HR STUDENTS PERSPECTIVES ON HR EDUCATION IN B SCHOOLS!

Urs Gururaj B*   Bagali M M**

Research Scholar (HR), Jain University, Bangalore. Faculty (HR), Acharya Institute of Technology, Bangalore.
***Professor in HR & Management, & Head (Research in Management), Jain University, Bangalore.*

Abstract
This paper is an attempt to understand the significance of HR education in India for its structured revision. Management education in India, has reached a phase where there are umpteen numbers of differentials & integrals, which in turn create multiple scenarios; some of these issues are growth oriented on one hand and chaotic, negatively connatated on the other. Thus, creating many a unwarranted situation for all the stakeholders. The University structure of traditional procedure of imparting management education and in turn training tomorrow's business leaders has been rendered redundant. The process of privatization and globalization demands drastic changes in the traditional teaching learning approach, but also stress a need for introduction of new age employability based knowledge, skill sets and attitudes, which have more economic value. This paper tries to explore the current issues of HR management education of B Schools in India, especially based on the HR students' perspective. A questionnaire has been developed and used to collect the data from the HR students. A total of 238 students studying in twenty-three institutions, as in State Universities, Central University, Technical University, National Institute of Technology, Private University and Autonomous Institutions were covered throughout the state of Karnataka. The data was analyzed using statistical tools such as Frequency & Percentage, Coefficient of Correlation and Chi Square. The results have been analyzed and discussed based on appropriate hypothesis. There exists a critical and crucial requirement to shape the HR education in accordance with the changes at the national & international levels of both the industry and the academia to bring about effective competitiveness and sustained employability amongst the work force in India in the near future.

Keywords: HR education, Project Work, Pre Placement Training & Campus Placement.

INTRODUCTION
Business schools have come around successfully to establish a strong presence for themselves within collegiate institutions in almost all countries of the globe[1]. Quality management education contributes to society in many ways beyond just formal education and skilling. The research, training and consultancy conducted by faculty on businesses, practices of its people & organizations, markets, and environment together contribute to an enlarging repository of knowledge. This ensures that pedagogy being adopted by the B school, remains current and relevant, and also helps organizations and companies to acquire a compact understanding of the strategies that will ensure their success. Faculty expertise, along with their students', is sought by members of the business community ranging from small family firms, to technology start-ups, to multinational corporations to name a few. In fact, many business schools include outreach acts as part of their mission, and devote significant resources to address and evolve a particular need within their local business environment. Thus, high quality business schools provide nations with an advantage, not only in the form of a skilled workforce, but also through intellectual, social, philanthropic contributions to general business knowledge and to the community. These contributions lead to rising income levels and economic growth in any given community (Senge, 1994).

Higher education, and in this case Management Education stands at crossroads. Changes in methods and processes are made imminent, as the traditional University structure of training and educating the business manager of tomorrow is being surpassed in the increasingly technological and complex global economy. The need of the hour is in the creation of a platform which could provide Management students with the talents and skills, necessary to work and compete in the ever changing industry, and also there is a felt need to understand and accept the challenges. Management education is considered as an elitist kind of a educational course, as it attracts young men and women, who are motivated by the positive occupational and social consequences associated with management education. In India, higher education especially management education is witness to an exponential growth in terms of number of institutes imparting management education which are usually termed as a Business School. The Government of India has taken initiatives in this direction by giving nod to 7 more IIMs taking the total number of the premier management schools to 14.

Apart from the IIMs, management education is offered by university's own department in campus, affiliated colleges of universities in same place or the whole state, now technical universities have been given this role. Moreover autonomous

---

[1]*In India, as of AICTE, there were 3644 B schools, many of which now are facing closure, and some already closed, these figures are as of 2014.*

Institutes approved by AICTE, universities running distance education program and open mode, are offering courses in management. Some recognized institutes and universities are also offering 3 years part time program (in evening) for working executives. Foreign universities having collaborations in India and those having students exchange program with limited-time studies abroad are also imparting management education. New private universities and several others are now coming up.

REVIEW OF LITERATURE

The review of literature on the proposed research topic yielded a few research studies. Relevant research studies in the above mentioned issues are discussed in brief. Institutions offering MBA programmes must respond to market needs (Baruch and Leeming, 1996; Shipper, 1999). Those who are unwilling to change, according to Schmotter (1994), may experience dissatisfied students and staff as well as a low demand for their programmes. In commenting whether business schools are delivering what business really needs, and reports that business schools have not taught their Management students how to manage across business functions and globally. Carnall (1995) agreed that management problems generally require solutions drawn from different disciplines and business schools must prepare Management students for that. This had also prompted Porter (1997) to propose the removal of individual subject disciplines and the implementation of a cross-functional curriculum in business schools. Indeed, employers today are looking for skills that would allow Management students to handle international businesses, develop new businesses and manage flatter organizations. Malaysia is aware of the explosive growth and competitiveness of global business that demands speed, flexibility and agility in responding to consumer demands. Any shortcomings perceived by practicing managers should therefore be attended to immediately. Those who participated in Eberhardt's (1997) survey raised concerns about the theoretical MBA curriculum. They feel that classroom knowledge of Management students does not match with the interpersonal and supervisory skills that are essential for managers. Porter and McKibbin (1988) noted that some business schools are not doing enough to develop the "soft skills" of managers, which resulted in suggestions to include courses in public speaking, conflict resolution, negotiation and teamwork techniques are offered as a part of MBA programmes.

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

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

RATIONALE FOR THE RESEARCH STUDY

Higher education especially the field of management education with special focus on HR education in India stands at crossroads. Without change, the traditional university structure of educating and training tomorrow's business leaders is being surpassed & discarded in the increasingly diverse and technological global economy. With an aim to provide management students with the best of knowledge, skill sets, attitudes and the necessary talents to compete in this marketplace, we must recognize and accept the reality before us. Internationalization of the business school curriculum is no longer a luxury, but the need of the hour. Further, people are the organization's greatest asset, providing the intellectual Capital and the necessary push and pull, that drives differentiation and promotes value added services. Growth from macro perspectives is possible only when micro activities are initiated and preserved by the organizations. To keep pace with

Globalization modern organizations have to deal with each individual differently and tactfully, thereby fulfilling the demands of employee as well as taking steps towards growth plan of the organization. Hence this research study has been planned, i.e., HR student as a stakeholder provides his / her perspective of HR education as of today and tomorrow. As the HR student stakeholders are the end users of the products of Management Institutions, their perspectives provides us with information, regarding those issues that needs to be reworked at all levels of the HR Education in India.

METHODOLOGY
Objective
To study the HR student's perception on their teaching & learning process, evaluation systems, training in HR skills, internships, scope of HR in the market & future directions, amongst various types of B schools.

Table No - 1 Demographic data of the HR Students

Sl No	Parameter	Frequency	Percent
	Overall	238	100
Age groups	22-26	210	88.2
	27-31	26	10.9
	32+	2	.8
Gender	Male	90	37.8
	Female	148	62.2
Educational Background	Traditional (BA, BSc)	38	16.0
	Managerial (BBM, BBA, BCom)	177	74.4
	Technical (BE, BTech, BCA)	23	9.7
Type of University	State run Universities	139	58.4
	Central University	7	2.9
	Deemed Universities	45	18.9
	Autonomous Organizations	32	13.4
	NIT	15	6.3
Residence	Urban (metro)	106	44.5
	Semi Urban	37	15.5
	Rural (non-metro)	95	39.9

Hypothesis Development
H1: There is no redundancy amongst the HR subjects currently being taught in B schools.
H2 : HR students learn the HR subjects through self-study.
H3: There is no relationship between domicile of HR students and HR subjects currently taught turning redundant.
H4 : Placement Office supports the HR student to obtain the permission to conduct the project work.
H5 : HR as a subject / discipline does not prepare its students, keeping the requirements of the Industry.
H6 : Pre placement training provided is not systematic and is done on ad-hoc basis.

Geographical Area
With Karnataka state, as the region, the universe consists of all the HR students, (studying in all the departments of Management studies located at all types of B schools), viz, Bangalore University, Bengaluru, Davangere University, Davangere, Gulbarga University, Gulbarga, VKSU Bellary, Karnatak University, Dharwad, Karnataka State Women University, Bijapur, Kuvempu University, Shankaraghatta, Mangalore University, Mangalore, Mysore University, Mysore, Tumkur University, Tumkur, Visveswaraiah Technological University, Belgaum. Central University of Karnataka, Gulbarga, Christ University Bangalore, Jain University, Bangalore (established in 2009, with three HR faculty), Manipal University, Manipal, Mount Carmel Institute of Management, Bangalore, MS Ramaiah Institute Of Management Sciences, and Ramaiah Institute of Management Science, Bangalore and St Josephs College of Business Administration, Bangalore.

Sample Design
Stratified random sampling procedure was adopted to collect the data.

Tool
A questionnaire (to collect the data) was developed by the researcher. This tool consists of the socio-demographic data wherein the age, sex, education, occupation, income, marital status, family type, size, total number of family members and other issues of members in the family are considered. The second part of the questionnaire, consists of why HR education has

been selected as a postgraduate education, its impact on the HR student, HR subject contents and course offerings, HR internship and project work, examination systems, future scenario and others.

Process of Research work
The research design adopted for this study is Descriptive - Explanatory. The entire work was done in two phases, i.e., pilot study and main study. This pilot study was conducted over a period of 3 months, on a total of 20 samples. For the main study, the researcher had obtained permission, visited all the universities and autonomous B schools and collected the data; this took about a period of nine months. The tool was finalized as per the results of the pilot study, with the necessary changes. The data collected was coded, entered into computer systems using SPSS 20 version and was analyzed using statistical tools like - Descriptive statistics like frequencies & percentages; Chi-square and Contingency Coefficient analysis. These statistical tests were applied to find out the association between different types of students, universities and other categories of demographic variables used.

Analysis of Results
Given below are some of the significant results which have been obtained after the conduction of due statistical analysis.
Table No 2: Distribution amongst the HR student's learning styles by the HR subjects which are termed redundant and result of test statistics.

Table No 2: Distribution amongst the HR student's learning styles by the HR subjects which are termed redundant and result of test statistics.

HR subjects which are termed redundant		Learning Styles									
		Self Study	Lecture Classes	Class notes	Internet resources	Group Study with Friends	Tuitions	Guest & Expert lecture inputs	1, 3 & 4,	1,2,3,4 & 5	5, 6, 7, & 8	Total
A	Frequency	5	0	0	0	1	0	1	2	5	5	19
	Percentage	8.9%	0.0%	0.0%	0.0%	4.5%	0.0%	14.3%	13.3%	14.3%	16.7%	8.0%
B	Frequency	35	7	19	16	15	9	3	6	8	5	123
	Percentage	62.5%	63.6%	65.5%	69.6%	68.2%	90.0%	42.9%	40.0%	22.9%	16.7%	51.7%
C	Frequency	2	0	0	0	2	0	0	0	2	5	11
	Percentage	3.6%	0.0%	0.0%	0.0%	9.1%	0.0%	0.0%	0.0%	5.7%	16.7%	4.6%
D	Frequency	14	4	10	7	4	1	3	7	20	15	85
	Percentage	25.0%	36.4%	34.5%	30.4%	18.2%	10.0%	42.9%	46.7%	57.1%	50.0%	35.7%
Total	Frequency	56	11	29	23	22	10	7	15	35	30	238
	Percentage	23.52	4.26	12.84	9.86	9.02	4.20	2.90	6.30	14.70	12.60	100
$X^2 = 60.531$; P = .000 CC = .450; P = .000											

A = Organizational change & design / Women & Health; B = Ethics & Leadership / Performance Appraisal / HRM / Human Asset Management / Resource Management / Labour law ; C = Strategic HR / Knowledge Management; D = Others (HR is only theory / Not very practical / IT would have been helpful)

1 = Self Study; 2 = Lecture Classes; 3 = Class notes;   4 = Internet Download; 5 = Group Study with Friends; 6 = Tuitions; 7 = Guest & expert lectures & input; 8 = 1, 3 & 4; 9 = 1,2,3,4 & 5;   10 = 5, 6, 7, & 8

Comparison amongst the learning styles amongst HR students revealed that 23.5% of the total population are comfortable with self study, followed by a combination of all the procedures like self study, lecture classes, class notes, internet resources, group study and private tuitions at 14.7%. Class notes was a distinct third with their usage at 12.8% amongst HR students. Chi-square revealed a significant difference between these groups of frequencies (X^2= 60.531; p = .000), statistically proving that number of HR students preferred self study than to any other procedure of study. Contingency coefficient revealed that a significant association exists (CC = .450; p = .000), indicating that HR students were of the opinion that HR subjects (as in

3rd sem / 2nd & 3rd trimester) with titles "Ethics & Leadership / Performance Appraisal / HRM / Human Asset Management / Resource Management / Labour law" had the highest redundancy at 51.7%, followed by issues like "HR is only theory / Not very practical / IT would have been helpful" at 35.7%, and lastly HR subjects with titles like "Organizational change & design / Women & Health" had 8% of responses.

Table No 3 : Distribution amongst the domicile of the HR student by HR subjects which are termed redundant and result of test statistics

Variables			Domicile			Total	Test Statistics
			Urban	Semi Urban	Rural		
HR subjects which are redundant	HR Skills / HRD / HAM / TD / Performance Appraisal & Counseling/ Strategic HR / IHRM	Frequency	44	12	26	82	
		Percent	41.8%	32.4%	27.4%	34.5%	
	Industrial Relations & collective Bargaining / Labour Laws / Employee Relationship Management	Frequency	28	2	20	50	CC = .345
		Percent	26.4%	5.4%	21.1%	21.0%	p=.000
	Compensation &Benefits / Recruitment & selection	Frequency	9	2	4	15	
		Percent	8.5%	5.4%	4.2%	6.3%	
	Organizational Development & Management of Change / OB / GD	Frequency	17	7	12	36	
		Percentage	16.0%	18.9%	12.6%	15.1%	
	Others (All HR subjects are OK / Every HR subject is important / NA / All HR subjects are needed)	Frequency	8	14	33	55	
		Percentage	7.5%	37.8%	34.7%	23.1%	
Overall		Frequency	106	37	95	238	X^2 = 32.167
		Percentage	44.53	15.54	39.91	100	p=.000

Comparison amongst the redundant HR subjects (as in 4th sem / 4th & 5th trimester) revealed that 34.5% of the study population felt that HR subjects titled "HR Skills / HRD / HAM / TD / Performance Appraisal & Counseling/ Strategic HR / IHRM" were at the high scores of redundancy; followed by subjects titled "Industrial Relations & collective Bargaining / Labour Laws / Employee Relationship Management" at 21%; to be closely followed by issues like "All subjects are OK / Every subject is important / NA / All subjects are needed" at 23.1%. Here, we observe that Chi-square test revealed a significant difference between these groups of frequencies (X^2= 32.167; p = .000), statistically proving that HR subjects were highly redundant in lieu of the demands of the market and the industry. Further, Contingency coefficient revealed that a significant association (CC = .345; p = .000), indicating that that HR subjects titled "HR Skills / HRD / HAM / TD / Performance Appraisal & Counseling/ Strategic HR / IHRM" were highly redundant as indicated by urbanites (41.8%), semi urbanites (32.4%) & ruralites (27.4%). This was followed by HR subjects titled "Industrial Relations & collective Bargaining / Labour Laws / Employee Relationship Management" with urbanites (26.4%), followed by ruralites (21.1%). Lastly, semi-urbanites (37.8%) & ruralites (34.&%) have revealed that with issues like "All HR subjects are OK / Every HR subject is important / NA / All HR subjects are needed".

Table No - 4 Distribution amongst the HR student's status of domicile by the process adopted to obtain a permit to conduct project work / Dissertation (from a company) and the results of test statistics.

Variables			Domicile			Total	Test Statistics
			Urban	Semi Urban	Rural		
process adopted to obtain a permit to conduct project work / Dissertation (from a company)	Referral from Placement Office	Frequency	26	9	19	54	
		Percent	24.5%	24.3%	20.0%	22.7%	
	Referral from a HR faculty member	Frequency	19	10	25	54	
		Percent	17.9%	27.0%	26.3%	22.7%	
	Networking through classmates	Frequency	13	6	27	46	CC = .353
		Percent	12.3%	16.2%	28.4%	19.3%	
	Networking through professional organizations	Frequency	25	4	16	45	p=.001
		Percentage	23.6%	10.8%	16.8%	18.9%	
	Relatives / Friends / personal contact	Frequency	17	3	6	26	
		Percentage	16.0%	8.1%	6.3%	10.9%	

Parents	Frequency	5	1	2	8	
	Percentage	4.7%	2.7%	2.1%	3.4%	
Brokers / Direct contact / Internet	Frequency	1	4	0	5	
	Percentage	.9%	10.8%	0.0%	2.1%	
Overall	Frequency	106	37	95	238	X^2 =33.891
	Percentage	44.53	15.54	39.91	100	p=.001

Comparison amongst the various processes adopted to obtain a permit to conduct the HR student's project work in a company, has revealed that "referral from Placement Office" & "referral from an HR faculty member" having 22.7% ; followed by "networking through classmates" at 19.3% & "Networking through professional organizations" at 19.9% were found to be statistically significant between these groups of frequencies as revealed by Chi-square test (X^2=33.891; p=.001) thus revealing that placement office & HR faculty members helped the students on an equal basis and also informed that HR students networked amongst themselves, which helped them get the permit to conduct the dissertation / project work. Contingency coefficient revealed that a significant association between these groups of frequencies as revealed by Coefficient of Correlation test (CC = .353; p = .001), indicating that a significant association exists, where in HR students relied more amongst themselves as in networked with their classmates (28.4%); amongst the semi-urban HR students, their respective HR faculty members at 27% & ruralites at 26.7% respectively were referred to companies. The referrals from the placement office to a company for project work, has revealed that 24.5% & 24.3% were urbanites and semi-urbanites HR students respectively.

Table No- 5, Distribution amongst the HR student's status of domicile by the types of pre-placement training programs provided to HR students and the results of test statistics.

			Residence of HR student				Test Statistics
			Urban	Semi Urban	Rural	Total	
Pre-placement Training	1,2,3,4,6,9	Frequency	50	5	13	68	CC = .407
		Percent	47.2%	13.5%	13.7%	28.6%	
	1,2,3,4,7,9	Frequency	34	14	59	107	p=.000
		Percent	32.1%	37.8%	62.1%	45.0%	
	1,2,3,4, 8,9	Frequency	5	9	7	21	
		Percent	4.7%	24.3%	7.4%	8.8%	
	1,3,4,5,7,8	Frequency	17	9	16	42	
		Percent	16.0%	24.3%	16.8%	17.6%	
Total		Frequency	106	37	95	238	X2= 47.136
		Percent	44.53	15.54	39.91	100	p=.000

1 = Aptitude training / Knowledge & Communication skills; 2 = Mentoring / Counseling / Career guidance / SWOT; 3 = GD / Interview + Mock; 4 = Current Affairs / Daily news update; 5 = SPSS / MS Excel / ERP Training; 6 = College to Corporate meet / Information about job interviews; 7 = Personal growth lab; 8 = Evaluation of training programs..

Comparison amongst the various mixtures of pre placement training programs received by HR students, has revealed that the training combination of "1,2,3,4,7,9" at 45% is the highest; followed by 28.6% by the training combination of "1,2,3,4,6,9". 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". Chi-square revealed a significant difference between these groups of frequencies (X^2= 47. 136; p = .000), statistically proving that number of HR students preferred the combination of "1, 2,3,4,7,9", which had exposure to personal growth lab as the crucial factor; over the other combination, which had the component of "College to Corporate meet / Information about Job Interviews", as the issue which made a difference. Contingency coefficient revealed that a significant association exists (CC = .407; p = .000), indicating that urbanite HR students preferred that the training combination of "1,2,3,4,7,9" at 45% is the highest; followed by 28.6% by the training combination of "1,2,3,4,6,9". Amongst the rural HR students, the training combination of "1,2,3,4,6,9" was the highest with 62.1%, to be followed by the training combination of "1,3,4,5,7,8" at 17.6%. Thus inferring that Urban HR students preferred the component of "College to Corporate meet / Information about Job Interviews", whereas the rural HR students preferred the " exposure to personal growth laboratory" as their crucial differential choice.

Table No - 6, Distribution amongst the HR student's status of domicile by the process adopted to better prepare the HR student in tune with the requirements of the industry and the results of test statistics.

Entry Into HR specialization			Domicile				Test Statistics
			Urban	Semi Urban	Rural	Total	
Process which could be adopted to better prepare HR students, in tune with the requirements of the industry	Need industry exposure since the beginning of the HR program	Frequency	4	1	7	12	CC = .367 p=.000
		Percent	3.8%	2.7%	7.4%	5.0%	
	Admit students with industry experience	Frequency	19	1	9	29	
		Percent	17.9%	2.7%	9.5%	12.2%	
	Provide lot of L & D inputs to students	Frequency	6	1	11	18	
		Percent	5.7%	2.7%	11.6%	7.6%	
	By providing chance and guiding students to do research in HR	Frequency	12	0	2	14	
		Percent	11.3%	0.0%	2.1%	5.9%	
	Need to study organizational / industry requirements and then develop curriculum accordingly	Frequency	21	2	10	33	
		Percent	19.8%	5.4%	10.5%	13.9%	
	No processes are needed to enhance the functioning of HR students to do better in the industry / no response	Frequency	44	32	56	132	
		Percent	41.5%	86.5%	58.9%	55.5%	
Total		Frequency	106	37	95	238	X^2= 37.154 p=.000
		Percent	44.53	15.54	39.91	100	

Domicile wise comparison amongst HR students with respect to entry into HR specialization, has revealed that 55.5% of the study population felt that "No processes are needed to enhance the functioning of HR students to do better in the industry / no response"; to be followed by 13.9% who informed that " Need to study organizational / industry requirements and then develop curriculum accordingly", to be closely followed by " Admit students with industry experience" at 12.2%. Chi-square test revealed a significant difference between these groups of frequencies (X^2= 37.154; p = .000), statistically proving that students did not need anything more to help themselves do well in the industry after they were placed in the campus. Further, Contingency coefficient revealed that a significant association (CC = .367; p = .000), indicating that HR students have revealed that "No processes are needed to enhance the functioning of HR students to do better in the industry / no response" as their response with 86.5%, 58.6% & 41.5% of Semi urban, rural and urbanite persons respectively. This is followed by "Need to study organizational / industry requirements and then develop curriculum accordingly" at 19.8% of the urbanite HR students; lastly "Admit students with industry experience" at 17.9% the urbanite HR students revealed.

Discussion
A. Main findings of the study are -
1. HR students are comfortable with self study, followed by a combination of all the procedures like self study, lecture classes, class notes, internet resources, group study and private tuitions.
2. HR subjects in the third semester, with titles "Ethics & Leadership / Performance Appraisal / HRM / Human Asset Management / Resource Management / Labour law" were found to be redundant. This was followed by issues like "HR is only theory / Not very practical / HR based IT would have been helpful", and lastly subjects with titles like "Organizational change & design / Women & Health".
3. Semi-urbanite HR students & rural based HR students have revealed that they "All HR subjects are OK / Every HR subject is important / NA / All HR subjects are needed".
4. The processes adopted to obtain a permit to conduct the HR student's project work in a company, has revealed that "referral from Placement Office" & "referral from an HR faculty member" having equal inputs from each, to help the HR student.
5. On a general note, HR students relied more amongst themselves; as in the students networked with their classmates, for the purpose of getting permission to conduct their project work at companies and organizations.
6. Semi-urban HR students relied on their HR faculty members & rural HR students relied on their Placement office for referral to companies for their project work.
7. 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.

8. HR students felt that "No processes are needed to enhance the functioning of HR students to do better in the industry / no response"; to be followed by, those students, who informed that "Need to study organizational / industry requirements and then develop curriculum accordingly", to be closely followed by "Admit students with industry experience".

9. Urbanite HR students did not need anything more to help themselves do well in the industry; this is followed by "Need to study organizational / industry requirements and then develop curriculum accordingly".

B. Hypothesis Test

H1: There is no redundancy amongst the HR subjects currently being taught. This has not been accepted (at p=.000 level), as there are many HR subjects which have been termed redundant by HR students.

H2 : HR students learn the HR subjects by themselves, as in self-study. This has been accepted (at p=.000 level), as the HR students have opined that self-study is the preferred mode of choice, while helping them to study either for knowledge or for sake of exams.

H3 : There is no relationship between domicile of HR students and currently taught HR subjects becoming redundant. This has not been accepted, as the HR students have opined redundancy of HR subjects vary as per the domicile.

H4 : Placement Office of the concerned institution helped the HR student to obtain the permission to conduct the project work. This has been accepted (at p=.001 level), as the HR students were helped not just by the placement office, but also by the concerned HR faculty, on an equal footing.

H5 : HR as a subject / discipline does not prepare the students, who are in tune with the requirements of the Industry. This has not been accepted, as the HR students have opined that training is provided by their concerned institution.

H6 : Pre placement training provided is very sketchy and is done on ad-hoc basis. This has not been accepted, as the HR students have opinioned that pre placement training is given by their respective management institution.

Discussion

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. 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 and HR education have no choice but to rise to the challenge of global competition. Irala, a management researcher, was of view that management education in India is at cross roads with the dawn of new millennium there has been exceptional growth in management institutes, to upgrade their competencies the financial autonomy will be the key and academic autonomy the major drivers. Quacquarelli, (1997) reports that major international banks like Citibank in Asia also consider Management students as sources of new talents, while the ABN-AMRO Bank believes that they have sound knowledge of international management and financial principles. Porter & McKibbin, (1988) recommends that corporations hire Management students as they have strong analytical ability, high motivation to work and good knowledge of relevant management functions. The perceived deficiencies of business schools have resulted in the establishment of several organizational training and education centers (Carnall, 1995). Training institutes of consultancy companies, for example, are said to provide technologically more superior management solutions than universities. Their executives are able to solve management problems as soon as they leave the classrooms. Sahu (1991) emphasized that values are of utmost importance and are inseparable irrespective to any form of education HR Management education should produce persons with such value orientation, who, through example of dedicated hard work in a spirit of service, can change the attitude of the people they manage towards work, and towards each other to ensure quality of life and of work life. McNamara *et al* (1990) stressed on action learning in management education as management institutes are often criticized for focusing more on theory and on quantitative analysis while neglecting interpersonal relationship and quantitative finding. It is often stated that management education, especially HR education should be experience-based, active, problem oriented and modified by feedback and action learning serves the purpose.

CONCLUSION

The Private & Public Sectors in India, have put in lot of efforts in the higher education field especially management education. But nearly fifty percent of the seats in many universities and autonomous B schools do not have any takers, since the past two years. Even on the other hand, a large number of graduates are aspiring to join management courses, but are unable to access and may be unaware of. This cusp of a situation has created two poles, on the one hand, there are capacities which are underutilized causing loss in revenues and on the other, the industry is deprived of skilled management graduate, leading to a scenario, in which there is excessive thrust on quantity, rather than quality, which the management education, has addressed and over-hauled.

SUGGESTIONS

For HR Students
1. HR students need to obtain counseling, at the time of deciding to join any postgraduate or higher education program;
2. Most of the HR students are from managerial educational background, e.g., BBM, BBA and such. This scenario has to be worked around to a situation in which HR students should come from all or most of educational backgrounds, which would enrich the HR profession, along with the usage of HR tools, techniques and methods used to further the company's progress.
3. The project work / Dissertation must be taken seriously by the HR students; as in this phase provides a platform to showcase the HR skills and knowledge levels to certain companies and organizations; upon which there could be many possibilities of joining the company as an employee itself (soon after the Project work program is completed).

For HR Faculty
1. Indian system of education beginning with primary education, focuses mostly on rote learning (in turn self-study), has to be worked around, in which students learn by practice in their field work.
2. Career counseling helps the students to opt for a choice of a particular institute of study, select the choice of specialization, embracing the subject which makes the student practice, what he preach ; further the company he wants to work with, and so on.
3. HR students need educational counseling, at the time of joining the postgraduate program; based on the results of the study that most of the HR students are from managerial educational background. This scenario has to be worked around to a situation in which HR students could come from all or most of educational backgrounds.
4. HR as a subject should be made practical & hands on, which should provide the means to understand, devise & propose HR strategies, which upon implementation brings in betterment and wellness in an individual employee, team, division and the organization.
5. The role of a HR teacher is to make the subject of HR practically applicable (rather than just theory & class room discussion based) and this can be done by the development of systematic, robust process driven systems, sub-systems & tools; by the application of which, yields concrete information, which is the platform for sustained future of humans in an organization.

For B Schools
1. HR subjects become redundant vis-a-vis the market demands and needs. These needs have to be met at the very earliest; and can be done by bringing in HR industry experts on the Syllabus committee; send the faculty on to the industry for a specific period with objectives and such similar initiatives, will help HR Academicians & HR Industry personnel & growth.
2. During pre-placement training, emphasis has to be made on HR knowledge, Skills and Attitude based deficits and deficiencies at the individual student level; which will help the department / institute in giving a well-rounded HR student to the Industry.
3. HR as a subject in a B School ought to be branded as a means to bring in a process centric mechanism, yet touched by human values and ethics. HR should bring in better transparent system of corporate governance and work ethic; must work towards the up-liftment & perservance of the organization as a social & a business entity.

Table No - 7, HR subjects in the Management Programs - A need analysis

Sl No	Present & not needed	To be introduced afresh
1	Managing Organizations / Management Principles & Practices / Planning & Development	HRIS / SAP / HR Analytics / MS Excel / MS Office / People Soft / Office outlook / Tally / High performance Work systems & teams
2	OB / Organizational change & design / Women & Health	Emotional Intelligence / Transactional analysis / Coaching / Mentoring / Stress Management / Counseling / HR skills for Managers / Employee wellbeing /
3	HRM / Recruitment & selection / Performance Appraisal / Human Asset Management / Compensation &Benefits	Certifications from HR training / professional associations / Latest HR international practices / Develop life Etiquettes / HR immigration issues.
4	Strategic HR / Knowledge Management HR Skills / TD.	Labour laws / Competency mapping / Human Psychology / Industrial Relations / IHRM / Knowledge management / T & D / Organizational Psychology /
5	Industrial Relations & collective Bargaining / Labour Laws /	HR Audit / Company laws / HR in Manufacturing sector / Talent retention / Interview strategies.

6	Career Plan & Development / Strategic Talent Management / IHRM / Ethics & Leadership.	Roles of HR / Compensation/ Balanced scorecard / Employee engagement & sustainability. Relationship Management / Leadership / Team Management / SAS.

LIMITATIONS OF THE STUDY
The limitations of the study are that mere distribution of the questionnaire for the purpose of data collection is in-sufficient; as it would just lead us to the data. But we, the management researchers need to spend time with students, discussing HR related issues in depth and in length, which will help us to know our HR student, their needs and concerns, in-depth. To do so, we need to spend time and resources to gather not just quantitative data, but qualitative as well.

ACKNOWLEDGEMENTS

BIBLIOGRAPHY
1. Arnone, M. (1998), "Corporate universities: A viewpoint on the challenges and best practices", Career Development International, Vol. 3, No. 5, pp 199 - 204.
2. Baruch, Y. and Leeming, A. (1996), "Programming the MBA programme-quest for curriculum", The Journal of Management Development, Vol. 15, No. 7, pp 170 - 178.
3. Carnall, C. (1995), "The third-generation MBA global reach and 'local' service", The Learning Organization, Vol. 2, No. 2, pp 110 - 116.
4. Crotty, P.T. and Soule, A. (1997), "Executive education: yesterday and today, with a look at tomorrow", Journal of Management Development, Vol. 16, No. 1, pp 90 - 96.
5. Dealtry, R. (2000), "Case research into the evolution of a corporate university development process", Employee Counseling Today, Vol. 12, No. 8, pp 60 - 68.
6. Eberhardt, B.J. (1997), "Business concerns regarding MBA education: effects on recruiting", Journal of Education for Business, May/June, Vol 2, pp 160 - 168.
7. Gill,S.S.(2005),"Profit and Education do go",Indian Express, November 8.(Available at http://www.indian express .com/oldStory/81539).
8. McNamara, M. Meyler, M. and Arnold, A., (1990), "Management Education and the Challenge of Action Learning". Higher Education, Vol.19, No.4, pp 419-433.
9. Neelankavil, J.P (1994), "Corporate America's quest for an ideal MBA", Journal of Management Development, Vol. 13, No.5, pp 38 - 48.
10. Porter, L. (1997), ``A decade of change in the business school: From complacency to tomorrow", Selections, Winter, Santa Monica, CA.
11. Porter, L. W., and McKibbin, L. R. (1988), Management education and development: Drift or thrust into the 21st century. New York. McGraw-Hill.
12. Quacquarelli, N. (1997), "No let-up in demand for MBAs", World Executive's Digest, Kuala Lumpur.
13. Sahu,K. C. (1991), "Reorienting Management Education", Economic and Political Weekly,Vol.26, No.48, pp 133 - 136.
14. Senge P. (1994), The Fifth Discipline: 'The Art & Practice of the Learning Organization: Doubleday, New York.
15. Sahney S, Banwet, DK, and Karunes S (2004), "Conceptualizing total quality management in higher education". The TQM magazine, Vol 16, No 2, 145 – 159.
16. Shanker, J. (1999), "Choosing an MBA programme", Management Times, News Straits Times, Kuala Lumpur, April 28.
17. Sharma, B and Roy, J. A. (1996), "Aspects of the internationalization of management education". Journal of Management Development, Vol.15, No.1, pp 5-13.
18. Shipper, F. (1999), "A comparison of managerial skills of middle managers with MBAs, with other masters' and undergraduate degrees ten years after the Porter and McKibbin Report", Journal of Managerial Psychology, Vol. 14 No. 2, pp 142 - 149.
19. Panandiker Pai VA (1991), Management Education A Long term view. Economic & Political Weekly, Vol XXVI, No 48, November 30, 1991. pp 310 - 316.
20. Tymon, Walter G, Jr, Stumpf, Stephen A and Smith, Richard R. (2011), Manager Support predicts turnover of professionals in India. Career Development International 16. 3, pp 293-312.