

PhD in Management Work

MANAGEMENT EDUCATORS AND STAKEHOLDERS ON HR EDUCATION IN B-SCHOOLS

A Thesis submitted in partial fulfillment for
the award of Doctor of Philosophy Degree (PhD)
in Management

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Chapter 6

Summary & Conclusion

This chapter has been divided and presented into four parts, i.e.

- 6.1 : General Limitations of the study
- 6.2 : Summary
 - 6.2.1 : HR students
 - 6.2.2 : HR Academicians
 - 6.2.3 : HR Practitioners
- 6.3 : Future focus areas of HR education research
- 6.4 : Conclusion

These are detailed below.

6.1 : General Limitations of the study

1. In spite of the handicaps and shortcomings, this research work is a genuine endeavor to put maximum possible loyalty to the subject under study.
2. The study has focused primarily on the University based b-schools and AICTE approved autonomous b-schools only. The number of MBA students opting for HR specialization is very less and varies significantly in numbers, in the b-schools.
3. Certain b-schools did not give permission to meet their students. Certain b-schools (as in IISc and IIM-B), do not come under the gambit of normal tier-two level b-schools, and are different in their standards of functioning in terms of their processes, methodologies and techniques of functioning within and the larger community outside.
4. The mere distribution of the questionnaire for the purpose of data collection may be in-sufficient; as it would just lead us to the data. The management researchers need to spend more time with students, Academicians and Practitioners by discussing HR related issues in depth and in length, which could help us to structure our responses for a better HR education.
5. To provide a better HR education, all the stakeholders must come together, with their respective inputs, mix and match the requirements, to provide enough and sufficient for all the stakeholders to step confidently into the next decade.

6.2 : Summary

6.2.1 : HR Students

1. HR students need career counseling before they have enrolled themselves into the management program, as well as during the time of selection of their specialization. Career counseling helps the students to opt for a choice of a particular institute of study, which is conclusive with all the factors that the particular students has within self This helps them to make informed choices.
2. 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 sets, along with shaping of attitudes to work.
3. Further HR subjects become redundant vis-a-vis the market demands; the predominant reason for any subject to become redundant could be that the 'practice component' does not exist in that particular subject / course. Hence, HR needs to be practice oriented rather than just theory and discussions in the classrooms.
4. Lastly, HR students have to become good in communicative and written aspects of languages, (English has to mastered) interpersonal and

soft skills; as these are basics and are important to one's growth and development in any area of work concerned.

6.2.2 : HR Academicians

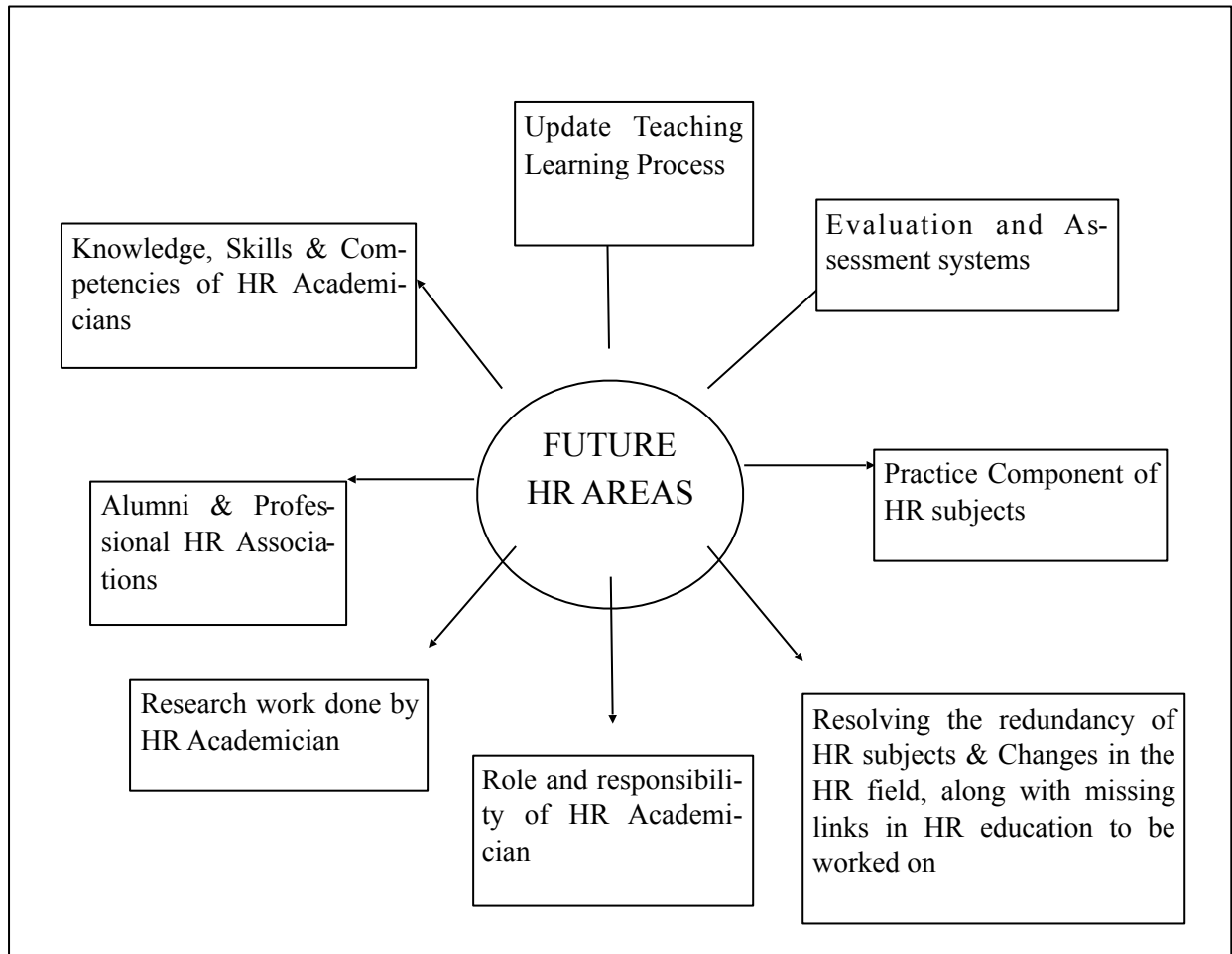
1. Younger HR Academicians to be made aware of their role, rights and responsibilities as per the organizations. Almost half of the HR Academicians have not been able to publish any research papers and articles, i.e., at the level of Lecturer and Senior lecturer levels. This phase has to be ended, by having structured and systematic inputs being given to the young academicians, who must get into the publication mode. This has to happen by the Senior HR Professors, HoDs, & Deans taking the lead.
2. HR faculty need to engage in constructive educational counseling for the students, at the time of joining the postgraduate management program and also at the time of selection of specialization during the second year of the postgraduate management program.
3. HR Academicians, informed that there is a need to provide the hands-on practice to students on all the core HR functions / Also, adequate Industry exposure is a must for both the students and the Academicians. Such issues have to be taken up by all designations of HR Academicians and must be made to live unto its existence.
4. HR faculty have to be informed regarding the Indian system of education beginning with primary education, which focuses mostly on rote learning (in turn self study). This has to be worked around, in which HR students learn by practice of their hands in their Classrooms and in the field. This has to be brought into the HR syllabus. HR subjects have become redundant vis-a-vis the market demands and needs. These needs have to be met at the very earliest; and can be done, so by bringing in HR industry experts into department / institution; secondly, sending the faculty on to the industry for a specific period with HR based learning & application based objectives and such similar initiatives; these would help HR Academicians & HR Industry personnel to broaden their HR perceptions and practice.
5. During pre-placement training, emphasis has to be made on HR knowledge, Skills and Attitude based deficits and deficiencies at the individual student level. This would help the department / institute in giving a well rounded HR student to the Industry. The role of a HR Academician 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.

6.2.3 : HR Practitioners

1. There is a need to provide the hands-on practice (as well as theoretical inputs) to students on all the core HR functions. Industry exposure is a must, without which the students would not be able to transform the theory to practice and vice versa.
2. HR Practitioners need to take time off in order need to engage in practice based sessions of those theoretical areas in the subjects; so that the redundancy in the subjects being taught could be brought down.
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 Practitioners 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.
4. HR Practitioner role would be to make the HR concepts practically applicable and this can be done by the development of systematic, robust process driven systems, sub-systems & tools. By the application of these process and systems, yields concrete information, which is the platform for sustained future of humans in an organization.
5. Lastly, the management program must be skill oriented, i.e., industry oriented. But having a robust knowledge base to fall back on when needed.

6.3 : Future focus areas of HR education research

Flow Chart No 6.2 : Future focus areas of HR education research



The future focus areas of HR education research are given below viz.,

1. Update teaching- learning-research process

Teaching-learning-research process has to be updated as and when there are changes observed in the environment, curriculum, students, faculty, industry, practitioners and other issues. By doing so, all the stakeholders would be able to deliver as per the requirements.

2. Evaluation and assessment systems

Evaluation and assessment systems have to be examined for their usefulness and effectiveness in the present day context, as the teaching learning systems have changed, the syllabus has changed. The students and faculty's mind set towards education have changed, hence it becomes all the more important to study this issue in-depth.

3. Practice component of HR subjects

Unless the practice component is attached to its theoretical component, it is not worth studying any course as such, as the learning would be very theoretical, which does not equip anybody with any skill set. The industry seeks only people with skill sets (of course knowledge is needed), but skill sets are the basis for an individual to get into the industry.

4. Resolving the redundancy of HR subjects being taught

Redundancy of HR subjects have to be dealt with a clear and concise thought process, but laden with substantial and verifiable reasons. This not done, the subject in discussion loses its hold over the stakeholders, especially the industry based personnel. Thus, the syllabi of any subject / course / program has to be structured by a committee of academicians, administrators, researchers and practitioners.

5. Role and responsibilities of the HR Academicians

The role and responsibilities of the HR Academician in any b-school, could be in four domains, i.e., Teaching learning process, Research and Consultation, Administrative issues and Community based extension activities. These activities are to be performed by all the Academicians (irrespective of their specializations), only then the cumulative efforts would lead them to accomplishing their objectives.

6. Research work being done by HR Academicians

Research work could be termed as a basis for the growth of any HR Academician. Only with constructive and practically applicable research would any subject grow and develop. Further, the off-shoots of research are - Consultation (with the Industry), taking up sponsored research projects (for funding agencies), Master's, Pre-doctoral and Doctoral degree guidance, Publications of articles, papers, cases and

such in Journals and lastly conducting variety of Management and Faculty Development and training programs, for all concerned.

7. Alumni association meetings and other get together

Alumni associations are like parents, to where the passed out students can always bank on for support. Further the industry based alumni's can pass on their valuable experience to the present students in HR program. Also, help could be given in the form of guidance in terms of pre-placement training, project work, development of skill sets and a host of other issues.

8. Knowledge, Skills and Competencies (in various areas) as required by HR Academicians

The HR Academician in any b-school, upon performing well in four domains, i.e., Teaching learning process, Research and Consultation, Administrative issues and Community based extension activities, could produce robust and systematic ground work for the growth and development in terms of Knowledge, Skills and competencies, as needed by the HR fraternity.

9. Affiliation to HR Professional Association

HR Professionals associations (like National Institute of Personnel Management, National Human Resources Development Network, Society for Human Resources Management and others) serve as sounding board for the Academicians and Practitioners to receive the feedback on those ideas and thoughts that they throw at the association. Regular and scheduled meetings serve to secure the network and bond amongst the members of concerned professional associations. Also, these associations serve as platforms for continued education and training programs for all the members of the HR fraternity.

10. Changes in the HR field / Missing link in HR Education

The changes in the HR field / industry, would be directly proportional to the changes in the environment, as in the people, methodology of work and infrastructure concerned, i.e., as and when the disruptive technologies change the environment, in turn the after effects are felt everywhere. Such changes have to be understood, imbibed and value additions to be made accordingly in all of the HR Fraternity.

6.5 : Conclusion

The prevailing system of higher education is not conducive for the changing scenario world across and it follows some of the age old patterns and styles introduced by the erstwhile kingdom of Britain. Being an integral part of higher education in India, the higher education in HR and Management is the same replica of the country and is suffering from the common weaknesses and threats of higher education in India. It is high time to think for a change. The main weaknesses of higher education in HR and Management are finance crunch, lack of autonomy, affiliation system, over politicization of campuses, lack of accountability on all parts, and corruption. Our curricula are obsolete and the pedagogy is weak.

Nepotism, favoritism, and religious sentimentalism rule the roost where

merit occupies a back seat. The result is poor human capital formation in the state. The ancient Gurukula system in India was meritorious. The ancient India universities of Takshashila, Nalanda, Paataliputra, or Vikramashila were the education centers of excellence. Though we cannot go back to that age or bring back the Gurukula sampradaya, we must try to imbibe the virtues and values based on spirituality, prevailing once upon a time in this country, to our present system of education so that majority of ills of present education system could be cured. Universities and colleges are the seats of higher education. They are the portals of civilization and culture. The humanity is looking up on such temples of education for good workers, employees and leaders for a better future. The students who pass out from such institutions must be fully developed and must be capable enough to face any oddities in life. A total personality development is needed here. A vibrant and fully developed personality is the real asset. Producing such personalities must be the aim of higher educational institutions. The present study mainly focuses on "Human Resources Education in Higher Education". It highlights the importance of an integrated process of human capital formation through education, particularly higher education, and suggests ways and means for achieving the aim. Human resources development is taking place in higher education in the country, but it is not in a protracted and designed way, so that, its total potentials not fruition. This attempt where in HR education can be studied from all the three stakeholders perspectives can be useful for researchers, policy makers, and others who are interested in the area. Lastly, the above steps should lead to the development of a robust and formidable HR education that should be self- thriving and be successful.

To conclude, there exists a critical 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.

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