1 : HR subjects in management programs - An observation and need analysis

Sl No	As informed by the HR students		Proposed by the Researcher
	Present and not needed	Need to be introduced	
1	Managing Organizations / Management Principles and Practices / Planning and Development	HRIS / SAP / HR Analytics / People Soft / High performance Work systems and teams	MS Office based HR Paper (purely hands-on project based paper) HR Analytics (Practice aspects only)
2	OB / Organizational change and design / Women and Health	Emotional Intelligence / Transactional analysis / Coaching / Mentoring / Stress Management / Counseling / HR skills for Managers / Employee well being	Gamification / Practical aspects of Emotional Intelligence, Transactional Analysis

3	HRM / Recruitment and selection / Performance Appraisal / Human Asset Management / Compensation and Benefits	Professional associations / HR international practices / Life Etiquettes / HR immigration	Practice of Life Etiquettes (purely hands on project based subject)
4	Strategic HR / Knowledge Management / TD	Competency mapping / Human Psychology / T and D / Organizational Psychology /	Practice of T & D (purely hands on project based subject)
5	Industrial Relations and collective Bargaining / Labour Laws	HR Audit / Company laws / HR in Manufacturing sector / Talent retention / Interview strategies	HR in various sectors (Exposure, Field visits, practical demonstration and such)
6	Career Plan and Development / Strategic Talent Management / IHRM / Ethics and Leadership	Role of HR / Compensation / Balanced scorecard / Employee engagement and sustainability. Relationship Management / Leadership / Team Management / SAS	Practice of Balanced Scorecard / Employee engagement / Leadership (purely hands on project based subject)

A curriculum in any higher educational course and training, is an assemblage of classes and materials that collectively constitute a discipline, thus emerging as an educational program. The most basic decisions in this regard, involve those disciplines and subject areas to be covered, which courses are needed, along with specifying the concepts, theories techniques and modes of thinking to feature together (Reddy, 2012).

In the academic scenario of higher education based management education, is competitive and demanding, from all its stakeholders. The ability to sustain in the continuous knowledge flow has to be a part of all concerned. Issues and challenges in academics and training, affects people within the institutions, along with people working in external segments like environment, industry standards, educational norms and growing B-school competition. In this regard, Knowledge Management (KM) increases the ability of the management institutes to learn from its environment and incorporate knowledge into the academic processes by adapting to a variety of new tools and technologies. There is a need to tighten the strategy to persevere with high level competition in education market, KM would the base to examine the overlapping and ongoing relationships among all its stakeholders like Academicians, students, course, and programs in any business school based academic environment (Reddy, 2012).

5.1.3d : HR subjects termed redundant in 1st & 2nd semester

Implications for theory

1. Redundancy in the HR subject is a routine process and has to be resolved by involving all the stakeholders.
2. This processes of resolution of the redundancy in any area / subject matter, is best captured by a balance between theory and practice purpose, within the overall objective of the need of the business / industry environment in consideration.

Implications for policy and practice

1. The resolution of the redundancy must happen once every two years, if not every year at a designated time / date slot, the stakeholders could meet together, do a subject / area based analysis. This leads to changes in the conceptual contents, along with changes in the methodology, duration needed in the class room vis-a-vis in the field, to bring out the best in the teaching learning process.

An associated set of decisions concerns pedagogy, which specifies teaching approaches to favour when conveying material or developing knowledge and skill sets and appropriate methods to use for evaluating students' mastery and academic understanding. The next level is to decide about the required and electives of any curriculum, how to structure and sequence lectures, what type of concentration and specialization of areas / subject to allow and follow. At the highest levels, comes the decisions regarding its existence and purpose, as in broad goals and educational ends the curriculum is expected to serve all its stakeholders today and tomorrow (Reddy, 2012).

5.1.3e : Strengths and Opportunities of HR programs

Implications for Theory

1. HR students possess a sense of positiveness towards themselves in terms of the Curriculum, Guest Faculty, Classroom ambience, HR Academicians, Training and Campus placement, all of which are feel good factors. This good feeling is not just for the HR student, but also for the other stakeholders as well.
2. Further, the actions and behaviors of the HR Academicians are positive as well, with regards to their completion of curriculum; along with themselves available as Proctors and guides as and when required by the students, are good indicators of strengths and opportunities of HR programs.

Implications for Policy and Practice

1. The positive feeling generated amongst the HR student should suffice for yesterday and today, but not for tomorrow.
2. To make a successful and happy tomorrow, all the stakeholders must gear up to take this good feeling to the next level of exuberance. To do so, the individual, coordinated and perseverant efforts are required.
3. Lastly, this feel good factor must be allowed to prevail in the HR student, after their successful completion of the program and a campus placement, i.e., being an alumnus.
4. An alumni's feel good factor is a result of a good construct and outcome. The alumni will keep informing all people he meets during the course of his work and life. This in-direct form of spreading goodness amongst the community must happen.

It can indeed be deduced that management education has generally not responded well to the change in the management paradigms; as in the higher education based management education continues to emphasize abstract conceptualization and less importance to the development of cognitive skills and analytic ability, as well as knowledge, understanding and application of a wide range of management theories to the field. In an attempt to address the deficiencies of the traditional higher management education mod-

el, certain initiatives have been evolved in recent years, which emphasize certain approaches which are based on active experimentation in management interventions. This could either happen through organizational based projects or through action learning type activities, aimed at executing the management theories in specific organizational contexts (Talbot, 1997). Action learning must be made a part of the teaching learning process in any educational institution, as it involves many stakeholders, as in a group of managers, offering mutual support, questioning and criticism of one another in developing solutions to their individual management problems. This mixes traditional teaching and assessment with action learning sets and peer assessments (Talbot, 1997; Leitch and Harrison, 1999). Attempts to alleviate the theoretical and prescriptive focus of conservative management education have brought in the introduction of case study based teaching, organizationally based relevant projects and consultancy assignments. The emphasis should specifically be on active experimentation, reflective observation and nurturing the ability to deal with new problems in its context specific ways, so that teaching learning process becomes holistic (Sinha & Kumar, 2012).

5.1.3f :Weaknesses and threats of HR students

Implications for Theory

1. The gap between the 'academia' and the 'industry' is one of the major issues which have to be tackled upfront. As the gap exists with respects to the practice of the application of the particular concept to the field.
2. All activities during the two-year course of the postgraduate, many institutions make everything compulsory. This 'compulsory' behavior (drawn by the management / academicians of the concerned institute / B-school) drains the focus and concentration amongst the students; also the drive to excel and the level of motivation is at times brought down, causing lot of disturbance.
3. The type of the academic term, as in a trimester or even a semester system at times, does not give enough time to learn and adapt oneself to the new concept or a methodology, both in terms of theory and in practice.
4. The exposure to the practical / applicable side of any concept is an important attribute in the learning process.

Implications for Policy and Practice

1. Industry - Academia gap has to be tackled and systematically, by having the industry based practitioners coming into the academia and vice versa, for set periods and levels, domains of exposure and work orientation.
2. The transfer of the Academicians and Practitioners to each other's domains should demonstrate involvement in all the activities during their stay.
3. Curricular and Co-curricular activities in any Institute / B-school has to be made flexible and individualized to suit the student's needs. Else, this 'compulsory expected behavior in the student' drains the energy levels, focus and concentration. This would naturally have a detrimental effect on the learning experience of the student.
4. A structured yet sufficient and time bound exposure to the functional / practical / applicable side of any concept makes sure that the HR student learns his way through and subject / concept concerned.
5. Memorandum of Understanding (MoUs) to be made decisive between the Industry - Academia; but dependent on the need and the extent of the KSA of the HR student vis-à-vis, the organization / company concerned.

The b-schools generally considered as the success story of the last century, now face the responsibility of rising to the challenge (Vinten, 2000). There is a growing ambivalence towards b-schools stemming from their core stakeholders and host institutions, criticizing their complacency, ossifi-

cation and irrelevance (Porter and McKibben, 1988). Similar to their corporate counterparts, b-schools have now been challenged to respond by involving in new set of orientations and thought processes, that are to be imbued with notions of effectiveness, responsiveness and creativity; also by adapting their educational programs to an increasingly competitive socio-economic business environment (Dearlove, 2002). A pressing need at this point, is to encourage relevant research relating to curriculum development, program content and methods of conceptual delivery and its practice. One of the major challenges of higher education based management education and training is indeed the appropriateness of the curricula and training programs for preparation and learning in the outside world. These challenges are to be made truly global; and could be so done by obtaining the sustained attention and collaboration between management schools, and partnering with specific industries, so as to identify appropriate guidelines for curriculum to be renewed, based on the specific mechanisms for delivering management education that meets the needs of contemporary managers (Vinten, 2000).

5.1.3g : Issues not strengthened by HR program

Implications for theory

1. Issues pertaining to the teaching learning process, subjects / papers being taught, evaluation and assessment issues, practice / field components, roles and responsibilities of the HR students and HR Academicians have to be clearly understood, as these could be its core areas, that are need to be strengthened.

Implications for policy and practice

1. Based on the understanding the above mentioned (along with other issues), the execution leads to a phase of strengthening the core issues from all the stakeholders perspective. This leads to sustained growth and development of any subject / concept in the right direction.

Management institutes are often criticized for the following reasons (Kaul, 2011; Reddy 2012), viz.,

1. Theoretical focus and quantitative analysis is given value, while neglecting interpersonal relationship and quantitative findings.
2. It is often stated that higher education based management education could be made experience-based, active, problem oriented and be modifiable by feedback, coupled with action learning, serves the existence and purpose.
3. Critics view MBA training as having limited value in preparing students for their careers.
4. Most courses emphasize analytical frameworks and quantitative techniques, not softer, hard-to-measure organizational skills.
5. Students learn analytics, but not action. They develop skill in attacking problems, but learn little about implementing solutions.
6. They become knowledgeable about business, but remain untutored in the art and craft of management. MBA Education, its argued, "is creating technocrats, people with a great toolbox who are not able to accomplish the things that organizations need them to accomplish".
7. Thus it is a must to look at management education from the market oriented perspective and take a strategic view to better align business education with the requirement of the global market.
8. Globalization of higher education based management education has been promoted along several dimensions such as curricula challenge, research activities with both contents and outlet being relevant and executive development programs, but even after doing so a lot of motivation and push remains to be done.

Educational institutions and supplementary providers of management education have no choice but to rise to the challenge of global competition and overcome the same. To sum it all, today we get much less cutting edge knowledge from the management graduates.

5.1.3h : Issues to be made clear to the HR student before entry into HR program

Implications for theory

1. The HR program in any management course has to be understood from its very roots, till its field level application of its concepts, to understand how it works, generation of results and so on.
2. As the HR program is different from other specializations / programs being offered with others. This differentiation must be brought in by the HR Academician and HR Practitioner to the classroom and a demonstration of the concepts in practice.

Implications for policy and practice

1. With reference to the above statements, without the proper understanding of the HR program, taking it up as one's own, may lead the HR student in a altogether different way, which might not help the student to grow and develop as envisaged by self or the program or the Institute.
2. By considering and analyzing the issues of the HR program, the true worth of this 'purely theory based classroom course' should be applied conceptually in the field to understand the efficacy of the concepts taught.
3. Conceptual application of the HR areas in the field leads us to a phase, where in the stakeholders could master the application and also change the outcome of such a practice by understanding the outcome of such a practice.

5.1.3i : Parameters of Quality HR Education (benchmarks for evaluation of b-schools)

Implications for Theory

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

Implications for Policy and Practice

1. Quality accreditation / affiliations, to which their Institute / B-school / Institute has to obtain and adhere continuously to NBA (National Board of Accreditation), NAAC (National Assessment and Accreditation Council), ISO (International Organization for Standardization) and so on.
2. Certain Institutes / b-schools have since the past few years obtained quality accreditations of various American, European and British boards of Management education.
3. The development of the curriculum is to be predominantly based on the need of industry and partly need of the Institute / B-school. This ratio has to be worked out and the result could be at 70:30 (Industry requirements: Theoretical concepts) or 80 : 20 or 90 : 10.
4. The beauty of obtaining the quality accreditation is not just in obtaining once; but should adhere to the quality based processes for decades to come.

5. There has to be a clause in the student admission criteria, which specifies industry work experience to be had, before the student is admitted to the program. This brings in laurels to the Institute / B-school in the future.
6. Management students should be counseled about their choice of specialization. They should do so after a lot of care and concern with regards to themselves and outside world.

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

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

All these challenges, if met successfully, create opportunities for business schools to differentiate themselves from the crowd of business education providers. For example, schools that globalize successfully and offer innovative programs will strengthen their competitive position. And schools that successfully leverage their investment in information and communication technologies could overcome faculty shortage and reach a larger number of students more effectively and efficiently (Hawawini, 2006).

5.1.3j : Level of satisfaction with activities and programs of placement dept

Implications for theory

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

Implications for policy and practice

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

Areas of dissatisfaction amongst the stakeholders (Kumar & Dash 2011) are that most of the institutional and college owners constantly complain of not having enough admission in spite of investing heavily on college infrastructure and other startup costs. With regards to those institutions, those that are able to fill the fixed intake / capacity, admit anyone who applies for admission thus resulting in poor qualitative input, leading to

poor output, i.e., terms of placements. After the introduction of ranking system for business schools, business schools opted proactive approach in making changes, although they focused primarily on product tinkering, packaging and marketing. A study on management education has shown that there will be a fundamental shift in business school product offerings away from traditional MBA programmes and the trends of evolution of management education indicate that knowledge creation is becoming more student based (Friga, et al, 2003). This will result in various changes such as closer interaction among industry, students and faculty. It is clear that management education will emerge as one of the main distinct of higher learning, due to its growing demand. It has been stated that business schools, if they have to survive, have to focus on research to solve problems of enduring importance and to build such curricula that can actually prepare students to be effective in practicing the profession (Kumar & Dash, 2011).

5.1.3k : Internship in Companies / Industry (HR Internships has prepared HR students for a career ahead in HR)

Implications for Theory

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

Implications for Policy and Practice

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

Development of industry interaction is an evolutionary process. Industry interaction has to be emphasized to greater extent so that student can be exposed to real problems and exposure of industry. In present curriculum student are exposed to six to eight weeks training which is not adequate to understand dynamics of industry in this world of liberalization and globalization. This need to be increased say to full semester. Assessment should also be based on internship authenticity and learning. As stated earlier Enhancement of industry exposure which will lead to enhancement of experiential learning. Exposing students to real life situations which are more complex, demanding, critical, messy, will bring them closer to reality. Faculty interaction with executives should be enhanced by increasing participation of industry experts in academics either by appointing them as full time faculty or part time faculty. Institutions should be encouraged to arrange tie ups with business houses. If you talk about top notch B

Schools their strengths lies in their industry liasioning (Kumar & Dash, 2011).

5.1.3l : Extent of syllabus covered in HR subjects

Implications for theory, policy and practice

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

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

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

5.1.3m : Role of HR Academicians concerning HR students

Implications for Theory

HR Students have opined that HR Academicians should not only teach and do research work, but also perform others functions as in :

1. Perform the function of a career advisor and career manager.
2. Provide opportunities for HR students in HR based training and research projects.
3. Strengthen core HR concepts and fundamentals.
4. Bring in subjects like HR Analytics and such others in a strong way.
5. HR students must be made to take deep dive into the organizational study (done in the first year) so as to derive a comprehensive understanding of the organization.
6. Systematic conduction of organizational study would give a proper hold to the HR student during the second year / higher semesters.

Implications for Policy and Practice

1. The Training and Placement department in a University / B-school, must possess the ability to deliver career advisory and career management services, albeit in a basic and fundamental way.
2. For HR students to get firm hold on to the future career, it is imperative that HR students with at least 2 years of work experience be admitted into the HR Management program.

3. Students must be exposed to sustained HR based research and training activities.
4. The need to strengthen the Core and Fundamental HR concepts has to be understood from a better perspective, as in -
 - List the Core and Fundamental HR concepts that are important from the HR Practitioners perspective
 - Understand each concept independently and as inter-dependent concept vis-à-vis regarding its practice based application
 - How can a HR Academician understand and build these concepts into the HR students?
 - Collaboration between HR Academician and HR Practitioner (in this area) is a must, to derive any value add to the HR student.

Given the intensity and extensivity of development in today's business environment, preparing our students for their future will require significant changes in both what we teach and how we teach. While continued emphasis on core subjects is essential, business schools must increasingly focus on adding global content, including foreign languages, geography, and culture, to ensure students are prepared to compete effectively in a global marketplace - and be global managers. Equally important, the curriculum should reflect the fact that students must master more than content—and need to acquire the ability to “learn, unlearn, and relearn”. MBA students also need to be able to view current events through a lens that sees beyond traditional borders. With this goal in mind, the Partnership for 21st Century Skills, a group of business and education leaders advocating education reform, has developed a framework for 21st century learning. The skills MBA students should acquire by the time they graduate have been classified into three major groups:

- Learning and thinking skills include critical-thinking and problem-solving skills, communications skills, creativity and innovation skills, collaboration skills, contextual learning skills, and information and media literacy skills.
- Information and communications technology literacy is the ability to use technology to acquire and develop 21st century content knowledge and skills.
- Life skills include leadership, ethics, accountability, adaptability, personal productivity, personal responsibility, people skills, self-direction, and social responsibility (Kaul, 2012).

In order to have the MBA student possess those above mentioned skills, the HR Academician plays a pivotal role.

5.1.3n : Is there a proctor assigned by the Dept to guide the student

Implications for theory

1. A Proctor in any institution, is a learned an experienced individual, usually found to be working a faculty.
2. A Proctor could also be called as a foster parent, as they know all the happenings of the individual students (under their proctorship).
3. This faculty is given certain number of students (from his area of specialty), and be asked to groom and hand hold them in all the areas concerned.

Implications for policy and practice

1. The system of Proctorship looks good in paper, but needs skill sets and perseverance on just the HR Academician / Proctor, but also the HR student / Proctee to take it forward / through the period of stay in any management institute.

2. A good rapport developed between the two primary stakeholders (Procter and Proctee) helps. Another issue of concern is the Proctees' (HR student) ability and need to share all his / her curricular, co-curricular and extra-curricular concerns with his concerned proctor.

In above sections we have discussed the present scenario prevailing in higher education based management education in India, trends and contemporary issues faced by management education in India. The outcome of all this is that management education appear to be more relevant than ever in the "global era". The ultimate challenge of management education approaches is to become more practical oriented and industry focus reason being theory-based developments and teachings are worthless, due to the fact that they will be of little use in concrete situations when a management issue arises. Management education need to be holistic, targeted and customized with aim to remove the gap that exist between industry requirements and academic curriculum focusing on attitude, corporate awareness, grooming and developing managerial skills. Industry interaction has to be strengthened by inviting senior person from industry to deliver lecture and ensuring student get associated with live industry projects. All the above mentioned qualities in an HR student has to be done primarily by the HR Academician. Learning needs to student centric resulting in development in all areas such as analytical reasoning, lateral thinking, and solving case studies and as such. Mentoring and carrier counseling has to be introduced Most b-schools claim to have it but only as a lip service. If Management education in India has to really extend its image on international scenario beyond Aim's, institutes, industry and government has to work in alignment to improve quality of management education (Kumar & Dash, 2011).

5.1.30: Learning styles of HR students

Implications for Theory

1. HR students constituted the top 10% of the class; further half the HR student strength came from top 25% of the class. This finding implies that, HR students are good in academics and co-curricular activities.
2. Self-study is the preferred general learning style amongst HR students. This may imply that the HR students do not depend on faculty's lecture or lecture notes.
3. The present day HR students (younger age group) are self-dependent for their studies, but the elder age group depended on lecture classes and the Internet based information.
4. HR students shifted from their hometown to the place of their study, as the reputation of the University / B-school / Institute, along with HR program was of primary importance.

Implications for Policy and Practice

1. HR students are in the top 25% of the class. This means that these HR students have to be groomed to build on their intelligence, by giving them adequate, systematic and rigorous inputs regarding their HR skills and development of positive attitude towards HR.
2. HR students ability to self study has to be incentivized; so that they can be just hand held through (not taught in the class); also self dependency in written and spoken assignments, within class and out in the industry, will create HR professionals (HR Academicians / HR Practitioners) who will be confident in their thoughts, behaviors and attitudes towards themselves, their profession and their organization.
3. HR Academicians have to understand in terms of the HR student's ability to learn and study by themselves; based on this segregation, HR Academicians must give adequate inputs to the HR students based on their needs (and not what the HR Academician has or wants to given).
4. Emphasis placed on the reputation on the Institute / B-school and the HR program has in its background that HR students need to affiliate themselves to branded Institutions/ b-schools. Here, the Institute /

B-school must reinforce the 'brand image' of themselves in the minds of the future HR professionals.

MacNamara, et al., (1990) stressed on action learning in management education as management institutes are often criticized for focusing more on theory and on quantitative analysis while neglecting interpersonal relationship and quantitative finding. It is often stated that management education should be experience-based, active, problem oriented and modified by feedback and action learning serves the purpose. Gill (2003) emphasized due to globalization and advancement in information technology the role played by management education in enhancing country knowledge base has been placed under a sharper focus thus it has become imperative to look at management education from the market oriented perspective and take a strategic view to better align business education with the requirement of the global market. Sharma and Roy, (1996) pointed out that internationalization of management has been promoted along several dimensions such as curricula challenge, research activities with both contents and outlet being relevant and executive development programs. It seems that educational institutions and supplementary providers of management education have no choice but to rise to the challenge of global competition.

5.1.3p: Impact of HR Academicians on HR students (Development of self-confidence, level of audibility in the lecture classes, makes the HR students think analytically, encourages to ask questions in class)

Implications for Theory

1. Based on the results obtained in this study, the implication of the HR Academician on the HR student is good.
2. The good impact may have been caused by the following reasons -
 - Subject knowledge expertise
 - Good command over the language of expression and use of the voice during lectures
 - Making the student to think analytically during the lectures
 - Make the student to discuss, share the concepts amongst the students
 - Set up challenging written and spoken assignments and Internal assessment question papers
3. Based on the results obtained in this study, the positive implications of the HR Academician should be sustained; also it must change as per the needs of the stakeholders.

Implications for Policy and Practice

As per the results of the study, the impact of the HR Academicians on the HR student is good. Hence the following steps to be followed for HR Academicians viz.,

1. Have regular training sessions on various teaching methodologies, which help them to keep abreast of the happenings.
2. Have training in areas like 'Bloom's Taxonomy', which help the Academician develop holistically in their ability as a teacher.
3. Upon exposure to 'Outcome Based Education', faculty would be looking at sustained and a preset type of outcome of their educational endeavor.

The notion of employability has in the recent times remained the focus of government, employers, job seekers, educators, parents and of course students; as this is of primary influence of the HR Academician on the HR student. Brown and Hesketh, (2004) defined employability as the relative chance of getting and maintaining different kinds of employment. Employability as a set of important skills instilled in individual in order to produce productive workforce. Employability not only depends on whether one is able to fulfill the requirement of specific jobs but also on how one stands relative to others within a hierarchy of job seekers (Brown and Hes-

keth, 2004). Harvey (2003) highlighted employability in relation to higher education: Employability is about developing range of attributes and abilities apart from job skills. Employability is not something distinct from learning and pedagogy but grows out of good learning. Employability is what employers are looking for, one who is flexible, can add value when necessary and can help transform the organization in face of change.

5.1.3q : Project Work / Dissertation

Implications for Policy and Practice

- Project work must provide practical / applicable solutions to the company, so that it evolves on the results obtained.
- Project work should be able to build upon the work done in any company. As there could be many possibilities of joining the company as an employee itself.
- Few companies pay a stipend to cover the incidental expenses of the student. This incentivization could be stretched to include most of the companies.

A quick review of the Financial Times (FT), The Business Times (BT), The Economist, or virtually any magazine or newspaper that covers certain aspects of b-schools, can lead anybody to conclude that these institutions are under constant assault by industry, journalists, and academics alike in their write-ups (Sargenti, et al., 2006) to justify their existence, relevancy, and effectiveness, given the rapid rate of change in today's world (Earl, 2001; Linder and Smith, 2000; Grant & Spender, 1996; Hansen et. al, 1999). One of the important aspects of a B-school is the project work and that has to be systematically conducted so as to allow the student to showcase the skills and knowledge levels to the concerned individual and the organization. Education today is subject to the pressures of the marketplace. According to (Brown and Duguid, 2000), profound changes in competition have made institutions think like business. The b-schools behave like educational markets and are becoming global to benchmark and internationalize their curricula and its associated areas of teaching learning process, project work and other related issues. B-schools also have to adjust themselves and develop strategies to respond rapidly to the changes in technologies and increasing demands of stakeholders.

5.1.3r : Pre Placement Training for HR students

Implications for Theory

1. Training and Placement (T and P) are the two pillars that are important in forming a bridge between the happenings in the classrooms, along with the Institute / B-school and connecting the same to the industry / company.
2. A good training department absorbs what is being done in the classrooms and helps the HR student to gain in terms of Knowledge, Skills and attitudes.
3. While on the other hand, a placement department helps to understand the needs, along with the KSA mix of the HR students' vis-à-vis of the companies / organizations which come to hire students.
4. For a successful T and P department, all the stakeholders, i.e., the HR students, HR Academicians, Trainers, Placement officers, Recruiters from companies must be engaged on a common platform and their roles and responsibilities delineated.

Implications for Policy and Practice

1. The training department must conduct a structured and coordinated 'Pre-training assessment' which is basic in understanding the needs, deficits in the HR / Management students.

2. The results of the pre-assessment must be conveyed to all the stakeholders, as in HR / Management students, HR Academicians, HR Trainers, Placement Officers, Parents, etc. The spread of the results is essential to make all stake holders understand, accept and appreciate the efforts and time being put in to help the HR student; also help the student understand oneself.
3. Based on the findings, the training program has to be set up (for individuals HR students / group of HR students), which helps HR students to overcome and resolve their KSA issues, vis-à-vis develop their existing skills sets in various aspects.
4. Conduct value add activities like "College to Corporate meet / Information about Job Interviews", and "exposure to personal growth laboratory", as per the needs of the students.
5. The third phase is the campus placement drive. This must be a mix and match of essential issues, i.e., KSA of the HR Student and that of the Company /Organization.
6. The three steps could be linked to the following time slots - Pre-training assessment may be conducted in the first semester. Training for the HR student may be conducted in 2nd and 3rd semester. In the final semester, the campus placement could be done and also help initiate the dialogue between the HR student and the concerned Organization / Company.

The Department of Training in any B-school can be made to occupy one of the top places in the B-school, if and if this department could contribute in training the students' skill set, keeping in mind the work in the industry to happen. By doing so, In the absence of an identifiable existing set of Human Resource Management Graduate competences, the 'draft' was developed by Pedersen (1988), based on Department of Employment, Education, Training and Youth Affairs recommendations :

- Self-Management - including self directed learning, and time management.
- Interpersonal Skills - including writing, communication, presentation, and conflict handling.
- Problem Solving - including creative thinking, holistic thinking, diagnosis of problems, and information management.
- Teamwork
- Leadership
- Professional Ethos - including ethics.
- Acquisition of Discipline Knowledge - including concepts and techniques.
- Application of Discipline based Concepts and Technique.

5.1.3s : Process to better prepare HR students

Implications for theory

1. Better preparation of the HR students to be understood from the vision, mission and the objective of the organization concerned vis-a-vis the need of the market / industry and the need of the student concerned.

Implications for policy and practice

1. A comprehensive plan of action, revolving around its stakeholders, with the HR students being the primary beneficiary of the process, is to be built and sustained over a few years to understand the impact.
2. A joint declaration of sorts amongst all the stakeholders concerned is needed to take off this process. Also, the drive and motivational issues are needed in sustained amounts from all the stakeholders, which would bring success to this program and to its stakeholders.

Sahu (1991) emphasized that values are of utmost importance and are insepa-

rable irrespective to any form of education. Higher education based Management education should produce persons with such value orientation, who, through example of dedicated hard work in a spirit of service, can change the attitude of the people they manage towards work, and towards each other to ensure quality of life and of work life.

1. Foster a spirit of inquiry and critical evaluation of and experimentation with new ideas, information, approaches, assumptions and frames of reference;
2. Inculcate research ability, research value, and methodological rigor;
3. Cultivate one's ability to learn on one's own and instigate learning how to learn, autonomous learning, life-long learning and one's ability to reflect one's own learning process;
4. Promote original thinking and the critical examination of prevailing concepts as opposed to merely conforming to existing notions and approaches;
5. Generate cross functional perspectives and mind sets, systemic orientation, and system thinking;
6. Build one's ability to convert ideas into practice - delineating, planning, implementing and evaluating ideas and concepts;
7. Instill professional and human values;
8. Further the right and relevant attitude to grow and learn and an openness to change;
9. Teach behavioral skills like cooperation, collaboration, team work and inter-personal competence;
10. Breed entrepreneurial leadership-like initiatives, risk taking, mobilizing support and resources, and self discipline;
11. Instill a transcendental ability such as vision, aspiration, transformation, or inspiration;
12. Develop self-efficacy, positive self regard, self directing and self regulating capabilities, positive outcome judgment;
13. Focalize on integrated personality development, congruency among values, attitudes, thoughts, feeling and actions, and integrity;
14. Create an understanding of the societal context and sensitivity to social developmental issues;
15. Imbibe the holistic perspective by way of a balanced emphasis on often-conflicting constituents of the system within the framework of the larger purpose of life and society.

B-schools need to internalize the above mentioned and the basic purposes of management education and in accordance with them create a dynamic learning environment, which can nurture superior quality action-oriented business leadership. Seen under this light, management education is clearly critical to economic progress, stability and sustainability, and to building a strong human resource force capable of driving the economy forward with rigor (Kaul, 2012).

5.1.3t: Learning styles amongst students

Implications for theory, policy and practice

1. In any given class of students, the HR Academician to begin with must understand the class from its roots, as from its students perspective.
2. One of the primary issues could be the way the students learn the concepts. Some of the students could be auditory based learners, some could be visual learners, and some others could learn it through different means.
3. This type of an understanding, bring in certain changes in the - teaching learning process, course objectives and outcomes, teaching aids, tools and methodologies, evaluation and assessment issues and so on.
4. Thus the alignment amongst the contents of the subject / paper being taught, to its HR students and HR Academicians, need of the market / industry concerned, brings in vibrancy to its learners and to the tutors.

To summarize, the HR students must look within and outside one-self to gain better perception, so behave to be ready by themselves, get into action, i.e., work in the specialty / department / organization / industry concerned and along with it balance one's life outside of it.