

HR Students Perspectives on HR Education in B-schools: Redundancy in HR Subjects

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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 number of differentials and integrals, which in turn create multiple scenarios; some of these issues are growth oriented on one hand and chaotic, negatively connotated on the other. Thus, creating many an 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 stresses a need for introduction of new age employability based knowledge, skill sets, attitude, and approaches, which have more economic and business value. This paper tries to explore the current issues of HR management education of B-schools, based on the HR students' perspective. A questionnaire has been developed and used to collect the data from the present HR students. A total of around 238 students studying in twenty-three institutions, were covered throughout the state of Karnataka. The data was analyzed using statistical techniques such as 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 and 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, HR Subjects, Redundancy, and Campus Placement

1. Introduction

Over the course of the past century, business schools have successfully established a strong presence within collegiate institutions in all countries of the world. Quality management education contributes to society in other ways beyond education. The research conducted by faculty on business practices, organizations, markets, and environments contributes to an ever-expanding base of knowledge, ensures that pedagogy remains current and relevant, and helps companies to acquire a better understanding of the strategies that will ensure their success in a rapidly evolving world (Behrman & Levin, 1984; Barney, 1991; Baruch & Leeming, 1996). Faculty expertise, and often that of their students, is sought by members of the business community ranging from small family firms, to technology start-ups, to multinational corporations. In fact, many schools include outreach as part of their mission, and devote significant resources to address a particular need within their local business environment (Argyris & Schön, 1978; Chacha, 2015). Thus, high quality business schools provide nations with a competitive advantage, not only in the form of a skilled workforce, but also through intellectual contributions to general business knowledge. These contributions lead to rising income levels and economic growth (Senge, 1994; Aman, 2009; Cedar, 2001). Higher education, and in this case Management Education stands at a crossroads. Change, looks and at times is made imminent, as the traditional University structure of training and educating the business manager of tomorrow is likely to be surpassed in the increasingly technological and complex global economy (Anderson, 1992; Aram & Salipante, 2003; Arnone, 1998). The need

of the hour is in the creation of a platform which could provide our Management students with the talents and skills necessary to work and compete in the industry and also there is a felt need to understand and accept the challenges, HR management education has in it for us, today, tomorrow, and the future. Management education is considered as an elitist kind of an educational course, as it attracts young men and women, who are motivated by the positive occupational and social consequences associated with management education (Baill, 1999; Baird & Meshoulam, 1988; Barksdale, 1998; Ulrich, 2005). In India, higher education especially management education is witnessing 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 more IIMs taking the total number of the premier management school to 19 functional IIMs. (Panandiker, 1991; Saxena & Jain 2013; Sahney, Banwet, & Karunes, 2004). Apart from IIMs management education is offered by the 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 institutes approved by AICTE, universities running distance education program and open mode like IGNOU, Delhi University, Kurukshetra University, ICAI, and several others are also offering courses in management. Some recognized institutes and universities are also offering 3 years part time program in evening faculty 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 like ICFAI, Amity, and several others are now coming up (Sharma & Roy, 1996; Gill, 2005; Goel & Goel, 2012; Joshi, 2004; Misra, 2011).

2. 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, as mentioned below,

2.1. Need and Purpose of HR Management Education Courses

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. Some Asian companies, especially family-owned ones, consider Management students as luxuries in their organizations and hire those with bachelor degrees in business instead (Chait, 1999; Dealtry, 2000; Delery & Doty, 1996). 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.

2.2. Skills Based HR Management Courses

In terms of skills acquired after pursuing a management program, 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 programs 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.

2.3. Deficiencies in B Schools

Institutions offering MBA programs must respond to market needs (Baruch & 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 programs. In commenting whether business schools are delivering what business really needs, Louis L, the Dean of the School of Management, Boston University, 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 (Eccles, Loannis, & Serafeim, 2011; Edward, 1996; Taylor, 1998).

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. There were thus suggestions that courses in public speaking, conflict resolution, negotiation, and teamwork techniques be offered in MBA programs (Goldhaber & Anthony, 2004; Kagano, 1996).

2.4. Industry Sponsored HR Management Education for Employees

Alternatively, some employers offer their executives scholarships to attend consortium MBA programs, generally co-sponsored by three to six companies in the same industry. Key managers from the participating companies would get together with faculty members of business schools to design the MBA curriculum for their employees (Crotty & Soule, 1997). Mintzberg, H, of McGill University, Canada is credited with setting up such a program by inviting companies from Canada, France, Germany, Japan, Norway, Switzerland, and the UK to participate. The problem with this mode of program delivery is getting everyone to agree on the course content. The popular executive MBA program (EMBA) mixes the best elements of part-time modular and consortium curriculum to develop executives (Crotty & Soule, 1997). It combines theory and work experience, thus providing

individuals with a general university education and the necessary professional credentials. The University of Chicago was the first to have established an EMBA, to attract older or veteran managers with lots of hands-on managerial experience. Tymon, Stumpf, and Smith (2011) in a paper attempt to examine how the support managers provide to employees' affects the employees' sense of intrinsic reward, personal commitment, perceived career success, and retention. The results were that, the managerial support of employees had significant direct and indirect effects on perceived career success and retention one year later. Intrinsic rewards and personal commitment mediated these relationships. Practical implications - Managers may play a much greater role in employee retention than the literature often suggests. Key manager practices include showing personal interest, holding career discussions, acknowledging employee contributions, and using a system of empowerment, and celebrating milestones and successes. Employees can improve their perceived career success by balancing their long- and short-term goals, improving their competence, and communicating openly with their managers.

2.5. Rationale for the Research Study

Higher education especially in management field in India stands at a crossroads. Without change, the traditional university structure of educating and training tomorrow's business leaders is likely to be surpassed and discarded in the increasingly diverse and technological global economy (Chanana, 2007; Wren, Halbesleben, & Buckley 2007). To provide our students with the talents necessary to

compete in this marketplace, we must recognize and accept the challenges before us today. Internationalization of the business school curriculum is no longer a luxury. Hence this research study, which has been planned, which will look at HR Education, holistically; that is, looking at all the internal stakeholder's perspectives from their individual stand points of view as on today and also from the future perspectives. So that changes could be recommended at all levels, to provide Management Education, a vibrant, strong focus in Higher Education. People are the organization's greatest asset, providing the intellectual capital that drives differentiation and value added services. Organizations where growth initiatives are considered, the first resource that needs to grow and flourish is actual human resources in that organization. Growth from macro perspectives is possible only when micro activities are initiated 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, which has been planned, that is, external stakeholder's perspective of HR education today and also from the future. As the external stakeholders are the end users of the products of Management Institutions, their perspective provides us with information, that needs to be changed and reworked at all levels of the Management Education in India.

3. Methodology

3.1. Objective

To study the HR student's perception of the redundancy in HR subjects during their post graduate program.

3.2. Hypothesis development

H1: There is no redundancy amongst the HR subjects currently being taught in B-schools.

TABLE 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
Residence	NIT	15	6.3
	Urban (metro)	106	44.5
	Semi-urban	37	15.5
	Rural (non-metro)	95	39.9

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: HR as a subject / discipline does not prepare its students, keeping the requirements of the Industry.

3.3. 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, 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.

3.4. Sample Design

Stratified random sampling procedure was adopted to collect the data.

3.5. Tool

The tool developed for the study, 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. The tool is designed to capture the past experience, the present scenario, and the future requirements.

3.6. Process of Research work

The research design adopted for this study is DescriptiveExplanatory. The entire work was done in two phases, that is, 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 20.0.1 version and was analyzed with statistical tools like - Descriptive statistics like frequencies and 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.

3.7. Analysis of Results

Comparison amongst the type of institutions that students are studying in, revealed that around 34% of the students have opined that HR subjects with titles like HR

TABLE 2. Frequency and percent responses for “HR subjects termed as redundant in the HR program” and the results of test statistics.

HR subjects which are redundant	F and %	Type of institution					Total	Test statistics
		1	2	3	4	5		
1	F %	64 46.1%	0 0.0%	14 31.1%	4 12.5%	0 0.0%	82 34.5%	X ² = 161.22; p = .000
2	F %	29 20.9%	0 0.0%	5 11.1%	15 46.9%	1 6.7%	50 21.0%	
3	F %	5 3.6%	0 0.0%	9 20.0%	1 3.1%	0 0.0%	15 6.3%	CC =.635; p = .000
4	F %	4 2.9%	0 0.0%	14 31.1%	4 12.5%	14 93.3%	36 15.1%	
5	F %	37 26.6%	7 100.0%	3 6.7%	8 25.0%	0 0.0%	55 23.1%	
Total	F %	139 100%	7 100%	45 100%	32 100%	15 100%	238 100.0%	

1 - State University; 2 - Central University; 3 - Deemed University; 4 - Autonomous B-school; 5 - NITK.
 1 = HR Skills / Human Resources Development / Human Asset Management / Training and Developing / Performance Appraisal and Counseling/ Strategic HR / International Human Resources Management; 2 = Industrial Relations and collective Bargaining / Labor Laws / Employee Relationship Management; 3 = Compensation and Benefits / Recruitment and selection; 4 = Organizational Development and Management of Change; 5 = Others (All subjects are OK / Every subject is important / All subjects are needed)

Skills / Human Resources Development / Human Asset Management / Training and Development / Performance Appraisal and Counseling/ Strategic HR / International Human Resource Management, were redundant. This followed by HR subjects with titles like Industrial Relations and collective Bargaining / Labor Laws / Employee Relationship Management at 21%. Lastly, 15.1% of the students have opined that HR subjects with titles like Organizational Development and Management of Change, were termed redundant. But there is another group of students at 23.1% who opined that “all subjects are OK / every subject is important / all subjects are needed”. Chi-square revealed a significant difference between these groups of frequencies (X² = 161.22; p = .000), indicating a differential response across students amongst the types of institutions, in terms of redundant HR subjects.

Contingency coefficient revealed that a significant association exists amongst the groups of frequencies (CC = .635; p = .000), indicating that respondents in State run universities were of the opinion that subjects like, HR Skills / Human Resources Development / Human Asset Management / Training and Development / Performance Appraisal and Counseling/ Strategic HR / International Human Resource Management were redundant at 46.1%. At nearly 26%, students felt that all subjects were ok / every subject is important / all subjects are needed. The Central University students (at 100%), have informed that all the HR subjects were ok / every HR subject is important / all HR subjects are needed.

The Deemed University students, (at nearly 31% each), have informed that subjects like HR Skills / Human Resources Development / Human Asset Management

TABLE 3. Frequency and percent responses for “HR subjects termed redundant in 1st semester” and the result of test statistics.

HR subjects being termed redundant in 1st sem	F and %	Type of institution						Test statistics
		1	2	3	4	5	Total	
a	F 24 % 17.3%	7 100.0%	9 20.0%	0 0.0%	0 0.0%	40 16.8%	X ² = 154.217 p = .000	
b	F 17 % 12.2%	0 0.0%	3 6.7%	4 12.5%	0 0.0%	24 10.1%		
c	F 83 % 59.7%	0 0.0%	1 2.2%	4 12.5%	14 93.3%	102 42.9%	CC = .627 p = .000	
d	F 15 % 10.8%	0 0.0%	32 71.1%	24 75.0%	1 6.7%	72 30.3%		
Total	F 139 % 100%	7 100%	45 100%	32 100%	15 100%	238 100.0%		

1 - State University; 2 - Central University; 3 - Deemed University; 4 - Autonomous B-school; 5 - NITK.

a = Planning and Development / Managing Organizations / Management Principles and Practices; b = HRM /International Human Resources Management / Performance Management / Labour Law and Industrial Relations; c = Organizational Behavior; d = Others (Not Applicable / Not taught at all / syllabus is ok).

/ Training and Development/ Performance Appraisal and Counseling/ Strategic HR / International Human Resource Management, Organizational Development and Management of Change are redundant. In the case of students from Autonomous b-schools, (at nearly 46%) HR subjects with titles such as Industrial Relations and collective Bargaining / Labor Laws / Employee Relationship Management, however other students (at 25%) have informed that all HR subjects are OK / Every HR subject is important / All HR subjects are needed. In National Institute of Technology Karnataka (NITK), students have opined (at around 93%) that subjects with titles like Organizational Development and Management of Change were redundant. Thus, we find that there is differential labeling of the HR subjects as redundant and that, this varies significantly from students of one institution to another.

Institution wise comparison amongst HR students with respect to the redundancy amongst HR subjects has revealed that at around 42% of the students, have opined that Organizational Behavior as a subject was redundant. This was to be followed by around 30% of students, who reported that “this question is not applicable / syllabus is ok”.

Lastly, at 16.8% of the students, have replied that the subject titled “Planning and Development / Managing Organizations / Management Principles and Practices” as redundant in the first semester. Chi-square test revealed a significant difference between these frequencies (X² = 154.217; p = .000), thus informing that HR students differed in their responses about the redundancy of HR subjects in the first semester.

Contingency coefficient revealed the existence of a significant association (CC = .627; p = .000), between the

frequencies, indicating that State run University students with “Organizational Behavior” at nearly 59%, “Planning and Development / Managing Organizations / Management Principles and Practices” at 17.3% were redundant. Amongst all the Central University students at 100% have replied with “Planning and Development / Managing Organizations / Management Principles and Practices” as being redundant.

Deemed University students have replied differently with “not applicable / not taught at all / syllabus is ok” at 71%; whilst 20% of it students informed that “Planning and Development / Managing Organizations / Management Principles and Practices” are redundant. At 75% of the students of Autonomous b-schools, informed that “not applicable / not taught at all / syllabus is ok”. Lastly the students of NITK, at around 93% have opined that “Organizational Behavior” as a subject has been termed redundant. Thus, indicating the existence of a differential response in the perception

of HR students regarding the redundancy of HR subjects, across types of institutions.

Institution wise comparison amongst HR students with their responses to the statement “HR subjects termed redundant in 2nd semester”, has revealed that at around 51% of students, have opined that “Ethics and Leadership / Performance Appraisal / HRM / Human Asset Management / Resource Management / Labour law” were redundant and at nearly 35% of students reported that “HR is only theory / Not very practical / HR with IT would have been helpful”. Chi-square test has revealed a significant difference between these frequencies ($X^2 = 76.568$; $p = .000$), thus informing that HR students differed significantly in their responses regarding the redundancy of HR subjects, being studied in the second semester.

Contingency coefficient revealed the existence of a significant association ($CC = .627$; $p = .000$), between the frequencies, indicating that amongst the State run University students HR subjects with titles

TABLE 4. Frequency and percent responses for “HR subjects termed redundant in 2nd semester” and the result of test statistics.

HR subjects being termed redundant in 2nd sem	F and %	Type of institution					Total	Test statistics
		1	2	3	4	5		
1	F %	3 2.2%	0 0.0%	11 24.4%	5 15.6%	0 0.0%	19 8.0%	$X^2 = 76.568$ $p = .000$
2	F %	87 62.6%	0 0.0%	16 35.6%	6 18.8%	14 93.3%	123 51.7%	
3	F %	11 7.9%	0 0.0%	0 0.0%	0 0.0%	0 0.0%	11 4.6%	$CC = .493$ $p = .000$
4	F %	38 27.3%	7 100.0%	18 40.0%	21 65.6%	1 6.7%	85 35.7%	
Total	F %	139 100%	7 100%	45 100%	32 100%	15 100%	238 100.0%	

1 - State University; 2 - Central University; 3 - Deemed University; 4 - Autonomous B-school; 5 - NITK.
1 = Organizational change and design / Women and Health; 2 = Ethics and Leadership / Performance Appraisal / HRM / Human Asset Management / Resource Management / Labour law; 3 = Strategic HR / Knowledge Management; 4 = Others (HR is only theory / Not very practical / HR with IT would have been helpful).

“Ethics and Leadership / Performance Appraisal / HRM / Human Asset Management / Resource Management / Labour law” were termed redundant at around 62%, followed by nearly 27% of the students reporting that “HR is only theory / not very practical / HR with IT would have been helpful”. All the Central University students at 100% have opined that “HR is only theory / not very practical / HR with IT would have been helpful”.

Deemed University students have informed that “HR is only theory / not very practical / IT would have been helpful” at 40%, whilst 35% of it students informed that “Ethics and Leadership / Performance Appraisal / HRM / Human Asset Management / Resource Management / Labour law” are redundant; lastly at nearly 24% of the students have informed that “Organizational change and design / Women and Health” were subjects that were termed as redundant. 65.5% of the Autonomous B-school students, have opined that “HR is only theory / not very practical / HR with IT would have been helpful”, followed by nearly 18% of students informing that “Ethics and Leadership / Performance Appraisal / HRM / Human Asset Management / Resource Management / Labour law” can be termed redundant. Lastly the students of NITK, at 93% have opined that ‘Ethics and Leadership / Performance Appraisal / HRM / Human Asset Management / Resource Management / Labour law’ as a group of subjects have been termed redundant. Thus, indicating the existence of a differential response in the perception of HR students regarding the redundancy of the HR subjects being presently taught, across types of institutions.

3.8. Main Findings

a: 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.

b : 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 and 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.

c : HR subjects being termed redundant in 2nd semester

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

Management / Resource Management / Labour law.

4. HR students significantly differed in their responses across various institutions, about the redundant HR subjects in the second semester.

3.9. Hypothesis Test

H1: There is no redundancy amongst the HR subjects currently being taught in B-schools. This hypothesis has not been accepted.

H2: HR students learn the HR subjects through self-study. This hypothesis has been accepted (at $p = .000$ level).

H3: There is no relationship between domicile of HR students and HR subjects currently taught turning redundant. This hypothesis has not been accepted.

H4: HR as a subject / discipline does not prepare its students, keeping the requirements of the Industry. This hypothesis has been accepted (at $p = .000$ level).

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 Body / Governing Council, 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 (Chaturvedi, 2012; Rao & Savarna, 2010; Crotty & Soule, 1997). 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 & Jha, 2012; Sahu, 1991; Dearlove, 2002).

3.10. Implications for theory, policy, and practice

a : Redundancy of HR subjects being taught

Implications for Theory

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

above mentioned issues from the HR subjects presently taught by them.

Implications for Policy and Practice

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

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

Given below is a table regarding the HR subjects, as in presently available but not

TABLE 5. HR subjects in management programs - an observation and need analysis.

As informed by the HR students			
Sl no	Present and not needed	Need to be introduced	Proposed by the researcher
1	Managing Organizations / Management Principles and Practices / Planning and Development	HRIS / SAP / HR Analytics / People Soft / High performance Work systems and teams	MS Office based HR Paper (purely hands-on project based paper) HR Analytics (Practice aspects only)
2	OB / Organizational change and design / Women and Health	Emotional Intelligence / Transactional analysis / Coaching / Mentoring / Stress Management / Counseling / HR skills for Managers / Employee well being	Gamification / Practical aspects of Emotional Intelligence, Transactional Analysis
3	HRM / Recruitment and selection / Performance Appraisal / Human Asset Management / Compensation and Benefits	Professional associations / HR international practices / Life Etiquettes / HR immigration.	Practice of Life Etiquettes (purely hands on project based subject)
4	Strategic HR / Knowledge Management / TD	Competency mapping / Human Psychology / T and D / Organizational Psychology /	Practice of T and D (purely hands on project based subject)
5	Industrial Relations and collective Bargaining / Labour Laws	HR Audit / Company laws / HR in Manufacturing sector / Talent retention	HR in various sectors (Exposure, Field visits, practical demonstration and such)
6	Career Plan and Development / Strategic Talent Management / IHRM / Ethics and Leadership	Role of HR / Compensation / Balanced scorecard / Employee engagement and sustainability. Relationship Management / Leadership / Team Management.	Practice of Balanced Score card / Employee engagement / Leadership (purely hands on project based subject)

needed, need to be introduced and proposed by the researcher.

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;

Porter, 1997; Goel & Goel, 2012; Earl, 2011). 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 (Yeung, 1996). Issues and challenges in academics and training, affect people within the institutions, along with people working in external segments like environment, industry standards, educational norms, and growing B-school

competition (Carnall, 1995; Chacha, 2015; Schmotter, 1994). 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 be 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; Porter & McKibbin, 1988; Gill, 2005; Best, 1997).

b : HR subjects termed redundant in 1st and 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 process 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 favor when conveying

material or developing knowledge and skill sets and appropriate methods to use for evaluating students' mastery and academic understanding (Lawler & Mohrman, 2003; Misra, 2011). 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 (Pradhan, Senapaty, & Sahao, 1997; Hawawini, 2006; Bartel & Lichtenberg, 1987; McNamara, Meyler, & Arnold, 1990).

3.11. Limitations and Scope for Further Research

A research has been attempted to analyze the redundancy in the HR subjects taught at the Post Graduation level to the students of Karnataka. Geographical area is the limitation, hence the data can be collected from the B-schools of other parts of India. Also the future researchers can undertake a comparative study among the types of the Universities. The survey data was collected from the students, however the data can be collected from the faculty members and the industry experts to analyze their perspective about the HR subjects. It is recommended to carry out a comparative analysis between the single specialization and dual specialization PG program for the effectiveness of the HR subjects offered. As this was quantitative cross sectional study, survey data was collected at a single point of time. It is recommended to carry out a longitudinal study to analyze the time lag effect.

4. Conclusion

India, has seen structured investments and systematic efforts in the higher education field especially management education. Outcomes of such initiatives are at times predictable and at times do not convey sense. During these times of uncertainties, younger HR Academicians must be taken in and groomed by the senior HR Academics in terms of teaching, training, research, and other activities, so that the young teacher feels confident and takes ownership of the task given as on today and also in future (Peterson, Wagner, & Lamb, 2007; Mohapatra, 1987; Oshagbemi, 2000; Sahney, Banwet, & Karunes, 2004). So also, 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 be addressed and over-hauled from the HR Academician's perspective (Panandiker, 1991; Goldhaber & Anthony, 2004; Saxena & Jain, 2013). To conclude,

- Globalization affects and effects anything and everything it touches in the industrial scenario; and one has to be regular, to understand it's happenings.
- The HR Practioner's are one such set of industry experts who are in touch with their happenings and are often found to be genuinely informative and decisive in their approach to their profession and to their respective organizations. They are the best source of change management.
- The perception of the corporate houses and their HR Practitioners, when it comes to evaluating and hiring B-school graduates, views the graduate's skills,

knowledge levels, competencies, and employability, with suspicion.

- This perception may have grown, over the years into a mental set thus becoming a practice.
- This practice may have lead to the creation a large pool of management graduates who are un-employable, and if they are their employability to the higher echelons of an industry is a rarity.
- This paper stresses the need and sustenance for the development and use of HR Practitioner's perspective in designing, development, and use in HR management education, as an important component, in the development of a holistic and industrially relevant syllabi, consisting of many a value added skills, practice, and attitudinal set.
- Also, up-date the HR student in their respective functional area of choice. This would culminate in helping the HR Education, in persevering with all its stakeholders needs, well into the next decade.

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