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 2\textsuperscript{nd} 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.


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 forth 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 Academicians 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 annuls 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 be 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 Practioners. 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

<table>
<thead>
<tr>
<th>SI No</th>
<th>As informed by the HR students</th>
<th>Proposed by the Researcher</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Present and not needed</td>
<td>Need to be introduced</td>
</tr>
<tr>
<td>1</td>
<td>Managing Organizations / Management Principles and Practices / Planning and Development</td>
<td>HRIS / SAP / HR Analytics / People Soft / High performance Work systems and teams</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>OB / Organizational change and design / Women and Health</td>
<td>Emotional Intelligence / Transactional analysis / Coaching / Mentoring / Stress Management / Counseling / HR skills for Managers / Employee well being</td>
</tr>
<tr>
<td>3</td>
<td>HRM / Recruitment and selection / Performance Appraisal / Human Asset Management / Compensation and Benefits</td>
<td>Professional associations / HR international practices / Life Etiquettes / HR immigration</td>
</tr>
<tr>
<td>4</td>
<td>Strategic HR / Knowledge Management / TD</td>
<td>Competency mapping / Human Psychology / T and D / Organizational Psychology /</td>
</tr>
<tr>
<td>5</td>
<td>Industrial Relations and collective Bargaining / Labour Laws</td>
<td>HR Audit / Company laws / HR in Manufacturing sector / Talent retention / Interview strategies</td>
</tr>
<tr>
<td>6</td>
<td>Career Plan and Development / Strategic Talent Management / IHRM / Ethics and Leadership</td>
<td>Role of HR / Compensation / Balanced scorecard / Employee engagement and sustainability. Relationship Management / Leadership / Team Management / SAS</td>
</tr>
</tbody>
</table>
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 model, 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 one-self 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, ossification 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”.

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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 liasoning (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 / Procter, 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).

5.1.3o: 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 Hesketh, 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 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 the 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 inseparable 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.
5.2 : HR Academicians perception of HR Management education

5.2.1 : Results of the study

5.2.2 : Hypothesis related discussion

5.2.3 : Implications for theory, policy and practice

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 student 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 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 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.

5.2.1l : "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 Academician.

4. Majority of HR Academician 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 Academician 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 Academician.

3. Majority of Deemed University, Autonomous B-school, State run University based HR Academician, vouch for 4 to 7 weeks as the term for the dissertation in organization.

4. The Central University, NITK and Technical University based HR Academician reveals that 8 to 10 weeks are sufficient to conduct the dissertation.

5.2.1r : Best of HR journals referred by HR Academician

1. Comparison amongst the different age groups of HR Academician 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.


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".


7. Amongst the 33 to 37 years age group, HR Academicians referred "Journal of OB" and "Strategic HRM journal / HBR / AIMS / IIMB Management 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 stakeholders, 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 teamwork 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 stakeholders 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;
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 an 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.
5.3 : HR Practitioners perception of HR education

5.3.1 : Results of the study

5.3.2 : Hypothesis related discussion

5.3.3 : Implications for theory, policy and practice

5.3.1 : Results of the study

5.3.1a : Socio-demographic data

1. Out of the total HR Practitioners, three fourths of them are men and rest are women.
2. On comparison of HR Practitioners based on the designation, the highest number of HR Practitioners came from "Deputy HR Managers / HR Managers / HR Consultants” at around one fourth of the population.
3. The 38 to 42 years age group of HR Practitioners, at around two thirds had the maximum number of Practitioners; this was followed by 28 to 32 years age group with one fourth of the population.
4. Lastly, the age group of 33 to 37 years, comprised of a small minority of the HR Practitioners.

5.3.1b : Role and responsibilities

1. The roles and responsibilities performed primarily by HR Practitioners were, "HR Generalist role / Manage HR Team - delegate, monitor and liaison / Is the fulcrum in the HR team / and the Learning and Development vertical”. This particular set of role and responsibilities had the maximum number of HR Practitioners.
2. At the second level, HR Practitioners role and responsibilities were, "Work in Performance Management System (PMS) / Recruitment & Selection (R&S) / Corporate Social Responsibility (CSR) / Learning and Development (L&D)/ Campus orientation”.
3. Lastly, a minority of the HR Practitioners opined that their roles and responsibilities were to "Consult with other organizations / conduct Learning and Development (L&D) Programs / Document and Report / Manage Teams of consultants / train” and "Support to the EC in various activities".
5.3.1c : Educational Qualification
1. Comparison amongst HR Practitioners based on the educational qualification reveals that there were more than half of the population had "MBA" as their qualification.
2. One fourth of the population had "MSW in HR" as their qualification.
3. Very less HR Practitioners with observed with "PGDM in HR" degree as their qualification and they came in at the last.

5.3.1d : Work experience (in years)
1. One fourth of the HR Practitioners possessed 6 to 10 years of work experience.
2. A minority of the HR Practitioners with 11 to 15 years of work experience, came in second.
3. Lastly, a small group of the HR Practitioners was observed, who possessed 0 to 5 years of work experience and they came in at the last.

5.3.1e : Type of Industrial sector / company
1. At one-fifths of the total population, the majority of the HR Practitioners came from the Manufacturing sector.
2. They were followed by a minority of the IT based HR Practitioners with a minority.
3. Lastly, ITeS based HR Practitioners in very less numbers, came in as a small group.

5.3.1f : HR Practitioner's competencies
1. Amongst the HR Practitioners, the highest core competency was observed primarily in the area of "Office skills / soft skills / Adaptability / Quickly learn / Connect to People and Process / Ability to develop Advanced HR knowledge".
2. Secondly, one fourth of the HR Practitioners core competency were found in the area "to connect with business and people / Knowledge skill Attitudes (KSA) of HR / Expertise in Technology and Numbers needed / Exposure to all types of Industries".
3. Lastly a minority of the HR Practitioners came with "Passionate about HR / Need for human touch / Skill to deal with Numbers and Process in HR / Application and follow up of CAPA (Corrective Action Preventive Action)".
4. Other competencies came in a small group of HR Practitioners with "Command over languages / Tech savvy / In-touch with latest happenings in Market / Expertise in Talent Management".
5.3.1g : Choice of HR Practitioners
1. Three fourths of the total population amongst the HR Practitioners prefer that a new HR management graduate posses a BA (as their under-graduation degree).
2. This was followed by HR Practitioners preferring students possessing BCom as their under-graduation degree at one fourth of the population.
3. A small group consisting of HR students with BBM and BE students were the last preference of HR Practitioners.

5.3.1j : Work experience in recent HR management graduates
1. A majority of the HR Practitioners preferred recently passed HR postgraduates and opined that "if they have some experience in HR area, it is good / any work experience in a functional area is ok".
2. This was followed by one fourth of the HR Practitioners informing that "it is not a must that the new HR graduates must be in possession of a valid HR based work experience".
3. Lastly, as a minority, HR Practitioners opined that "Learning and Development (L&D) / Recruitment and Selection (R&S) / HR general work experience would be good too" in the newly graduated HR student.

5.3.1k : Business Competencies of the HR Practitioners
1. The business competencies of the HR Practitioners, is at the highest with half of the Practitioners having opined that "knowledge of all round of business practice" is an important business competency amongst HR Practitioners.
2. This was followed by one fourth of the HR Practitioners opining that "ability to run the business / technology and use latest updates in HR / understand the business totally".
3. Lastly, a small group of the HR Practitioners opined that business competencies are not much of use in an HR Professional Association.

5.3.1l: Affiliation to HR Professional Association
1. HR Practitioners have affiliated themselves primarily to NHRD and secondarily to NIPM. NHRD being a modern day HR professional association had attracted many young HR managers and NIPM being the oldest HR association in India had also attracted many senior HR managers, who now occupy senior level HR positions across various types of companies.
5.3.1m: HR Practitioner's Referred Books and Journals

1. More than one fourth of the HR Practitioners, preferred Dave Ulrich's books.
2. Harvard Business's publishing house have published good HR books / Cambridge and Oxford Publication house too have published good books on HR.
3. A minority of the HR Practitioners population preferred "any HR book which gives us information" would be useful.
4. This helps us to infer that Dave Ulrich who is considered as a HR Guru, is a author whose publications are most valued by the HR Practitioners. Also, HR Practitioners have considered Harvard Business's publishing house, along with Cambridge and Oxford Publishing houses having published good HR books; which could imply and mean that HR Practitioners are well read.

5.3.1n: HR Practitioners' choice of b-schools

1. Two fifths of the HR Practitioners, preferred "People Education Society (PES) / MS Ramaiah Institute of Management (MSRIM) / St Joseph's College of Business Administration (SJCBA) / Narsee Monjee Institute of Management Science (NMIMS)" as their first choice of b-schools.
2. Secondly, HR Practitioners preferred "BM Srinivas (BMS) Institutes / Rashtriya Vidy (RVIM) Institutes / Acharya Institutes" these institutes came in at one fourth of the total population.
3. Lastly as a minority, HR Practitioners preferred " MS Ramaiah Institute of Management (MSRIM) / Symbiosis Institute of Management Sciences (SIMS) / Dayanand Sagar Institute of Management (DSIM)" were the third choice.

5.3.1o: Parameters of benchmarking the standard of a B-school

1. Half of the HR Practitioners, preferred "course of study; quality accreditation status; and prestigious Faculty" as the first set of parameters of benchmarking the standard of a B-school.
2. One fourth of the HR Practitioner population inferred that "quality Accreditation Status; prestigious Faculty; low student to faculty ratio; facilities/ resources; and job placement of graduates" were the second set of parameters.
3. Lastly, a minority of HR Practitioners have mentioned that the "prestigious faculty; low student to faculty ratio; and facilities/ resources" were the third set of parameters of benchmarking the standard of a B-school.
5.3.1p : HR Practitioners perception of Changes in HR Field
1. Two fifths of the HR Practitioners have mentioned the changes in the HR scenario as "use of more jargons / concepts / techniques / titles and designations / concept of HR business partners".
2. One fourth of the Practitioner population have mentioned "technology in HR / numbers in HR / many new HR techniques and process have come up".
3. Lastly, the a small group of Practitioners informed that "HRD - HRM / Training and Development - Learning and Development / Recruiting practice / Compensation / HR work is tech based" and "people's perception of HR practices have changed / documentation / laws and regulations have changed".

5.3.1q : Recruitment preferences amongst HR Practitioners
1. Three fourths of the HR Practitioners have mentioned that "we recruit from open market and general pool" for our needs.
2. A minority of HR Practitioners have mentioned that "we go to all campuses and hire as per needs".
3. Lastly, a small group of HR Practitioners, working for HR Professional associations, opined "we do not recruit, but elect from eligible group of HR Practitioners".

5.3.1r : Nature of b-schools
1. Two fifth's of the HR Practitioners have mentioned that there are "too many schools / too many experiments with b-schools / Students capacity and maturity levels of any B-school is a factor" which decide the growth and development of the HR specialization or a B-school.
2. This was followed by another two fifths of the population who mentioned that "poor skills and knowledge levels in faculty / no industry linkage amongst HR faculty", do decide the growth and development of the HR specialization or a B-school.
3. A minority of HR Practitioners have mentioned that "TED Talks / practical training / technical inputs must be highlights of any HR program" in any B-school or any Institution.
5.3.1s : Validity of the HR Project / Dissertation work done by HR student
1. Half of the HR Practitioners, have observed that the dissertations / project work taken up by HR students in their respective companies were valid in terms of their data and the implications of the analysis.
2. One fourth of the HR Practitioners have mentioned that the Dissertation / Project work, was valid only "sometimes".
3. Lastly, a small group of HR Practitioners, who expressed that the dissertation reports were "almost always" valid in the content of the work done.

5.3.1t : Missing links in HR Education
1. Half of the HR Practitioners, opined that "theory takes out other practical essentials / PPTs and other activities not needed / basics are needed, but advanced concepts are more in need".
2. This was followed by "theory and practice link is missing / walk the talk / students need hands on practice" at two fifths of the HR Practitioners.
3. Lastly a minority of Practitioners have observed that "teaching learning practice is in action, but the practicality of the concept is totally missing / how to enter and stay in industry could be issue of discussion" are the missing links in HR education of today.

5.3.1u : HR Areas not being stressed in b-schools
1. More than half of the HR Practitioners, have observed that "the application of concepts to field and scenarios / during TLP concept application is to be stressed - reinforced".
2. One fourth of the Practitioners have informed that "bridge and balance - theoretical concepts and relevant practice needs of the industry".
3. Lastly, HR Practitioners have opined that "clarity in the practice of relevant HR concepts in the field / Field work in HR is not stressed".

5.3.1v : Nature of imparting HR Knowledge to HR Students
1. One fourth of the Practitioners informed that "teach only what is need / need is more to practice in field to develop knowledge".
2. One fourth of the population opined that, "theory concepts are to be given as background reading and this has to happen at HR students convenience".
3. A small group amongst the Practitioners have opined that "areas like - Learning and Development (L and D) / Performance Management System (PMS) / Cross Cultural issues are important".

5.3.1w : Pre-requisites for entry into HR management courses
1. Three fourths of the HR Practitioners have observed that "1-2 years mandated work experience, to be the basis of the Postgraduate HR management degree admission / work exp helps to appreciate HR program".
2. A minority amongst the population have opined that "get students (the employees who are currently working in the industry) from the industry as these could be up-graded and up-skilled".
3. A minority amongst the population, observed "get basic grounding in English and Maths / concepts to be taught at 20% and practice of the skill sets to be at 80% / have bridge program in English and Maths".

5.3.1x : HR subjects recommended by HR Practitioners
1. Half of the HR Practitioners, have observed that "HR Audit / Leadership / Talent Management / Strategic HR" are the foremost subjects that has to be taught to HR students.
2. A minority group amongst HR Practitioners have informed that "Technology and IT based HR subjects / HR Analytics / SAP- HR".
3. Lastly, a small group of the HR practitioner population have observed that "Learning and Development (LD) / Employee Engagement / Compensation and Benefits (C&B) / Industrial Relations (IR)" are essential.

5.3.1y : KSA of the HR Practitioner in the coming decade
1. Half of the HR Practitioners, have observed that "SAP - HR / IT based HR courses to be taken up".
2. A minority amongst the HR Practitioner population have opined that "update the knowledge of the subject that is relevant / concerned at the work place".
3. A small group of the HR Practitioner population have opined that "Advanced Learning and Development / Compensation and Benefits / Talent Management / Performance Management System (PMS) /Workplace diversity" are the knowledge, skill sets that are
to be developed along with the right attitude to be nurtured in the HR personnel and assumes importance in the coming decade.

To summarize, the HR Practitioner's perception of the HR education has been discussed with respect to the demographic variables and further with the present designation, type of company / organization, age group, gender, work experience and educational qualification relating to other variables.

5.3.2 : Hypothesis related discussion

HR - P1: There is no relationship between the designations and the business competencies of the HR Practitioner. This hypothesis has been accepted (at p=.000 level).

HR - P2 : There is no link between HR Practitioners designation and the choice of selection of fresh HR recruits. This hypothesis has been accepted (at p=.000 level).

HR - P3 : Knowledge and skill sets amongst fresh HR recruits and type of the industry are not linked. This hypothesis has not been accepted.

Ambiguities in vision, mission, purpose, and core values of majority of the Indian b-schools have further worsened the prospects of management education in the country. It has been observed that there are fundamental flaw in strategic perspectives on managing especially the private b-schools. Governing bodies of most of the private b-schools have been constantly focusing on un-mindful expansion while neglecting market realities, societal needs and stakeholders’ interests. Business education in India has grown mostly as a channel to make quick profits rather than nurturing managers with required skills, ability, aptitude and knowledge. No wonder, the industry complains of unavailability of competent managers despite a large number of management graduates joining the labor market every year. The society looks at the b-schools with suspicion in terms of their abilities to create solutions to social problems. The students, on the other hand, are reluctant to undertake management education due to seemingly uncertain employment opportunities after graduation (Kumar and Jha, 2012).
5.3.3 : Implications for theory, policy and practice: For HR Practitioners

The latest in advanced technologies offer the strength to streamline many HR functions; businesses are increasingly utilizing information technology to design and deliver their HR practices. This trend is usurping given the benefits that emerge from integrating information technology into the various HR functions of an organization. The Cedar Human Resources Self Service/Portal Survey (2001), for example, revealed that companies using self-service technologies could reduce HR transaction costs by 75% and typically get recoup associated with the technology in less than two years of its launch. In addition to costs, many organizations are utilizing electronic human resource (e-HR) systems in an effort to enhance the efficacy and efficaciousness of its HR function (IOMA, 2002). With the growth of information technology, much of the administrative aspects of human resource management can be accomplished through information technology solutions (Lawler & Mohrman, 2003).

As technology frees up HR from some of its routine tasks, there is a greater opportunity for HR professionals to become a strategic partner in their own right (Ulrich, 1997; Brockbank, 1999). This means moving beyond administrative expertise and becoming an expert in areas such as leadership and strategic business partnership, change management, learning and development and employee advocacy (Ulrich, 1997; Wright, et al., 1999). All the changes that have been observed have to be imbibed into the HR curriculum and in turn be taught and learnt by the HR Academicians and HR students respectively.

To do so, there has to be an active and supportive relationship that the b-schools and its HR Academicians should develop with their counter parts in the industry, i.e., the HR Practitioners, without whose support, the learning may be incomplete and irrelevant. Thus all the stakeholders of HR education must get together and evolve into a symbiotic relationship, where in everybody helps everyone else and all would be benefitted towards the end.

5.3.3a : Socio-demographic data

Implications for Theory

1. HR is a predominantly women centric profession especially during the HR postgraduate course, where in female students outnumber the male students.
2. This research study shows close to three fourths of the samples are male and the remaining is female.
3. The HR Practitioners come from "Deputy Managers / HR Managers / HR Consultants" who form a significant component of this population.

Implications for Policy and Practice

Although, many women prefer to study HR during their post-graduation course, many of them may not be opting to work in any organization as a HR based employee. This may be due to certain social and familial issues, which at times have more influence on an individual's decisions, rather than a stream of knowledge.

5.3.3b : Role and responsibilities

Implications for Theory

1. The role and responsibilities performed by HR Practitioners have to be listed and clarified, as per designation and if possible as per the type of the industry they belong to.

2. These roles and responsibilities have to be clearly understood by the HR Academicians, so as to enable the transfer of this knowledge to the HR students.

Implications for Policy and Practice

1. The knowledge transfer from the HR Academician to the HR student must be accompanied with structured inputs; these inputs must help the students to acclimatize themselves to these roles and responsibilities.

2. Along with acclimatizing these roles and responsibilities, the skill component associated with them must be developed by the HR student, so as to equip and empower themselves in the HR skill area.

It has been argued that the core competencies that define the HR profession have not changed in the recent past and are unlikely to change in the near future (Yeung, 1996). What will change, however, is the relative importance of these competencies over time (Ulrich et al., 1995). Information Technology has the potential to play an important role in this change process. The HR executives have indicated that information technology has allowed the HR function to focus less attention on routine, administrative tasks and dedicate more energy to delivering services that add value to the business. In addition, eHR appears to place a premium on specialization and expertise in functional HR delivery. When combined, these competencies enable HR professionals to offer state-of-the-art services that are aligned with
the needs of the business. As Ulrich et al., (1995) state, "HR professionals add value to an organization when they understand how the business operates because it helps the HR professional adapt HR and organizational activities to changing business conditions".

5.3.3c : Educational Qualification

Implications for Theory

1. The industry requirements of HR, vary as per the environment within and outside the concerned organization and the overall industry.

2. The results of this study indicates that the MBA – HR is a preferred degree of qualification, as we observe that many of them are in possession of MBA – HR degree; followed by MSW – HR, and lastly the PGDM – HR qualification comes in, as a requirement.

Implications for Policy and Practice

1. The prevailing mind set among HR Practitioners is that generally MBA – HR is the qualification preferred by the most of the IT and ITeS based companies. But that does not mean that other types of industries do not prefer MBA – HR, but the preference is at times distinct.

2. MSW – HR as a HR postgraduate degree is preferred by the manufacturing based industries, as the Industrial Relations and Labour Legislations based component is predominant; and the MSW HR students get along well in this role, thus are able to manage all sorts of employee hierarchy levels.

3. PGDM – HR is a new qualification and although not much in demand and neither known well (in comparison with MBA–HR or MSW-HR) is relatively not a much sought after qualification. Although, it is a 2 years full time post graduate management degree, the term "postgraduate diploma" may at times be a block in the minds of graduates, which deters from being taken up as their post graduation.

5.3.3f : HR Practitioners skills and competencies

Implications for Theory

1. The competencies of HR Practitioners have to be listed and clarified, as per designation and the type of the industry / organization they belong to.

2. These competencies have to be clearly understood by the HR Academicians, so as to enable the transfer and systematic inculcation of this knowledge to the HR students.
Implications for Policy and Practice

1. The knowledge transfer of the competencies to the HR student must be accompanied with structured and systematic inputs, where in the students will learn the nuances of such competencies.

2. These inputs must be delivered by both the HR Practitioner and HR Academician, thus support the student in initiating and developing them.

3. Developing the holistic knowledge about such components must accompany with certain amount of practice. Students must be provided with such exposure to do so.

HR professionals must master certain competencies and skill sets in order to be successful in their industry of choice. Baill (1999), for example, has suggested that "traditional" HR competencies have not gone away, but rather must be supplemented with additional skills, such as a better understanding of the business. Brockbank, et al (1999) also note that over the past decade HR professionals have needed to be more knowledgeable about financial management and external competitive and customer demands. In sum, evidence suggests that leading firms have shifted from a focus on HR administration to a focus on more strategic issues (Yeung, et al, 1996) and that this shift has implications for the competencies that define the success of HR professionals. There are four areas - Knowledge of the Business, Delivery of HR practices, Change management and Technology expertise. These are briefly discussed below.

1. HR professionals must understand how their business creates profit and they must be able to view issues from the perspective of customers (Yeung, et al., 1996). A greater understanding of the business allows HR professionals to partner with communications professionals to ensure that business messages are well understood by the work force (Baill, 1999).

2. In particular, HR professionals must have competence in areas such as staffing, development, compensation, and employee and labor relations (Lawson & Limbrick, 1996). However, competence in this area goes beyond knowledge; it requires HR professionals to deliver HR practices to its organizational members.

3. HR professionals who have the capacity to manage change are able to "increase an organization"s capability for change through creating meaning, problem solving, relationship influence, innovation, transformation, and role influence" (Ulrich et al.,
Effective change agents are able to diagnose and solve problems, build relationships, articulate a vision, set a leadership agenda, and implement goals.

In particular, HR professionals need to be able to use HR technology and web-based channels to deliver services to employees (Brockbank & Ulrich, 2003). They must be proficient with HR information systems (HRIS) and must be able to teach others how to use such systems (Lawson & Limbrick, 1996). Schoonover (2003) suggests that technology expertise also is important for enabling HR professionals to manage technology vendors and ensure seamless delivery of excellent services.

5.3.3g: Choice of UG studies of fresh recruits (of HR Practitioners)

Implications for Theory

1. The preference of HR Practitioners was on HR students with traditional type of qualification like BA. This was followed by students having qualified in BCom, BBM and BE, respectively.

Implications for Policy and Practice

1. Traditional type of qualification like BA, probably gives an understanding and overview of education in a specific stream, with little sense of sophistication and undue importance given to oneself.
2. This type of education (a BA degree), might help HR students to stay put for good number of years at a single work place (which they had joined after completing their post graduation in HR) i.e., they may not be found, job-hopping on a regular basis.
3. Hence, less of job-hopping may help them to pick up valuable skills, demonstrate loyalty and better work output, towards development of the organization and themselves in the long run.

One of the most concerning issues for HR managers in India is the high staff turnover. In certain industries like call centers, staff attrition is the single biggest issue. The industry has grown from zero employment to a quarter a million young English speaking, well educated and ambitious people. Slater (2007) says "Attrition is highest in traditional customer service jobs, where young people find themselves having to spend all night on the phone, often with irate callers. In other areas, such as claims processing or accounting, the turnover rate is much lower. More worrying for many companies is the "merry go round" in supervising and
management jobs, as new centers are only too willing to pay higher salaries to hijack experienced staff”.

The issue of retention is much more critical in the high value adding BPO sector, such as Research & Development (R & D) activities. This $40 billion industry has one of the highest attrition rates of around 20 to 25 percent. The service laden BPO Industry have the highest attrition rates. Many companies are developing innovative incentive packages in countering this job hopping phenomenon (Chatterjee, 2007).

5.3.3i : Work experience in recent HR management graduates

Implications for Theory, Policy and Practice

1. HR Practitioners preference for HR management graduates having work experience could be based on the fact, they would like the graduates to "hit the corporate ground running to be billable from the first minute of stepping into their role / team / organization”.

2. Work experience before the two year post graduation in HR education, would entail them to pick up valuable insights about themselves and the type / kind of organization / industry, they would be working tomorrow.

3. Otherwise, the cost and over-runs in terms of time, personnel and other issues involved in training such fresh HR management graduates would be a considered a burden in the specific organization / company.

4. Of course, the results of this study, tilts in both the ways. As in partly HR Practitioners vouch for the previous work experience and few of them have revealed that there is no need for such experience.

These concerns are of importance to HR Practitioners and HR Academicians for at least three reasons. First: MBA programs directly affect the managerial work force and so are of key concern to those involved with recruiting, training, and executive development. Second: HR professionals are themselves drawn from MBA programs so that MBA programs" strengths and weaknesses will influence HR departments" performance. Third: HR Practitioners, like academics in general, are deeply concerned with pedagogical quality, and the charge that their product does not match their corporate customers" quality requirements is of serious concern. (Van Eynde & Tucker, 1997; Pascarella & Terenzini, 2005).
5.3.3k : Affiliation to HR Professional Association

Implications for Theory

1. Affiliation to HR Professional Association is much needed educational-training-networking type of inputs, which is needed for the any type of educational stream of specialization.
2. This affiliate status promotes the individual to showcase self in terms of knowledge, skills and competencies across all the platforms as needed.

Implications for Policy and Practice

1. As per the results of this study, almost half of the HR Practitioners affiliate themselves to NHRD, one thirds of them affiliate to NIPM and the remaining affiliate themselves to other HR associations.
2. Any individual as per his qualification, training and designation must link to a professional body for his own growth and development.

5.3.3L : HR Practitioner's Referred Books and Journals

Implications for Theory

1. Reading habits calls for a complete individual. Once an issue is read and understood, the concept has its implications on the individual's functioning both in terms of internal and external areas.
2. Reading up books and journals gives an individual the head start in terms of scientific growth and developments of such concepts / processes / methods, he / she was exposed to earlier, enables to build on such issues.
3. Builds the basics and fundamental concepts in any area. Once the fundamentals of any given discipline is strong, the applications built on such strong fundamentals goes to support the individual in his / her tenure of work.

Implications for Policy and Practice

1. As per the results of this study, more than one third of HR Practitioners prefer to read Dave Ulrich"s books. They also look up to HR titles being published by HBR, Cambridge and Oxford publishing houses.
2. HR Management students must be exposed to such reading habits during their two-year postgraduate program. The information about which will help them during their classroom learning and training, but also during their work tenure.
Knowledge gain can be obtained in one possible way and that is through periodicals aimed at Practitioners, either in specialty areas or in general management. For example, in the area of Human Resource management, Rynes, *et al* (2002) found that by far the most widely read periodical is HR Magazine, which is published by HR”s major professional association, the Society for Human Resource Management (SHRM) and has a circulation of more than two lakh readers.

Another HR periodical that is relatively widely read, and that aims specifically to create a bridge between scientists and Practitioners of HR, is Human Resource Management. Alternatively, in the case of general management, the most highly regarded periodical is the Harvard Business Review, which has a circulation of 240,000 and is published in 12 languages. HBR is another publication that attempts to bridge the worlds of science and practice and that has at least some readership among HR managers, directors, and vice presidents. Because the task of moving toward EBM is so daunting, priorities must be set as to what specific types of scientific evidence are most important to translate and transfer. At the risk of making a somewhat obvious point, Rousseau and McCarthy (2007) argued that scholars should begin EBM by focusing on issues about which there is a clear scientific consensus on findings. In addition, an issue should be important rather than trivial (Priem & Rosenstein, 2000). To use a medical analogy, we should focus on "number one killer" issues before moving on to less consequential concerns. Further, we should focus most of our attention on topics for which the scientific findings are not obvious to Practitioners—that is, on problems that managers, left to their own devices, will likely "solve" by doing something other than what sound research evidence would support (Gordon, *et al*, 1978; Priem & Rosenstein, 2000).

In the HR area, previous research has already identified a number of clear scientific findings that are not obvious to Practitioners. Specifically, Rynes and her colleagues (Rynes *et al.*, 2002) surveyed nearly 1,000 HR Vice Presidents, Directors, and Managers to identify which of 35 well-documented research findings HR Practitioners widely disbelieve. Their results showed widespread disagreement or lack of knowledge (i.e., more than 50 percent of Practitioners actively disagreeing with or not knowing about) the research findings of the articles in many journals.
5.3.1m: HR Practitioners’ choice of b-schools and its reasons there of

Implications for Theory, Policy and Practice

1. The first preference in the choice of b-schools are "People Education Society (PES) / MS Ramaiah Institute of Management (MSRIM) / St Joseph's College of Business Administration (SJCBA) / Narsee Monjee Institute of Management Science (NMIMS) followed by "BM Srinivas (BMS) Institutes / Rashtriya Vidyaa (RVIM) Institutes / Acharya Institutes ".

2. The choice of b-schools is based on many criteria, which are read, heard, experienced by self and others.

In India, the ranking of b-schools are based on infrastructure, industry interface, intellectual capital including faculty publication and B-school governance. Some publications consider perceptions of the industry, perception of students, quality of placement with salary details and infrastructure. Magazines like Indian Management, Outlook, Competition Success Review and Business World generally go for ranking business programs and the schools running those. The ranking of the MBA programs had been discussed in articles as well as on academic Web sites. Critics of ranking methodologies maintain that any published rankings should be viewed with caution for the following reasons:

1. Rankings limit the population size to a small number of MBA programs. It ignores the majority of schools having excellent offerings;

2. The ranking methods may be subject to biases. They might be using statistically flawed methodologies (especially for methods relying on subjective interviews of hiring managers); The same list of well-known schools appears in each ranking with some variation in ranks. A school ranked as number 1 in one list would probably be number 17 in another list;

3. Rankings tend to concentrate on the school itself. But, some schools offer MBA programs of different qualities (e.g. a school may use highly reputed faculty to teach a daytime program, and use adjunct faculty in its evening program);

4. A high rank in a national publication tends to become a self-fulfilling prophecy;

5. Some leading b-schools including Harvard, INSEAD (France and Singapore) and Wharton provide limited cooperation with certain ranking publications due to their perception that rankings are misused (Das 2012).
5.3.3n: Preferred set of parameters for benchmarking of b-schools

Implications for Policy and Practice

1. HR Practitioner's set of preferred parameters of benchmarking that are needed to rank a B-school / Institute are "course of study; quality accreditation status; and prestigious faculty", followed by "quality accreditation status; prestigious faculty; facilities / resources; and job placement of graduates"

2. The HR Academicians, HR Students, and other stakeholders of the concerned B-school / Institute are to look into the above-mentioned parameters and work and develop them.

5.3.3m: HR Practitioners perception of changes in HR Field

Implications for Theory

Observed by the HR Practitioners in HR field have to be systematically and logically documented, so as to ensure that no leads are left out.

1. Once documented, these changes are to be brought about into the syllabi. Bringing the "changes in HR field" to the syllabi is a long daunting process for affiliated colleges.

2. But for Autonomous b-schools / Institutes / Universities, it could be done with less of a difficulty.

Implications for Policy and Practice

1. The "changes in HR field" that has been drawn into the syllabi, has to be delivered by the HR Academician.

2. Further, the HR Practitioner could be called in to discuss these topics at length both with HR students and HR Academicians.

3. More than theoretical issues, the practice issues to be emphasized and reinforced by both the HR Academicians and HR Practitioners.

Over the past decade, there has been a sea change in the area of Indian technical services and the associated HRM practices of recruitment and retention. While the higher education system in the country has remained overwhelming poor in infrastructure and weak in becoming revitalized to grapple with the global imperatives, there has been a mushrooming of private educational institutions (Time, 2007). The recruitment problem is further deepened by the emergence of a new culture of "job hopping" amongst employees who can demonstrate their world class competencies. This phenomenon of turnover has seen a chain
reaction in entry level salaries and an increase in graduates has created significant social and
economic disruption to the Indian labour market. A likely scenario from this rampant activity
is that the Indian HR scene will be negatively impacted in the next decade unless the
deregulation and autonomy of the higher education sectors is initiated somewhat
immediately. An example of this widening gap between the university system and market
need has become a serious impediment in many new industries. It has been reported in
Popular Press (Time, 2007) that out of 13 million people who applied to work in the IT
company Infosys last year, just 2% of them were qualified to join the same, indicates a sign
of stress in the university system that graduates 2.5 million a year and will be doing so in the
future with bigger numbers.

5.3.3o : Recruitment preferences amongst HR Practitioners

Implications for Policy and Practice

1. Based on the need of the department / client / industry, the recruitment preferences
   amongst the HR Practitioners would follow certain rules and constraints.
2. Depends on the need for the entry / junior level HR executives, the HR Practitioners /
   recruiters come to b-schools / Institutes.

A strategy that can be valuable for promoting strategic competence involves creating
development experiences in which individuals are encouraged to learn from their mistakes.
Information from errors can be used to broaden one's knowledge base. Indeed, expertise is
characterized by an understanding of not only when and why particular strategies are
appropriate, but also when they are not (Ford & Kraiger, 1995). Lawson and Limbrick (1996)
argue that valuable, on-the-job development experiences for HR professionals ensure that
both success and failure are possible and visible to others.

Extending this further, we would argue that failures, when they occur, should be framed as
opportunities for learning. For example, after-action reviews (AARs), which originated
within the US Army, are increasingly being used by organizations to help individuals
improve their performance by having them reflect back on their actions. AARs involve
holding a discussion about an event or assignment, during which a set of structured questions
is used to analyze performance, identify successes and failures, and extract lessons learned.
Yeung et al.,(1996) describe a variant of this approach that was instituted at Quantum, in
which networks of HR professionals met monthly to review each other's work and learn from
one another's successes and failures. Through this analysis of errors and knowledge sharing, after action reviews can help build HR professionals' functional knowledge as well as their understanding of how to apply that knowledge in different business situations.

5.3.3p : Nature of b-schools
Implications for Theory
1. The nature of b-schools as perceived by HR Practitioners is a mixed bag of both positive and negative thought processes involved.

Implications for Policy and Practice
1. These thoughts processes (those which are predominantly negative in connotation) have to be looked into closely, examined for their validity and reliability, by all the concerned stakeholders of the concerned B-school / Institute.
2. Further, the HR Academicians, along with their other stakeholder's in the organization must work towards resolving these thoughts processes.

5.3.3q : Validity of the HR Project / Dissertation done by HR student
Implications for Theory
1. Project work / Dissertation conducted by the HR student, is viewed by companies as valid. But there persists, a lot of doubts regarding the "validity" of such projects.

Implications for Policy and Practice
2. The project work / Dissertation is a small piece of research work. This has to be conceived by the HR Practitioner (based on the problems noticed in his organization / department / personnel), structured so that upon conducting of research work, must be able to solve / resolve issues in any functional concerned. This has to be moved on to HR Students and HR Academicians to do the data collection, analysis and findings of the study.
3. The findings of the study has to be implemented into the concerned problems area and obtain valuable feedback., which must resolve the problem.

5.3.3r : Missing links in HR Education
Implications for Theory
1. The missing links in HR Education (as perceived by the HR Practitioner) are to be addressed primarily by HR Student and HR Academician;

Implications for Policy and Practice

2. The other stakeholders in the B-school / Institute / University, must support the drive taken up HR students and Academicians.
3. There has to be a conscious effort by all concerned in this activity.

Employers also believed that management programs in universities and colleges were too theoretical and did not incorporate the desired balance of practical realism into the curriculum. Furthermore, locally trained graduates were not adequately prepared to assume managerial positions because of inadequate technical skills and poor verbal communication skills. In another study, the top 10 skills required by managers were technical skills, creativity and resourcefulness, interpersonal skills, business communication skills, analytical skills, goal-oriented team-player skills, flexibility and resourcefulness, decision making skills, and leadership skills (Nazari & Sharon, 1996).

Zabid and Samsinar (1996) found that both the private and public sector employers have different perceptions of Malaysian graduates. The public sector has a better perception of local graduates than the private sector. Prospective employers also have high expectations for communication skills, initiative, and proficiency in the English language. The public sector has higher expectations for creativity, initiative, and communication skills. Employers in both the public and private sectors have low expectations regarding extracurricular activities and physical appearance. These studies showed the importance of certain skills and attributes required in hiring business graduates. These skills and attributes were considered essential by employers and students (Kelly & Gaedeke, 1990; Raymond et al., 1993). On the other hand, Ulinski and O'Callaghan (2002) found significant differences both between employers and students and among the students themselves, regarding their perceptions of the importance of oral communication skills.

5.3.3s : HR Areas not being stressed in b-schools

Implications for Theory
1. HR Practitioners have emphasized the "application of concepts to field and scenarios / during TLP concept application is to be stressed – reinforced", and "bridge and balance - the theoretical concepts and relevance practice needs of the industry".

2. HR Practitioners have opined that "clarity of practice of relevant concepts in the field / fieldwork is not stressed".

Implications for Policy and Practice

1. The processes (those which are predominantly negative in connotation) have to be looked into closely, examined for their validity and reliability, by all the concerned stakeholders of the concerned B-school / Institute.

2. Further, the HR Academicians, along with their other stakeholder's in the organization must work towards resolving these thoughts processes by developing strategic planning and implementation.

Several researchers have attempted to identify the potential mismatch between the skills and attributes of graduates of tertiary institutions and employer expectations. It was found that personnel managers ranked "communication skills" as the most important, followed by "the ability to work with others" and "the ability to plan, develop, organize and coordinate." (Eberhardt & Moser, 1997; Kelley & Gaedeke, 1990; Raymond, et al, 1993). The other skills and attributes considered important by employers were interpersonal and listening skills (Eberhardt & Moser, 1997; Kane, 1993; Raymond et al., 1993); oral and written communication skills (Eberhardt & Moser, 1997; Kane, 1993; Raymond et al., 1993); self-motivation (Raymond et al., 1993), leadership skills (Eberhardt & Moser, 1997).

5.3.3t: Nature of imparting HR Knowledge to HR Students

Implications for Theory

1. The ways and means as developed by HR Academicians to impart the HR Knowledge to HR students has its preferences in "Teach only what is need / Need is more to practice in field to develop knowledge"; and "Theory concepts are to be given as background reading at students" convenience".

Implications for Policy and Practice

1. The HR Academicians must be able to restrict, re-channel, re-work their strategies of teaching learning processes, without which the thought processes of HR students cannot be changed.
2. Secondly, a significant part of the lesson / chapter / concepts have to be given to the HR students to learn at their leisure.

3. This segregation of the duties with respect to the teaching-learning-process amongst the HR Academician and HR student has to be delineated, so that it helps to build on their strengths and also resolve their weaknesses.

5.3.3u : Pre-requisites for entry into HR management courses

Implications for Theory

1. HR Practitioners have opined that HR students must have work experience in an industry; this experience helps the students appreciate the contents of the program.

2. Second perspective is that HR students should obtain strong basic grounding in English & Maths; Teaching in the classrooms to be 20% and Practice at 80% of the contents of the syllabus;

3. Students to be identified and sent from the industry (for those who do not have an Management / HR degree), to educate / train in HR education.

Implications for Policy and Practice

1. For HR students, work experience to be made as a compulsory to all admissions to Management programs, especially HR programs.

2. For HR students, a bridge program which emphasizes a strong basic grounding in English & Mathematics is a must for growth and development, especially HR students.

3. HR Academicians teaching the content of any subject to target 20% for theory only and remaining 80% of the contents of the syllabus to be practice based.

Emphasizing their lack of practical competencies, Linder and Smith (2000) criticize MBA graduates for failing to understand politics, people, and teamwork. Likewise, Livingston (1971), based on a study of 1,000 Harvard Business School graduates, concludes that grades do not predict how well a graduate will perform in management because MBA programs do not teach students how to develop requisite competencies such as using power, thinking broadly, and coping with emotion. Giauque and Woolsey (1981) censure academic tenure and incentives that result in faculty and students who lack "street experience". To address academics and executives concerns, Butler (1986) argues in favor of increased integration of the humanities with the business curriculum to enhance the development of competencies.
such as written and oral communication. Even Porter and McKibbin (1988), writing at the request of the American Assembly of Collegiate Schools of Business, suggest that business professors’ research focus has had scant effect on management practice. Like Butler, they suggest that b-schools enrich their curriculum with concepts from all sectors of the university in order to emphasize globalization, people skills, and broad thinking.

5.3.3v : HR subjects recommended by HR Practitioners

Implications for Theory
1. “HR Audit / Leadership / Talent Management / Strategic HR” ; followed by “Technology and IT based HR subjects / HR Analytics / SAP HR” and lastly “LD / Employee Engagement / C & B / IR” were some of the HR subjects that HR Practitioners have emphasized to be taught in the classroom.

Implications for Policy and Practice
1. HR Practitioners and HR Academicians are to be trained to teach and train the above mentioned subjects in the way that is needed by the industries / organizations.
2. To train the HR students in the above mentioned areas, the exposure in the industry is to be taken up and conducted, so as to enhance the training - learning process.

The key HRM practices in Indian organizations as observed have been listed by the HR Managers and Senior Managers and are given as follows - Recruitment, Compensation, Training and Development, Performance Appraisal, Promotion and reward, Career Planning, Gender Equity, and Reservation System were of prime importance. All these given areas have formally defined work roles which are high and are seen in various industries. (Chatterjee, 2007).

5.3.3w : KSA of the HR Practitioner in the coming decade

Implications for Theory
1. In the coming decade, the following KSA are to be built in to the student as in "SAP - HR / IT based HR courses to be taken up"; followed by " Update knowledge of the subject concerned for work" and lastly " Advanced LD / Compensation and Benefits / Talent Management / PMS/ Workplace diversity"
Implications for Policy and Practice

1. The skills sets are to be built in the HR students, during the post graduation itself. Further, the teaching must be doubled up with practice based component.

The domains of Knowledge levels, Skill sets and Attitudes of the HR practitioner, are as follows:

1) Strategic Contribution. High-performing companies have HR professionals involved in the business at a strategic level. These HR professionals manage the culture, facilitate rapid change, and are involved in the strategic decision making and create market-driven connectivity of the operation (Boselie and Paauwe, 2004).

2) Personal Credibility. HR professionals must be credible to both their HR counterparts and the business line managers whom they serve. They need to promise and deliver results and establish a reliable track record. Furthermore, working well with others by building good relationship is vital in developing the ability to work together with others effectively. In addition, HR professionals must have effective writing and verbal communication skills (Boselie and Paauwe, 2004).

3) HR Delivery HR professionals deliver both traditional and operational HR activities to their business in four major categories. First, by designing developmental programs and challenging work experiences. This is done by offering career planning services, and facilitating internal communication processes. These efforts include both individual development as well as organization-wide development. Second, by structuring and HR measurement: restructuring the organization, measuring impact of HR practices, and managing global implications of HR practices. Third, by attracting, promoting, retaining, and out-placing appropriate people. Finally, by performance management in terms of designing performance-based measurements and reward systems and providing competitive benefit packages (Boselie and Paauwe, 2004).

4) Business Knowledge. To become key players in the organization, HR professionals must understand the business or industry of the company they serve. Key areas of knowledge include applied understanding of the integrated value chain (how the firm horizontally integrates) and the firm"s value proposition (how the firm creates wealth, as informed by Boselie and Paauwe, (2004) and Heisler (2003).
5) HR Technology HR professionals need to be able to leverage technology for HR practices and use e-HR/web-based channels to deliver value to their customers. Further argues that the pace of technological innovation will continue to accelerate. HR can take advantage of these changes by automating HR processes and becoming more effective in communicating with its internal/external customers, as informed by Mondy & Noe, (2005).

To summarize, the HR Practitioner must work in tandem with the HR Academicians and the b-schools concerned. With that in progress, one can expect to see that HR students would come out, who are relevant in terms of knowledge and skill sets. Hence the HR Practitioner must understand himself to begin with and working in silos would not be good to any of the stakeholder in this concept of HR education.
5.4 : General suggestions for betterment in HR education

The suggestions for seeking the betterment or growth in HR education is based on the core area, i.e., HR education, where in its role and relevance, based as of the present day have been addressed. The second area for betterment is the, HR and Management Academicians, who form the pillars on which HR education is built on, thus they have been addressed as per their issue of relevance. The third area for betterment are the Management institutions, where in, it could be a Department of Management studies or an Autonomous B-school, hence relevant suggestions have been provided. Last and the fourth area of betterment is the Industry - Institute Link is a of confluence of both the academia and the industry where the outcomes are pretty much on display, thus relevant suggestions to this area have been provided.

Hence, this section on suggestions for betterment in HR education has been split into the following areas -

5.4.1 : HR education area
5.4.2 : HR students
5.4.3 : HR Academicians
5.4.4 : Management Institutions
5.4.5 : Industry - Institute Linkage

5.4.1 : HR education area

The following areas are of importance to the ever growing field of HR education. Hence, certain relevant and suitable suggestions have been provided to HR education areas.

5.4.1 : Project work

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<th>Sl No</th>
<th>Issue</th>
<th>Suggestion</th>
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<tbody>
<tr>
<td>1</td>
<td>Duration of Project work</td>
<td>4 to 7 weeks of focused and structured work</td>
</tr>
<tr>
<td>2</td>
<td>Pre-work (before project work)</td>
<td>To work out the HR area, identify the tool/s of data collection, sample size, duration and such other basic issues</td>
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<tr>
<td>3</td>
<td>Each student is different</td>
<td>A briefing session has to held with each student individually.</td>
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<tr>
<td>4</td>
<td>Understand, Imbibe</td>
<td>The student has to understand the content, context,</td>
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and Act purposefully objectives, methodology, rationale, ethics and ethos of conducting the project work

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<tr>
<td>5</td>
<td>Project work</td>
<td>Student has to complete the data collection, analyze the data, tabulate the results and prepare the report</td>
</tr>
<tr>
<td>6</td>
<td>Results of the study</td>
<td>To be implemented and the outcome has to be understood in the light of circumstance and the people</td>
</tr>
<tr>
<td>7</td>
<td>Implementation Report</td>
<td>The execution (or the application of the results of the study into the HR area) has to be understood, from its level of efficacy in solving the problem concerned</td>
</tr>
<tr>
<td>8</td>
<td>Supervisors at the Academia and the Industry</td>
<td>Have to come together and decide the course of action of the future research work, so that the outcome is beneficial to all</td>
</tr>
<tr>
<td>9</td>
<td>Distribute copy of the project work (along with execution / implementation report)</td>
<td>To the concerned Industry supervisor and to the Library at the specific organization</td>
</tr>
<tr>
<td>10</td>
<td>Good rapport</td>
<td>With the industry based practitioners (across many specializations) are to be developed, both by the HR student and HR Academician</td>
</tr>
<tr>
<td>11</td>
<td>HR areas that could be researched about</td>
<td>This primarily depends on the organization per se. HR areas like Effectiveness of HR Project work, Industry requirements in a HR Project, Making HR functions efficacious, HR Project work in various HR areas, could be a few. Although HR functional area wise topics could be given HR Practitioners in their respective organizations.</td>
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5.4.2: Organizational visits

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<th>Sl No</th>
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<tbody>
<tr>
<td>1</td>
<td>Organizational visits</td>
<td>To be initiated from 1st semester of the program</td>
</tr>
<tr>
<td>2</td>
<td>Number of visits</td>
<td>A minimum of 4 visits per semester (i.e., one visit per month could be planned)</td>
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<tr>
<td>3</td>
<td>Areas of focus</td>
<td>Focal areas during each of the Organizational visit would change, as per the semester and as per the need of the specialization</td>
</tr>
<tr>
<td>4</td>
<td>Pre-visit work</td>
<td>Students must do a preliminary work regarding the industry and the specific function</td>
</tr>
<tr>
<td>5</td>
<td>During the visit</td>
<td>Adequate knowledge will help sustain the discussion with the</td>
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industry experts during the interactive / discussion sessions

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<tr>
<td>6</td>
<td>A detailed report of the visit</td>
<td>Report be prepared, specifying the aim, objectives / purpose of the visit, people met, areas discussed, knowledge / skill set gained must be detailed. Photographs of the site visit would be a value add</td>
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<td>7</td>
<td>Usefulness of the reports</td>
<td>The Industrial visit reports are to be used by Academicians / students / Practitioners during their lecture classes.</td>
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5.4.3 : Meet the HR Professionals / Practitioners

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<th>Issue</th>
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<tr>
<td>1</td>
<td>HR Professionals / Practitioners</td>
<td>HR Professionals are in touch with the happenings in the market / industry. They are the best judges to understand the pulse and the health of any organization. The amount of practice based issues and the experience is sufficient to take the particular lecture class / training system a notch higher than expected.</td>
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<tr>
<td>2</td>
<td>Rapport and interaction with the industrial practitioners and professionals (for HR Academicians)</td>
<td>Regular and systematic interaction with Practitioners helps develop many a skill sets, increase knowledge levels and may also change the attitude, in due course of time.</td>
</tr>
<tr>
<td>3</td>
<td>Every Academician must log his work with Industrial Practitioners</td>
<td>This log has to be evaluated for consistency, validity and usefulness, this could be used in Academic Audit of the Academician.</td>
</tr>
<tr>
<td>4</td>
<td>Bring the HR Professionals / Practitioners</td>
<td>Regular and systematic interaction with HR Professionals in the lecture class / training program, benefits students in a variety of ways.</td>
</tr>
<tr>
<td>5</td>
<td>HR Professional Associations</td>
<td>National Institute of Personnel Management; National Human Resources Development Network; Society for Human Resources Management; Indian Society for Training and Development; More than Human Resources, are important HR Professional Associations to be linked to as a member.</td>
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## 5.4.4: HR subjects & syllabus

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<tbody>
<tr>
<td>1</td>
<td>HR Subjects</td>
<td>Subjects being taught must have the back up of both the theory as well as the practical component</td>
</tr>
<tr>
<td>2</td>
<td>Rigidity in allotment of theory components to the student as compulsory reading</td>
<td>The theoretical part could be allotted to the student to read up and come prepared to the lecture class.</td>
</tr>
<tr>
<td>3</td>
<td>Practice must happen as per the need, either in the lecture class or in the field</td>
<td>The practical part has to happen under the supervision of the Academician or the Academic advisor</td>
</tr>
<tr>
<td>4</td>
<td>Monitor and Supervise the practice session</td>
<td>The Academician should definitely supervise / monitor, the student during the practical demonstration of the issue concerned</td>
</tr>
<tr>
<td>5</td>
<td>Revision of the syllabi / Conceptual contents</td>
<td>Compulsory revision every year; Or at least once in two years is a must; These changes in the conceptual contents must happen in the presence of Academicians, Practitioners and Administrators concerned with the subject / area</td>
</tr>
</tbody>
</table>

## 5.4.5: HR competency & skill

<table>
<thead>
<tr>
<th>Sl No</th>
<th>Issue</th>
<th>Suggestion</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Link between the HR student and the HR Academician</td>
<td>Understand and identify the competency and skills in a specific HR Academician; because every Academician will have a set of unique skills and competency levels</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Understand and identify the competency and skills in a specific HR Practitioner</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Link the student along with HR Academician and HR Practitioner, so that the specific skills are understood and worked-up</td>
</tr>
<tr>
<td>2</td>
<td>HR subject / area wise competency and skill sets</td>
<td>Every subject being taught should possess, both the components of theory and practice, i.e., theory must aid and support the practice of the given concept in the field</td>
</tr>
<tr>
<td></td>
<td></td>
<td>The practice component must be decisive and strong enough</td>
</tr>
</tbody>
</table>
to persuade the student to behave / perform the actions in a particular way, which would yield positive results.

The number of repetitions of the application of concerned concept / methodology / process into the field, would definitely makes finer skills sets and competency levels in the individual concerned.

5.4.6 : Training methodology

<table>
<thead>
<tr>
<th>Sl No</th>
<th>Issue</th>
<th>Suggestion</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Training methodology</td>
<td>Is to be student centric, as is teaching learning process. Each student is to be trained differently, i.e., the inputs would differ in their content, context and methodology of being told / advised during the training</td>
</tr>
<tr>
<td>2</td>
<td>Understand the students</td>
<td>Hence, before initiating the training session, the student has to be understood holistically and then the inputs have to structured and provided. Only then would the outcome be different</td>
</tr>
<tr>
<td>3</td>
<td>Need for differential Inputs for students</td>
<td>Thus, when the inputs differ (from one student to another), the process that takes place inside the student is also different, and indeed so would be the outcomes of the actions / behaviors performed.</td>
</tr>
<tr>
<td>4</td>
<td>Variations in the outcomes</td>
<td>These variations in the outcomes have come about because of differences in the levels and working of the cognitive functions within the students</td>
</tr>
</tbody>
</table>

5.4.7 : Campus placements

<table>
<thead>
<tr>
<th>Sl No</th>
<th>Issue</th>
<th>Suggestion</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Structured and Sequenced Inputs given to the HR student</td>
<td>Proper teaching - learning processes coupled with good training methodology, would prepare an average student into a better or a brighter student</td>
</tr>
<tr>
<td>2</td>
<td>Help in the launch of the student from Campus to Corporate</td>
<td>In turn, this transition will benefit the &quot;launch&quot; of the student from the campus to the corporate; i.e., brighter the student, better would be chances of the particular student obtaining a good corporate offer</td>
</tr>
<tr>
<td>3</td>
<td>Invisible bridge</td>
<td>The department of placements carries with it, the invisible</td>
</tr>
</tbody>
</table>
bridge that links Academia and the Industry; more specifically the requirements on either side of the bridge has to be met and secured

4 Bring in corporates into the campus / Academia

The department of placements must bring in good number of corporates into the campus, so that, the students have job options to choose

To coach and mentor students

5 Platform to develop Industry -Institute Interaction

Further, a good platform could be secured in the form of Industry-Institute Interactions which helps to develop rapport, build and strengthen relationships with the industry in due course

<table>
<thead>
<tr>
<th>Sl No</th>
<th>Issue</th>
<th>Suggestion</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Uniqueness</td>
<td>We learn about things in life differently; few of us learn through seeing, few of us learn through hearing, few of through touch, etc and so on</td>
</tr>
<tr>
<td>2</td>
<td>Structure the classroom in order to Teach and Learn well</td>
<td>In the same way, the teaching in a classroom has to be composite in nature. All types of learners have to be addressed through the use of multiple methodologies of teaching learning process</td>
</tr>
<tr>
<td>3</td>
<td>Need for a multi-modal teaching methodologies</td>
<td>The teaching learning process in any postgraduate management program must compose of multiple methods, without which, the learning in any student may not be complete</td>
</tr>
<tr>
<td>4</td>
<td>Effects of incomplete learning</td>
<td>Indeed, anything half learnt and half not heard / understood / imagined, may be dangerous / devious or simply put, may prove to be bad for all the stakeholders</td>
</tr>
</tbody>
</table>
Table No 5.4.9 : Methodologies to be used in teaching learning process across a two year Management program

<table>
<thead>
<tr>
<th>Teaching Learning process</th>
<th>1st sem</th>
<th>2nd sem</th>
<th>3rd sem</th>
<th>4th sem</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lectures</td>
<td>√</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Role Play</td>
<td>-</td>
<td>√</td>
<td>√</td>
<td>√</td>
</tr>
<tr>
<td>Seminar presentation</td>
<td>√</td>
<td>√</td>
<td>√</td>
<td>√</td>
</tr>
<tr>
<td>Simulation</td>
<td>-</td>
<td>-</td>
<td>√</td>
<td>√</td>
</tr>
<tr>
<td>Group Assignment</td>
<td>√</td>
<td>√</td>
<td>√</td>
<td>√</td>
</tr>
<tr>
<td>Industrial visits</td>
<td>√</td>
<td>√</td>
<td>√</td>
<td>√</td>
</tr>
<tr>
<td>Field Work</td>
<td>√</td>
<td>√</td>
<td>√</td>
<td>√</td>
</tr>
<tr>
<td>Minor Project</td>
<td>-</td>
<td>√</td>
<td>√</td>
<td>√</td>
</tr>
<tr>
<td>Public service project</td>
<td>√</td>
<td>√</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Quiz</td>
<td>√</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Preparation of B-Plan</td>
<td>-</td>
<td>-</td>
<td>√</td>
<td>√</td>
</tr>
<tr>
<td>Research Projects</td>
<td>-</td>
<td>-</td>
<td>√</td>
<td>√</td>
</tr>
</tbody>
</table>

5.4.10 : Research / Doctoral and Post Doctoral programs

<table>
<thead>
<tr>
<th>Sl No</th>
<th>Issue</th>
<th>Suggestion</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Basis of All</td>
<td>Research component is the basis of all in any given discipline.</td>
</tr>
<tr>
<td>2</td>
<td>Mantra of an Academician</td>
<td>This is the mantra that all Academicians must never forget.</td>
</tr>
<tr>
<td>3</td>
<td>Result</td>
<td>Research is result of the issue that has brought us to this stage; and it is the issue that will take us to better places tomorrow.</td>
</tr>
<tr>
<td>4</td>
<td>Growth and Development</td>
<td>Indeed, conduction of systematic and proper research ensures the growth and development of the concerned discipline, thereby the concerned Academician and its student</td>
</tr>
<tr>
<td>5</td>
<td>Inculcation</td>
<td>Thus, Research has to be properly inculcated into the minds of the students, without which there is no growth for anyone.</td>
</tr>
<tr>
<td>6</td>
<td>Acquire research degrees in their areas / specialty.</td>
<td>An Academician must engage in Research all the time; also acquire research based degrees as in Doctoral and post-doctoral degrees, so as help himself to specialize in certain areas of choice</td>
</tr>
</tbody>
</table>
### 5.4.11: Role of HR Association

<table>
<thead>
<tr>
<th>Sl No</th>
<th>Issue</th>
<th>Suggestion</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Best Objective</td>
<td>HR Associations performs one of singularly best actions for all its stakeholders, i.e., it brings on to a common platform, aimed with common objective and a purpose.</td>
</tr>
<tr>
<td>2</td>
<td>Existential Purpose</td>
<td>Further, on a common platform all sorts of people would participate, viz., the Practitioner, the Academician, the Researcher, the Trainer, the Administrator, the Head of the institution, the student and so on.</td>
</tr>
<tr>
<td>3</td>
<td>Multitude of benefits to all</td>
<td>The continued education programs that is conducted on such a platform gives rise to a multitude of information, which could be accessed and used by any person on the platform</td>
</tr>
<tr>
<td>4</td>
<td>Chapter in all b-schools</td>
<td>Every Institute / B-school / Department must have the chapter of the HR Association, which must include the Academicians and the Students, actively participating in all its activities.</td>
</tr>
<tr>
<td>5</td>
<td>Routine and regular activities</td>
<td>There has to be routine and regular activities to be performed and attended by all concerned.</td>
</tr>
</tbody>
</table>

### 5.4.12: Relevance of Management festivals

<table>
<thead>
<tr>
<th>Sl No</th>
<th>Issue</th>
<th>Suggestion</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Purpose and objective</td>
<td>Management festivals are held to bring activities of a B-school under one umbrella, to be conducted with a short span of time, bring lot of students / Academicians / others concerned to participate / compete with each other in a variety of curricular / co-curricular / extra-curricular activities</td>
</tr>
<tr>
<td>2</td>
<td>Bring out the theory in the form of Practice</td>
<td>These events brings out various theory based management concepts such as - Team work, Plan, Organize, Staff, Direct, Coordinate and Regulate. So also takes care of Financial planning and execution, coupled with marketing, logistics, strategic, Public relations and a host of other management concepts are brought into the picture.</td>
</tr>
<tr>
<td>3</td>
<td>Other benefits</td>
<td>This event helps understand the importance of the above mentioned concepts. Also builds networking amongst the students and other stakeholders of the events.</td>
</tr>
</tbody>
</table>
### 5.4.13 : Relevance of FDP / MDP

<table>
<thead>
<tr>
<th>Sl No</th>
<th>Issue</th>
<th>Suggestion</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Purpose</td>
<td>Faculty Development &amp; Management Development Programs are those activities that enhance the knowledge levels, skills sets and the attitudes of the Faculty and the management representatives, in both the trainer and the trainees</td>
</tr>
<tr>
<td>2</td>
<td>Outcomes</td>
<td>The activities in such programs kindle and tease out the negative behaviors and prompt the outcome of positive behaviors related to self, interpersonal issues, office related behaviors, and knowledge, skill sets and attitudes.</td>
</tr>
<tr>
<td>3</td>
<td>Benefits</td>
<td>Variety of resources are generated for the host institution and also for the trainer.</td>
</tr>
</tbody>
</table>

### 5.4.14 : When the HR syllabus has to be changed

<table>
<thead>
<tr>
<th>Sl No</th>
<th>Issue</th>
<th>Suggestion</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Duration of a syllabi</td>
<td>The subjects must undergo revision once every year. If not at least once in two years is a must</td>
</tr>
<tr>
<td>2</td>
<td>Expert Panel</td>
<td>The changes in the concepts and its applications must happen in the presence of Academicians, Practitioners and Administrators concerned with the subject / area.</td>
</tr>
<tr>
<td>3</td>
<td>State-of-the-art- concepts</td>
<td>Thus, appropriate concepts, processes, methods, techniques that are in use as on today, and would be in use tomorrow, are being taught today.</td>
</tr>
<tr>
<td>4</td>
<td>Benefits all</td>
<td>Hence, syllabus of any given subject or in entirety the program contents and its methodology of its delivery has to undergo a thorough change, for the benefit of all concerned</td>
</tr>
<tr>
<td>5</td>
<td>New subjects are an essentiality</td>
<td>New HR subjects have to be introduced into the program. Such new subjects could be taught by HR Practitioners and later on HR Academicians could take over either completely or partially (depending on their expertise and knowledge levels)</td>
</tr>
</tbody>
</table>
5.4.15 : HR as a profession in the future

<table>
<thead>
<tr>
<th>Sl No</th>
<th>Issue</th>
<th>Suggestion</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Opinion</td>
<td>Many professionals including HR practitioners keep informing about the HR ceasing to be a profession in the future.</td>
</tr>
<tr>
<td>2</td>
<td>Reasons for opining</td>
<td>The scenario that has been envisaged by such professionals, may be due to the above mentioned issues, viz., the teaching learning process, the training methodology, the practice of HR concepts in the field, campus based placements and so on.</td>
</tr>
<tr>
<td>3</td>
<td>What has to be done?</td>
<td>Hence, the present scenario is &quot;better late than never&quot; to buckle up ourselves, change our perceptions, bring in better methods of conducting HR activities in educational and professional work related organizations and industries.</td>
</tr>
<tr>
<td>4</td>
<td>End existence</td>
<td>Only then, may the profession of HR may come out its shackles and shine brighter, thus leading us into the next decade and further.</td>
</tr>
</tbody>
</table>

5.4.1a : HR education based Competency model

A model of Competency, i.e., growth and development has been proposed here. This model focuses primarily on the HR student and HR Academician. The belief is that, primarily a proper, sustained and value ridden interaction between the student and the Academician will lead to the emergence of a better student.

Brief explanation of the model

This is a competency model for HR students and HR Academician. At the centre of the model is the concept and concerns of the HR discipline. The HR concepts (being taught in the class) have to be taken up by both the HR student and HR Academicians, to understand and discuss from both the theoretical and application purposes.

To begin with, the concept has to be understood, questioned and must be utilized to perform an act of usefulness. The next step, would be to obtain the output generated, along with the concept evaluation. By doing so, we would be able to apply the results to the field, thus completing the one set cycle of the any concept.
The following core areas would be developed in the student -

1. Personal and social development
2. Subject based knowledge, skill sets and attitude
3. Knowledge of understanding of the Corporate / Industry
4. Strong in numerical
5. Lifelong learning and development

The following would be the outcomes that is expected out of this type of a model. They are -

1. Sequencing of skills
2. High engagement
3. Continual monitoring and supervision
4. Error correction, through the development of formative feedback
5. Appropriate response from HR Academician
6. Support from Industry practitioners
7. Independent learning
8. Summative Growth

This model provides an environment which supports the HR student's learning, development and confidence to explore and learn in a secure and safe, yet challenging atmosphere. This model is still in development and needs work to be done.
Flow chart No 5.1: A competency model for HR Students and HR Academicians

- Independent Learning
- Academician Demonstrates
- Sustained Growth in all areas
- High Engagement
- Repeated Acts of Performance
- Sequencing of Skill sets
- Students performs
- Firm Responses from Academician
- Support from industry Practitioners
- Continual monitoring for formative direction
- Error correction: Formative Feedback
- Evaluate
- Apply
- Perform
- Question

HR Concept
5.4.2: HR students

The suggestions for HR students are given below, viz.,

1. The suggestions provided under the heading HR education area, are applicable for the HR student. The HR Academicians, Head of Department, Dean and Directors of the concerned b-school could inculcate the suggestions provided into their respective curriculum.

2. Academic & career counseling is to provided to the HR student: The earliest of the such sessions could focus on or before they students have enrolled themselves into the management program. The second set of inputs could be provided before the selection of their area of specialization, along with specific inputs being given in the form of career counseling which helps the students to opt for such area/s of work. This decision to opt for a particular area of work could comprise of the increasing on the strengths and opportunities, further attempting to resolve the weaknesses and threats, concerning the student. This sort of a specific input could support the HR student to make informed choices.

3. Focus on learning by practice: The predominant system of learning in the Indian scenario and that too beginning with primary education, focuses mostly on rote learning. This has to be changed to a state where in students learn by doing / practice. The more the practice, the better would be the learning and development of the skill set, along with improving the knowledge levels and shaping of work related attitudes.

4. HR subjects and redundancy vis-a-vis the market demands: The predominant reason for any subject to become redundant could be that the 'practice component' does not exist or is very less in that particular HR subject / course vis-a-vis the industry demand. These prevailing needs of the HR subject / course, have to be met at the very earliest, so as to help the HR student catch up with the changes in the content of the subject vis-a-vis needs of the industry, as in skill sets and attitudes. Hence, HR needs to be practice oriented rather than just theory and discussions in the classrooms.

5. HR students have to become good in communicative and written aspects of languages: i.e., English as a language has to mastered and this would help and support the
development of better interpersonal and soft skills. As such inputs are basic and are important to one's growth and development in any area of work concerned.

6. Depend on self : HR students since the time of initiation to the postgraduate program must be told to inculcate the concept of learning and practice (of any concept) primarily by involving self and should not be completely dependent on the Academician.

7. Student attendance : Attendance to activities could be made compulsory and centralized. Electronic devices may be used for both faculty and students to ensure their presence in the classes.

8. Focus on development on skill sets and proper attitude : Students to be informed repeatedly that their focus should be on the identification and development of the required skill sets and attitude during their course of education and later work.

5.4.3 : HR Academicians

The suggestions for the HR Academicians are given below, viz.,

1. Simple Structure - Simple yet suitable structures will facilitate the quality development process amongst the Academicians. As much possible, hierarchy is to be eliminated, and flatter structures with strong inter and intra departmental relationships, i.e., teamwork in this case must be made available. The strengthening of teamwork is the basis for quality.

2. Leadership & Governance - The leader should be able to establish a vision and communicate it. The basic operations of the department and the organization must display the set vision. There must be provision for autonomy, experimentation and support for innovative ideas from all around. The leader must ensure that organizational structures have clearly defined role and suitable responsibilities allocated with optimal delegation compatible with accountability. Further, all these are to be established for appropriate monitoring and evaluation.
3. Empowerment of Academicians - In a quality driven organization, there must be involvement of all personnel in the problem-solving activities and with the use of relevant scientific methods along with the principles of statistical quality and process controls. The Academicians must be motivated to work around issues and how certain areas could be handled rather than telling the Academicians how they will turn out to be. An analysis must be made to understand as to the specific systems and procedures, which are primarily blocking them from delivering the necessary quality to their customers, as in students, parents, co-workers. A professional desire for improvement and growth must be seeded in the Academician. A sustained and systematic line of communication amongst everyone involved must be initiated and skills in conflict resolution, problem solving and negotiations developed, while displaying appreciation and tolerance of co-workers.

4. Teams and team working - Teams have the basic advantage of having the maximum number of people involved in any quality process. Without effective teams there cannot be growth. The synergy comes from all the stakeholders working in harmony within and between themselves.

5. Knowledge being managed - Knowledge management is about learning to know further and deeper what we know, so as to develop ourselves. However, organizations need to be clear that knowledge is more than information. More and better information does not mean that we are any more knowledgeable and sometimes may be detrimental. The basic tenet here is to exploit all forms of knowledge, both formal and informal and could be achieved by the development of an open knowledge generating, sharing culture and by the development of suitable processes linked to appropriate technologies that would promote, the sharing and appropriate use of all relevant information.

6. Benchmark as a tool - Is a systemic process for measuring and comparing the performance of one team or a department as against those of others. The goal of benchmarking is to learn the lessons of others, so as to make improvements in one's own self, team or a department. This could be initiated by the Academicians by visiting other institutions in their concerned areas and observe, how things are done,
e.g., a best practice and ensure that their department matches it, so that the issue could be worked around done to suit them, thus saving on re-invention.

7. Quality initiatives : All the team members must look and work at crucial factors like
a) Quality of Faculty recruited and promoted b) Quality of the necessary and relevant infrastructure C) Quality of information and library support d) Quality of Seminars and workshops conducted d) Placement services provided by the Institutes based on industry and academia needs.

To summarize, the process of strategic and quality planning in amongst the HR Academicians has to be on the similar lines as is normally followed in industry and commerce. The tools employed for establishing mission, goals and analyzing strengths, weaknesses, opportunities and threats must translate and help.

5.4.4 : Management Institutions
The cost on education across all levels and areas, coupled with developing the competencies and capabilities of its stakeholders, is a long term and steep investment, and is a basis and necessary pre-condition to predict the economic development of a region or a nation (Schultz, 1961). Tilak (2003) has summarized the results of a number of research studies, who have observed the positive impacts of higher education and the institutions on economic growth of a nation. Besides, the positive impact of higher education being that the growth and higher education has on reducing poverty levels significantly and is known to induce inclusive growth. Thus, the 11th Five Year Plan has been aptly titled "Towards Inclusive Growth" and thus is able to recognize the critical input of "inclusive education" as a one of the major components of achieving inclusiveness in its path to achieve the desired benefits. The suggests given below would help to grow and sustain, viz.,

1. Autonomy to Institutions : The affiliating system of linking one"s institution to a University has become obsolete. As envisioned by the WTO, the entry of foreign universities (to India) would make India based Colleges / Universities and such institutions irrelevant, if our actions in-decisive, not sustained and slow compared to the needs of academia and industry. The way our universities / colleges in our country could be helped to go ahead is by providing them academic, as well as functional autonomy. Thus there exists a need to revise and review the system from all areas and stakeholders concerned. It has to be emphasized that the growth of intellect occurs only in an
atmosphere of academic and intellectual freedom of speech and expression. The academic autonomy is not the close preserve of the universities and colleges only, but also to the lowly colleges, which account for about more than three fourths of enrolment at the higher education stage.

2. Research and Development in higher education needs full-fledged and sustained support: In a world that is swiftly changing, higher education in all forms should not lag behind the industry / market. To make meaningful interventions, thus growth in our society, the requirements of our country are long term and sustained investment in higher educational research and development programs and activities.

3. Institutions of excellence & financial support: The UGC has in its proposal, a grant of a maximum of rupee one crore to institutions of potential excellence. Providing them with academic freedom and rewarding them with financial incentives would contribute to nation building and growth in the long run.

4. Learner centric education system is the need of the hour: Late Dr. APJ Abdul Kalam, the former President of India, delivered the Decennial celebrations lecture of NAAC, where he opined that: "Moral leadership involves two aspects. First, it requires the ability to have compelling and powerful dreams or visions of human betterment. Moral leadership requires a disposition to do the right thing and influence others also to do right things. In sum, inquiry, creativity, technology, entrepreneurial and moral leadership are the five capacities required to be built through the education process".

5. Accreditation in all its hues: The concern for quality based organizational culture in higher education, all the world over has lead an issue in India. This problem needs solutions to be developed in order to address both quality and quantity of higher education, along with better academic and physical infrastructure (despite the resource crunch). This felt need for quality assurance, evaluation and sustenance across all areas and stakeholders, has promoted the University Grants Commission (UGC) in working towards quality enhancement since its inception. Hence, National Assessment and Accreditation Council (NAAC) in 1994 to assess and accredit institutions of higher learning in accordance with national levels issues and also the International Network for Quality Assurance Agencies in Higher Education (INQAAHE) perspective. The UGC has
made NAAC accreditation mandatory for institutions of higher education linking it with financial assistance and academic recognition.

On similar lines, the Ministry of MHRD had directed AICTE and in turn, has established the National Board of Accreditation (NBA) to look into accreditations of all technical higher educational level issues in line with various accords to mention as in Washing Accord and Sydney Accord.

6. Work around to increase the student enrolment, improve quality of school education, and reducing dropout rates: These are the prerequisites for increasing access to higher education in the long run. The need for a high school within a radius of 3-5 km of every village / settlement, recruitment of qualified, experienced teachers, provide teaching aids, mid-day meals, uniforms, text and note books along with transport are essential for improving access to school. A paradigm shift in the school and pre university based curriculum design, teaching techniques, must happen, so that the students are intellectually prepared to take up college education and the core is the teacher efficiency. With the growth of autonomous colleges, private players and involvement of college teachers in the board of studies in universities, the teacher plays a vital role in curriculum development. Indeed, teacher efficiency and accountability will serve as the prime factors for improving the quality of education.

7. Lack of proper research in Educational arena: The semester / trimester system of education and continuous internal assessment have not produced the expected results. There is also a lack of capacity, as in terms of infrastructure and human resources, needed to utilize the choice-based credit-system in colleges and universities for making higher education truly relevant, flexible and interdiscipl inary, and students have little to choose from. However, there is less research on curriculum development, pedagogy, faculty development and such areas. Capacity and skill building activities, carried out by Academic Staff Colleges in universities have to geared up to take in large numbers of teachers to be trained and in different areas of knowledge, skill sets and attitudes.

8. Deny entry to unscrupulous and poorly rated foreign universities: No poorly rate foreign university or having unscrupulous background should be allowed to set up their base in India. Engagements with foreign educational institutions, which are branded and highly
rated only must be allowed to set foot in. Further, student, Academicians and staff exchanges can be encouraged with good universities.

5.4.5 : The Industry - Institute Linkage

Innovativeness, creativity and competitiveness may be considered to be the factors contributing to the strength and sustenance of an economy of any region. Globalization, become vital for all countries to compete in the international arena for greater market share and many are constantly developing such practices and policies, aiming to foster innovation and strengthen competitiveness in themselves. In this regard Michael Porter (2008) says "the ability of firms to compete, grow and be profitable in long run", becomes the tougest challenge faced by firms all over the world. In literature, one finds competitiveness is juxtaposed with innovation and with clear evidences that it is next to impossible for any organization to achieve the pinnacle of competitiveness without having profound innovation system in its processes and products.

Many Universities / Autonomous Institutions and b-schools are always looked up as hubs for innovation and creativity, where Academicians and researchers from various disciplines gather to share their ideas for developing new technologies, procedures, processes and systems. The innovation done in such institutions attracts huge demand from all quarters of the industry and commerce. This leads to increased, diversified economic activities and market development, as given below.

1. Innovation system and its contributors: Innovations at level of Universities and Autonomous b-schools, the industry and individual talents. There exists a need to develop an innovation system, that could enhance the capacity of these three contributors. A strong innovative and creative system builds up efficiency and effectiveness of networking of the triple helix of competitiveness.

2. Industry-Institute linkages (IIL) : This provides the basis for a strong innovation system. A strong IAL ensures that the research and development activities in all relevant institutions are oriented towards the necessary demands of the market and society; This may provide a sustaining environment to beget an increased level of creativity for new comers and guarantees the enhanced competitiveness.
3. IIL scene in India: Is not very much encouraging. Members in any IIL are working independently and at times without the liasioning with others. Universities are engaging with industry with less frequency. Neither has the industry made any serious effort to generate some practical interests in educational institutions. The role of government is also not encouraging. These scenarios must change for the better.

4. The influence of Higher Education Commissions: In the recent past years, higher education commissions have made some attempts to reduce the gap between industry and academia but these have not yielded impressive results.

5. Components of IIL: This includes execution of consultancy and research based projects, industry-specific sponsored chairs, collaborative research and development projects, and commercialization of innovation at every level. At this level, Professors and senior faculty are to be found in industries for consultancy and top executives in universities for teaching. A higher level of human resource sharing must take place. This level of higher linkages results into need satisfaction of both entities where one sees academia has demand for funds, and the industry is short of time and human resource to carry on research. Thus a mutual juxtaposition of both entities results into high level of knowledge spillovers and increased economic growth.

6. Identify and develop one another's skills sets and knowledge levels: Institute and industry need to recognize each other's strengths and strive towards greater trust and communication to grow and mature.

7. Documentation: The issues of confidentiality of projects and Intellectual Property Rights (IPR) must be addressed. Success stories of industry-academia collaboration across the nation must be documented.

India needs structural changes so that business enterprises are able to spend government funding on research and development. Collaboration must be taken beyond fundamental research. Development of skills should also be brought to the forefront in addition to focus on higher technical education (Rajini, 2009).
Summary

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