

# INTERNATIONAL JOURNAL OF RESEARCH IN COMMERCE & MANAGEMENT

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- Garg, Sambhav (2011): "Business Ethics" Paper presented at the Annual International Conference for the All India Management Association, New Delhi, India, 19-23

**UNPUBLISHED DISSERTATIONS**

- Kumar S. (2011): "Customer Value: A Comparative Study of Rural and Urban Customers," Thesis, Kurukshetra University, Kurukshetra.

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## EVALUATION OF HRD PRACTICES OF NBA ACCREDITED COLLEGES IN HYDERABAD DISTRICT

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**ABSTRACT**

*The present study is taken up to analyze and understand the Human Resource development (HRD) practices of accredited colleges in Hyderabad. The study purely focuses on HRD practices, rather than focusing on the accreditation criteria (where weight age is assigned to each of the criteria for the sake of evaluating and awarding the grade to the institution). The study focuses on HRD practices in accredited colleges, considering them to be better than non-accredited colleges. For simplification of the study the HRD practices are been framed under the subheadings of accreditation Criteria which are framed by NBA governing bodies. Each criterion is further divided into sub headings for the purpose of evaluation. To study these dimensions a well-structured questionnaire is administered on the respondents. The questionnaire contains demographic information of the faculty along with these dimensions segregated under their respective heads. Both dichotomous and Likert scale are used for the collection of data. Simple and stratified random sampling techniques are used. A sample of size 169 is been taken for the study. The study indicates that gender wise there is difference in the satisfaction levels of faculty members. Few among the variables are salary, infrastructure, research and consultancy, Teaching and innovation. Especially in case of engineering college's faculty need labs and leisure time to work in their relevant specialized fields. Such motivation, if provided by colleges may motivate faculty to showcase their talents and get accolades for both themselves and institutions too.*

**KEYWORDS**

employee satisfaction, human resource development (HRD), motivation, national board of accreditation (NBA).

**INTRODUCTION**

Human Resource Development (HRD) a concept in HRM is the framework for helping employees to develop their personal and organizational skills, knowledge, and abilities. Human Resource Development includes such opportunities as employee training, employee career development, performance management and development, coaching, mentoring, succession planning, key employee identification, tuition assistance, and organization development. The focus of all aspects of Human Resource Development is on developing the most superior workforce so that the organization and individual employees can accomplish their work goals in service to customers. Organizations have many opportunities for human resources or employee development, both within and outside of the workplace. Human Resource Development can be formal such as in classroom training, a college course, or an organizational planned change effort. Or, Human Resource Development can be informal as in employee coaching by a manager. Healthy organizations believe in Human Resource Development and cover all of these bases.

According to **M.M. Khan**, "Human resource development is the across of increasing knowledge, capabilities and positive work attitudes of all people working at all levels in a business undertaking." According to **South Pacific Commission** 'human resource development is equipping people with relevant skills to have a healthy and satisfying life'. According to **Watkins**, 'human resource development is fostering long-term work related learning capacity at individual, group and organizational level'.

**ACCREDITATION**

Education plays a vital role in the development of any nation. Therefore, there is a premium on both quantity and quality of higher education. Accreditation is a mode to facilitate the volunteering institutions to assess their performance viz-a-viz set parameters through introspection and a process that provides space for participation of the institution.

Assessment and Accreditation is broadly used for understanding the "Quality Status" of an institution. In the context of Higher Education, the accreditation status indicates that the particular Higher Educational Institutions (HEI) – a College, a University, or any other recognized Unit there in, meets the standards of quality as set by the Accreditation Agency, in terms of its performance, related to the educational processes and outcomes, covering the curriculum, teaching-learning, evaluation, faculty, research, infrastructure, learning resources, organization, governance, financial well being and student services.

The **National Board of Accreditation (NBA)**, India was initially established by AICTE, under section 10(u) of AICTE act, in the year 1987, for periodic evaluations of technical institutions & programs basis according to specified norms and standards as recommended by AICTE council. NBA in its present form came into existence as an autonomous body with effect from 7th January 2010, with the objective of Assurance of Quality and Relevance of Education, especially of the programs in professional and technical disciplines like Engineering and Technology, Management, Architecture, Pharmacy and Hospitality through the mechanism of accreditation of programs offered by technical institutions. NBA has introduced a new process, parameters and criteria for accreditation. Following are the main objectives of assessment and accreditation are to: a) Assess and grade colleges and/or institutions of technical and professional education, the courses and programs offered by them, their various units, faculty, department etc. b) Stimulate the academic environment and quality of teaching and research in these institutions. c) Contribution to the sphere of knowledge in its discipline. d) Motivate colleges and/or institutions of technical and professional education for research, and adopt teaching practices that groom their students for the innovation and development of leadership qualities. e) Encourage innovations, self evaluation and accountability in higher education. f) Promote necessary changes, innovations and reforms in all aspects of the working of the colleges/ institutions of technical and professional education for the above purpose and g) Help institutions realize their academic objectives.

**REVIEW OF LITERATURE**

**Qaiser Abbas, Shakeel Ahmad and Yesha Nisar** (Master's Scholar) APCOMS Rawalpindi Campus, Pakistan in their paper on "Impact of HR practices on performance of Teachers serving in colleges of Rawalpindi, Pakistan", aimed to determine the impact of Human Resource practices on the performance of college teachers in two areas of Rawalpindi District. Four practices namely recruitment & selection, performance appraisal, compensation and training were taken as independent variables while teacher's performance was taken as dependent variable. Results of this study showed that there is significant impact of HR practices on Teacher's performance. They concluded that HR practices affect the performance of teachers. They have suggested that college administration needs to offer training courses for improving the skills, in order to get better performance from their teachers. College administration is also suggested to take step for redefining their HR policies.

**Harold Andrew Patrick and Shiju Sebastian**, Christ University, Bangalore in their paper on "Human resources management practices influence on faculty commitment in higher educational institutions" discussed that Human Resources Management is a set of practices that businesses incorporate to ensure that they have an effective workforce in place to meet operational needs. They found that Organizational commitment of teachers is an issue that has attracted the interest of researchers and educationists. The study found that there was a significant relationship between human resources practices and commitment of college teachers. This study confirms that both human resources management practices and organizational commitment congruence create organizational success and develop competitive advantage for educational institutions.

**Hrushikesh Kulkarni, G. Tejasvi and Rakhee** from Hyderabad in their paper on "A study on Job Satisfaction and Motivation of Faculty of selected colleges in Hyderabad" discussed that, every individual in this world wants to satisfy themselves. The satisfaction among faculty is related to the motivation practices practiced by their Institution. These practices motivate employees to learn and exhibit their inherent talent and gives them autonomy to innovate, experiment with new ideas. The major satisfaction is experienced when organization motivates them to take up research work, enroll in Ph.D or give them time off to attend programs through which they can enhance their teaching methodology. These sources of motivation mould employees positively and give them job satisfaction. When there is a gap between the ideal pay structure and fee structure, competent and qualified faculty are not opting for teaching as a profession. Hence, it may be concluded that a good pay structure and fee structure have a direct bearing in establishing an ideal working environment to attract qualified and competent faculty members. A satisfied faculty member certainly will give best output in teaching and research and ultimately students will get benefitted in learning, practicing, applying and retaining the knowledge.

## RESEARCH METHODOLOGY

**Primary Data** - For the purpose of study, structured Questionnaire from employees point of view was prepared to study HRD practices of educational institutions with respect to the laid accreditation criteria. Data was also collected through personal discussion. **Secondary data** - Secondary source is that information that is obtained from those sources other than direct sources and the information is collected through Website, Magazines and Journals, Text books, published on Human Resource Management, Websites and Search engines. **Sampling Technique** - Respondent were chosen using random sampling technique to conduct the study. Simple Random Sampling and Stratified Random Sampling Technique are used. **Sample size** - A Total sample 167 respondents from NBA accredited colleges were taken. **Analytical Tool**- Chi-Square Test and Correlation Analysis are used to analyze the data.

## REASON FOR SELECTION OF PROBLEM

The Topic is been taken up to study how educational institutions are implementing HRD practices to positively reinforce their employees to perform well by utilizing the resources and facilities available. The current study can help the organization to understand the Changes in job requirements, Need for multi-skilled Human Resources, Technological advances, complexity in the organization and in Human relations with the help of which an organization can plan their strategies to match with their future objectives. This study also helps an organization to modify their practices based on need and expectations of employees in their organization, as it ultimately affects employee performance.

## NEED OF THE STUDY

The purpose of the study is to understand the impact of HRD practices of educational institutes on the teaching fraternity. How the practices framed under NBA are positively implemented in the institutes, which can affect an individual's personality, natural capabilities, developed skills, experience and learning to improve their Teaching methodology thereof.

## OBJECTIVES OF THE STUDY

1. To understand various efforts taken by the Institutions towards HRD practices and its various dimensions.
2. To study effect of HRD practices on Employee Satisfaction and Motivation
3. To study level of satisfaction of employees (Gender wise) from different dimensions of HRD in terms of their ratings (with respect to laid criteria of accreditation)

## SCOPE OF THE STUDY

To study effect of HRD practices on employee contributions / Performance, Career development character and value. The study is taken up with special reference to colleges in Hyderabad district only.

## HYPOTHESIS

Hypothesis that have been formulated and will be tested to describe the relationship between the variables are:

**H1:** To test if there is relation or association between HRD practices and Employee satisfaction in terms of ratings.

**H2:** To Test if there is impact of HRD Practices and Policies of organization on employee ratings (towards each of the factor).

**H3:** To test if the ratings differ gender wise.

For the purpose of analysis, the hypothesis are further divided into sub hypothesis and analysis is done based on sub hypothesis and conclusions were drawn.

## TEST FOR RELIABILITY OF THE DATA

To test the reliability of the data the Cronbach's Alpha test in SPSS was used independently for NBA data. The results of which are shown below in the table:

TABLE 1: CRONBACH'S ALPHA TABLE FOR RELIABILITY FOR NBA

Reliability Statistics	
Cronbach's Alpha	No. of items
.775	77

**Inference:** From the above table we understand that the Cronbach's alpha value for NBA is 0.775; since the value is > 0.6 or 60% the data is reliable.

## ANALYSIS

1) **H0:** There is no significant difference in salary paid and total experience of the faculty

**H1:** There is significant difference in salary paid and total experience of the faculty

TABLE 2: CHI-SQUARE VALUE FOR RELATION BETWEEN SALARIES PAID AND TOTAL EXPERIENCE OF THE FACULTY

	Value	df	Asymp. Sig. (2 Sided)
Pearson Chi-Square	74.702 <sup>a</sup>	12	.000
Likelihood Ratio	71.185	12	.000
Linear-by-Linear Association	39.813	1	.000
N of Valid Cases	167		

**Inference:** The Chi-Square value is 74.702 and the corresponding significant value is 0.000. As the calculated significant value is less than 0.05, we accept the alternative hypothesis.

2) **H0:** There is no relation between designation and salary paid to the faculty

**H1:** There is relation between designation and salary paid to the faculty

**TABLE 3: CHI-SQUARE RESULTS FOR RELATION BETWEEN DESIGNATION AND SALARY PAID TO THE FACULTY**

	Value	df	Asymp. Sig. (2 Sided)
Pearson Chi-Square	58.250 <sup>a</sup>	21	.000
Likelihood Ratio	56.879	21	.000
Linear-by-Linear Association	13.930	1	.000
N of Valid Cases	167		

**Inference:** The Chi-Square value is 58.250 and the corresponding significant value is 0.000. As the calculated significant value is less than 0.05, we accept the alternative hypothesis.

3) **H0:** There is no relation between gender and self evaluation and accountability in college

**H1:** There is relation between gender and self evaluation and accountability in college

**TABLE 4: CHI-SQUARE TEST RESULTS FOR RELATION BETWEEN GENDER AND SELF EVALUATION AND ACCOUNTABILITY IN COLLEGE**

	Value	df	Asymp. Sig. (2 Sided)
Pearson Chi-Square	1.640 <sup>a</sup>	4	.802
Likelihood Ratio	1.777	4	.777
Linear-by-Linear Association	0.217	1	.642
N of Valid Cases	167		

**Inference:** The Chi-Square value is 1.640 and the corresponding significant value is 0.802. As the calculated significant value is greater than 0.05, we accept the null hypothesis.

4) **H0:** There is no relation between gender and student support and progression in college

**H1:** There is relation between gender and student support and progression in college

**TABLE 5: CHI-SQUARE TEST RESULTS FOR RELATION BETWEEN GENDER AND STUDENT SUPPORT AND PROGRESSION IN COLLEGE**

	Value	df	Asymp. Sig. (2 Sided)
Pearson Chi-Square	2.041 <sup>a</sup>	4	.728
Likelihood Ratio	2.016	4	.733
Linear-by-Linear Association	0.000	1	.996
N of Valid Cases	167		

**Inference:** The Chi-Square value is 2.041 and the corresponding significant value is 0.728. As the calculated significant value is greater than 0.05, we accept the null hypothesis.

5) **H0:** There is no impact of experience on using best method of teaching

**H1:** There is impact of experience on using best method of teaching

**TABLE 6: CHI-SQUARE TEST RESULTS FOR IMPACT OF EXPERIENCE ON USING BEST METHOD OF TEACHING**

	Value	df	Asymp. Sig. (2 Sided)
Pearson Chi-Square	14.843 <sup>a</sup>	16	.536
Likelihood Ratio	16.685	16	.406
Linear-by-Linear Association	9.007	1	.003
N of Valid Cases	167		

**Inference:** The Chi-Square value is 14.843 and the corresponding significant value is 0.536. As the calculated significant value is greater than 0.05, we accept the null hypothesis.

6) **H0:** There is no impact of motivation to work on new ideas and experiments on innovation and development

**H1:** There is impact of motivation to work on new ideas and experiments on innovation and development

**TABLE 7: CHI-SQUARE TEST RESULTS FOR IMPACT OF MOTIVATION TO WORK ON NEW IDEAS AND EXPERIMENTS ON INNOVATION AND DEVELOPMENT**

	Value	df	Asymp. Sig. (2 Sided)
Pearson Chi-Square	62.150 <sup>a</sup>	12	.000
Likelihood Ratio	63.512	12	.000
Linear-by-Linear Association	43.920	1	.000
N of Valid Cases	167		

**Inference:** The Chi-Square value is 62.150 and the corresponding significant value is 0.000. As the calculated significant value is less than 0.05, we accept the alternative hypothesis.

7) **H0:** There is no impact of motivation to work on new ideas and experiments on teaching and learning environment

**H1:** There is impact of motivation to work on new ideas and experiments on teaching and learning environment

**TABLE 8: CHI-SQUARE TEST RESULTS FOR IMPACT OF MOTIVATION TO WORK ON NEW IDEAS AND EXPERIMENTS ON TEACHING AND LEARNING ENVIRONMENT**

	Value	df	Asymp. Sig. (2 Sided)
Pearson Chi-Square	20.236 <sup>a</sup>	9	.017
Likelihood Ratio	21.957	9	.009
Linear-by-Linear Association	16.429	1	.000
N of Valid Cases	167		

**Inference:** The Chi-Square value is 20.236 and the corresponding significant value is 0.017. As the calculated significant value is less than 0.05, we accept the alternative hypothesis.

8) **H0:** There is no impact of Industrial visit for students for practical experience on student working on new ideas and their experimentation

**H1:** There is impact of Industrial visit for students for practical experience on student working on new ideas and their experimentation

TABLE 9: CHI-SQUARE TEST RESULTS FOR IMPACT OF INDUSTRIAL VISIT FOR STUDENTS FOR PRACTICAL EXPERIENCE ON STUDENT WORKING ON NEW IDEAS

AND THEIR EXPERIMENTATION			
	Value	df	Asymp. Sig. (2 Sided)
Pearson Chi-Square	70.183 <sup>a</sup>	16	.000
Likelihood Ratio	66.468	16	.000
Linear-by-Linear Association	33.827	1	.000
N of Valid Cases	167		

**Inference:** The Chi-Square value is 70.183 and the corresponding significant value is 0.000. As the calculated significant value is less than 0.05, we accept the alternative hypothesis.

**9) H<sub>0</sub>:** There is no impact of teaching resources on making the teaching methodology more flexible and comfortable

**H<sub>1</sub>:** There is impact of teaching resources on making the teaching methodology more flexible and comfortable

TABLE 10: CHI-SQUARE TEST RESULTS FOR IMPACT OF TEACHING RESOURCES ON MAKING THE TEACHING METHODOLOGY MORE FLEXIBLE AND COMFORTABLE

	Value	df	Asymp. Sig. (2 Sided)
Pearson Chi-Square	53.461 <sup>a</sup>	6	.000
Likelihood Ratio	53.850	6	.000
Linear-by-Linear Association	33.008	1	.000
No. of Valid Cases	167		

**Inference:** The Chi-Square value is 53.461 and the corresponding significant value is 0.000. As the calculated significant value is less than 0.05, we accept the alternative hypothesis.

**10) H<sub>0</sub>:** There is no relation between experience and research and consultancy in college

**H<sub>1</sub>:** There is relation between experience and research and consultancy in college

TABLE 11: CHI-SQUARE TEST RESULTS FOR RELATION BETWEEN EXPERIENCE AND RESEARCH AND CONSULTANCY IN COLLEGE

	Value	df	Asymp. Sig. (2 Sided)
Pearson Chi-Square	16.334 <sup>a</sup>	16	.430
Likelihood Ratio	18.386	16	.302
Linear-by-Linear Association	7.664	1	.006
N of Valid Cases	167		

**Inference:** The Chi-Square value is 16.334 and the corresponding significant value is 0.430. As the calculated significant value is greater than 0.05, we accept the null hypothesis.

**11) H<sub>0</sub>:** There is no relation between experience and innovation and development in college

**H<sub>1</sub>:** There is relation between experience and innovation and development in college

TABLE 12: CHI-SQUARE TEST RESULTS FOR RELATION BETWEEN EXPERIENCE AND INNOVATION AND DEVELOPMENT IN COLLEGE

	Value	df	Asymp. Sig. (2 Sided)
Pearson Chi-Square	31.428 <sup>a</sup>	16	.012
Likelihood Ratio	31.317	16	.012
Linear-by-Linear Association	14.488	1	.000
N of Valid Cases	167		

**Inference:** The Chi-Square value is 31.428 and the corresponding significant value is 0.012. As the calculated significant value is less than 0.05, we accept the alternative hypothesis.

**12) H<sub>0</sub>:** There is no relation between experience and student support and progression in college

**H<sub>1</sub>:** There is relation between experience and student support and progression in college

TABLE 13: CHI-SQUARE TEST RESULTS FOR RELATION BETWEEN EXPERIENCE AND STUDENT SUPPORT AND PROGRESSION IN COLLEGE

	Value	df	Asymp. Sig. (2 Sided)
Pearson Chi-Square	34.523 <sup>a</sup>	16	.005
Likelihood Ratio	35.076	16	.004
Linear-by-Linear Association	11.441	1	.001
N of Valid Cases	167		

**Inference:** The Chi-Square value is 34.523 and the corresponding significant value is 0.005. As the calculated significant value is less than 0.05, we accept the alternative hypothesis.

## CONCLUSION

Educational institutions are taking efforts to build their HR practices in such a way that, both the Management and faculty members can be satisfied simultaneously. The level of satisfaction in the accredited colleges differs based on Salary, Motivation for presenting papers, financial benefits for research related contributions, Performance, Student's self-support and their progression, Learning and evaluation techniques, Infrastructure, Governance leadership and management.

Through personal discussion it is known that, in spite of having sufficient facilities and infrastructure, many restrictions are in place for using these infrastructural facilities (in few colleges), due to which faculty members are de-motivated as they cannot make use of these facilities to experiment. Faculty feels that they should be allowed for some leisure time to think about new ideas and for taking research projects especially in case of engineering colleges.

Teaching profession has not been a whole-hearted choice of the faculty due to huge gaps between ideal pay and fee structure. Thus many qualified faculties are not selecting teaching as their primary source of income/profession. This reflected on working environment of the colleges, whereby it is observed to be one of the factors for either dissatisfaction or moderate satisfaction. Male faculty members in accredited colleges are unhappy; however female faculty members are either satisfied or happy with the working environment or pay in proportion to the service they render for the organization. Very few colleges are offering incentives to encourage their teaching staffs, who engage themselves in publishing research articles apart from their regular teaching routines. Through survey it is observed that employees are paid as per their experience; that not always there is match between designation and salary paid to the employee. Gender wise, employees do not differ in their opinion towards learning Environment, Research and consultancy and Innovation, development and Infrastructure.

Experienced faculty can teach best methods to make classroom interaction more effective. Employees are motivated to experiment on ideas and implement successful ones in their environment. Students are encouraged for industrial visit for practical experience in their respective fields and then work on new ideas for experimentation. Employees are provided with the relevant teaching resources to make their teaching methodology more flexible and comfortable. Experienced faculties are recruited for relevant courses and programs and different departments which are incorporated in the institution. There is positive correlation between Experience and variables of accreditation criteria. The more the experience of the faculty the better are their contributions in different fields.

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