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CONCEPTUAL FRAMEWORK OF THE STUDY

2.1 INTRODUCTION

Human resource is the group of individuals who make up the workforce of an organization. It means different things to different people. For some, it is a function called human resource. For others, it is the way humans are managed so that they become effective resources.

What distinguishes a successful organization from unsuccessful one is the quality of manpower. This itself shows the importance of human resource. It works like a talent acquisition function. Here its responsibility starts from to hire best employees for the right profile at the right time. All are equally important. The role of management is to optimize the use of resource available to it. The role of human resource department is to incorporate the planning and control of manpower resources into the organizational level plans so that all resources are used together in the best possible combination.

Goverdhan Mehta (2012), National Research Professor while addressing on the occasion of 14th Convocation at Nirma University, Ahmedabad observed that “India is a reservoir of young, talented, human capital, nurtured in free, democratic traditions in an accommodative and inclusive environment. Thus, in a rapid globalizing, knowledge and technology driven world, our aspirational generation myriad opportunities waiting, learn to recognize them, grab them and ascend to reach the top. While doing so, it is important to ensure that none amongst us misses out an opportunity and that no opportunity is frittered away”.

2.2 HUMAN RESOURCE PLANNING (HRP)

Higher education is very important sector for the growth and development of human resource which can take responsibility for social, economic and scientific development of the country. Human resource planning
is concerned with the planning the future manpower requirements in the organization. Every organization ensures that the institution has the right type of people in the right number at the right time and place, who are trained and motivated to do the right kind of work at the right time. Obviously, human resource planning primarily makes appropriate projections for future manpower needs of the organization, envisages plan for developing the manpower to suit the changing needs of the organization from time to time, and foresees how to monitor and evaluate the future performance. It also includes the replacement plans and managerial succession plans. Human resource planning is the process that helps institutions to provide adequate human resources to achieve their current and future institutional objectives. Planning is an analytical process involving various aspects, so as to produce quality products and to offer best services in. Planning is not just a onetime exercise. While executing a plan, in course of time, it may undergo changes. It is a continuing effort to judge its effectiveness in the actual problems that had not been anticipated while preparing a plan. In practical implementation of the plan, the plan may require modifications. Therefore, plan efficacy in terms of result achieved should be assessed at periodical intervals. This type of evaluation would identify the strength and weakness of the plan. The weak portion of the plan has to be revised. This type of assessment would permit returning of the plan to ensure success.

2.2.1 Definitions of Human Resource Planning

According to Coleman (1977), “Human resource planning is the process of determining manpower requirements and the means for meeting those requirements in order to carry out the integrated plan of the organization”.

In the view of Vetter (1967), “Human resource planning is the process by which a management determines how an organization should move from its current manpower position to its desired manpower position. Through planning, a management strives to have the right number and the right kinds of
people at the right places, at the right time, to do things which result in both the organization and the individual receiving the maximum long-range benefit”.

According to Wikstrom (1971), “Human resource planning consists of a series of activities, such as forecasting future manpower requirements, either in terms of mathematical projections of trends in the economic environment and developments in industry, or in terms of judgmental estimates based upon the specific future plans of a company; making an inventory of present manpower resources and assessing the extent to which these resources are employed optimally; anticipating manpower problems by projecting present resources into the future and comparing them with the forecast of requirements to determine their adequacy, both quantitatively and qualitatively; and planning the necessary programmes of requirements, selection, training, development, utilization, transfer, promotion, motivation and compensation to ensure that future manpower requirements are properly met”.

2.2.2 Objectives of Human Resource Planning

The major objectives of Human Resource Planning in an organization are to ensure optimum use of human resources currently employed, avoid balances in the distribution and allocation of human resources, assess or forecast future skill requirements of the organization's overall objectives, provide control measure to ensure availability of necessary resources when required, control the cost aspect of human resources and formulate transfer and promotion policies.

2.2.3 Need for Human Resource Planning

Human resource planning is a mandatory part of every organization’s annual planning process. Every organization that plans for its business goals for the year, also plans for how it will go about achieving them, and therein the planning for the human resource.

To carry on its work, each organization needs competent staff with the necessary qualifications, skills, knowledge, work experience and aptitude for work. Since employees exit the organization both naturally (as
a result of superannuation) and unnaturally (as a result of resignation), there is an on-going need for hiring replacement staff to augment employee exit. Otherwise, the work will be jeopardized.

In order to meet the need for more employees due to organizational growth and expansion, this in turn calls for larger quantities of the same goods and services as well as new goods. This growth could be rapid or gradual depending on the nature of the business, its competitors, its position in the market and the general economy.

Often organizations might need to replace the nature of the present work force as a result of its changing needs, therefore the need to hire new set of employees. To meet the challenge of the changed needs of technology / product / service innovation, the existing employees need to be trained or new skill sets induced into the organization.

Manpower planning is also needed in order to identify an organization’s need to reduce its work force. In situations where the organization is faced with severe revenue and growth limitations, it might need to plan well to manage how it will reduce its work force. Options such as redeployment and outplacement can be planned for and executed properly.

Every organization has to plan for human resource due to the shortage of certain categories of employees and/or variety of skills despite the problem of unemployment, the rapid changes in education, technology, management etc., and the consequent need for new skills and new categories of employees, the changes in organization design and structure affecting manpower demand, the demographic changes like the changing profile of the workforce in terms of age, sex, education etc., the Government policies in respect to reservation, working conditions etc., the labour laws affecting the demand for and supply of labour, introduction of lead time in manning the job with most suitable candidate.
2.2.4 Phases of Human Resource Planning

The four phases of human resource planning are i) Gathering and analyzing data to forecast expected human resource demand, ii) Establishing human resource supply, iii) Designing and implementing programs that will enable the institution to achieve its human resources, and iv) Monitoring and evaluating these programs.

Activities related to the four phases of human resource planning are described for three different time horizon.

1. Short Term (up to one year)
2. Intermediate Term (two to three years)
3. Long Term (more than three years)

The reality is that organizations must integrate their activities across the four planning phases as well as across all three time horizons. Planning activities within a time horizon are linked together into a dynamic system. Early phases serve as inputs to later phases. The planning activities for different time horizons are important to note because they emphasize that planning for one time horizon typically has implications for another. For example, long term planning almost always prompts the development of programs that need to be implemented in the short term and intermediate term. The ideal is to have full integration among all types of human resource planning activities as well as integration between human resource and institutional planning. Equally important, institutions can learn from the results generated during the evaluation phase and then apply what is learned to make adjustments in objectives and programs.

The purpose of human resource planning is to ensure that right people are in right place at the right time; it must be linked with the plans of the total organization. The challenge in human resource planning is balancing current needs of institutions and their employees with those of future. The criterion against which this balancing act is measured is whether employees are currently at the right place doing the right things but yet are ready to adapt
appropriately to different activities when organizational change is needed. The organizations can use the effectiveness of their current activities and their readiness to engage in the new activities needed to face the challenges of the future as the criteria against which they evaluate their own performance.

Human resource planning is a double-edged weapon. If used properly, it leads to the maximum utilization of human resources, reduces excessive labour turnover and high absenteeism; improves productivity and aids in achieving the objectives of an organization. Faultily used, it leads to disruption in the flow of work, lower production, less job satisfaction, high cost of production and constant headaches for the management personnel. Therefore, for the success of an organization, human resource planning is a very important function, which can be neglected only at its own peril.

2.2.5 Steps in Human Resource Planning

Human resource planning refers to a process by which organizations ensure that they have the right number and kinds of people at the right place, at the right time capable of performing different jobs efficiently. Planning the use of human resources is an important function in every organization. A rational estimate to various categories of personnel in the organization is an important aspect of human resource planning.

Human resource planning involves the following steps:

1. Analysis of Organizational Plans and Objectives

Human resource planning is a part of overall plan of organization. Plans give an idea about the volume of future work activity. Each plan can further be analyzed into sub-plans and detailed programmes. It is also necessary to decide the time horizon for which human resource plans are to be prepared. The future organization structure and job design should be made clear and changes in the organization structure should be examined so as to anticipate its manpower requirements.
2. Forecasting Demand for Human Resources

Human resource planning starts with the estimation of the number and type of personnel required at different levels and in different departments. The main steps involved in human resource planning process are (a) to determine and to identify present and prospective needs of human resource, (b) to discover and recruit the required number of persons, (c) to select the right number and type from the available people, (d) to hire and place in the positions for which they are qualified, (e) to provide information to the selected people about the nature of work assigned to them, (f) to promote or to transfer as per the needs and the performance of employees, (g) to denote if the employees are disinterested or their performance is not upto the mark, (h) to terminate if they are not needed or their performance is below standard and shows no hopes of improvement. It is the most crucial and critical area of human resource development. The human resource development managers must pay attention to place right man to the right job through recruitment, selection, training and placement of employees. This calls for the adoption of a systematic procedure to complete recruitment and selection.

3. Forecasting Supply of Human Resources

One of the important areas of human resources planning is to deal with allocation of persons to different departments depending upon the work load and requirements of the departments. While allocating manpower to different departments, care has to be taken to consider appointments based on promotions and transfers. Allocation of human resource should be so planned that available manpower is put to full use to ensure smooth functioning of all departments.

4. Estimating Manpower Gaps

Net human resource requirements or manpower gaps can be identified by comparing demand and supply forecasts. Such comparison will reveal either deficit or surplus of human resources in future. Deficits suggest the number of persons to be recruited from outside whereas surplus implies
redundant to be redeployed or terminated. Similarly, gaps may occur in terms of knowledge, skills and aptitudes. Employees deficient in qualifications can be trained whereas employees with higher skills may be given more enriched jobs.

5. Matching Demand and Supply

It is one of the objectives of human resource planning is to assess the demand for and supply of human resources and match both to know shortages and surpluses on both the side in kind and in number. This will enable the human resource department to know overstaffing or understaffing. Once the manpower gaps are identified, plans are prepared to bridge these gaps. Plans to meet the surplus manpower may be redeploymen in other departments and retrenchment in consultation with the trade unions. People may be persuaded to quit through voluntarily retirement. Deficit can be met through recruitment, selection, transfer, promotion, and training plans. Realistic plans for the procurement and development of manpower should be made after considering the macro and micro environment which affect the manpower objectives of the organization.

2.2.6 Types of Human Resource Planning

In most developing countries the development of human resources has been regarded as one amongst many objectives of long-term economic growth. As a result, even the objectives of economic planning and the priorities thereof began to be shifted away from purely growth-oriented development strategies to those that recognize and partly remedy the past neglect of such social sectors like population planning, health, education, housing, social security and other social services. The following have been the prime concerns of governments in developing countries.

i) How to cope with the phenomenal explosion in population?

ii) How to provide productive employment to the already unemployed and to those who are entering the labour market?

iii) What supplementary programmes to initiate for specific target groups (rural/urban poor, socially disadvantaged groups like the scheduled castes/tribes,
backward classes, minorities, women, children, physically handicapped, etc.) for employment creation, income generation and poverty alleviation?

iv) What pro-active measures to take up to meet the skill shortages so that there is no problem in realizing plan targets due to shortage in critical skills at various levels and in various trades/disciplines?

(v) How to upgrade technical, administrative and managerial skills in different sectors of the economy to sustain and improve productivity and further the pace of economic development? (vi) How to cope with the growing imbalances in the supply and demand side of human resources in an uncertain and turbulent environment within and outside the country in an increasingly interdependent world?

The broad framework for human resource planning at macro level would encompass all these and other concerns, dealing with both the supply and the demand side of the problems. It should cover not only quantitative aspects, but also qualitative factors. The objectives of human resource planning in India, as in most other developing countries at the macro level, should thus encompass all aspects of human resource development, from population planning on the one hand to investments in health, education, housing and other social welfare services on the other. The major components of human resource planning based on environmental analysis and adjustment are: (a) Population Planning (b) Employment Planning (c) Educational Planning, (d) Other aspects of social and human development.

The objectives of human resource planning at the micro level are to ensure that the organization: (i) obtains and retains the quantity and quality of human resources it needs at the right time and place and (ii) makes optimum utilization of these resources.

2.2.7 Benefits of Human Resource Planning

Human resources planning anticipate not only the required kind and number of employees but also determine the action plan for all the functions of personnel management. The major benefits of human resource planning are:
i) it checks the institutional plan of the organization, ii) it offsets uncertainty and changes. But the human resource planning offsets uncertainties and changes to the maximum extent possible and enables the organization to have right men at right time and in right place, iii) it provides scope for advancement and development of employees through training, development etc., iv) it helps to anticipate the cost of salary enhancement, better benefits etc., v) it helps to anticipate the cost of salary, benefits and all the cost of human resources facilitating the formulation of budget in an organization. vi) to foresee the need for redundancy and plan to check it or to provide alternative employment in consultation with other organizations and government through remodeling organizational plan vii) to foresee the changes in values, aptitude and attitude of human resources and to change the techniques of interpersonal and management etc. viii) to plan for physical facilities, working conditions and the volume of fringe benefits like canteen, schools, hospitals, conveyance, child care centres, quarters and company stores; ix) it gives an idea of type of tests to be used and interview techniques in selection based on the level of skills, qualifications, intelligence and values of future human resources, x) it causes the development of various sources of human resources to meet the organizational needs, xi) it helps to take steps to improve human resource contributions in the form of increased productivity, xii) it facilities the control of all the functions, operations, contribution and cost of human resources.

2.2.8 Human Resource Information System

Human resource information system is an important element in human resource development. It is a system of maintaining, collecting and analyzing data relating to human resources of the organization. It helps managers in decision-making in respect of promotion, wage fixing, recruitment, training and development. In this way human resource information system acts as a decision support system. The inputs of human resource information system include the information relating to employees, their abilities, qualifications, potentialities, creative instincts, age, pay scales, various jobs in the organization,
their required skills and qualifications to do them, the number of employees and executives manning various positions, organizational objectives, policies and procedures.

2.2.9 Current interest in Human Resources Planning

Major reasons for the present emphasis on manpower planning include the following:

1. Employment-Unemployment Situation

Though in general the number of educated unemployed is on the rise, there is an acute shortage of a variety of skills. This emphasizes the need for more effective recruitment and retaining people.

2. Technological Change

The changes in production technologies, marketing methods and management techniques have been extensive and rapid. Their effect has been profound on job contents and contexts. These changes can cause problems relating to redundancies, retraining and redeployment. All these contribute to the need to plan human resource needs intensively and systematically.

3. Organizational Change

In a turbulent environment marked by cyclical fluctuations and discontinuities, the nature and pace of changes in organizational environment, activities and structures affect human resource requirements and require strategic consideration.

4. Demographic Changes

The changing profile of the work force in terms of age, sex, literacy, technical inputs and social background has implications for human resource planning.

5. Skill Shortages

Government control and changes in legislation with regard to affirmative action for the disadvantaged groups, working conditions and hours of work, restrictions on women and child employment, casual and contract labour
have stimulated the organizations to become involved in systematic human resource planning.

6. Legislative Controls

The days of executive hire and fire policies have passed. Now legislation makes it difficult to reduce the size of an organization quickly and cheaply. It is easy to increase but difficult to reduce the numbers employed because of recent changes in labour laws relating to lay-offs and closures. Those responsible for managing human resources must look far ahead and attempt to foresee human resource position.

7. Impact of Pressure Groups

Pressure groups such as unions, politicians and persons displaced from land by location of giant enterprises have been raising contradictory pressures on enterprise management in areas such as internal recruitment and promotions, preference to employees’ children, displaced persons and sons of soil.

8. Systems Concept

The spread of systems thinking and the advent of microcomputer as part of the on-going revolution in information technology emphasize planning and adopting newer ways of handling voluminous personnel records.

9. Lead Time

A longer lead time is necessary for the selection process and for training and development of the employees, to handle new knowledge and skills successfully.

2.3 HUMAN RESOURCE DEVELOPMENT

‘People’ are the most and valuable resource for every organization or institution in the form of employees. Dynamic people can build dynamic organizations. Effective employees can contribute to the effectiveness of the organization. Competent and motivated people can make things happen and enable an organization/institution to achieve its goals. Therefore, organizations
should continuously ensure that the dynamism, competency, motivation and effectiveness of the employees remain at high levels.

Human resource development is the framework for helping employees develop personal and organizational skills, knowledge and abilities. Human resource development includes opportunities such as employee training, employee career development, performance management and development, coaching, succession planning, key employee identification, tuition assistance and organization development. Human resource development is a framework for the expansion of human capital within an organization.

2.3.1 Human Resource Development – Definitions

Human resource development is defined as ‘a series of organized activities conducted within a specified time and designed to produce behavioral change through training activities’ (Nadler and Nadler, 1970).

Human resource development is defined as ‘A set of systematic and planned activities designed by an organization to provide its members with the necessary skills to meet current and future job demands’ (Desimone, Werner and Harris, 2002).

According to Gilley and Eggland (1989), Human resource development is an organized learning activity arranged within an organization in order to improve performance and/or personal growth for the purpose of improving the job, the individual and/or organization development.

Human resource development can be defined simply as developing the most important section of any organization, its human resource by attaining or upgrading the skills and attitude of employees at all levels in order to maximize the effectiveness of the organization (Kelly, 2006).

Human resources development is not an object that can be easily defined, but a series of organized processes, with a specific learning objective. A successful human resources development program will prepare the individual to undertake a higher level of work, through organized learning over a given period of time, to provide the possibility of performance change (Nadler, 1984).
Human resource development describes a framework for the expansion of human capital within an organization and the structure that allows for individual development potentially satisfying the organization’s goals (McLagan, 1989).

All the definitions agree that human resource development is helping employees to develop their skills, knowledge and abilities. It does include providing opportunities for training, career development, improvement of standard of living and so on.

2.3.2 Objectives of Human Resource Development

The objectives of human resource management development are to: i) develop human resource of the institution continuously for better performance to meet objectives, ii) provide opportunity for development of different levels of employees, iii) provide suitable need based training programs, iv) prepare newly inducted staff to perform their work with high level of competency and excellence, v) meet special obligations of institutions to contribute towards excellence of education, vi) promote a culture of creativity, innovations, human development, respect and dignity, vii) achieve excellence in every aspect of working life and to viii) create environment for the trainees conducive to their character building.

2.3.3 Functions of Human Resource Development

The main functions of human resource development are i) providing skill input to the employees, ii) identifying training needs and imparting training, iii) deputing outside for competency enhancement, iv) competency mapping, v) organizational development activities, vi) conducting sessions and workshops and vii) training and development.

2.3.4 Need for Human Resource Development

There are many reasons for the need of human resource development i) It can be a platform for organizational transformation ii) a mechanism for continuous organizational and individual renewal iii) a vehicle for global knowledge transfer iv) implementing a new policy v) implementing a
new strategy vi) effecting organizational change vii) changing an organization’s culture viii) meeting changes in the external environment ix) solving particular problems x) technological change creates requirement for training and development.

Human resource development is thus a continuous process to ensure the development of employee competencies, dynamism, motivation and effectiveness in a systematic and planned way.

2.3.5 Human Resource Development Goals

The main goals of human resource development are i) Employee competency development ii) Employee motivation development and iii) Organizational climate development.

i) Employee competency development

Employees requires a variety of competencies (knowledge, attitude, skill in technical areas, managerial areas, behavioural and human relations areas and conceptual areas) to perform different tasks or functions required by their job. The nature of jobs is constantly changing due to changes in environment, changes in organizational priorities, goals and strategies, changes in the profiles of fellow employees (subordinates, bosses, colleagues), change in technology, new opportunities, new challenges and new knowledge base.

Such a change in the nature of jobs requires continuous development of employee competencies to perform the job well. Thus competency development is needed on a continuity basis for effective job performance.

Human resource development aims at constantly assessing the competency requirements of different individuals to perform the job assigned to them effectively, and provide opportunities for developing these competencies.

Human resource development aims at preparing people for performing roles/jobs/tasks/functions which they may be required to perform in the future as they go up on the organizational hierarchy (or) as the organization
takes up new tasks through diversification, expansion, modernization, economization. (i.e.) Human resource development tries to develop the potentials of employees for future likely jobs/roles in the organization.

Human resource development aims to identify competency gaps of employees to perform the present roles/jobs/tasks/functions effectively and create conditions to help employees bridge their gaps through development.

ii) Employee motivation development

Motivation development is another aim of human resource development. ‘Motivation’ means ‘desire to work or put in work effort’. It is a commitment to the job, work and organization. It is also the desire to make things happen. Without motivation, employees are not likely to give their best. Technical, managerial and human competencies are needed for effective performance on the job.

Motivation is influenced by various factors such as one’s own needs, personality and habit patterns, supervisor’s styles and behavior, personnel policies, organizational culture and environment, career opportunities and reared mechanisms. Human resource development aims to develop the motivation of employees to the maximum extent possible so that they can become dynamic contributors to organizational goals.

iii) Organizational climate development

A healthy climate is one where i) the free expression of ideas, opinions and suggestions (openness) is encouraged, ii) there is a promotion of collaboration among various individuals, team and departments iii) people say what they mean, do what they say, where people can be trusted iv) initiative pro-activity and creativity is encouraged v) problems are diagnosed, confronted and solved collectively and individually vi) every senior sees developing subordinates as his responsibility vii) problems, mistakes and difficult situations are handled with a learning orientation viii) participation is encouraged ix) every incident is treated as a learning opportunity x) people have a sense of satisfaction from their work xi) people feel that they are cared for and have a sense of
belongingness xii) human resource development aims at developing such a climate through periodic diagnosis and appropriate intervention (actions and activities to achieve the desired change) xiii) goals of developing superior – subordinate relations, team development, inter-team collaboration and organizational health.

Thus human resource development has the goals of developing an individual competencies, human relationships, team spirit and organizational health.

2.4 HUMAN RESOURCE MANAGEMENT

Human Resource Management (HRM) is a relatively new approach to managing people in any organization. People are considered the key resource in this approach. It is concerned with the people dimension in management of an organization. Since an organization is a body of people, their acquisition, development of skills, motivation for higher levels of attainments, as well as ensuring maintenance of their level of commitment, are all significant activities. These activities fall in the domain of Human Resource Management. Human Resource Management is responsible for maintaining good human relations in the organization. It is also concerned with development of individuals and achieving integration of goals of the organization and those of the individuals.

The human resources are multidimensional in nature. In national point of view, human resources may be defined as knowledge, skills, creative abilities, talents and aptitudes obtained in the people; whereas in the view point of an individual, they represent the total of the inherent abilities, acquired knowledge and skills as exemplified in the talents and aptitudes of its employees.

Human resources may be defined as the total knowledge, skills, creative abilities, talents and aptitudes of an organizations work force, as well as the values, attitudes, approaches and beliefs of the individual involved in the
affairs of the organization. It is the aggregate of inherent abilities, acquired knowledge and skills represented by the talents and aptitudes of the persons employed in the organization (Raj Kumar, 2010).

Human Resource Management is a process, which consists of four main activities, namely, acquisition, development, motivation, as well as maintenance of human resources.

Human Resource Management is defined as that branch of management which is responsible on a staff basis for concentrating on those aspects of operations which are primarily concerned with the relationship of management to employees and employees to employees and with the development of the individual and the group (Scott, Clothier and Spriegel, 1977).

In other words, human resource management is concerned with getting better results with the collaboration of people. It is an integral but distinctive part of management, concerned people at work and their relationship with the institutions. HRM helps in attaining maximum individual development, desirable working relationship between employees and employers, employees and employees, and effective modeling of human resources as contrasted with physical resources. It is the recruitment, selection, development, utilization, compensation and motivation of human resources by the institutions.

Human resource management as an extension of general management, that of prompting and stimulating every employee to make his fullest contribution to the purpose of a business (Northcott, 1960).

Human resource management is not something that could be separated from the basic managerial function. It is a major component of the broader managerial function.

Human resource management is defined as the recruitment, selection, development, utilization, compensation and motivation of human resources by the organization (Wendell, 1986).
According to Flippo (1980), it is the planning, organizing, directing and controlling of the procurement, development, compensation, integration, maintenance and reproduction of human resources to the end that individual and societal objective are accomplished.

Human resource management is defined as the art of procuring, developing and maintaining competent work force to achieve the goals of an organization in an effective and efficient manner (Srivastava, 2010).

2.4.1 Nature of human resource management

Human resource management is a process of bringing people and organization together so that the goals of each are met. It tries to secure the best from people by winning their wholehearted cooperation.

The nature of the human resource management has been highlighted in its following features: i) it is inherent part of management, ii) it is pervasive in nature as it is present in all organizations, iii) it focuses on action and results rather than rules iv) It tries to motivate and help employees develop their potential fully, v) it encourages employees to give their best to the organization vi) it is all about people at work, both as individuals and groups, vii) it tries to allocate people on assigned jobs in order to produce good results viii) it helps an organization meet its goals in the future by providing for competent and well motivated employees ix) it tries to build and maintain cordial relations between people working at various levels in the organization, x) it is a multidisciplinary activity, utilizing knowledge and inputs drawn from various disciplines like psychology, sociology and economics.

2.4.2 Scope of Human Resource Management

The scope of human resource management is very wide. The Indian Institute of Personnel Management has specified the scope of human resource management as:
1. Personnel aspect

This is concerned with, manpower, planning, recruitment, selection, placement, transfer, promotion, training and development, lay off and retrenchment, remuneration, incentives, productivity, etc.

2. Welfare aspect

It deals with working conditions and amenities such as canteens, rest and lunch rooms, crèches, housing, transport, medical assistance, education, health and safety, recreation facilities etc.

3. Institutional aspect

This covers union-management relations, joint consultation, collective bargaining, grievance and disciplinary procedures, settlement of disputes etc.

2.4.3 Beliefs of Human Resource Management

The Human resource management philosophy is based on the following beliefs:

Human resource is most important asset in the organization and can be developed and increased to an unlimited extent.

A healthy climate with values of openness, enthusiasm, trusts, mutually and collaboration is essential for developing human resource.

Human resource management can be planned and monitored in ways that are beneficial both to the individuals and the organization.

Employees feel committed to their work and the organization, if the organization perpetuates a feeling of belongingness.

Employees feel highly motivated if the organization provides for satisfaction of their basic and higher level needs.

Employee commitment is increased with the opportunity to discover and use one’s capabilities of subordinates.

2.4.4 Objectives of Human Resource Management

In the view of Scott et al. (1977), the objectives of Human Resource Management in an organization are to obtain maximum individual
development, desirable working relationships between employers and employees, and to affect the molding of human resources as contrasted with physical resources.

The basic objective of human resource management is to contribute to the realization of the organizational goals. However, the specific objectives of human resource management are as follows:

i. To ensure the organization reach its goals.

ii. To ensure effective utilization of human resources, all other organizational resources will be efficiently utilized by the human resources.

iii. To establish and maintain an adequate organizational structure of relationship among all the members of an organization by dividing the organizational tasks into functions, positions and jobs, and by defining clearly the responsibility, accountability, authority for each job and its relation with other jobs in the organization.

iv. To generate maximum development of human resources within the organization by offering opportunities for advancement to employees through training and education.

v. To ensure respect for human beings by providing various services and welfare facilities to the personnel.

vi. To ensure reconciliation of individual/group goals with those of the organization in such a manner that the personnel feel a sense of commitment and loyalty towards it.

vii. To ensure respect for human beings.

viii. To identify and satisfy the needs of individuals.

ix. To ensure reconciliation of individual goals with those of the organization.

x. To achieve and maintain high morale among employees.

xi. To employ the skills and abilities of the workforce efficiently.
xii. To provide the organization with well-trained and well-motivated employees.

xiii. To increase employee’s job satisfaction and self-actualization.

xiv. To develop and maintain a quality of work life.

xv. To be ethically and socially responsive to the needs of society.

xvi. To develop overall personality of each employee in his multidimensional aspect.

xvii. To enhance employee’s capabilities to perform the present job.

xviii. To inculcate the sense of team spirit, team work and inter-team collaboration.

xix. To identify and satisfy the needs of individuals by offering various monetary and non-monetary rewards.

2.4.5 Functions of Human Resource Management

In order to achieve the above objectives, human resource management undertakes the following activities: i) Human resource planning i.e., determining the number and kinds of personnel required to fill various positions in the organization, ii) Recruitment, selection and placement of personnel, i.e., employment function iii) Training and development of employees for their efficient performance and growth, iv) Appraisal of performance of employees and taking corrective steps such as transfer from one job to another v) Motivation of workforce by providing financial incentives and avenues of promotion, vi) Remuneration of employees. The employees must be given sufficient salary and other benefits to achieve higher standard of living and to motivate them to show higher productivity vii) Setting general and specific management policy for organizational relationship viii) Collective bargaining, contract negotiation and grievance handling, ix) Staffing the organization x) Aiding in the self-development of employees at all levels xi) Developing and maintaining motivation for workers by providing incentives xii) Reviewing and auditing man-power management in the organization xiii) Potential appraisal, feedback and counselling xiv) Role analysis of job occupants xv) Job Rotation
xvi) Social security and welfare of employees, xvii) Quality circle and xviii) Organization development and quality of working life.

2.4.6 Functions of Human Resource Management

The main functions of human resource management are classified into two categories: (a) Managerial Functions and (b) Operative Functions

(a) Managerial Functions

The managerial functions of Human resources management are as follows:

1. Planning

The planning function of human resource department pertains to the steps taken in determining in advance personnel requirements, personnel programmes, policies etc. After determining how many and what type of people are required, a personnel manager has to devise ways and means to motivate them.

2. Organization

Under organization, the human resource manager has to organize the operative functions by designing structure of relationship among jobs, personnel and physical factors in such a way so as to have maximum contribution towards organizational objectives. In this way a personnel manager performs following functions: i) preparation of task force, ii) allocation of work to individuals, iii) integration of the efforts of the task force and iv) coordination of work of individual with that of the department.

3. Directing

Directing is concerned with initiation of organized action and stimulating the people to work. The personnel manager directs the activities of people of the organization to get its function performed properly. A personnel manager guides and motivates the staff of the organization to follow the path laid down in advance.
4. Controlling

It provides basic data for establishing standards, makes job analysis and performance appraisal, etc. All these techniques assist in effective control of the qualities, time and efforts of workers.

(b) Operative Functions

The following are the operative functions of human resource management:

1. Procurement of personnel

It is concerned with the obtaining of the proper kind and number of personnel necessary to accomplish organization goals. It deals specifically with such subjects as the determination of manpower requirements, their recruitment, selecting, placement and orientation, etc.

2. Development of personnel

Development has to do with the increase through training, skill that is necessary for proper job performance. In this process various techniques of training are used to develop the employees. Framing a sound promotion policy on the basis of performance appraisal is the major personnel development function.

3. Compensation to personnel

Compensation means determination of adequate and equitable remuneration of personnel for their contribution to organization objectives. To determine the monetary compensation for various jobs is one of the most difficult and important functions of the personnel management. A number of decisions are taken into the function, viz., job-evaluation, remuneration, policy, inventive and premium plans, bonus policy and co-partnership, etc. It also assists the organization for adopting the suitable wages and salaries, policy and payment of wages and salaries in right time.

4. Maintaining good industrial relation

Human Resource Management covers a wide field. It is intended to reduce strikes, promote industrial peace, provide fair deal to workers and
establish industrial democracy. If the personnel manager is unable to make harmonious relations between management and labourers, industrial unrest will take place and millions of man-days will be lost. If labour management relations are not good the moral and physical condition of the employee will suffer, and it will be a loss to an organization vis-a-vis a nation. Hence, the personnel manager must create harmonious relations with the help of sufficient communication system and co-partnership.

5. Record keeping

In record-keeping the personnel manager collects and maintains information concerned with the staff of the organization. It is essential for every organization because it assists the management in decision making such as in promotions.

6. Personnel planning and evaluation

Under this system, different types of activities are evaluated such as evaluation of performance, personnel policy of an organization and its practices, personnel audit, morale, survey and performance appraisal.

2.4.7 Importance of Human Resource Management

Human resource management has a place of great importance. According to Peter Drucker (2010), the proper or improper use of the different factors of production depends on the wishes of the human resources. Hence, besides other resources, human resources need more development. Human resource can increase cooperation but it needs proper and efficient management to guide it (Arun Kumar, 2000).

The reasons for human resource management holds a place of importance are: i) it helps management in the preparation adoption and continuing evaluation of personnel programmes and policies, ii) it supplies skilled workers through scientific selection process, iii) it ensures maximum benefit out of the expenditure on training and development and appreciates the human assets, iv) it prepares workers according to the changing needs of institutions and environment, v) it motivates workers and upgrades them so as to
enable them to accomplish the organization goals, vi) through innovation and experimentation in the fields of personnel, it helps in reducing costs and helps in increasing productivity, vii) it contributes a lot in restoring the institutional harmony and healthy employer-employee relationships, viii) it establishes mechanism for the administration of personnel services that are delegated to the personnel department.

Thus, the role of human resource management is very important in an organization and it should not be undermined especially in large scale enterprises. It is the key to the whole organization and related to all other activities of the management i.e., marketing, production, finance etc., Human Resource Management is concerned with the managing people as an organizational resource rather than as factors of production. It involves a system to be followed to recruit, select, hire, train and develop human assets. Therefore, proper co-ordination of human efforts and effective utilization of human and other material resources are necessary.

In the present study, human resource management is conceptualized thus;

“Human Resource Management is an integral but distinctive part of management concerned with the people and their work, total knowledge, skills, creative abilities, talents and aptitudes of the workforce of an organization as well as the values, attitudes, approaches and beliefs of the individual involved in the affairs of the organization. As a process it consist of activities such as i) Environmental Interaction ii) ICT Support iii) Planning and Forecasting iv) Goal Setting v) Staff Support, Interaction and Communication Development vi) Information Dissemination and vii) Faculty Development”.

2.5 ENVIRONMENTAL INTERACTION

Being proactive is more than taking initiative. It is accepting responsibility for our own behaviour (past, present and future) and making choices based on principles and values rather than on moods or circumstances.
Proactive people are agents of change and choose not to be victims, to be reactive, or to blame others.

Stephen Covey

In the present information society, majority of problems at organizational level crop-up due to lack of timely response to the fast changing environment – economic, social, cultural, and technological. The organizational effectiveness mainly depends upon its vision, foresights and alertness to adapt to the changing social needs. As regards higher educational system, including technical and management education in the Indian context, the demands made on it, particularly upto late eighties, were not challenging, as there had been relatively easy flow of governmental funds on one hand and wider gap between demand and supply on the other. This enabled higher educational institutions to continue with the existing system of education, without introduction of many changes, during the first four decades after Independence. However, institutions have been forced in the recent past, particularly in the light of emerging liberalized environment initiated from early nineties, wherein government funding has become relatively difficult because of competitive demands made by other priority areas on the one hand and private initiative taken in the field of technical and management education on the other. It has become imperative for the institutions to act in a pro-active manner to retain and strengthen their identity in the years to come. In fact, like industrial organizations, educational entities have been forced to foresee and plan ahead for the events that are likely to take place and prepare themselves in advance with alternative strategies to manage change.

In the present context of IT environment, all organizations have to devise and develop systems which result in continuous improvement geared to respond to customer needs. The educational institutions in the coming years have to further strengthen, systemize and professionalize their short, long term planning processes on a continuous basis. The leaders and managers in the field of education have to achieve results within basic resource constraints and
various pressures emanating from representative groups- students, faculty, other employees, government and policy planners. The basic purpose and the need for institutions to keep introducing innovations are for improvement, effective, viable and purposive existence, improving efficiency of the systems and procedures, avoiding stagnation or to overcome declining phase in growth, overcoming declining quality of input and output.

The important areas, which require continuous changes on the part of educational institutions to effectively respond to ever changing market dynamics are examination system, course curriculum, programmes of studies, industry-institution –research linkage, distance learning programmes, resource generation and resource utilization, pedagogy of teaching, technology as an input in the educational process etc.,

Some of the key issues which would need immediate attention if existing and newly set up institutions from the point of view of change management and quality education are:

1. What do students and employers, as customers need from institution?
2. In what way their needs are undergoing change?
3. In what way consumerism is spreading and what are its implications to the institutions?
4. What are the emerging implications of depletion and exhaustion of non-renewable sources of energy on the growth and development of agriculture, industry and tertiary sector?
5. What are the implications of existing and new resource supply?
6. What are the implications of existing and emerging fiscal and economic policies?
7. What are the implications of changing technologies on industry? etc.

Institutions of higher learning have to keep on introducing necessary innovations and changes from time to time on a continuous basis in the following areas:
Organization structure

Authority and responsibility changes, adequate centralization or decentralization, identification of new departments/activities, integration and cross functional flow amongst the departments, degree programmes, courses and examination system, introduction of new programmes, dropping of existing redundant programs and courses, development of off-campus educational programs and models for their implementation, use of marketing strategies for creating a brand for the institution’s programme of studies, continuous improvement of examination system.

Resources

Generation of resources - new ways and means for resource generation, allocation of resources, purchase decisions, system and procedure.

Marketing Strategies

Continuous change in the fee structure depending upon demand and supply factor, public to create market image, approach to new areas and demands, continuous diagnosis and adaptation to employers’ needs and requirements.

Recruitment Policies

Faculty and staff recruitment, induction, development, performance appraisal and promotion policies need to be continuously geared up to the changing demands. In general, before introduction of change and innovations, leaders should attempt to win the support of as many persons as possible, which could be achieved by the following measures:

    Change is easily brought about through a group made up of important members of various formal and informal groups;
    i. If members with prestige support the change, it would be easy to introduce it;
    ii. No employee should have adverse economic implications of change;
    iii. Career advancement opportunities and other benefits of employees provide safeguard when change is introduced.
iv. Employees are to be convinced of a share in the benefits from the change;
v. Trivial and significant changes are not organizational benefit rather than individual benefit;
vi. Free flow of communication;
vii. For vital changes, training as an input in the process;

Organizational culture conducive to change to be built up.

Educational institutions of higher learning have to develop a system to impart relevant and purposive education well knitted with national developmental goals. For this, each institution in its own way, depending upon its objectives and goals under fast changing environmental forces has to continuously introduce workable innovations. Institutions will have to keep restructuring their educational programmes which are relevant, flexible and market oriented. This would necessarily require a creation of purposeful strong linkages between the professional world and the educational world. This would also enable in unfolding vast market opportunities in taking educational activities beyond campus. All this would basically require preparedness of people in the institutions to accept and respond to the changing environmental on a continuous basis. It would require development of an administrative structure and presence of leaders as change agents for managing change. The successful educational institutions in the coming years will have to create and generate change rather than react than change. Change management and creating the desired change would be the key to the success of institutions in the years to come (Goel, 2012).

Today, the world economy is experiencing an unprecedented change. New developments in science and technology, media revolution and internationalization of education and the ever expanding competitive environment are revolutionizing education. A paradigm shift has been noticed in higher education now - a- days, from ‘National Education’ to ‘Global Education’, from ‘One –time Education for a few’ to ‘Lifelong Education for All’, ‘Teacher-centric Education’, to ‘Learner-centric Education’. These changes make new demands and pose fresh challenges to the established education
system and practices in the country. Because of interdependence and integration of the world economy in the recent years, the Indian higher education system has a new role and challenge to provide to the nation the world at large, skilled human powers at all levels, having breadth of knowledge and confidence to effectively confront the social and economic realities. The pace and dimension of human progress over past some years has been phenomenal. Technology and technical innovations have changed the quality of life and brought some radical changes in all sectors of education, health, industry and government. The rapid developments in science and technology and the challenges of globalization, liberalization and privatization are posing additional challenges to the education system in the country. There is general consensus that “Information and Knowledge” are the main driving forces behind these developments. The unprecedented explosion in knowledge has impacted society and economy to such an extent that many begun to measure themselves in terms of knowledge (University News, 2008:18). As such, in the knowledge economy today, the knowledge industry (educational institutions) and knowledge workers(teachers) will have to keep learning about creation of knowledge, its dissemination, its application and providing access to knowledge technology. Impacted by the forces of globalization, IT revolution, free flow of capital and human resources across the borders and market forces becoming more powerful than states in many respects, every nation is finding itself to be performing in an increasingly competitive and globalized international environment where the information, infrastructure, research and innovation systems, education and learning and regulations framework have become critical yardsticks. India among other nations of the world has an advantage in its youth especially technology empowered youth. It is in this context that Indian education system/knowledge industry as also the teachers/knowledge workers are capable of giving India the knowledge in the coming years to ensure that it becomes a leader in the creation, application and dissemination of knowledge.(University News,2008:18).
According to Peter Drucker (1980), during such turbulent times “the first task of management is to make sure if the institution’s capacity to survive, to adapt sudden change, and to avail itself of new opportunities”.

From the above discussions, environmental interaction is conceptualized as the extent to which the management successfully interacts with its environment in its capacity to survive, adapt changes and avail itself of new opportunities directed towards growth.

2.6 ICT SUPPORT

Information and communication technologies have become common place entities in all aspects of life. Across the past twenty years, the use of information and communication technologies has fundamentally changed the practices and procedures of nearly all forms of endeavour within business and governance. Within education, information and communication technology has begun to have a presence but the impact has not been as extensive as in other fields. Education is a very socially oriented activity and quality education has traditionally been associated with strong teachers having high degrees of personal contact with learners. The use of information and communication technologies in education lends itself to more student-centred learning settings and often this creates some tensions for some teachers and students. But with the world moving rapidly into digital media and information, the role of information and communication technologies in education is becoming more and more important and this importance will continue to grow and develop in the 21st century.

Information and communication technology is a force that has changed many aspects of human lives. If one wishes to compare such fields as medicine, tourism, travel, business, law, banking, engineering and architecture, the impact of information and communication technologies across the past two or three decades has been enormous. The way these fields operate today is vastly different from the ways they operated in the past. But when one looks at
education, there seems to have been an uncanny lack of influence and far less change than other fields have experienced. A number of people have attempted to explore this lack of activity and influence (Soloway and Pryor, 1996; Collis, 2002). There have been a number of factors impeding the wholesale uptake of information and communication technologies in education across all sectors. These have included such factors as a lack of funding to support the purchase of the technology, lack of training among established teaching practitioners, lack of motivation and need among teachers to adopt information and communication technologies as teaching tools (Starr, 2001). But in recent times, factors have emerged which have strengthened and encouraged moves to adopt information and communication technologies into classrooms and learning settings. These have included a growing need to explore efficiencies in terms of program delivery, the opportunities for flexible delivery provided by information and communication technologies (Oliver and Short, 1996); the capacity of technology to provide support for customized educational programs to meet the needs of individual learners (Kennedy and McNaught, 1997); and the growing use of the Internet and WWW as tools for information access and communication (Oliver and Towers, 2000). As the world is moving into the 21st century, these factors and many others are bringing strong forces to bear on the adoption of information and communication technologies in education and contemporary trends suggest that an individual will soon see large scale changes in the way education is planned and delivered as a consequence of the opportunities and affordances of information and communication technology.

A number of other issues have emerged from the uptake of technology whose impacts have yet to be fully explored. These include changes to the make up of the teacher pool, changes to the profile of who are the learners in the courses and paramount in all of this, changes in the costing and economics of course delivery.

In the past, the role of the teacher in an educational institution was a role given to only highly qualified people. With technology-facilitated
learning, there are now opportunities to extend the teaching pool beyond this specialist set to include many more people. The changing role of the teacher has seen increased opportunities for others to participate in the process including workplace trainers, mentors, specialists from the workplace and others. Through the affordances and capabilities of technology, today’s institutions have a much expanded pool of teachers with varying roles able to provide support for learners in a variety of flexible settings. This trend seems set to continue and to grow with new information and communication technology developments and applications. And within this changed pool of teachers will come changed responsibilities and skill sets for future teaching involving high levels of information and communication technology and the need for more facilitative than didactic teaching roles (Littlejohn et al., 2002).

Rapid changes in technology will ensure that information and communication technology will proliferate in the classroom. It is predicted that there will be many benefits for both the learner and the teacher, including promotion of shared working space and resources, better access to information, promotion of collaborative learning and radical new ways of teaching and learning. Information and communication technology will also require a modification of the role of the teacher, who in addition to classroom teaching, will have other skills and responsibilities. Many will become specialists in the use of distributed learning techniques, the design and development of shared working spaces and resources, and virtual guides for students who use electronic media. Ultimately, the use of information and communication technology will enhance the learning experiences for students, helping them to think and communicate creatively. Information and communication technology will also prepare the students for successful lives and careers in an increasingly technological world.

Digital age skills have become the basic needs of the present century, such as, Global awareness skills – understanding of how countries, corporations and communities all over the world are interconnected, interrelated
and interdependent, Cultural literacy skills- appreciation of diversity of cultures, acculturation, enculturation and transcreation, Information and communication technology skills- ability to find, analyze, evaluate and make appropriate use of information, Scientific literacy skills- understanding universe through observation, interaction and experimentation and Functional literacy skills-use of information and knowledge for living healthy, happy, meaningful and long life (Goel, 2012).

Education for preparing humane teachers in the digital age needs to be wholistic. Along with content and methodology, there is a need to integrate emotional competencies, such as, self-awareness and self-management, social sensitivity and social management. There is a need to integrate life skills, such as, self-awareness, empathy, interpersonal relationship, effective communication, critical thinking, creative thinking, decision making, problem solving, and coping up with emotions and stress. There is a need to integrate info-savvy skills, such as, asking, accessing, analyzing, applying and assessing. There is a need to integrate techno-pedagogical skills, such as, media-message compatibility, media designing, integration of message media and modes, realizing proximity of message forms, media language proficiency, media choice, message authenticity and media credibility, media automation, media integration and media acculturation. There is a need to integrate human development climate through trust, risk taking, openness, reward, responsibilities, top support, feedback, team spirit and collaboration. There is a need to integrate spiritual intelligence dimensions such as , knowledge of God, religiosity, soul or inner being, self awareness, quest for life values, convention, commitment and character, happiness and distress, brotherhood, equality of caste, creed, colour and gender, inter-personal relations, acceptance and empathy, love and compassion, flexibility and leadership.

The world is going digital. But there are many challenges and issues. A shift in the role of a teacher utilizing information and communication technology to that of a facilitator does not obviate the need for teachers to serve
as leaders in the classroom; traditional teacher leadership skills and practices are still important (especially those related to lesson planning, preparation and follow-up). Information and communication technology is a tool to help teachers create more 'learner-centric' learning environments. Information and communication technologies are seen as important tools to enable and support the move from traditional 'teacher-centric' teaching styles to more 'learner-centric' methods. Information and communication technologies can be used to support change and to support/extend existing teaching practices. It can be used to reinforce existing pedagogical practices as well as to change the way the teachers and students interact. Using information and communication technologies as tools for information presentation is of mixed effectiveness.

Preparing teachers to benefit from information and communication technology use is about more than just technical skills. Teacher technical mastery of information and communication technology skills is a not a sufficient precondition for successful integration of information and communication technologies in teaching. Teachers require extensive, on-going exposure to information and communication technologies to be able to evaluate and select the most appropriate resources. However, the development of appropriate pedagogical practices is seen as more important that technical mastery of information and communication technologies. Only a few teachers typically have a comprehensive knowledge of the wide range of information and communication technology tools and resources.

Few teachers are confident in using a wide range of information and communication technology resources, and limited confidence affects the way the lesson is conducted. Many teachers still fear using information and communication technologies, and thus are reluctant to use them in their teaching. At least initially, exposure to information and communication technologies can be an important motivation tool to promote and enable teacher professional development. Teachers require additional motivation and incentives from the management to participate actively in professional development activities. A
variety of incentives can be used, including certification, professional advancement, pay increase, paid time off to participate in professional development, formal and informal recognition at the school and community levels and among peers, reduced isolation, and enhanced productivity.

**Subject knowledge**

The way information and communication technology is used in lessons is influenced by teacher knowledge about their subjects, and how information and communication technology resources can be utilized and related to it. The evidence shows that when teachers use their knowledge of both the subject and the way pupils understood the subject, their use of information and communication technology has a more direct effect on student achievement. The effect on attainment is greatest when pupils are challenged to think and to question their own understanding, rather than on exposure to new and additional information. By providing access to updated and additional learning resources, information and communication technologies can enable teacher self-learning in his/her subject area.

**Teacher professional development**

Teacher training and professional development is seen as the driving force for the successful usage of information and communication technologies in education. Traditional one-time teacher training workshops have not been seen as effective in helping teachers to feel comfortable using information and communication technologies, let alone in integrating it successfully into their teaching. Discrete, 'one-off' training events are seen as less effective than on-going professional development activities.

Effective information and communication technology use in education increases teachers’ training and professional development needs. However, information and communication technologies are important tools to help meet such increased needs, by helping to provide access to more and better educational content, aid in routine administrative tasks, provide models and simulations of effective teaching practices, and enable learner support networks,
both in face to face and distance learning environments, and in real time or asynchronously.

Successful on-going professional development models can be divided into three phases: pre-service, focusing on initial preparation on pedagogy, subject mastery, management skills and use of various teaching tools (including information and communication technologies); in-service, including structured face-to-face and distance learning opportunities building upon pre-service training and directly relevant to teacher needs; and on-going formal and informal pedagogical and technical support, enabled by information and communication technologies, for teachers, targeting daily needs and challenges.

Effective teacher professional development should approximate the classroom environment as much as possible. "Hands-on" instruction on information and communication technology use is necessary where information and communication technology is deemed to be a vital component of the teaching and learning process. In addition, professional development activities should model effective practices and behaviors and encourage and support collaboration between teachers. On-going professional development, using available information and communication technology facilities, is seen as a key driver for success, especially when focused on the resources and skills directly relevant to teachers’ everyday needs and practices.

Professional development should include methods for evaluating and modifying pedagogical practices and expose teachers to a variety of assessment methods. A need assessment should precede the creation of and participation in teacher professional development activities, regular monitoring and evaluation should occur of these activities, and feedback loops should be established, if professional development is to be effective and targeted to the needs of teachers.

On-going and regular support is essential to support teacher professional development and can be facilitated through the use of information
and communication technologies (in the form of web sites, discussion groups, e-mail communities, radio or television broadcasts).

**Enabling factors**

Shifting pedagogies, redesigning the curriculum and assessment, and providing more autonomy to the institutions help to optimize the use of information and communication technology. With sufficient enabling factors in place, teachers can utilize information and communication technologies in as ‘constructivist’ a manner as their pedagogical philosophies would permit.

Teachers must have adequate access to functioning computers, and be provided with sufficient technical support, if they are to use information and communication technologies effectively.

Adequate time must be allowed for teachers to develop new skills, explore their integration into their existing teaching practices and curriculum, and undertake necessary additional lesson planning, if information and communication technologies are to be used effectively.

Support of institutional administrators and, in some cases, the surrounding community, for teacher use of information and communication technologies is seen as critical if information and communication technologies are to be used at all, let alone effectively. For this reason, targeted outreach to both groups is often necessary if investments in information and communication technologies to support education are to be optimized.

As the introduction of information and communication technologies to aid education is often part of a larger change or reform process, it is vital that successful uses of information and communication technologies are promoted and disseminated.

The use of information and communication technology is changing teaching in several ways. With information and communication technology, teachers are able to create their own material and thus have more control over the material used in the classroom than they have had in the past. Rather than deskilling teachers as some scholars claim, it seems that technology is requiring
teachers to be more creative in customizing their own material. Also, using Web pages to enhance an activity demonstrates that technology can be used to complement other aspects of good teaching rather than replace them. It is evident that involving students in the creation of useful material as a part of a learning exercise is a way to make the instruction more meaningful for students.

The Education For All (EFA) Global Monitoring Report also confirms the central role of teachers in any education system, emphasizing that the quality of education is directly linked to how well teachers are prepared for teaching.

In today’s world teachers need to be equipped not only with subject-specific expertise and effective teaching methodologies, but with the capacity to assist students to meet the demands of the emerging knowledge-based society. Teachers therefore require familiarity with new forms of information and communication technology and need to have the ability to use that technology to enhance the quality of teaching and learning. In this regard, the management has to play a significant role in supporting and enhancing ICT services for the benefit of teachers and students.

Many countries in the Asia-Pacific region have realized the need for providing teachers with training in information and communication technology and have launched various professional development initiatives. However, many of the training activities to date have been one-off, crash courses which focus on computer literacy and do not enable teachers to integrate information and communication technology in their day-to-day teaching activities and master the use of information and communication technology as an effective tool to improve teaching and learning.

With the advent of new technologies, majority of the employees in higher education institutions have started to learn and use them. Still there are number of people in the higher education institutions who do not use information and communication technology due to various reasons such as, some simply resist the usage of technologies without any specific reason, some do not have
trust about potential of technologies, some feel that use of technologies will make them redundant and so on. The higher education institutions must adopt a policy to train and motivate the teachers to use technologies for their own and institutional benefit. The institutions must organize workshops, seminars, and hands-on activities on regular intervals to train their staff. They can assign students as personal counselors and the trainers to motivate and train the staff for the use of information and communication technology (Pradeep, 2012).

From the above discussions, the term ‘Information and Communication Technology Support’ is operationalized as the extent to which the college management provides modern information and communication technology support services for the benefit of teachers.

2.7 PLANNING AND FORECASTING

In the present study, planning and forecasting setting are termed as the extent to which the management creates and maintains a plan for achieving specific, measurable, realistic and time-targeted goals and attempts to predict the future educational scenario.

The management should ensure that the policy statements and action plans are in place for fulfillment of the stated mission. The management with the leadership, formulates the action plans for all operations and incorporates the same into the institutional strategic plan. There must be continuous interaction with stakeholders for feedback and suggestions. Proper support for policy and planning through need analysis, research inputs and consultations with stakeholders should be encouraged so that the culture of excellence could be reinforced. The procedures adopted by the institution should be monitored; the policies and plans of the institution should be evaluated for effective implementation and improvement from time to time.

Institutional planning

Plan or Perish, experts say, these days. Flexible short-term planning (for a year) is workable and more consistent with the democratic
process, especially because of the staggering speed of change. The college is a social institution and as such relates itself to the world within and world without. The effective components of the college are: i) the student community ii) the teaching community and iii) the administration. Each component asks itself: Why am I here and what for? The answer leads to the goals and objectives of the college.

The most active part is played by the teaching community headed by the principal, the kingpin that links and integrates all components together. Mainly this active component shall be involved in planning with channels with other components kept open. So, in institutional planning, the teaching community has to play the cardinal role. An institution, like a person wants to know where it wants to go. With clear goals and objectives and action-plans, it can go along the charted line and achieve tremendous progress. In a planned way, it can make optimal use of the infrastructure given. The broad steps of institutional planning are: evaluation of preceding year or period/setting goals of the college(Founders' goals, if acceptable can serve as guide-lights)/setting objectives under each goal/two-point action-plan under each goal/departmental and divisional/Library, NCC, NSS etc. taken as divisions) goals, objectives and two-point action-plans.

The evaluation of the preceding period is important for which need based questionnaires and check-lists are used. Two sets of questionnaires and check-lists are issued – one set for the individual teachers for self-evaluation and other for groups. If an institutional planning was implemented in the preceding period, that too has to be evaluated. The results such as the shortfalls, defects, deficiencies etc. could easily be pinpointed for remedial action. It is a kind of audit of the activities of the college during the specific period, covering both the cognitive and affective domains. It is really worthwhile that representatives of the student community and management body are associated with the planning process. The finding results from the individual evaluation and group evaluation spearhead correcting and balancing processes in the new plan. In the light of
these findings, goals, objectives and action plans can be modified, amended or recast.

In actual practice, modern goals of the college are formulated and arranged priority-wise through group work by different groups of participants and in the plenary session, the teaching community finalizes the first three goals of the institution. So also, (through the same process) the two objectives under each goal. Similarly, a two-item action plan under each goal. Using the same process, the departments and divisions arrive at goals, objectives and two-item action plans. Of course, when a department chooses its, goals, objectives and action plan, the teachers of the department form the group and do group work. Departmental and divisional goals subserve institutional goals. Above all, every action plan shall be absolutely clear, practical, realizable and earthy. The results observed are: goals, objectives and action plans selected by teachers; they are committed to them. The plan is evaluated at the end of each year and a new plan emerges as a result of forecasting. The in-built flexibility in this kind of planning and forecasting accommodates changes easily and quickly (Pramod, 2012).

Shared governance is the set of practices under which college faculty and staff participates in significant decisions concerning the operation of their institutions (American Federation of Teachers, 2006). The extent to which the institution involves itself in strategic planning and forecasting activities largely determines the survival of the system as a whole.

2.8 GOAL SETTING

In the present study, goal setting is termed as the extent to which the specific, measurable, achievable, realistic and time-targeted goals are set by the management for action.

In the dynamic world of 21st century, time domains and geographical areas are rapidly shrinking but knowledge and innovations spaces are expanding and competition is at the vanguard. In such an idea driven, competitive world, good is not simply good enough, even better is not enough,
only better than the best will make the grade. Thus, organizations surf the limitless horizon of possibilities, set ambitious goals and aim for impossible. Higher education institutions are in a position to set ambitious, achievable goals for sustainable growth of their institutions.

The expectation is that higher education should be managed ‘professionally’. Governance relates to decisions that define expectations. It deals with what the institution wants to achieve both at present (short term) and in future, say 20 years (long term) from now. It deals with consistent and participative management, cohesive policies, empowerment, transparent processes and validation of performance to ensure accountability.

Leadership “is the capacity to translate vision into reality”. Merely stating the vision and mission is not enough. Someone should lead the team. Thus leadership is “organizing a group of people to achieve a common goal”. The role of effective leadership is to ensure performance accountability of the management, faculty, nonteaching staff, and the students.

Management is the governing body. It is the employer of teaching and nonteaching staff within the framework of Universities Act and Statutes and Government Rules and Regulations, as prevailing from time to time. The Management is responsible to the Government, university, students and society at large. ‘Management’ is the art and science of getting things done through others, generally by organizing, directing and monitoring their activities on the job. Management should take charge of vision/mission and cannot remain as an absentee land lord. Without active support of Management, no college can ever raise the quality and relevance of education. Otherwise, colleges will remain mere ‘teaching shops’.

**Institutional vision and leadership**

It is the joint responsibility of the management and faculty leadership to clearly state the purpose of setting up the institution. It should be stated unambiguously in terms of vision/mission, goals and objectives, which they want to achieve both in the near future and in the long run. The
vision/mission of the institution has to share with the stakeholders in the organization as without their support and participation, the objectives cannot be achieved.

It is important for every organization to enumerate how the vision/mission statements define the institution’s distinctive characteristics in terms of addressing the needs of society/students and institution’s culture, values, times etc. The statements should be based on the reality and the potential of the institution, instead of a ‘slogan quoted from the holy books’. It is important for the institution to revisit vision/mission, goals and objectives and convert them into agenda to be achieved overtime.

The management should introspect to find out whether the institution is able to achieve the core values of higher education such as contribution to national development, building global competencies in students, fostering values/character, promoting use of technology and quest for excellence. The role of management, principal and faculty are designing and implementing quality policy/plans. It is important for the management and faculty to play a proactive role in implementing the quality policy with respect to all facets of institutional activities.

Institutional development is not a one-person job. Grooming of leadership is needed for achieving long term goals and objectives. Institutions require leadership at curricular, extra-curricular, co-curricular, sports/games, outreach programmes and administration. Steps taken by the management in developing a second line of leadership may be enumerated. This includes development of leadership among students as well.

Internal autonomy in decision making is one of the most important factors in a developing institution. Delegation of authority and operational autonomy to departments and facilities are to be brought out. This is possible only if they are given a certain level of freedom – autonomy.

An important issue is the involvement of different stakeholders in management decision making. The mode of participative management followed,
particularly students, alumni, staff and faculty representation in important management bodies should be brought out in the institution.

The most important factor for poor quality of education is mediocre management, leadership, and commitment of the teaching faculty. If the leadership is poor and management is traditional, the college will be static and traditional, meeting only the social responsibilities. Hardly any economic empowerment in the form of competency and soft skills development take place in such institutions. But if the management is dynamic and the leadership is proactive, the accountability of the teachers goes up and the colleges become a catalyst of both social and economic empowerment. They will be able to contribute to national development and empower the youth with global competencies.

In the light of the above discussions, Goal Setting is termed as the extent to which the management engages in explicit goal setting to ensure organizational effectiveness.

2.9 STAFF SUPPORT, INTERACTION AND COMMUNICATION DEVELOPMENT

The identity of any educational institution depends upon the quality of human resources retained by well developed organizational culture and a conducive work climate for growth and development. Occupational safety, health conditions and productivity of faculty are very important factors in priority of the higher educational institutions to consider. Organizations try a number of approaches to address rising problems of the employees. One such approach is the establishment of wellness programs. Wellness is defined as a freely chosen lifestyle aimed at achieving and maintaining an individual's good health. Maintaining the safety and health of the employees should be the task of management. It is believed that a healthy employee works more efficiently, is more productive and possesses a better work attitude than a sickly one. This in turn increases the productivity and profitability of the institutions. Implementing
safety and health policies in the work place should not only be confined to industries, but should also be taken into consideration by educational institutions, specifically the state higher education institutions. It is high time that higher education institutions give these policies considerable attention due to the prevailing life style of the people.

Teachers play an important role in the educational process. Their effectiveness in teaching constitutes much in the acquisition of knowledge, the development of skills, and the enhancement of the talents of the students under their supervision. However, when teachers are ill, they cannot guide and direct the needs of students toward the development of their attitudes and appreciation of learning. Moreover, their relationships with their colleagues and superiors in the school are affected (Llanos, 2006).

Truly, the maintenance of a healthy work place is necessary for securing the health and safety of the teachers for the efficient and effective delivery of service. The teaching profession needs great concern among institution officials and educators while acknowledging the fact that all professions have their own challenges and sources of occupational illnesses. The rapid and profound changes in many aspects of the education warrant a closer look at occupational safety and health of teachers in the country.

Teachers are faced with the task of the daily preparation of lessons, the routine of classroom management, the application of continuous revisions of curriculum, the utilization of information and communications technology, and the finding of time to fulfill their social needs. These may result in their feelings of exhaustion, depression, irritability, and illness. Moreover, confronted with the problems in the institution setting such as large classes, minimum resources, vague rules and regulations, poor working conditions and lack of clarity as to the duties of teachers may result in turnovers, absenteeism, and teacher dissatisfaction. The teachers are not exempted from the above-mentioned conditions. Their day-to-day activities also cause stress and anxiety, thus, their productivity is affected.
The maintenance of a healthy work force is a concern of all organizations including educational institutions. They are duty-bound to keep their employees/faculty members free from illnesses that will hinder better delivery of service to their clientele. Tiredness, fatigue, eyestrain, voice disorder, headache and exhaustion are the commonly “manifested” occupational illnesses. Low back pain, shoulder pain, neck pain, colds, sleep problems, anxiety, sinusitis, migraine, dizziness, sadness or depression, varicose veins, allergy, pharyngitis or laryngitis and asthma are “seldom manifested”. It can be deduced that the work related illnesses are, to some extent, prevalent among teachers of state higher education institutions. Four out of five or majority of the listed non-occupational illnesses are “not manifested” at all except for hypertension which is “seldom manifested”.

Employees’ safety and health are important not only in their own rights, but also they can affect personnel/human resource outcomes such as performance and attendance. The employees, therefore, should feel that they are safe and secure in their workplace and that they are free from health hazards like exposure to stressful work load because stress, affects their mental and physical health (Sanchez and Berin, 2002).

Teachers are expected to be productive; therefore it is incumbent upon the management of higher education to facilitate their best work by providing optimal support via professional developments funds, technology tools, administrative assistance, appropriate teaching load, membership in professional bodies, management association etc. The higher educational institutions should support and encourage the faculty who are pursuing their research works. First they must allow the faculty members to do their higher studies and give full support to continue their research. The management can support by providing library, lab and leave facilities. Work load may be reduced. Class alternate arrangements can be altered by the support of their colleagues. So the management, the head of the institution and colleagues may extend their helping hands to a faculty who is on the way of his/her research work.
Senior as well as junior faculty should have opportunities to voice concerns and receive feedback through annual or bi-annual meetings with their Department Chair or the Dean or his/her designate.

The management should put efforts to provide faculty with the flexibility to accommodate and balance the needs of family and work contribute to their productivity, satisfaction and retention and get a clear, strategic view of work force potential, strengths and weaknesses, and special skills.

The management should directly involve in all academic and administrative functioning so that there will be a mutual relationship between the management and the staff. The staff must be given freedom to meet their management and share their inner feelings, ideas, thoughts and views. In most of the institutions, there is no such congenial atmosphere. In some cases, the managements are appointing a person as head/director/administrator, who acts as the dictator of the institution. The management interacts only with that particular person and each and every decision regarding institution depends only on the particular person’s suggestions. Here plays the ‘favourtism’ of the administrator. Since there is no direct interaction between the staff and management, grievances of staff members never reach the top management. Staff members with lot of grievances do not stay in the particular institution. Hence total organizational climate is polluted and leads to institution declination. Staff retention is not possible because of poor working environment. So there should be periodical management meeting with staff members. The top management should know each and every staff members individually by their name, department, qualification, personal and family details and this sense of understanding encourages and gives enthusiasm for them to work in their institution.

In the light of the above elaborations, the term ‘Faculty Support’ is conceived in terms of the extent to which the management maintains healthy environment for faculty support, motivation and interaction.
2.10 INFORMATION DISSEMINATION

Normally in educational institutions, any information by management is not disseminated directly. There is a vertical flow of information dissemination. Top management’s views, plans, decisions, expectations etc., are shared with Head/Director/Administrator. A meeting is held with the Dean/Head of the departments by Head/Director/Administrator. Then the Dean/Head of the departments conducts a faculty meeting. The views, plans, decisions, expectations etc., of the top management are discussed and disseminated to the teachers through their departmental Heads. So there is no information disseminated directly. Implementation is supervised by the particular departmental Heads. Here the faculty lacks the opportunities to represent their views, feelings, thoughts etc., to the management. But when any information is disseminated directly through the top management in regular periodical meetings, faculty can share their ideas with the management and get approval from the management. So unnecessary interventions of others, delay of time are reduced, faculty participation and autonomy are encouraged. Due to information communication and technology, all the institutions are equipped with information communication and technology facilities. Therefore, the management without meeting the teachers can disseminate information and communicate with every individual staff members. Within a fraction of time, information can be circulated through e-mails and receive reply immediately from their places. No need to have face – to – face communication. Time saving is appreciable. They have freedom to express their views independently without any hesitations, because privacy is an important aspect using e-mails. Administrative and academic related information can be disseminated and communicated easily. Information Dissemination, is, therefore, relates to the extent to which the management disseminates information and carries out communication among teachers.
2.11 FACULTY DEVELOPMENT

The term ‘faculty development’ is commonly used to describe activities, programs and strategies to improve and enhance academic and professional knowledge, skills, abilities, capabilities and competence of teachers. As described by Nelson(1983), faculty development refers to any endeavor “designed to improve faculty performance in all aspects of their professional lives – as scholars, advisers, academic leaders, and contributions to institutional decisions”. Faculty development is required to integrate all aspects of development- personal, professional and organizational (Schuster et al., 1990). However, according to Professional and Organizational Development Network in Higher Education (POD,2003),four major areas of faculty development are: Staff development, Instructional development, Organizational development and Change Management. More recently, the term ‘academic development’ has been used in some literature to refer to development activities and programs that more fully address the multiple roles of faculty. According to Riegle (1987), a number of descriptors are used interchangeably with the term faculty development. These are as quoted by Camblin and Steger( 2000) are hereunder:

**Instructional Development**

It emphasizes the development of faculty skills involving instructional technology, micro-teaching, media, courses and curricula;

**Professional Development**

It emphasizes the growth and development of individual faculty in their professional roles;

**Organizational Development**

It emphasizes the needs, priorities and organization of the institution;

**Career Development**

It emphasizes preparation for career advancement; and
Personal Development

It emphasizes life planning, interpersonal skills and the growth of faculty as individuals.

Need, purpose and importance of Faculty Development

There is no denying the fact that human resources enjoy a place of pride and preeminence in the socio economic development of the nation. Higher education is a sector that ensures the growth and development of human resources thus taking the responsibility for social, economic and scientific development of the country. The development of knowledge as a resource leads to effective and efficient human resource development which is considered as an important key to success of an enterprise and is a part of the total capital assets of any organization, be it educational institution or any other organizations. Experience reveals that there is a positive correlation between efficient/informative/trained faculty and the academic products/students. Hence, as a human resource development activity, faculty development can play a significant role in increasing the quality of a faculty environment, particularly by emphasizing academicians’ roles as instructors. Faculty development has a critical role to play in promoting academic excellence and innovation. Faculty members, by better understanding of themselves and their social environment, can promote such developments. According to Moeini (2003), faculty development represents an investment in human capital. Educational institutions receive a return on this investment in the form of an improved instruction over time. Disciplines also receive a return through improved research and better training or the next generation of the profession provided by the graduates of faculty development programmes. The return of individual faculty members comes in form of improved vitality and growth that can help sustain them in academic careers. Faculty members have high payoff potential; thus it is important to design and implement effective programmes pertaining to faculty development (Hitchcock and Stritter, 1992). Faculty development can play a significant role in fostering an environment conducive to valuing a broad
definition of scholarship, especially with respect to what constitutes the scholarship of teaching and pedagogical role (Watson, 1994).

Any organization, public or private, and certainly also faculties and Universities/Colleges depend on the knowledge, skills, expertise and motivation of its human resources. Development needs of teachers in these areas should therefore be amongst an organization’s major and long-term goals. These developmental goals can be achieved by i) Providing teachers with training opportunities to achieve maximum effectiveness ii) Ensuring that employees develop their skills and capabilities to be able to work efficiently and respond rapidly to changes within their capabilities iii) Improving performance of their present duties and iv) Ensuring that the best use is made of the natural abilities and individual skills of all employees for the benefit of the organization and their career.

The development and training is a continuous and systematic process. The process of training should necessarily be directed to give every teacher a sense of professionalism, excellence, motivation and customer satisfaction. Added to this, several other advantages flow from faculty development programmes such as: i) Getting more skills, gaining confidence and competence ii) Enabling faculty to move with changes in science and technology iii) Improving the teacher professionally, academically and technically iv) Updating faculty in line with changes in the curriculum and v) Enabling faculty to serve pupils better and improving the standard of performance (Nasabi, 2012).

The purposes for faculty development programmes are, improving teaching, improving faculty scholarship, personal development, curriculum development and institutional development. While the purpose remains constant, the emphasis given to any of these components varies in different institutions.

**Faculty development programmes**

Faculty development programmes enhance necessary skills of faculty members and enable them to work more effectively and efficiently (Prachyapruit, 2001). As such, higher educational institutions must develop a
sustained long-term faculty development strategy and devise new programmes for the purpose. Most programmes on faculty development like orientation sessions, sabbaticals, visiting lectures, etc., are primarily to help faculty members to be more effective in their present professional roles (Maheswari and Dash, 2006). Memon (2007) has discussed few traditional professional development approaches that were used previously to develop faculty members (quoted by Siddiqui et al., 2011) such as Orientation, Induction, Apprenticeship, Auditing, Team teaching and Pedagogical skill development programme for new teachers.

Memon (2007) describes few contemporary approaches that are more effective on continuous basis (quoted by Siddiqui et al., 2011) such as Mentoring, Appraisal by self and others, Action research, Self-reflection/evaluation, Peer coaching/peer reviews, Clinical supervision/peer consultancy, Group work/team learning professional consultancy, Observing good practices, Participation in conferences/seminar workshops, Students feedback, Participation in academic/ curriculum development/ reviews, organizational development/ reviews, On-line/ distance education programme, Research and scholarship activities and Re-conceptualization of scholarship activities.

There are two approaches that should be used to develop teachers. They are i) Pre-service education and ii) In-service education

Pre-service education means that when teachers are getting professional education, the faculty members must transfer right concepts, updated knowledge and information and let their students practically implement knowledge so that they can understand the relevance of knowledge in the market. In-service education can be acquired through books, journals, research papers and secondary materials that teachers used to update the knowledge. It also includes activities like lectures, seminars, workshops, conferences, local association meetings and occupational experiences.
All these faculty development programmes/approaches are intended to provide teachers with opportunities for self-assessment, the improvement of their abilities and learning new skills. Most universities recognize that, in order to be effective educators, teachers need to continually develop their skills and knowledge. In addition to improving instructional and pedagogical skills, some faculty development programmes focus on helping teachers manage their careers. Such programmes may provide career coaching and counseling to teachers, as well as ability to take time away from teaching to attend professional conferences or to complete educational programmes that can lead to doctoral or professional certification. Teachers who complete these programmes may also be eligible for advancement into higher level teaching or administrative positions within their system/institution. Institutions frequently provide teachers with faculty development benefits, such as time off to complete writing and research as well as funds for travel to professional conferences, academic departments may also be provided with funds that can be used to subsidize the travels of faculty members who want to present their research work at academic meetings and events in or outside the country. It can be easily deduced that faculty members are learners with needs and constraints similar to those of students. Therefore, institutions should devise certain support programmes that must be valuable, relevant, current and engaging. They need to take steps to create opportunities and challenges, incentives and attractions for faculty’s growth and development. Towards this end, starting weekly seminars, sharing writings and research among colleagues, recognizing work of faculty members formally as well as informally, furthering academic studies, conducting research projects, collaborating with colleagues from other institutions are some of the initial steps in building community of learners and knowledge seekers. Any training programme of faculty development should address the multiple roles and needs of the faculty member as facilitator, teacher, advisor, mentor and researcher. It has to be two-fold: one, in terms of teaching methodology and two, in terms of knowledge upgradation.
Teachers holding even Ph.D degrees should also be motivated to undergo training so as to meet the needs of ever evolving educational system and the newly emerging horizons of technology (Maheshwari and Dash, 2006). Institutions should understand that offering a dynamic faculty development programme should serve not only full-time, but also part-time and contractual faculty – relied on heavily by some institutions. The universities should also ensure that ASCs (Academic Staff Colleges) are put to optimal use and become Mini Centres of Advanced Studies where different disciplines and different faculty members mingle together professionally as well as academically (University News, 2008:22).

Besides faculty training and development programmes are destined to achieve success, the institutions should strictly adhere to some practices such as i) Regular monitoring to evaluation of teaching and research ii) Encourage teachers to attend various conventions, conferences, seminars, workshops, symposia etc., in their disciplines to update their knowledge iii) Arrange and update libraries with the latest books, journals, periodicals and magazines iv) Equip laboratories with latest instruments and gadgets v) Provide congenial academic environments with reasonable teaching/working hours vi) Ensure maximum participation of teachers in all academic affairs vi) Offer development opportunities using parameters like student success, course completion, progression and the like vii) Provide faculty members an opportunity in designing academic programme viii) Blend the application of technology tools with teaching-learning methodologies and pedagogies ix) Provide access to online resources, make available Wi-Fi and other related facilities.

The faculty members should strictly adhere to some practices such as i) Deeper learning by regular reading of professional articles, journals, and periodicals ii) Attend regularly workshops, conferences and lectures within and outside state iii) Regular sharing of experiences and ideas both formally and informally iv) Use videotapes on effective teaching-learning styles and writing v) Regular but deeper readings of latest books on subjects concerned vi) Take
Recognizing the fact that teaching is an important component of higher education system shaping future generations, there is an urgent need for improving quality of teaching in higher education institutions. If the higher education environment is to be continuing relevant, faculty development programmes must be evolved or else, faculty will become outdated in the rapidly changing environment. Therefore, faculty development is important in all institutions. Improvements in faculty teaching skills, subject knowledge, industry and other real-life exposures benefiting classroom teaching and including a research bent of mind are badly needed. Higher education institutions must develop a sustained long-term faculty development strategy for the purpose. Further, a faculty member should continuously keep on updating knowledge and the skills and self-educate himself to keep abreast of new developments and to maintain high skill levels. A teacher must learn new ideas and strategies throughout his/her career. There is no place for stagnation. Professional development is always a never ending process. What is modern today may outdate within few years. So a teacher is always expected to equip with new concepts in tune with the changing times (Manzoor, 2012).

In the light of the above narrations, ‘Faculty Development’ is conceptualized as the extent to which the management takes efforts in organizing activities, programmes and initiates strategies in order to improve the academic and professional knowledge, skills, abilities and capabilities of teachers.

2.12 CONCLUSION

Human resource planning is a mandatory part of every organization. It requires to identify the need of the organization and to reduce its
workforce. It provides data related to the volume of future work activity. Thus human resource planning aims at developing human resources in the organization. Human resource development is concerned with planned activities decided by an organization to provide its members with necessary skills to meet current and future job demands. For attainment of effective human resource development, a well planned human resource management is required. Human resource development deals with activities such as acquisition, development, motivation and maintenance of human resources. It encompasses seven human resource management functions such as i) Environmental Interaction ii) ICT Support iii) Planning and Forecasting iv) Goal Setting v) Staff Support, Interaction and Communication Development vi) Information Dissemination and vii) Faculty Development. Having conceptualized human resource management, an attempt is made to scan the previous studies to find the research trend in the variable and the research gap of the study. This is presented in the next chapter under the caption “Literature Scanning”.