CHAPTER-II
REVIEW OF RELATED LITERATURE

This chapter deals with the review of literature related to human resource development and different dimensions of University education. All the reviews have been broadly categorized under three sections – (i) Studies done at international level, (ii) Studies done at national level and (iii) Studies carried out at regional level.

Review of related literature allows the researcher to acquaint himself/herself with the current knowledge in the field or area in which he or she is going to conduct the research. Apart from realizing the above objective it helps the researcher-

• to delimit and define the limits of the study
• how to avoid unintentional duplication of others’ work
• to know what is to be done in future on the basis of recommendations of previous researches.

Human Resource Development is a concept of having recent origin, not very old and particularly when it is applied in the field of education is a very new subject of study. Therefore, research studies and literature found in this area are limited. Some important reviews related to Human Resource Development and university education are as follows-

2.1 STUDIES AT INTERNATIONAL LEVEL

• Giroux, H. A. (1989) Carried out a study entitled “A Blueprint for Human Resource Development in the Third Decade of the Ontario Colleges of Applied Arts and Technology”. The purpose of the study was for making the assessment of its human resource efforts; that the system was initiated in order to identify improvement possibilities and areas in the light of the futuristic directions. In this regard a population was consulted which comprised of staff, faculty, management and members of the
Board of Governors of educational institutes and tried to find the traits of their perception regarding HRD programs. Similarly the practices of colleges of arts and technology were derived through various instruments. Most of the participants were of the opinion that their colleges take the developmental and promotional decisions based upon their talent. There was a commitment to employment equity approaches, in the recruitment, development and employment of staff. They appreciated encouragement from managers which keeps there capabilities and skill up the mark and up-to-date. It was strongly felt that for revolutionary change, the drastic and dramatic improvements were required. The need of staff development was needed. If there was found any kind of innovation, it must openly be appreciated. Without managerial support no employee can achieve outstanding success. In-service training for the improvement in the functioning of the faculty was a basic requirement. Overall, respondents felt that each college should (i) highlight employee development in a clear statement of mission; (ii) have new staff orientation and opportunities for career development; (iii) plan effectively for the change; (iv) reward innovation; (v) hold managers accountable for providing development opportunities for staff; and (vi) cultivate an environment which provides constructive challenges and opportunities for staff creativity.

- **Noor, A. (1990)** discussed on “Education and Human Resource Development: A Comprehensive Approach from an Islamic Perspective”. The investigator highlighted that the process of human resources development through education is an integrated process containing three components- I) development of physical skill and mental capability of the individuals; ii) development of human qualities like honesty and integrity, love and compassion etc; and iii) ideas or values of justice and welfare of mankind as the guiding principles or ideological motivation behind the system of education.

- **Campbell, C. (1993)** conducted a research study on “The Impact of Human Resource Development Activities on the Career Development and Professionalism of Texas Peace Officers”. The purpose in this study was to explore the impact that education and training had on the careers of peace officers, so that sound human
resource practices might be set using empirical evidence of the consequences of policy alternatives.

- **Stockton, J.J. (1995)** conducted study on “A Comparison of Levels of Satisfaction Regarding Human Resource Development among Employees of North Arkansas Community/Technical College”. For the comparison and the determination of an impact of institutional climate for HRD and to assess, whether any centralization of the resources at the campus has any positive or negative effect, a study was launched at two campuses. In this regard the research on HRD climate in college was examined and questionnaire was sent to all regular employees of the college through ordinary mail. An analysis of responses indicated the following: 1) Staff satisfaction with HRD climate was slightly higher at the south campus than at the North campus. 2) at the both campuses faculty showed the lowest level of satisfaction with their HRD climate. 3) The rate of satisfaction for North campus classified staff was lower than any other college employee sub group and. 4) No significant difference was found between the HRD climates at the two campuses, which appears to indicate that increased organization size is not a major influencing factor in personal practices.

- **Reddick, K.A. and Hopkins, A (1997)** conducted “A Study of Competencies and Requirements of Master’s Degree Programs in Human Resource Training and Development”. While carrying out the study, the most important objective was to survey the opinion of the program administrators of master’s degree to confirm whether the motivational force or any other is there behind the option of having this degree and to know the perception of the graduates towards Masters Degree based upon the demands of the private sector. The findings indicated that HRD is an academic hybrid - a well spring of several established disciplines and graduates programs have evolved without long term strategies geared to the market for HRD personnel. In every case HRD programs were the offshoots of a small cadre of creative facility who continue to be pioneers in this relatively new field of academe. HRD programs are not limited to large urban universities but are emerging in small rural colleges. However, the programs attract a homogeneous student body of white females over thirty. Most institutions rely on informal communication and receive little of no financial support
from the private sector. HRD program graduates are for the most part all the employed at many levels in the HRD field. At the end (completion) of the studies, two of the most important findings were: Most of the participants of training were part time instructional personnel. The ‘Human Resource Development department had shown a prescribed level of innovation and creativity in cross departmental assignments. The analysis shows that there were less number of instructional personnel in HRD department having an effective intellectual level. As the retired faculty members are re-employed in the same campus and department, the vision of the faculty remains limited. National standards regarding the curriculum requirement is nonexistent. Similarly the mastery in the HRD field, competent graduates have hardly any common features with respect to the professional know how.

- **Byrne S.M. (1999)** studied on “The Value of Human Resource Development to an organization; Providing Technical Assistance to Small Manufacturing Companies”. The investigator conducted qualitative case studies of three MEP (Manufacturing Extension Partnership) centers whose inclusion of training and other flexible work practices to their client firms ranged from none to integration with all services. Applying grounded theory analysis techniques, the researcher identified experiences, training, and organizational policies that have either enabled or discouraged these service providers from offering a comprehensive, holistic range of services to their client firms. The data yielded four constructs that are common to the three centers and explain their involvement with human resource-related activities: (1) control; (2) discrepant values and behaviors; (3) limited definitions of training and development; and (4) experiences. The four constructs formed the basis of the analysis of the three centers. The constructs also contributed to a model for identifying interventions to assist MEP centers and their staffs transition from solely technically oriented assistance to more holistic approaches.

- **Gary, N. M. D. & Kamau, G. (1999)** Studied on “Human Resource Development and Vocational and Technical Education at Kenyatta University, Kenya”. This research paper was presented at the European Conference on Educational Research, Lahti, Finland, 22 - 25 September 1999. The central research question for this study was:
What needs to be done about vocational and technical education at Kenyatta University based on the current situation and the needs of the Kenyan community? To assess the need for a vocational and technical teacher education program, including human resource development (HRD), interviews were conducted with faculty at Kenyatta University, leaders in secondary and other tertiary institutions in Kenya, and government officials. It was found that Kenya had many post secondary (tertiary) institutions offering vocational and technical education and training. A vocational and technical education and training curriculum was offered at three national polytechnics, nineteen institutes of science and technology, thirteen technical training institutes, a technical teacher training college, youth polytechnics, formal and informal apprenticeships. Most of these institutions were identified from writings by Kerre (1986) and from additional readings and conversations. In addition, there were many other post-secondary institutions catering to specific vocational and technical training needs, such as surveying, mass communication, farming/agriculture, aviation, and many more. Kenya needs a more highly developed system of vocational and technical education and training which will develop only with appropriate leadership. Moreover, Human resource development has great potential for growth and impact on business and industry in Kenya. Kenyatta University has the potential in personnel and other resources to take a leading role in vocational and technical education and training in Kenya.

- **Justus, D.R (1999)** conducted a study on "Role Expectations and Predictions of Trends for Human Resource Development at Large Public Universities within the Southern Regional Education Board (SREB) Area". This study was designed to identify the role expectations, reporting hierarchy, years in role and trends in human resource development in large public universities within the Southern Regional Education Board (SREB) geographic area. It was found through this study that the respondents felt the greatest average institutional emphasis was on those roles where the delivery and the support of existing HRD programs and services were involved; while the least average institutional stress was on the roles of involving and assisting individual employees with their developmental needs; as organizational are determined on the basis of these
needs. Hence the existing programs can be evaluated and the new change regarding its needs can also be identified.

• **Al-Khamis, F.A. (2001)** conducted a study on "Human Resource Development in Saudi Arabia: The College of Technology Role in Supplying Skilled Manpower to the Private Sector". The purpose of the study was to assess the role of Colleges of Technology in relation to human resource development in Saudi Arabia, in general, and investigate and identify factors that have an impact on the hiring Colleges of Technology graduates in the private sector, in particular. Finally, the study also sought to determine the degree of importance of each of these factors. The overall quality of college programs were revealed by the three groups and it was reflected in the research. Some other factors such as graduate basic skills, job security in the private sector and the weekend work were also amongst some common perceptions. The factors which lowered the college graduates employment proved that the graduate basic skill has very moderate effect while rest of the two factors had the effect ranging from moderate to high. So far as the factors, as the college objectives, college program outcomes, graduates’ profession, wages in the private sector, daily working hours and college program variations are concerned, some different perceptions were found amongst these groups.

• **Chen, Yu-Shu (2001)** conducted a study on "The Experiences of Participating in Continuing Professional Development: A Study of Human Resource Development Professionals in Taiwan". The purpose of this study was to gain a deep understanding of the meaning and the nature of the selected human resource development (HRD) professionals' experience of participating in continuing professional development (CPD). In this research Hermeneutic phenomenology method was used as the research methodology. A group of fourteen members of the Human Resource Development Association of Republic of China (Taiwan) were invited by the researcher purposefully, and the participants were given different tasks related to HRD, giving them an opportunity in the field to work on it where they gave a research text drawn by the researcher from them through face to face conversational interviews on the basis of
some open ended questions. All those were interviewed twice. The conversation were recorded and transcribed as research texts. Through thematic analysis of the research texts, several essential themes and sub themes emerged as follows: (1) "I felt changes:" (a) "I felt changes in the business environment," (b) "I felt changes in the HRD field," and (c) "I felt changes in my career (2) "I felt a drive for learning and development" (a) "I was preparing for my future” (b) "I desired to keep myself active" (c) "I desired to know more" and (d) "I felt self-challenge or self actualization" (3) "I felt CPD was part of my working life" (a) "I learned while working" (b) "I perceived organizational culture influenced my CPD" and (c) "I built my professional networks" (4) "I felt powerless and frustrated:" (b) "I felt anxious about participating in some continuing learning activities" and (c) "I felt my professional competencies and expertise did not give me power."

- *Rundberg, M. (2004)* carried out research work on “HRD Continuing Education to Strengthen HRD Practitioners Professional Identities: Case Study from Finland”. The aim of this research was to describe what kind of meanings HRD professionals gave to their professional identities through participation in HRD continuing education. The focus group comprised 11 HRD professionals who participated in a HRD continuing education program (Heke) in Palmenia Centre for Continuing Education (Finland) for 18 months. This 20 credits continuing education program is among the largest HRD programs in the Finnish educational system. The Research was conducted using theme interviews that took place 18 months after Heke. The approach of the research was hermeneutic phenomenological and the material gathered through inter-views was analyzed thematically. Research findings show that before taking part in Heke, HRD professionals were experiencing uncertainty in their competencies and role as HRD professionals. By participating in Heke, HRD professionals experienced a strengthening of their professional identities. This appeared through their individual professional identities as well as their professional identity projects within their work organizations. Identity projects in work organizations appeared as increased conversations, cooperation and participation in organizations’ prevailing projects. For some, having carried out Heke meant also accomplishing a socially recognized expert status in their
work organizations. Heke had a meaning as a place of networking. Most of the established networks were still active 18 months after Heke. It was found that HRD professionals’ earlier career and educational background influenced the experienced relevance of Heke’s content. The provided possibility to interact with other HRD professionals was experienced important in Heke. In work organizations, the meaning of Heke transpired through the possibility to apply what had been learned at Heke.

- **Shamsuddoha, M. (2004)** conducted study on “Development of Human Resources through Educational Institutions in Bangladesh.” The study dealt with the educational facilities, infrastructures and well-designed strategies available for improving management and technical skills for human resource development in Bangladesh. The main areas of management skill development of human resources were personnel, general and financial management skill; important for industrial development of Bangladesh.

- **Jamal, Shawkat (2004)** in his research paper focused on “Role of Private Universities in Human Resource Development in Bangladesh”. Through this research paper the investigator aimed to analyse the effectiveness of private universities in promoting quality higher education in Bangladesh and their contribution to human resource development (HRD) in the country. The researcher highlighted that Knowledge, skill and aptitude are key factors in the quest for sustainable human development. Bangladesh has to be a part of this quest. Universities are a mirror of a nation and the tool to measure the depth and quality of knowledge. Unfortunately, public universities in Bangladesh have fallen below regional and international standards. These institutions are faced with multifarious problems. Indiscipline, absence from classrooms and partisan activities of teachers, criminalization of student politics, mismanagement and poor accountability has made public universities virtually non-functional. There has been no national assessment on the minimum academic performance required for admission into universities, nor the total numbers of students that should be admitted. Tuition fee of public universities is lower than kindergarten
schools. Financial constraint is strangulating the public universities. Higher education in Bangladesh is, therefore, in a doldrums.

- **Nadir N. Budhwani & Gary N. McLean (2005)** conducted a study on “Human Resource Development in Community Development: A Case Study within a Religious Community”. The study explored how HRD has played a strategic role in Islam community development over the last four decades and revealed that Human resource development efforts at the community level ultimately contribute to HRD efforts at the national level.

- **Rena, R. (2006)** highlighted on “Education and Human Resource Development in Post-Independent Eritrea: An Explanatory Note”. The Investigator found the education system in Eritrea must be geared up not only at raising the general, social and scientific knowledge of the individual but also is must to equip the individual with skills that would enable one to lead a productive sustainable life. The study emphasized on major raw human resource category that to be processed into the work force and role of university education in reconstructing the economy of the country. A well thought out policy has to be prepared to attract the Eritrean professionals in the Diaspora to return home.

- **Abdul Karim, A.Y. (2007)** conducted research study on “Nigerian Universities and the Development of Human Resource” to see the efficacy of university education as a panacea to human resource development and invariably how national development has led various governments (regional/state and federal) to engage in the establishment of universities. It was found that there has been appreciable improvement in the development of human resources in Education, Science and Technology, while the development has been very slow in the areas of Veterinary Medicine and Environment Sciences. Based on the findings of the survey, it is recommended that all should join hands in the task of developing the universities to be able to cope with the task of developing the nation’s human resources.
• **Kayani, T. (2008)** carried out her research study on the topic “Challenges of Human Resource Development to Pace with Globalization”. The study was designed to explore the challenges of human resource development to pace with globalization with reference to teacher education institutes in Pakistan. The impact of age groups, gender, level of teaching, work experience, working in uni sex and co-education, service stature and working in public or private organization were analyzed with the perspective of human resource development climate, performance appraisal, in-service education and training needs of teacher educators. The purpose of this study was to inform educational planners, administrators and experts to devote time and sincere efforts to enhance the human skills and potentials through promoting the developmental aspects of human resources that account for the growth and development and prosperity of the nation. The study also aimed at analyzing the four variables in developing the human resource in teacher education institutes. Some major findings of the study were that the perception of HRDC in males was significantly higher than female teacher educators, there was no significant difference in perception of training needs between male and female teacher educators, the perception of HRDC in teacher educators working in private institutes was significantly higher than teacher educators working in public institutes, there was a significant difference among teacher educators belonging to different age groups in their perception of HRDC. It was observed that gender does not affect the perception of training needs of teacher educators, as all are equally aware of the significance of training

• **Owolabi S.A and Okwu A.T (2010)** conducted a research study on the topic “A Quantitative Analysis of the Role of Human Resource Development in Economic Growth in Nigeria”. The study examined the role of Human Resource Development in economic growth in Nigeria by applying quantitative analysis approach. The study considered human resource development from education and health perspectives. The variables considered appropriate indices for human resource development were government expenditures on education and health, primary education enrolment rate, secondary education enrolment rate, tertiary education enrolment rate and gross domestic product. The major tool of analysis is a multiple regression analysis model
specified on the basis of perceived functional relationship between human resource development and economic growth in Nigeria. Based on the findings, the study concluded that a clear-cut and obvious relationship existed between human resource development and economic growth and, thus, recommended for intensified effort in human resource development in Nigeria such as adoption of planned strategies in education and health sectors and increased budgetary allocation to the sectors.

- **Fatima, T.S. & Naqvi, M. M. (2012)** studied on “Impact of education system on effective human resource development: A case study of Pakistani Universities.” The research was conducted to analyze the impact of education system on effective human resource development in major universities of Pakistan. The objective of this research was to find out the impact of education system on human resource development using three variables i.e. primary education, secondary education and higher education. Three hypotheses were formed to determine the issues and challenges in education system. All of three hypotheses anticipated that if there are superior quality and result-oriented education system at the level of primary, secondary and higher education, then there would be more effective and efficient human resource produce. As the study predicted that the higher education has played a vital role in better human resource development then there is a need to improve at least this level of education. Also there is definitely a need to look up all three levels of education.

- **Paruntu, J. (2013)** highlighted on “The Role of Institutions of Higher Education and Research in Human Resource Development of Indonesia”. It was focused that in determining and preparing a common strategy in Human resource Development in the EAST-ASEAN area, it is necessary to conduct a common study among higher educational institutions in this region to create both symbolic-mutualistic relationship and research activities as well, so that each institution can participate based on their strengths and capabilities. This paper basically dealt with some ideas on higher education in Indonesia and proposed conceptual development by considering future cooperation among higher education institutions on human resource development and research and development activities in the EAST-ASEAN area.
2.2 STUDIES AT NATIONAL LEVEL

- **Mujoo, R.K. (1992)** conducted study on “Higher Education and Social Mobility: An Inter-disciplinary Study of the impact of University Education on Careers and Attitudes of Graduates in Jammu and Kashmir.” This study mainly aimed at investigating the major beneficiaries of the expanding educational facilities in Jammu and Kashmir and found that Higher Education was dominated by Upper – Caste Hindu men of urban middle class origin and all mobility that had occurred was only towards non-manual occupations.

- **Sushama, R. (1995)** in her Ph. D thesis, “Role of Academic Bodies with Special Reference to the Academic Programmes in the universities in Kerala”, observes that the structure of higher education in Kerala is not different from that of the country as a whole. This state too has laid down high emphasis on quantitative expansion in terms of number of institutions, students and teachers. Deterioration of standards is the main criticism leveled against the system of higher education in Kerala. With the granting of the facility for private registration for university admission for those students who were unable to get admission to regular courses, the number of students opting for conventional higher education increased greatly. This led to a mushroom growth of coaching institutions called ‘Parallel Colleges’ and the advent of such parallel institutions has degraded the quality of higher education.

   According to Sushama, the main evils that afflict our higher education and degrade the quality are ‘the poor quality of teaching, indiscipline, and poor motivation among teachers, appointment of teachers in colleges on the basis of donations, instead of merit, politically oriented trade unionism among teachers, qualitatively poor examinations and evaluation systems, meager infrastructural facilities in universities and colleges, political interference in the autonomy of higher educational institutions, political free-play in the appointment of Vice-Chancellors and other top functionaries of the universities, poor leadership at the higher levels of administration both in the universities and colleges, and above all the indifference on the part of parents, society, and the government’. “Education has been given the epithet of ‘industry’, because it produces the manpower
of different skills and efficiency for the production process of the country. Whereas, the products of the other industries are valued for their usefulness in the production or final consumption, the product of education is valued for its productivity in the production process. It is the quality of the output of educational institutions particularly that of higher educational institutions, determines the quality of other components…”

• **Bhaskara Sethupathy, R. (1998)** in his research found that HRD is the panacea for all evils in business organizations and educational institutions anywhere. In his doctoral thesis titled “HRD — A Study of the role of the Department of Education, Government of India” Sethupathy says that HRD is the buzz word in industry and commerce across the world, and leading public and private sector industries in India follow the suit of L&T which introduced HRD first in the corporate sector in the country. The growth in our industrial sector is an eye opener to the planners and executers in our educational sector. Educational institutions are industries in service sector and introduction of HRD programmes in the sector would Work wonders, Sethupathy opines.

• **Shakeel, A (1999)** in his study of the HRD Climate of two Central Universities found HRD Climate in both the universities at ‘low’ level, though the developmental climate in Delhi University is comparatively better than those of Jamia Millia Islamia University.

• **Alphonsa, V.K (2000)** conducted an investigation on “Human Resource Development Climate in Private Hospitals in Hyderabad: An empirical study” to examine the HRD climate of Private hospitals. The responses were collected from different departments in the hospitals. The researcher found that the perception of the supervisors about the HRD climate is satisfactory and reasonably good climate was prevailing in the hospitals.

• **Power, K.B. (ed.) (2000)** edited the book “Higher Education for Human Development”. This is the publication of papers presented at the International Conference on Higher Education for Human Development, held at New Delhi on

• **Bharadwaj & Mishra (2002)** carried out a research study on the HRD climate in Private sector organizations. The result showed existence of good HRD climate in the organizations. The managers were satisfied with the HRD policies and practices of the organizations.

• **Pattanayak, B. (2003)** in his Ph. D study “Towards building a better HRD Climate: A study on organizational Role, Stress and quality of work life” highlighted that to survive and excel in the new economy, the HRD Climate is a matter of serious concern in Indian Public Sector Organizations. His study followed a 2x2 factorial design of research. The two factors were types of organizations (old/new) and role positions hierarchy (executive/non-executive). The sample consists of 800 employees from two public sector organizations. The objectives were to discover the differences if any between the subgroups with regard to organizational role stress (ORS) and Perception Quality of Work Life (QWL). It also aimed to ascertain the relative importance of QWL variables in explaining ORS. The findings revealed that there are significant differences between executives of the old and new public sector organizations on a number of ORS as well as QWL dimensions. Based on the findings, HR solutions have been suggested.

• **Agrawal, V.H. (2005)** conducted research on “A Study of the Impact of HRD Practices and Measures to Resolve Pertinent Challenging Issues of HRD in Commercial Banks in India.” The study highlighted that all the commercial banks have introduced HRD for their employees and the employees did consider HRD inevitable, and as such the first hypothesis of the study stood accepted. The HRD practices and measures were highly viewed by the bank employees as essential for achieving organizational goals as also for developing careers of bank employees, and as such the second hypothesis of the study stood accepted. The familiarity of HRD philosophy, practices and measures
and resolving the pertinent challenges mentioned earlier were with very high degree of the agreement of the bank employees but the perceptions of their agreement did not show genuine difference between the public sector and the private sector bank employees. This way, the fourth hypothesis stood accepted.

- **Baqal, G.M. (2005)** wrote in his paper entitled “Human Resource Development practices in Colleges” that quality of the education depends upon the quality of the teacher and the development of a nation depends upon the quality of the human resource it is composed of likewise. There should be a certain series of steps that could be taken at the state and national level to improve the system of higher education. The author pinpoints over the statement that the goal of the higher education should not be to award degrees but to impart quality education in such a manner that the younger generation should become capable to contribute in the development of the said nation. To overview his statement the author also gone through the critical analysis of the policies introduced by the government such as National Assessment and Accreditation Council (NAAC) for the development of human relations in higher education. The author carried out a field survey which further reveals that 100 per cent teachers are interested in the implementation of UGC scheme as it would serve as a motivator for the development of talent among teachers. Further the author concluded his work by offering suggestions that only launching of such kind of schemes are not sufficient they should also be implemented aptly and steps should be taken to overcome the barriers meeting while implementation. The author also recommended that the newly appointed teachers should be referred to Academic Staff College for training and more and more attention should be paid towards the infrastructural facilities in colleges for better expansion.

- **Debi, S.S. (2005)** discussed on “HRD through Vocational Training: The Indian Model”. The investigator’s observation was that vocational training and better education both are major instrument of poverty alleviation. It was mentioned that investment in education can play an instrumental personal role by enabling a person to get better jobs and making use of economic opportunities if education and training are skill-centered.
• Rodrigues, L.L.R (2005) opined in his article entitled “Industry-Institute correlates of HRD Climate- Empirical study based implications” that a well-trained and a well-educated human resource contributes directly to the development of a country and to improve the knowledge, abilities, aptitude and values of human beings, organized HRD practices should be followed. In this context, he undertook a comparative study of HRD Climate among the engineering institutes with that of in a public sector. Likert’s type 5-point scale was used to study the pattern of attitudes and perceptions prevailing in the industries and institutes. He found that the industrial climate was satisfactory but in engineering institute there is a need to establish separate HR departments for conducting training and development programmes.

• Mufeed & Gurkoo, (2006) highlighted on the whole gamut of HRD climate in universities and other equivalent higher level academic institutions by eliciting employee perceptions on HRD climate. The study was “Enhancing Educational Institutions Effectiveness through HRD Climate: An Empirical Assessment” and it was conducted to assess the existing status of human resource development climate in the University of Kashmir, to know the existing status of human resource development practices in the University, to measure the satisfaction level of teaching and non-teaching staff towards existing human resource development practices; and to draw conclusions and to provide result oriented guidelines and suggestions for improvement of human resource development practices. The study was based on information collected through questionnaire survey and information available in published documents. The questionnaire as devised by the Xavier Labour Relations Institute, Jamshedpur was picked upon and modified on the basis of somewhat similar studies and divided into three main sections. The "first section included 38 statements for assessing HRD climate in the university, the section sought to analyze prevailing HRD practices and the third section was devoted to document biographical details. The study concluded that on the whole, HRD climate of the sample study organization was perceived as significantly more motivational.
• **Mufeed and Shah (2006)** carried out research study on “Human Resource Development in Organizations: A Key to success”. Through this investigation the researcher examined the perception of 549 teaching and non-teaching employees on the existing status of HRD climate of 9 Indian Universities. After analysis of the data, they have concluded that the existing HRD climate in the university is not perceived to be satisfactory.

• **Rodriguez, L.L.R (2006)** studied on “Correlates of Human Resource Development Climate Dimensions: An Empirical Study in Engineering Institutes in India”. This study was undertaken in Karnataka State; taking a sample of 200 teaching faculty through proportionate representative random sampling method. Through this empirical study, missing HRD mechanisms were identified on the basis of which suggestions were made for the improvement of HRD climate. The main objectives of the study were to- assess the nature and state of HRD climate in the engineering institutes, obtain the correlations between various dimensions of the HRDC, find out the difference in the perception of the teaching faculty about the HRDC based on the nature of the institutional management.

• **Rajini, K.M. (2009)** carried out research study on the topic “Human Resources Development Higher Education in Kerala”. This was a study regarding the application of the very valuable management concept of Human Resources Development (HRD) in higher education in Kerala. It highlighted the importance of an integrated process of human capital formation through education, particularly higher education, and suggested some ways for achieving the aim. This study, gave some useful and workable ideas with respect to ‘Human Resources Development in Higher Education in Kerala’.

• **Rao, G. Kamesh (2009)** conducted research on “A Study of Human Resource Development Climate in the DIETs of Rajasthan” with the following objectives- To study the profiles of the DIETs of Rajasthan State, to find out the extent to which the HRD Climate exists in the DIETs of different educational zones of Rajasthan State, to
study the perception of non-teaching staff on the HRD Climate of DIETs of Rajasthan State, to identify status of pre-service teacher education programme organized by DIETs for prospective teachers and to compare profiles of HRD Climate of different Educational zones of Rajasthan State. Hypotheses of the Study were- 1. There is no significant difference in the observed frequencies and frequencies against equality hypothesis on the HRD Climate of a DIET criterion-wise 2. There is no significant difference in the observed frequencies and frequencies against equality hypothesis of a DIET over all HRD Climate-wise 3. There is no significant difference in the HRD Climate of the DIETs of Rajasthan intra-zone 4. There is no significant difference in the HRD Climate of DIETs of Rajasthan inter-zone. The study was conducted with fourteen randomly selected DIETs. Their academic staffs, non-academic staffs, 20 Student-teachers from final year of BSTC (Basic School Teacher Certificate) were selected randomly and constituted the sample for the present study. Tools used in the study were- DIET Profile Tool, Human Resource Development Climate Questionnaire (HRDCQ) for Lecturers of DIETs, HRDC Perception Tool (HRDCPT) for non-academic staff of DIETs, Student-Teacher Perception Questionnaire (STPQ) for 2nd year student teachers, Focused Group Discussion with academic staff, Focused Group Discussion with non-academic staff, Focused Group Discussion with 2nd year student-teachers. Tool No.2, that is, HRDCQ for lecturers of DIETs initially constructed by S. Nagapal (1997) was adopted by the investigator and six tools were constructed by the investigator. Collected data were analyzed using both qualitative as well as quantitative techniques. Quantitative data collected through the HRD Climate Questionnaire, HRDC Perception tool, PTPQ were analyzed using statistical techniques, namely, frequency, percentage and Chi-Square. Findings of the study were- All the DIETs of Rajasthan were found under staffed with respect to teaching and nonteaching positions. Two teaching staff posts were found vacant in the Jodhpur DIET, whereas, highest numbers of teaching posts were found vacant in Banswara and Pali (8posts in each). One post of non-teaching staff was found vacant in Bikaner, whereas, highest in Pali DIET (10). In all the DIETs institutional building were not as per DIET norms. Hostel facilities were poor, especially for girls. Laboratories, namely, Psychology Lab., Language Lab. Science Lab, were found up to the mark in all the
DIETs, except Nagaur. Library facilities were not up to the mark in all the DIETs. The HRD Climate in the DIETs of Rajasthan has been found conducive in the following descending order: Bikaner, Churu, Jodhpur (9 factors each, except, trust, collaboration, trust, respectively), Nagaur (Six factors, except, risk taking behaviour, team spirit, collaboration and reward), Karoli (six factors, except, risk taking behaviour, feed-back, trust, team spirit), Banswara (Five factors), Bundi (Four factors), Bharatpur, Sikar, Alwar, Jhalawar (Three factors each), Dungarpur (Two factors), Bhilwara (One factor), and Pali (None factor). As per the perceptions of the Non-Teaching Staffs, the HRD Climate of DIET Sikar is most healthy, whereas, that of DIET Bharatpur is least healthy. The HRD Climate of DIET wise (according to perception of non-teaching staff) in descending order has been found as follows: Sikar (90.68%), Jodhpur (86.03%), Bikaner (83.52%), Bundi (83.45%), Nagaur (82.72%), Banswara (81.38%), Karoli (77.46), Alwar (76.10%), Churu (74.2%), Jhalawar (73.16%), Pali (71.67%), Dungarpur (69.29%), Bhilwara (63.82%), Bharatpur (54.65%). The observation made by the investigator that the rapport between the Head and non-teaching staff is healthy, whereas, rapport between the teaching staff and nonteaching staff is least healthy. So, the HRD Climate of DIET Sikar is most healthy than the other DIETs according to perception of non-teaching staff. The status of pre-service education programmes organized by DIETs for student teachers is healthy in all the DIETs. However, infrastructure facilities, such as, building, library, laboratories, and hostels are inadequate. Because of staff from other units has also engaged to provide pre-service education programmes in the DIETs. There has been found significant difference in the HRD Climate of seven educational zones of Rajasthan State. HRD Climate of DIETs differs zone wise. The cross validation of data gathered through various tools and techniques reveals that the HRD Climate of Bikaner zone is most healthy, whereas, that of Ajmer zone is least healthy. The HRD Climate zone wise in descending order has been found as follows: Bikaner, Kota, Bharatpur, Jaipur, Udaipur, Jodhpur and Ajmer. The Human Resource Development Climate in the DIETs of Rajasthan presents a mixed scenario. Bikaner, Churu and Jodhpur have been found to have most conducive HRD Climate, whereas, Pali, Bhilwara and Dungarpur least conducive. The remaining eight DIETs, namely, Nagaur, Karoli, Banswara, Bundi, Bharatpur, Sikar, Alwar and
Jhalawar have the HRD Climate in between. Inspite of the limited infrastructural facilities the teaching and non-teaching staff and student-teachers have been found to have largely positive perception towards the HRD Climate in the DIETs of Rajasthan. The HRD Climate of DIETs has been found healthy with respect to Responsibilities, Top Support, Feedback, Team Spirit and Collaboration. Next in the series are Risk Taking Behaviour, Openness versus Communication and Reward. The Supportive HRD Climate and Trust have not been found that conducive.

- **Sing, A.K (2009)** carried out research study on “HRD Practices and Organization Culture in India”. The study attempted to examine the effect of HRD practices on some leading public and private sector organizations in India. The findings of the study revealed that the human resource development practices are a strong predictor of organizational culture both in private sector and public sector organizations in India. There is ample demonstration of meaningful relationship between HRD practices and organization culture.

- **Akinyemi, B (2011)** studied on “An Assessment of Human Resource Development Climate in Rwanda Private Sector Organizations” This study assesses the nature of developmental environment in two leading Rwanda based telecommunication and insurance companies. It also attempts to understand the differences between the Telecommunication industry and the Insurance industry with respect to their prevailing Developmental Climate along the three dimensions of HRDC. Primary data is collected from 87 respondents in both ations through a structured, self administered 38-item Human Resource Development Climate (HRDC) questionnaire developed by Rao and Abraham (1986). The questionnaire measured the General Climate, HRD Mechanisms and OCTAPAC (Openness, Confrontation, Trust, Autonomy, Proaction, Authenticity and Collaboration) Culture within the two private organizations. According to the findings, the prevailing HRDC within both organizations is congenial. However, results show that the developmental climate in the telecommunications company is more favourable than that of the insurance company.
• **Bala, Manju (2012)** conducted her Ph D research work with a very objective to investigate and ensure the effectiveness of certain issues of Human Resource practices within Professional Institutions in Northern Haryana with special reference to Private and Public Professional Institutions. Researcher applied two sources for the collection of data. (i) Primary and (ii) Secondary. The primary data were collected with the help of self-administered questionnaire and interview methods. A convenient sampling method was used for this study and the sample size was 200 (faculty members, administrator and other staff) from private and public professional Institutions. From the study conclusion was revealed that human resources practices are need to be readdressed so that all the persons can be better developed within the educational institutions with the available facilities and resources.

• **Mohanty, B. Parija, S. & Sahu, G. (2012)** conducted a study entitled “An Empirical Study on HRD Climate and Its Impact on Job Performance in Private Insurance Companies in Odisha”. For the purpose of the study a 38-item questionnaire on HRD climate, developed by T.V. Rao and E. Abraham was adopted for seeking the responses from the sample. A comparative analysis between the three components of HRD climate, i.e the General climate, HRD mechanism and the OCTAPAC culture was conducted using statistical measures like mean score, standard deviation and co-variance. The effect of HRD climate on HRD outcomes was established. The Job performance was studied using seven variables in a five point rating scale. An Alpha Cronbach’s reliability test was conducted, which showed high internal consistency based on average inter-item correlation. It was found that the HRD mechanism was more conducive than the General climate and OCTAPAC culture. The findings also proved that four important HRD outcomes like motivation of employee commitment responsiveness and job satisfaction were high in the prevailing HRD climate. To study the impact of HRD climate on job performance, a regression analysis was performed. It was concluded that HRD climate was good in the private insurance sector in Odisha and has a positive influence on job performance of the employees of private insurance companies in Odisha. However the impact of HRD climate on job performance can further be strengthened by augmenting the attention of management on employee
development and having more effective reward management system and a better psychological climate.

- **Chougale, P. (2013)** conducted study on “HRD Climate in Higher Educational Institutions: An Empirical Assessment.” The study was conducted grouping the HRD Climate into three broad categories- general climate, OCTAPAC Culture and HRD Mechanism. The study aimed to answer the following questions according to the perceptions of teaching staff in the selected HE institutions and the questions were- What is the level of General Climate- top management commitment- for HRD in Higher Educational Institutions, To What extent HRD Mechanism-sub-systems- are implemented in HE institutions, and How HE institutions are performing in terms of OCTAPAC Culture? The basic objective of this empirical research was to evaluate the extent of HRD climate prevailing in Higher Educational Institutions in Kolhapur district. The findings of the present study indicate that- Overall there exists an average level of HRD Climate in higher educational institutions; General HRD climate in HE institutions is slightly more than average level. The factors like helpfulness; attitude of the staff to discuss personal problems freely with their supervisors and favorable psychological climate for self-development have contributed to keep the climate somehow at moderate level. Staff perceived OCTAPAC culture in HE institutions at an average level. The study signifies that openness of staff with their subordinates and superiors and attitude of collaboration have contributed to keep the OCTAPAC culture still at modest level. It is identified that HRD Mechanism/ HRD sub-systems in HE institutions is at significantly poor level. There is significant inconsistency in applying three elements of HRD climate in HE institutions.

### 2.3 STUDIES AT REGIONAL LEVEL
- **Goswami, J. (2005)** conducted study on “Human Resource Development – A Case Study on Compensation Planning in few selected Organization” in the faculty of commerce of Gauhati University. This study was done covering compensation and salary administration of different organization along with suggesting some ways and means for human resource development and found that merely increasing the
remuneration does not mean human resource development and there is the necessity to organize a fruitful climate to develop the potential of the workers.

- **Mazumdar, P.K (2005)** studied on the topic “Strategic Vision and Human Resource Development”. It was a case study of few selected Industrial Units in Assam and their approaches to meet future challenges. The study was carried out to know, understand and analyse various factors relevant with HRD function of the organizations and its relevance to the achievement of strategic business vision of the organization. It aimed in performing better and improving competencies through a process of HRD in an organization. The study revealed that though oil Industry is a knowledge-based industry, there in productivity Area Company shall have to give much more emphasis. The findings of second case study that was on Tata Tea Limited revealed that human resource have been given maximum importance for development and growth of the company. The company has its clear-cut recruitment and welfare programme for its people which is transparent and interactive. They have continuous training and development programmes for all sections of people in the company. From the third case study that was on Assam Carbon Products Limited it was found that during the last few years when the industries in India were facing recession, it was only through right type of business strategy, customer relations and proper use of human resource the company could maintain its positive result.

- **Goswami Deka, D (2010)** studied on “Human Resource Practices in Select Small and Medium Manufacturing Enterprise- A Study with Special Reference to Training and Development”. Through this study the researcher made an attempt to examine the role of different human resource practices viz, recruitment, selection, training, motivation, and compensation practices in the small and medium scale enterprises of Assam. The study revealed that some of the major problems faced by the entrepreneurs are shortage of funds, lack of awareness about the various kinds of assistance available, etc. It was also found that both small scale and medium scale enterprises prefer experienced employees. The most opted training method is orientation, job instruction, and apprentice at operative level and orientation, coaching, job rotation and lecture at
executive level at both the enterprises. After training in small and medium scale enterprises, both operative level and executive level employees of small scale enterprises viewed that there was improvement in personal skill and job knowledge and least impact on education. With respect to compensation benefits, an overall study in both small and medium scale enterprises revealed that employers opt for fringe benefits.

- **Talukdar, D (2010)** studied on “University Administration in North East India with special reference to Gauhati University and North-Eastern Hill University” with the following objectives-(a) to study the organizational structure of Gauhati University and North-Eastern Hill University (b) to study the financial management of Gauhati University and North-eastern Hill University. From the study it has been revealed that there exists variation in the administrative structure of the two universities though some similarities had also been found. With regard to the financial management it had been found that the position of Central University (NEHU) was better than the state University (Gauhati University). Gauhati University was found more capable of internal resource generation. Gauhati University could generate 23.19% to 39.86% out of the total receipt in comparison to 4.49% to 6.12% of NEHU in the period of 2004-2009.

- **Sarma, M (2011)** carried out her research study on the topic “State Government Finance on Higher Education of Assam (1999-2009) - A Study”. The study was conducted with the following objectives-(a) to study the budgetary provision for higher education of Assam (b) to examine the nature of state government’s expenditure for higher education of Assam (c) to examine the trend of state government’s expenditure for higher education (d) to compare state government’s finance on higher education with investment of other agencies like U.G.C. (e) to examine the extent of resource crunch of higher educational institutions of Assam (f) to enquire the implications of resource crunch and the potential of resource generation on the part of higher educational institutions of Assam (g) to analyze the basic infrastructural facilities of the higher educational institutions against Government fund (h) to examine the level of satisfaction of students and teachers regarding the basic facilities (i) to study the unit
cost per student in Arts, science and commerce (j)to examine the linkage between financial health and academic performance of higher educational institutions. The findings related to different types of objectives were like, - State government’s budgetary grant for higher education has been increased in the period 1999-2000 to 2008-2009 and the trend of budgetary grant for higher education was fluctuating, State government of Assam spent major part of resources mainly in three head of accounts- assistance to university, assistance to Government colleges and institutions and assistance to non-government colleges, fund received from U.G.C. and other sources was very nominal, the extent of resource crunch during the study period was more than 20%. From the study it has also been revealed that a major group of students were not satisfied with the educational standard and basic facilities of the colleges and average cost per student for science stream was more than arts and commerce stream students. Finally, it was found that the financial state of the colleges do not have significant relationship with the academic performance of the colleges.

- **Sarma, Q (2012)** in her research paper discussed on the topic “Development of Higher Education in Assam: A Case Study of Krishna Kanta Handiqui State Open University (KKHSOU), Guwahati. The paper highlighted that despite the various development in higher education sector in the state, the Gross Enrollment Ratio (GER) in higher education (18-23 years) of the state was lower (8.3%) in comparison to national level (13.8%) during 2009. The GER of male (10.7%) and female (5.7%) in higher education of the state was also lower in comparison to national level male (16.1%) and female (11.3%). The researcher also focused on the uses of ICT in University education, curriculum design and course development, learners’ success rate, community radio service, use of multimedia in teaching-learning process, etc.

- **Swargiary, J. (2012)** highlighted in his paper on University- Industry linkage initiative in Higher education for Human Resource Development. In this study, focus was given on the need of University- Industry linkage initiatives for mobilization of human resource development and the ways in which university and industry can help each other in this regard. Excellence, modernization, interaction and self-reliance were
identified as the four crucial elements in the development of higher education in general and more particularly in Technical education.

- **Saikia, M. (2013)** in his paper “Challenges of higher Education in Assam for Development of Human Resources” highlighted on the perceptible challenges of higher education in Assam in the way of developing human resource. The author concluded that higher education in Assam is facing big challenge having them to compete with the global players, especially after education became a marketable product and after India opened its market for global competitors. However, institutions of higher education in Assam, with crying needs for basic amenities and infrastructure, are hardly ready for this global competition. The annual exodus of bright students from the state in search of better education partially indicates the defeat of the institutions of higher education in Assam. If the human resource in Assam is to be saved from becoming bane on economy of the state, then a well thought policy of higher education combined with adequate Govt. funding and proper monitoring and control over standard of higher education only can bring much needed change in the area.

**2. 4 RESUME OF THE REVIEW OF RELATED LITERATURE**

From the review of related literature it becomes clear that researches undertaken in the area of Human Resource Development in Higher Educational institutions are few in number. Total fifty (50) reviews have been searched during the study period among which twenty studies are done at international level, twenty two studies are carried out at national level and only eight have been conducted at regional level. Those are also restricted to Human Resource Development Practices or Human Resource Development Climate only. The broad generalizations that emerge out of the review of these studies are mentioned below-

(i) No study has been done on the comparative role of Central and State universities in Human Resource Development in India.

(ii) Above cited research studies related to higher education and human resource development have been carried out only in one or two universities of the country.
(ii) Forgoing review of related literatures prove that nobody has conducted any single study on the topic role of universities in human resources development in Assam.

(iii) The available literature from the review gives some descriptions and suggestions and some facts and figures suitable for a lead in the present work.

(iv) It has been found form the previous researches that Human Resource development is a new discipline in the world at large and is considered as hybrid; emerged from the interaction of the variety of disciplines. No long term strategies were, in any case, required for its development and it automatically geared to the market of HRD personnel. Now in addition to the multinational organizational level this discipline is getting into education.

(v) For the last two decades, two Central Universities and two traditional modes of state universities have been providing higher education to a large number of students in Assam. But no study has been carried out on their comparative role in human resource development.

The above generalizations drawn from the studies conducted in Assam, India and abroad provide firm foot hold to the investigator to work on the existing problem. Therefore, through the present research problem the investigator has tried to fill up the gap of researches in the area of university education and human resource development, more particularly in the north-eastern region. The above mentioned generalizations of the reviews do provide substantial help in formulating hypotheses and making the present study free from unintentional duplication stating the problem as -“Role of Central and State Universities of Assam in Human Resource Development-A Comparative Study”. 