CHAPTER 2

LITERATURE REVIEW
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CHAPTER 2
LITERATURE REVIEW

2.1 INTRODUCTION:

A researcher must be conversant with what has gone before and materialized in the area of his study and must be aware of his present status (Rajini K. M., 2009). This chapter describes a review of literature on Human Resources Development Practices in general and particular in Higher Education. What is contribution of researchers in the field, in the past, which were the problems and conclusions, which research methodology was adopted by them and which gap they left which is to be fulfilled? The answer to the above mentioned questions is literature review which is an inevitable step of research. An overview of past research studies have been presented in this chapter. Basically Conceptual, Empirical and Methodological framework has been constituted to describe the literature review of previous studies. Various studies conducted in India and outside India, both are reviewed and included in literature review.

Various studies have been undertaken by various committees, private bodies working/contributing in social sector in the relevant subject. These studies are also referred and duly mentioned in literature review.

This chapter describes a review of literature on Human Resource Development Practices in general and particular in Higher Education. It gives a review on status of Higher Education. It also describes a review on Faculty Development Programme in Higher Education as well as the profile of the sample organizations, for the study.
2.2 LITERATURE REVIEW ON HRD PRACTICES IN GENERAL:

Growth and Development of any organization very much depends on the skilled and developed Human Resource of that organization. ‘Human Resource’ means employees or workforce in an organization who strive for increasing its profit. ‘Development’ is the acquisition of capabilities that are needed to execute the present job or the future expected job. After analyzing Human Resource Development we can simply state that HRD is the process of helping people to acquire competencies. (Patre, S. & Gupta, R., 2011). Human Resource Development is a growing and influential discipline, which is increasingly critical to the survival and success of all organizations. (Gandhi, M. M., 2014).

Human Resources in any organization are considered an important and valuable asset and that’s why Human Resource accounting is also done and the value of human resources is shown in the balance sheet. Proper planned recruitment, selection, training, promotion, transfer, remuneration, motivation of human resource leads to great success of an organization and without planning it’s effect is just reverse.

Human Resources are the most vital inputs to the success of national, economic and social development, while the skills, expertise and attitudes of the workforce are pre requisite for an organization / institutions ability to adjust to changing situations. (Gandhi, M. M., 2014).

Training has positive and significant impact on firm performance. Nambiar, B. (2007) Training and Development helps attune the skills and capabilities of the individual employee, with the organization's needs. As may be seen in this knowledge era the requirement for continuous learning is not only desirable but also an essential requirement for both individual and organizational growth. Training is costly but absence of training is too costly (Rajput, K. 2012). Training cost is a kind of investment for the company.
If employees are given a good working environment, they show high organizational commitment and ultimately it brings stability among employees (Mahal, P. 2012). According to Aggarwal, N. (2014) in her study reveals that job satisfaction and effective organizational commitment have a positive and significant relationship.

One of the most significant HRD practices which has relevance and effect on all other practices such as Training, Promotions, Compensation Management, Career Planning, Transfers and Succession Planning is Performance Appraisal/Management. If done systematically and in merit oriented manner Performance Appraisal provides valuable inputs for organizational development. (Bhaskar, N. 2013)

Khan, M. T., Khan, N. A., and Mahmood, K. (2012) in their paper opined that HRD is an important and very attention receiving discipline in present time. They conducted the study on – An Organizational Concept of Human Resource Development – How Human Resource Management scholars view ‘HRD’ with the core objective to present an organizational model of HRD encompassing all the aspects of HRD from organizational point of view.

This article has been developed from descriptive secondary information searched by reviewing literature from research in the form of research articles, research reports of various organizations, journals and books. This study gives various definitions and concepts of HRD from different researchers’ point of view.

It concluded that HRD in organizational perspective is focused in narrow sense by its function on learning, education, training and development to the human resources selected and recruited to identify, assure, and help to develop the key competencies that enable individuals to perform current or future jobs with planned individual learning accomplished through training, on-the-job learning, coaching or other means.

But HRD is a process of developing and unleashing expertise for the purpose of improving individual, team, work process, and organizational system performance. HRD along with education and training also involves activities related to, empowerment, awareness raising, skills enhancement, team building, community
mobilization and development, organization development, entrepreneurship development and sensitization, human resources planning and policies.

Khan, M. T., and Khan, N. A., (2011), in their literary paper proposed a new model for HRD the core objective of this paper was to present an integrated model of HRD encompassing all the aspects of human resource development. However, the focus was on elaboration of economic, physical, psychological (emotional, motivational and behavioral), intellectual (training, education and skill building) and socio-cultural development of human resources.

It is revealed that HRD is a composite of Economic, Physical, Psychological, Intellectual, Socio-cultural, and Political and Spiritual development. The Physical (health and freedom from diseases), Psychological (emotional, motivational), Intellectual (education, training, skill building) development, Socio-cultural, and Political development of HR depend on or act through Economic (financial and resourcefulness) development. It concluded that HRD has a broader scope & many aspects and has attained an integrated status encompassing many dimensions of development.

HRD is to develop competencies of the people and improving their quality of life by providing them better share in the income of country or any firm, in the form of better salary and other financial benefits (wages/salaries, bonus, health allowance, education allowance, recreation allowance, etc) boosting their motivation by empowering them, reducing the remuneration gaps between different categories of people, providing them more leisure by reducing working hours, comforting their lives by bettering work places and developing them socio-politically by giving them representation, freedom of expression and satisfying them by providing security of job and removing their fears. This will bring loyalty in employees towards the organization, which in return lower the labor turnover ratio, which will directly reduce the cost recruitment.

The research paper titled as “Protecting the Competitive Advantage Derived through HR: Challenges for IT Industry” by Chintalapati, N. (2013) presents a conceptual framework to discuss the possible and preferable HR practices by classifying the kea area: Recruitment, Results, Reward, Retention, Retrenchments. The concept is
applied with specific reference to the IT Industry in India. The data is collected from secondary sources and published reports regarding IT Industry. The methodology adopted for the study was the ‘grounded theory’ method of qualitative research. The findings reveal that no single solution can be prescribed which suits all organizations of IT Industry and therefore HR Departments have to customize solutions for their firm.

Training is one of the effective factors which influence the efficiency of employee positively simultaneously it reduces the wastage of resources and improves the quality of work. Jaidev, U. P. and Chirayath, S. (2012) conducted a study on Pre-Training, During Training and Post-Training Activities as predictors of transfer of training. The objective of the study was to investigate whether pre, during and post training activities are related to transfer of training. Trainees from different four hospitality firms having national presence were selected as sample. Primary data collection was done through questionnaire from 136 respondents and data analysis was done by using various statistical tools. This study concludes that organizational factors play a significant role in aiding positive transfer of training.

It is well-known fact that the skill level and educational attainment of the employees decide the quality of production as well as make them efficient to adapt the challenges of changing working environment.

A study of Human Resource Management in Textile Industry conducted by Subbiah, A., Selvakumar, M. and Krishnaveni, B., (2012) with an objective to analyze the HRM practices by analyzing the opinion of employees about recruitment selection, training methods, salary & working conditions in samples spinning mills (Textile Industry) in Madurai District. The study is comprehensive and analytical and based on survey method. Data has been collected in three stages. The primary data has been collected by interview schedule, secondary data from various published and unpublished records, reports, booklets and journals and lastly the researcher had discussions with the officials of mills and trade union leaders. Conclusion of this study is that training is compulsory for new employees. The Management should provide internal and external training programme to improve the efficiency and update the knowledge of employees.
Healthy HR practices create healthy work environment in which employees become committed and loyal towards organization. Mahal, P. K. (2012) conducted a study with an objective to examine, evaluate and interpret the relation between organizational HR practices and employee commitment, and to see whether these are positively or negatively co-related. Primary and Secondary data was collected using a questionnaire. The sample consisted of managerial level & permanent employees of five large organization located in Punjab including education, pharmaceutical, banking sector, hospitals & government offices. Study reveals that if employees are given a good working environment, they show high organizational commitment and ultimately it brings stability among employees.

Kulshreshtha, M. (2013) conducted a study which is based on public and private sector banks of India. It is unique in the sense that heterogeneity of banks is considered and HRD practices are analyzed for the public and private sector banks separately. Inter sectoral difference in HRD practices and managerial effectiveness is examined and for this purpose three public sector banks and three private sector banks have been studied. Relationship of impact of HRD practices on managerial effectiveness is empirically studied. A framework consisting of qualitative and quantitative tools has been used in the study. Standard questionnaire for HRD practices and managerial effectiveness was adopted and the same has been administered to 356 managers of selected banks across Delhi and NCR (National Capital Region).

Silva, S. D. (1997), in the paper described that HRD encompasses a wide range of subjects such as health care, nutrition, population control, education and training. For the purposes of this paper, the term HRD was used to cover only education and training, as they are more directly related to the mandate of employers' organizations.

The objectives of this paper were to identify the reasons why employers and their organizations in the Asian-Pacific region (or anywhere, for that matter) need to be concerned and involved in HRD, and why today HRD is more important than before (irrespective of the level of economic development) for competitiveness and socioeconomic development. The paper also focused on what employers' organizations should and could be doing.
This paper concluded on two notes not referred to earlier. The first is that in Asian countries (as elsewhere) priorities in HRD have to be set. HRD includes three basic strategies: • developing human resources through education and training, • deploying human resources, • providing the incentives to ensure that they are productively deployed. Countries would be at a stage where the priorities shift among these three. It is therefore necessary to identify and address the particular priority. The second is that foreign investment can be used as a means of raising the stock of human capital.

Cheng, L. T., and Aizzat, M. N., (n.d.) describe in their paper that one of the ways to heighten the organizational innovation is through effective human resource management (HRM) practices and effective knowledge management. This study examined the direct relationships between HRM practices (performance appraisal, career management, training, reward system, and recruitment) and organizational innovation (product innovation, process innovation, and administrative innovation). Additionally, it also examined the mediating role of KM effectiveness on the direct relationship. Data was drawn from a sample of 171 large manufacturing firms in Malaysia. The response format was based on a seven-point Likert scale ranging from (1) 'strongly disagree' to (7) 'strongly agree’. The hypotheses of this study were tested using hierarchical regression.

The regression results showed that HRM practices generally have a positive effect on organizational innovation. Specifically, the findings indicate that training was positively related to three dimensions of organizational innovation (product innovation, process innovation, and administrative innovation). Performance appraisal also found to have a positive effect on administrative innovation. Additionally, this study also demonstrates that training and performance appraisal, are positively related to knowledge management effectiveness. Knowledge management effectiveness fully mediates the relationship between training and process innovation, training and administrative innovation, and performance appraisal and administrative innovation. A discussion of the findings, limitations, and implications are provided.

Allen, M. R., Ericksen, J. and Collins, C. J., (2013) conducted a study on “Human Resource Management, Employee Exchange Relationships, and Performance in Small Businesses”. The purpose of this study was to demonstrate how small businesses can
benefit from systems of HR Practices focused on employee commitment. The authors examine the effects of commitment-based human resource management practices on the performance of small businesses. These effects are examined through the mediators of employee involvement and quit rates. In addition, they contribute to arguments that the effect of human resource management practices on performance takes place through the establishment and support of exchange relationships with employees. Using responses from CEOs and employees of small businesses, their results indicate that human resource practices in small businesses that are based on leaders’ views of employee commitment are positively related to revenue growth and perceptions of performance. Further, the authors found that employee involvement and quit rates mediate these relationships.

Another aspect of training does it boost the confidence, self esteem & motivation in learner. Positive Vocational Education and Training (VET) experience can generate benefits to individuals beyond those of income and employment. It is well-known fact that the skill level and educational attainment of the employees decide the quality of production as well as make them efficient to adapt the challenges of changing working environment. Nagendra, K. M., Radha, S., and Naidu, C. G., (2013) conducted a study in automobile organization with an objective to assess whether the new framework of Attitude-Skill-Knowledge (ASK) model for Technical and Vocational Training (TVT) can enhance the critical employability skills. The review of the skill gap survey report and other related research reports indicate that the main reason for low employability of qualified candidates is not the core trade skills but the lack of generic skills and more specifically the right attitude. From the convenient sampling technique and data analysis they conducted that the new ASK model for TVT enhances the employability of trainees by improving the key employability skills.

Rastogi, R. P., (2013) expressed referring many studies that in view of globalization and advances in communication technology, it is now necessary to understand behavioral science from a wider angle in order to harness human talent and control spread of malpractices in society. According to him for HR Development and management it is desirable to concentrate on human relation issues confronting
individuals and organizations. The top executive has to be emotionally intelligent and mindful, and has to be acquainted with knowledge of Behavioral Science.

Patel, A. K., (2012), conducted an empirical study on “HRD policies and practices practiced by Tourism Corporation of Gujarat Limited, in Gujarat”. Sampling unit was selected from private and public tourist unit. Sample size was employees of 20 units. Primary data collection was done through structured questionnaire. Data was analyzed with the help of statistical tools and techniques. Study reveals that few units have adopted long term planning for Human Resource while most of tourist units have adopted medium and short term planning. Study found that there is a significant difference between recruitment and selection practices among the organizations. They also differ in terms of procedure and effectiveness. Study offered various suggestions also.

Rajput, K. R., (2012), conducted a study in Hotel Industry. The focus of study was to highlight what the managers and employees perceive about the knowledge, attitude and practice of HRD with reference to organizational effectiveness in Hotel Industry.

30 hotel units of Gujarat consisted of the sample of the study. Data was collected through structured questionnaire and personal visits and interviews were conducted to gather the data. Percentage analysis was used for data analysis at graphs were used to present the results. Suggestions were also given at the end.

Nambiar, B. (2007), conducted a study to understand and analyze the impact of Human Resource Practices in the financial service sector of India. The comprehensive questionnaire was used to collect the data from 554 respondents of 16 varied institutions of the sector; secondary data regarding Recruitment, Performance Appraisal, and Training was collected through journals, research reports, bulletins and broachers. SPSS software was used and various statistical tools like bi-variate correlation & ANOVA were used to analyze the data.

Ratnayake, T. C., and Gupta, J., (2014) conducted a study on “Organizational Climate as Perceived by Veterinary Assistant Surgeons of Andhra Pradesh in India”. The purpose of the study was to identify various organizational climatic factors
responsible for role performances of veterinary officers in Andhra Pradesh, India. Study was conducted in 11 selected districts. Data were collected from 220 respondents through a pretested interview schedule and subjected to correlation and multiple regressions to draw valid inferences. Organizational climate was measured by using the index specially prepared for the study. Study revealed that around 76% of the respondents perceived that the organizational climate prevailing in the department of animal husbandry was favorable. Leadership, teamwork and trust had significant contribution towards perception of organizational climate. The respondents were least satisfied with motivation, decision-making and goal setting components of the organizational climate. Work motivation, persistence disposition, participativeness, job satisfaction, physical facilities availability and timeliness of availability of facilities were found to have significant positive influence while job stress had significant negative influence on perceived organizational climate.

Paul, T., (2012), conducted a study to verify the significance of impact of different demographic traits such as age, education, position, experience and hours worked per week on job satisfaction. The study aimed to measure the level of satisfaction among employees and impact of different parameters on the job satisfaction of employees.

50 employees of a company consisted of the sample of the study. Primary data was collected through a structured questionnaire and personal investigation. Secondary data was collected from published sources such as journals, government reports, newspapers and magazines etc., and unpublished source as internal reports of company. Random sampling method was used to select the sample. Data analysis was done by using graphs and was tested by using Chi-square test, Z-test, and ANOVA using MS-Excel.

The study concluded that educational qualification does not have any direct relation with employees’ motivation to take extra work, while age of employees influences the level of motivation.
Literature Review on Human Resource Development in Higher Education with reference to Faculty Development:

Bora, A., (2014), conducted a study on Indian Higher Education in which he focused on some major issues and challenges of Equity, Inclusive Education, Quality, Globalization and Sustainable Educational Services in context of Indian Higher Education. Study concluded that to face the above challenges creation of capable human Resource is essential and our maximum efforts should be on Human Resource Developmental activities in Higher Education.

The term “conducive environment for teaching” applies not only for classrooms but also outside the classroom. Provision of infrastructure facilities like computer, internet browsing for academic purpose and research etc., create a good and motivated environment for faculty (Nagendra, B. S. & Datta, G. L., 2011).

Samanvitha, S. and Jawahar, P. D., (2012) conducted a study to verify the impact of emotional intelligence on the level of job satisfaction. The objective of the study was to investigate the relationship between strategic emotional intelligence and job satisfaction among the faculty members of arts and Science College in Tamilnadu, India. Faculty members including lecturer to dean of 9 Arts & Science Colleges and 12 Specializations consisted the sample of the study. Sample size was 98 and data was collected through questionnaire. A 7 – point Likert Scale was used to measure the variables. Hypotheses were tested by using statistical tools i.e correlation analysis and regression analysis.

Study established a positive relationship between strategic emotional intelligence and job satisfaction. Finding of the study also highlighted the need for strengthening the emotional intelligence scores of the faculty members as it affects the satisfaction of their jobs.

Vashishth, R. and Mehta, A., (2013), in their paper “Factors influencing Knowledge Management in Indian B-Schools: An Empirical Evidence” commented that Indian Academic Institutions have steadily developed considerable Research and Development capabilities and have shown promising results. They opined that we
must realize ‘what we know’ and be able to make maximum use of knowledge. They concluded the study to present an insight into the Knowledge Management (KM) practices of the Indian universities; and showed the three dimensions of KM: (1) knowledge gathering (KG); (2) knowledge creation (KC); and (3) knowledge diffusion (KD).

The objective of the study was to investigate the impact of various KM practices adopted in universities / institutions on individual, organizational and technological performance in the three dimensions KG, KC and KD. The sample comprised academic and research employees of private and government educational and research institutions and universities in around Delhi - National Capital Region. Sample size was 152 which were selected by using convenience sampling method. To gather the data a semi structured questionnaire was used. Each segment of the questionnaire was measured on a 5 – point rating scale. The Cronbach’s alpha of reliability co-efficient was used and factor analysis was done to analyze the data.

The study concluded that the four important building blocks under the three major dimensions in the Indian HEIs are strategic visionary leadership and commitment, technological advancement, organizational culture and communication. The study also revealed that these four factors helped in designing the KM environment in the organization.

Soch,H.S., and Shyamsunder, M.S.,(n.d.) in their paper emphasized on the ‘pedagogy’. They opined that it is the most determinant factor in the success of educational institutions. They mentioned that use of ICT effectively or ineffectively depends on the imagination and resourcefulness of learner teacher partnership. The paper deals with two section A and B; A deals with the frame work outlining the new paradigm and B lists some of the best practices found useful by some of the best higher learning institutions of the country. Paper emphasized that for quality enhancement in education it is important to improve the teaching, learning and evaluation. Paper concluded that infrastructure facility for adopting the modern teaching technology to be provided to teachers to improve the effectiveness of pedagogy.
Bala, M., (2012), conducted a study in service sector which examined the relation between three HR practices i.e. compensation, promotion and performance evaluation and perceived employees performance among university teachers. The basic objective of the study was to investigate and ensure the effectiveness of certain issues of HR practices within private and public professional institutions.

Primary & Secondary both kind of data were collected for the study. Structured questionnaire and interview method were used for primary data collection. Sample size was 200 (faculty members, administrator & other staff), which was selected by using convenient sampling method. The study concluded that the organization should give due consideration to HR practices like training, recruitment and selection, performance appraisal system, compensation, good working conditions etc. The study offered suggestions and recommendations also.

The strategies emerging in managing the human resources involve retention of quality manpower, optimum utilization of the skills and quality up gradation. A flexible lucrative system will definitely facilitate a continuous inflow of high quality personnel to teaching profession (Rajini, K. M., 2009)

Flexible working environment like corporate world, provision of continuous training and development opportunities, provision of leave and funds and infrastructural facility like laptop or computer with internet facility, e-journals for research work motivates faculty to develop him/herself in his/her respective field. Ultimately it turns into a better output in terms of better teaching-learning process.

Teaching-learning process can be improved by adopting new teaching methods and technologies. Professional development of staff members will enhance their performance in the class as well as their attitude towards profession (Ujjawala, D. S., & Bhusari, C. V., 2013).

The faculties are required to be regularly updated on various aspects related to “Teaching”. To meet the challenges of tomorrow, the aspirations from the students and the system of higher education in totality, a Special Purpose Vehicle (SPV) is required to be formed for the improvement of the faculties. This process of
improvement is required to be seamless and effective. Such SPVs may not be for each HEI but could be for a cluster of HEIs. Only “Attending” some skill development programme is not to be taken as the “progression” of the faculties. Bringing in improvement in self for visible result is more important and relevant. (Kasetwar, R. B., 2013).

Quality of teaching learning process depends upon the quality of the staff. Procuring and retaining qualified faculty in face of shortage is an area of grave concern. It is adversely affecting the quality in existing higher education institution in India. (Ujjawal, D. S., & Bhusari, C. V. 2013)

Waghmare, P. P., (2012), conducted a study to find out the present scenario of faculty improvement programmes in Higher Education. He found that in India faculty development programmes have not been implemented very successfully as there is no scientific evaluation procedure for assessing the professional efficiency of teachers. He suggested the FDP should be conducted in two stages i.e. stage 1 as basic techniques for profession and stage 2 as advance course which includes a Communication-Skills-Development, Creativity-Skills-Development, Win–Success Self Renewal and Institutional Planning.

He used Chalk and Talk Method, Demonstration, Questionnaire and Check List, Reality Games, Problem Solving Methods, Brain Storming, Workshop / Group Work, Slides / Visual aids for conducting these FIPs. He concluded that today’s faculty in higher education are facing various problems and challenges. To meet these challenges only content knowledge of respective subject is not sufficient. Faculty has to prove himself / herself as facilitator and motivator over and above of good communicator. Not only has this but a faculty had to develop the horizons of his respective discipline by doing research. Therefore, Faculty Development according to him is the process, which undertakes to bring about qualitative changes in the faculty to facilitate and improve the professional competence towards the fulfilment of obligations to achieve the individual goals and institutional objectives.

Virat, P., (2012) emphasized in his paper that faculty Development in technical education should become a priority for the quality enhancement. Academic
institutions should develop their faculties to enable them to motivate, inspire, involve and transform their students in a ‘holistic’ sense to make them globally employable.

“Professional Development needs to be provided for both new as well as experienced faculty who tend to overly use lectures in their courses. (Mundy, M. A., Kupczynski, L., Joanetta, D., Ellis, & Salgado, R. L., 2012).

Somalingam, A., (2012) mentioned in his article that Indian Higher Education has very slow or poor Capacity Building system. Faculties of Indian higher Education show very least interest in continuous learning and to adopt innovations. This ultimately results in a negative impact on students and the productivity of the system is restrained. He noticed that the ratio of academic research & Faculty Development Programme is very low in most of the private and deemed universities. The reasons behind these he mentioned are “uneven capacity across various subjects, low level of desired funding and poor administrative skills of promoters”. He examined Indian Higher Education System with reference to Porter’s Generic Strategy model in a service industry environment.

Ninawe, A.S., (2013) conducted a survey on improvement of Higher Education in which he concluded that if a serious thought is given on various drawbacks, funding and infrastructure with importance of quality, faculty and culture of research and innovation, then India needs to improve its Higher Education system by giving emphasis on quality teaching, faculty improvement programs and fellowships, innovation and excellence with the establishment of centers of excellence.

Pathania, K. S., and Pathak, A., (2014) have focused on the new dimensions i.e. reforms in Ph.D. research work. They discussed about the latest regulations of UGC for Ph.D. as well as the whole structure of system from entrance exam till awarding the degree. They mentioned in nutshell the problems of students encounter during Ph.D. work. They concluded that for the Ph.D. scholar the potential working environment and the quality of training provided, both are important. Excellent research depends mainly on two factors: i) Excellent research facilities ii) High quality, well trained research workforce. According to their opinion the perception of
Ph.D. has been transformed from five P’s i.e. Passion, Patience, Preservance, Perspective and Purpose to three D’s i.e. Degree, Designation and Dough (Money).

Honorable President of India, Shri Pranab Mukherjee delivered the convocation address at central university of Himachal Pradesh, Shahpur on Feb, 12 2014. He pointed that “Research is a neglected domain in our Higher Education Structure. Successful research programmes offer vast possibilities to make a difference in the lives of people.”

“The extent to which the university supports FD will be strongly reflected in levels of student engagement and motivation, and thus ultimately, student learning. (Randalls, L. E., 2008).

Vaidyanathan S., (2013) in his study discussed reforms in Higher Education an ongoing search for quality and excellence. As per his opinion faculties in Higher Education should be more responsible for quality issues as at present they do not pursue knowledge for knowledge sake and lack the initiatives in research. Lack of commitment and passion, time constraints, bureaucratic hurdles and lack of infrastructure facility are factors responsible for this. He concluded that for quality assurance educational institutions must focus on development of dedicated, research and innovation oriented teachers, for the economic, social and cultural development of country.

Nagendra, B. S., and Datta, G. L., (2011), in their article titled as ‘Towards Academic Quality and Excellence’, described the factors influencing quality in Education. They opined that quality in education depends upon qualified and motivated teachers, conducive environment for teaching and learning, infrastructure facility provided to stakeholders, faculty improvement programmes, effective feedback and monitoring system etc. They defined teachers’ role in higher education as multifaceted. Teacher has to be a good communicator, a disciplinarian, a conveyor of information, an evaluator, a classroom manager, a counselor, a decision maker and a surrogate parent. They concluded that quality education is affected by so many factors which are student, teaching learning environment, curriculum, parents, society and ultimately
teacher. No doubt teacher is prime factor but overall synergy between the other factors and stakeholders make education effective.

Professors may have a fine group of content knowledge, but may not have the skills and understandings required for effective teaching nor for strengthening their pedagogical skills. Also many do not have a forum to discuss pedagogical issues, especially outside their disciplines. Faculty Development Programme are one response to this deficit in professional development. (Persellin, D., & Goodrick, T., 2010) conducted a survey on the past participants of the Associated colleges of the South (which is consortium of sixteen liberal arts colleges and universities in 12 states across the south) Summer Teaching and learning workshop to determine long term impact of such type of professional development experience. The main objective of this survey was to find out if the workshop and its underlying approach for receiving feedback on teaching continued to be viewed as a valuable professional development experience.

Survey instrument used was electronic questionnaire, sample selected was 206, former participants of Associated colleges of south. Survey instrument consisted 12 Likert –scale items (6 = strongly agree to 1 = strongly disagree). Current perception of the workshop, changes in behavior, and attitude since the workshop, and any subsequent use of workshop materials were to be analyzed. Statistical tools and techniques like Descriptive statistics, t-test, one way ANOVA were applied for analyzing the data. Study concluded that the workshop has had a lasting impact on the professional development of its participants and has provided a variable forum for faculty development of teaching. Mostly female participants reported more awareness and thoughtfulness about their teaching, tried new strategies service having attended the workshop. Results indicate a large majority of respondents continued to view the workshop as effective and valued feedback.

Mundy, M. at el., (2012) conducted a literary research which included review on contemporary pedagogical and learning theories. Researchers opined that despite the growing body of research into “best practices” of teaching and learning in the information age, many colleges and universities are slow to disseminate these proven practices to their faculty.
Study concluded that in order to share and promote the tenets of “best practices” and to keep new experienced faculty members informed and knowledgeable in the best way to promote student learning, it is necessary to be proactive and provide continual professional development. They suggested that the discussed “best practices” to be shared with faculty by incorporating them into professional development modules, which should be readily available for faculty.

Randall, L. E., (2008) in her study emphasized on faculty development. She revealed in her paper that faculty development is an essential element of institutional effectiveness in Higher Education. Professionally developed faculty is benefited by in terms of vitality, informed pedagogy, teaching innovations, scholarly teaching and technology. She reviewed a variety of facilitators and obstacles for effective FDPs, with specific recommendations for re-vitalizing existing programmes.

Pearson, M. M., and Thomas, K., (2011) in their research paper discussed the need & significance of faculty development programms. They conducted a study and found positive changes in approaches to teaching through faculty development practices at eastern Illinois University. The study concluded that faculty development can be helpful to faculty to meet new challenges and changes regarding curricular and other as faculty has to play multiple roles as teacher and scholar.

Linda, B. K., (2014) opined in the paper the traditional model of one- on one monitoring is insufficient given the changing demographics of next- generation faculty members, their particular expectations, the limited professional training they receive in graduate school, and the rapidly changing landscape in Higher Education. Building a monitoring network with different levels and types of mentoring can help new faculty meet these challenges. A mentoring network that is anchored in an extended new faculty development programme and align with the needs and expectations of this cohort will better develop the competencies necessary for their success in the professoriate.

Ahsan, Sharma, U., and Deppeler, J. M., (2012), in their paper “Challenges to Prepare Pre-Service Teachers for Inclusive Education in Bangladesh: Beliefs of Higher Educational Institutional Heads” reveal the beliefs of higher education institutional
heads about the challenges they face in preparing pre-service teachers for inclusive education in Bangladesh. Semi-structured interviews were conducted with 22 institutional heads. Data were analyzed by applying thematic analysis procedure. Challenges were found in four theme areas: attitudinal beliefs, academic challenges, challenges in practicum and challenges for beginning teachers. Lack of appropriate information in the teacher preparation curriculum, untrained teacher educators, limited resources, inappropriate teaching-learning approaches, insufficient practical experiences, and large class sizes were some of the major challenges identified. Participants also identified some useful strategies to address the challenges which ranged from curriculum reform, emphasizing practical more than theories, human resource development empowering institutional heads to implement inclusion and resource support. Implications of the findings for university educators are also discussed.

Backhaus, Kristin. (2009) in the study “Desire for Professional Development among Adjunct Business Faculty” provides a foundation for further work about motivation for training and the world of contingent employment in higher education and beyond for adjunct faculty. This sample of adjunct business faculty shows there is much to be learned about why adjunct faculty choose to work in higher education and how they view their own professional development.

Tiede, Hans-J. (2013) in the study “Faculty Communication with Governing Boards” opines that College and university governance works best when every constituency within the institution has a clear understanding of its role with respect to the other constituencies. It works best when communication among the governing board, the administration, and the faculty is regular, open, and honest.

Centra, John A. (1978) conducted a study “Faculty Development in Higher Education”. This is a survey of colleges and universities reports on current faculty development programs in higher education and how they are dealing with issues such as funding, organization, voluntarism, and programs to encourage faculty improvement.
Jarvis, D. K., Kondrashova, M. V., Efendiev, A. G., Tukhfatullin, (2005) conducted a study on “Faculty Development in Russian Higher Education” This work summarizes results from three studies of the current state of higher education faculty development in Russia. It has been given two aspects; positive aspects include its support for societal change, content focus, regularity, systematic nature, governmental support, and established tradition, encouragement of graduate work, career-long continuity, institutional control, and development of lecture skills. Problematic aspects currently include an over-emphasis on memorization, severe under-funding, uneven quality of faculty development programs, and lack of attention to student involvement, faculty research, and ethics. Study reveals that International exchange programs appear important for Russian faculty development, but language facility is a main factor limiting participation in exchanges, study abroad, and Internet usage. Recommendations are made for further research and for the policies of international non-profit organizations, government agencies, and professional faculty development organizations.

Herman, Jennifer Heather, (2012) conducted a study on “Faculty Development Programs: The Frequency and Variety of Professional Development Programs Available to Online Instructors” this study was conducted on demand of faculty development programme due to emergence of online education. Online education is no longer a peripheral phenomenon in higher education: over one-third of faculty members have taught or developed an online course. Study noticed that as institutions of higher education expand their online education offerings, administrators need to recognize that supporting faculty members through the use of incentives and through effective faculty development programs for online instruction is important to the improvement of the quality of educational programs. This quantitative study used an online survey to investigate the types and frequency of faculty development programs for online instruction at institutions with an established teaching and learning development unit (TLDU).

Littlejohn, Allison H., (2002) in the paper “Improving Continuing Professional Development in the Use of ICT” Discussed the need for continuing professional development (CPD) for faculty in higher education to acquire the knowledge and skills needed to improve online course design. Paper highlighted key issues which
include key issues in online course design, including course outcomes, feedback, and incorporating educational theory; proposals for CPD from academics; and integrating theoretical and practical considerations.

Devos, G., Tuytens, M., and Hulpia, H. (2014) conducted a study on ‘Teachers’ Organizational Commitment: Examining the Mediating Effects of Distributed Leadership’. This study examines the relation between principals’ leadership and teachers’ organizational commitment, mediated by distributed leadership. Concluded that principals should stimulate assistant principals and teacher leaders to take part in leading the school, lead the school in a collegial way with other members of the leadership team, and empower teachers to participate in school decision making.

Strike, T., and Taylor, J. (2009) conducted a study on ‘The Career Perceptions of Academic Staff and Human Resource Discourses in English Higher Education’ this paper sets out findings from research that considered the interplay between English national policy developments in human resources management in higher education and the personal stories of academic staff as career participants. Twenty-one academic participants, across six case study sites, were interviewed. Significantly, the research found that the policy issues that dominate the national and institutional human resource management discourse such as pay and conditions of service, bargaining structures, tenure and competitiveness are not the same as those issues that academics raise.

Bin, T. A. (2013) conducted a study on The Relationship between Mentoring and Career Development of Higher Education Faculty Members in the present study, the roles of career motivation and career self-efficacy as explanatory factors were examined. Career motivation mediated the relationship between career mentoring and performance effectiveness. The study sets out to examine the extent to which the career development of university education faculty has been influenced by mentors to assure quality higher education production at the University of Jordan, as perceived by the faculty. The objectives of this study were to: (1) Determine the extent to which the professional career development of educational faculty had been influenced by a mentor or mentors; (2) Determine the relationship between mentoring influence and selecting indicators of career development; and (3) Determine the relationship
between satisfactions with current position. Satisfaction with career progress, influential monitors, and overall performance.

Shafqat, H., Muhammed, N. K., (2010) conducted a study on Faculty Development Programme for University Teachers: Trainee’s Perception of Success. This article is based on the third party evaluation report of the impact of National Academy of Higher Education (NAHE) Faculty Development Programme. The data used in this study were collected by first author as part of the project for evaluation of NAHE’s faculty development. All teachers of public sector universities/institutions attended one-month staff development course, constituted the population and sample of the study. A questionnaire consisting of 49 items based upon five point Likert scale was the instrument of the study. The analysis of data revealed that the National Academy of Higher Education Faculty Development Programme was relevant to the needs of university teachers, the resource persons were competent and delivery mechanism was appropriate. It improved their teaching in actual classroom situations.

Osoian C. and Zoharic M. of Babes – Bolyai University conducted a study on “Human Resources Development needs in Higher Education”. Four Universities were part of the research sample. Their study focused on the Faculty Development Programme addresses the specific needs expressed by the employees.

A paper titled as Thematic Debate: “Higher Education Staff Development: A continuing mission” is drafted by John, F., (1998) a study conducted by Commonwealth Higher Education Management Service (CHEMS) is collaboration with few other associations. This paper discusses a key activity in Higher Education Institutions of the Future Staff Development is central to the quality of Higher Education. The paper suggests that there is significant scope for collaborating in meeting the challenges, through the sharing of experiences, workshops and exchanges of materials and ideas.

Patre, S., and Gupta, R., (2011) conducted a study on “The Perception of Management Institute Faculty towards HRD Culture, with Reference to Nagpur city” with an objective to analyze the HRD climate of management institutes. Other objectives were to study the differences in the perception of faculty on the basis of
gender, age, experience, qualification & job approval status. This study was conducted by collecting primary data through HRD climate questionnaire from selected management institute faculties in Nagpur City. Authors conclude that HRD climate plays a very important role in success of any organization because it directly or indirectly affects the performance of the employees. If HRD climate is healthy and favorable, employees contribute their best towards the achievements of their organizational goals.

Aggarwal, N., (2014) conducted a study on “Faculty in Indian academic environment: an evaluation of job satisfaction and organizational commitment” This study examines the job satisfaction and organizational commitment of faculty in the Indian academic environment. It is argued here that the satisfaction with facets of job satisfaction and affective commitment varies across government and private universities. Data were collected from 376 faculties from engineering and management universities in North India. The predictors of job satisfaction and affective commitment were measured through a five point likert scale. Job satisfaction was measured on the basis of seven predictors i.e. salary, promotion, work life balance, support from supervisor, support from administration, recognition at workplace and work satisfaction. Test, ANOVA (one-way and two-way), Correlation, Regression and Association Rules have been used to test the research hypotheses and relationship among the constructs. Results show that job satisfaction and affective organizational commitment have a positive and significant relationship. Also the satisfaction level with the predictors of job satisfaction varied in private and government universities.

Amundsen, C., Abrami, P., McAlpine, L., Weston, C., Krbavac, M., Mundy, A., and Wilson, M., (2009) have specified in their paper “The What and Why of Faculty Development in Higher Education: An In-depth Review of the Literature” that term ‘faculty development’ is commonly used to describe activities and programs designed to improve instruction.

According to them focus of FDP is on teaching and/or learning development alongwith the development of faculty for other roles like researcher, instructor, citizen and scholar.
2.3 RATIONALE FOR THE PRESENT STUDY:

Based on the current literature review it is found that most of the studies on HRD practices have been undertaken in Corporate Sector or Industries. Very few studies on HRD practices are conducted in Service Sector and that too in the field of Higher Education.

Faculties in Higher Education are one of the most important Human Resources. Measurement of their development is inevitable if we strongly wish to develop the Higher Education. Indian Higher Education has multifaceted challenges quality, quantity, technology globalization of higher education etc. There is a need of competent faculty and for that in service faculty development programmes are very important.

As per recommendation of the National Policy on Education (1986), Academic Staff Colleges were set up in different universities in the year 1987 by UGC. At present there are 66 ASCs exclusively for the development of faculty members of Higher Education Institutions of India. Apart from this recently UGC has started a new programme named “Faculty Recharge Programme”, as UGC has found that there is less contribution in the field of Research & Development by faculties. So the researcher is interested to know what is present scenario/status of Human Resource in Higher Education and whether there is any improvement at functional level after putting so many efforts by UGC and MHRD.

“Though initiated by UGC with very novel aims and objectives since mid 1980s like many other system with good aims and objectives, this system (to attend Refresher Course) also seems not to be taken by people in the true spirit of the provisions but taken mostly in a mechanical way of fulfilling the eligibility criteria for future promotion or career advancement (Bora, A., 2014).

Researcher is also interested to know that what kind of Faculty Development Programmes are made available by ASCs and how many are actually being followed by different colleges. What kind of facilities is provided by Managements of affiliated colleges for research and training programmes.

It has been observed from Literature Review that studies have been conducted to measure the Human Resource Development especially with reference to Faculty Development Programme in Higher Education in Indian and outside India, but few in
Higher Education of Gujarat. This gap was found by the researcher and present study has been undertaken to fill this gap. This study has been undertaken to measure how HRD practices are followed in Higher Education of Gujarat and has focused especially to measure the perception of faculties towards HRD practices and Faculty Development Programmes. Findings and conclusion of this study will benefit the different stakeholders like Management of Colleges, Universities and Policy Makers of Higher Education. Considering the need of present Higher Education system and challenges, it seems necessary to study the Higher Education Scenario with reference to faculty members of colleges of Gujarat.

2.4 **PROFILE OF UNIVERSITIES OF HIGHER EDUCATION OF GUJARAT:**

Gujarat Higher Education is supervised and regulated by Commissioner of Higher Education of Gujarat. It consists of 44 Universities, Research Institutes & Institutes of National Importance including IIM Ahmedabad.
Among universities there are 9 state universities which are as under:

**Table13: List of State Universities of Higher Education of Gujarat**

<table>
<thead>
<tr>
<th>Sr. No.</th>
<th>Name</th>
<th>Type</th>
<th>Established in the Year</th>
<th>Location</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Maharaja Sayajirao University of Baroda</td>
<td>General</td>
<td>1919</td>
<td>Vadodara</td>
</tr>
<tr>
<td>2</td>
<td>Gujarat University</td>
<td>General</td>
<td>1949</td>
<td>Ahmedabad</td>
</tr>
<tr>
<td>3</td>
<td>Sardar Patel University</td>
<td>General</td>
<td>1955</td>
<td>Vallabh Vidhya Nagar</td>
</tr>
<tr>
<td>4</td>
<td>Veer Narmad South Gujarat University</td>
<td>General</td>
<td>1965</td>
<td>Surat</td>
</tr>
<tr>
<td>5</td>
<td>Saurashtra University</td>
<td>General</td>
<td>1967</td>
<td>Rajkot</td>
</tr>
<tr>
<td>6</td>
<td>Bhavnagar University</td>
<td>General</td>
<td>1980</td>
<td>Bhavnagar</td>
</tr>
<tr>
<td>7</td>
<td>Hemchandracharya North Gujarat University</td>
<td>General</td>
<td>1986</td>
<td>Patan</td>
</tr>
<tr>
<td>8</td>
<td>Krantiguru Shyamji Krishna Verma Kachchh University</td>
<td>General</td>
<td>2004</td>
<td>Bhuj</td>
</tr>
<tr>
<td>9</td>
<td>Shree Somnath Sanskrit University</td>
<td></td>
<td>2013</td>
<td></td>
</tr>
</tbody>
</table>

Source: E-gyan – [www.egyan.org.in](http://www.egyan.org.in)

Among these universities first eight are homogeneous in terms of type, managing body, fund providing body etc. These universities are providing co-education and awarding various degrees for various courses.

The following section presents a brief profile of the sample organizations which are four state universities of Gujarat Higher Education. Inception of the universities, academic aspects, curricular aspects, research consultancy and extension, affiliated colleges-type and organizational structure, courses offered etc., are briefly compiled and presented.
1) Gujarat University-Ahmedabad:

- **Introduction:**
  Gujarat University was established in the year 1949 under the Gujarat University Act. It is the largest and oldest state university of Gujarat recognized by UGC. It is affiliating university which imparts advanced knowledge, wisdom and understanding through teaching, learning and research. Eight districts of Gujarat like Ahmedabad, Gandhinagar, Kheda, Anand, Vadodra, Panchmahal, Dahod, Mahisagar and two Union Territories are covered under the university.

- **Academic and Curricular Aspect:**
  Gujarat University has introduced number of programmes in emerging inter-intra disciplinary areas, which is need of world of business, industry and society. University offers conventional graduate and post graduate programmes in the discipline of commerce, arts and science in different subjects. It also provides research programmes of M.Phil and Ph.D. Apart from regular programmes it offers (most demanded) emerging programmes like Animation, Biochemistry, Bioinformatics, Bio Medical Technology, Biotechnology, Climate Change Impacts Management, Clinical Research, Food Science and Nutrition, Forensic Science, Human Genetics, Infrastructure Management Services, Information technology, Mobile Applications and Development Management and many more. Thus Departments and specialized centers of university offer a variety of conventional learning and innovative emerging programmes.

- **Research Consultancy and Extension:**
  World renowned research organizations like PRL, ISRO, Plasma Research Institute, Entrepreneur Development Institute engaged in extended research activities are continuously serving the society by their research work. Various departments of universities are undertaking major and minor research projects funded by various agencies like UGC, DBT, DST, CSIR, SAC/ISRO, MOES, MHRD, GUJCOST, GSBTM, Central and state Government etc. One
department of university is recognized as a Centre for Excellence for research by Gujarat Council on Science and Technology, Gandhinagar.

University has organized more than 200 seminars/symposium, workshop, conference, training programmes etc. to enhance the research activities in the field of Higher Education of Gujarat. These research and extension activities are carried out by the university in collaboration with the state or central funding agencies.

- **Affiliated Colleges and Institutions:**
  University is imparting education in eight districts of Gujarat State through more than 350 affiliated colleges, 35 post graduate departments and more than 50 affiliated post graduate departments centers with diversified courses in faculties of Arts, Commerce, Science, Education, Law, Medical and Dental. Apart from conventional courses these colleges are also offering innovative professional courses in Computer Science and Technology, Management and various Career Oriented Programmes. In nut shell it provides courses of Under Graduate, Post Graduate, Certificate, Diploma, Doctoral and SAP (Study Abroad Programme).
Table 14: List of affiliated colleges (Status: year 2014)

<table>
<thead>
<tr>
<th>Sr. No.</th>
<th>Affiliated Colleges</th>
<th>No.</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Arts Colleges</td>
<td>27</td>
</tr>
<tr>
<td>2</td>
<td>Performing Arts Colleges</td>
<td>02</td>
</tr>
<tr>
<td>3</td>
<td>Arts &amp; Commerce Colleges</td>
<td>48</td>
</tr>
<tr>
<td>4</td>
<td>Arts &amp; Education Colleges</td>
<td>01</td>
</tr>
<tr>
<td>5</td>
<td>Arts &amp; Science Colleges</td>
<td>06</td>
</tr>
<tr>
<td>6</td>
<td>Arts, Science &amp; Commerce Colleges</td>
<td>06</td>
</tr>
<tr>
<td>7</td>
<td>Commerce colleges</td>
<td>39</td>
</tr>
<tr>
<td>8</td>
<td>Science Colleges</td>
<td>14</td>
</tr>
<tr>
<td>9</td>
<td>Dental Colleges</td>
<td>06</td>
</tr>
<tr>
<td>10</td>
<td>Education Colleges</td>
<td>86</td>
</tr>
<tr>
<td>11</td>
<td>Law College</td>
<td>10</td>
</tr>
<tr>
<td>12</td>
<td>Medical and Para Medical Colleges</td>
<td>27</td>
</tr>
<tr>
<td>13</td>
<td>Physical Education Colleges</td>
<td>02</td>
</tr>
<tr>
<td>14</td>
<td>B.B.A. Colleges (Self Finance)</td>
<td>15</td>
</tr>
<tr>
<td>15</td>
<td>B.C.A. Colleges (Self Finance)</td>
<td>13</td>
</tr>
<tr>
<td>16</td>
<td>Engineering Colleges</td>
<td>18</td>
</tr>
</tbody>
</table>

Source: [www.gujaratuniversity.org.in](http://www.gujaratuniversity.org.in)

- **Organizational Structure of Colleges:**

  Affiliated colleges to Gujarat University are divided in three categories or types from management point of view, which are as follows:
  1. Government Colleges
  2. Grant in Aid Colleges
  3. Self Finance Colleges

  Total undergraduate programmes of B.Com, B.A. and B.S.C. providing colleges are 139. Out of these, 15 are Government Colleges, 106 are Grant in Aid Colleges and 18 are Self Finance Colleges.
Table 15: Total number of Arts, Commerce and Science Colleges affiliated to Gujarat University (College Type wise)

<table>
<thead>
<tr>
<th>Sr. No.</th>
<th>Type of Colleges</th>
<th>No.</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Government</td>
<td>15</td>
</tr>
<tr>
<td>2</td>
<td>Grant in Aid</td>
<td>106</td>
</tr>
<tr>
<td>3</td>
<td>Self Finance</td>
<td>18</td>
</tr>
</tbody>
</table>

Financial control over Government Colleges is regulated by state government, while in self finance it is in the hands of management of the respective college. Faculty recruitment procedure is undertaken as per UGC and State Government norms in Government and Grant in Aid colleges as well as Self Finance Colleges. Norms for Career Advancement, Promotion and Increment of Faculty are followed as per UGC and State Government in Government and Grant in Aid Colleges, but in Self Finance colleges these norms & policies are framed by management of colleges. Thus Human Resources Management and Development polices differ as per the type of college.

- **Salient features of university:**
  - The oldest and the largest university of the state.
  - State University approved by UGC.
  - Conventional as well as innovative under graduate and post graduate programmes with diversified subjects.
  - World renowned research organisations like PRL, ISRO etc.
  - Continuous practice of conducting seminars / workshops / conferences to enrich research environment.
  - More than 350 affiliated colleges in 8 districts of Gujarat covers a major geographical area of the state.
  - 35 post graduate departments and more than 50 affiliated post graduate centres.
  - Study abroad Programmes (SAP) for NRI
  - Affiliated colleges managed by Government and Private Trusts
  - UGC Academic Staff College for the development of faculty in Higher Education.
  - Three types of affiliated colleges – Government, Grant-In-Aid and Self Finance.
Table 16: List of Arts, Commerce and Science colleges affiliated to Gujarat University (Faculty-Stream wise)

<table>
<thead>
<tr>
<th>Faculty-Stream of College</th>
<th>Govt. College (No.)</th>
<th>Grant-in-Aid College (No.)</th>
<th>Self Finance College (No.)</th>
<th>Total (No.)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Arts College</td>
<td>4</td>
<td>24</td>
<td>2</td>
<td>30</td>
</tr>
<tr>
<td>Arts &amp; Commerce College</td>
<td>3</td>
<td>39</td>
<td>2</td>
<td>44</td>
</tr>
<tr>
<td>Arts &amp; Science College</td>
<td>1</td>
<td>5</td>
<td>--</td>
<td>6</td>
</tr>
<tr>
<td>Commerce College</td>
<td>5</td>
<td>22</td>
<td>14</td>
<td>41</td>
</tr>
<tr>
<td>Science College</td>
<td>2</td>
<td>9</td>
<td>--</td>
<td>11</td>
</tr>
<tr>
<td>Arts, Science &amp; Commerce College</td>
<td>--</td>
<td>6</td>
<td>--</td>
<td>6</td>
</tr>
<tr>
<td>Arts &amp; Education</td>
<td>--</td>
<td>1</td>
<td>--</td>
<td>1</td>
</tr>
<tr>
<td>TOTAL</td>
<td>15</td>
<td>106</td>
<td>18</td>
<td>139</td>
</tr>
</tbody>
</table>

Source: www.egyan.org.in

2) Sardar Patel University-Vallabh Vidhya Nagar

- **Introduction:**
  Sardar Patel University was established by an Act of the legislative assembly in December 1955. It is a state university, recognized under 2(f) of the UGC act in 1968. It is one of the best universities of Gujarat where students from all over the world are coming for getting education.

- **Academic and Curricular Aspect:**
  Sardar Patel University offers various undergraduate and post graduate courses as per the need of the hour. University takes proper care of demand of the students, society and the employing agencies-industry or organizations at the state, national and international level while developing the courses. Under graduate courses are offered by university which are taught in its affiliates colleges or institutes.
  
  University imparts education through 26 post graduate departments, a constitute college and 87 affiliated colleges/institutions. The teaching
programmes under various faculties includes Post graduation Degree Courses, Post graduate Diploma courses, Diploma course and Advanced Certificate Courses at Post graduate level. It covers almost all major disciplines, conventional course & innovative programmes in the field of Higher Education.

- **Research Consultancy and Extension:**
  University provides a platform to publish Research Papers in the field of Basic and Applied Sciences, through ‘PRAJNA’, e-journal of Pure and Applied Sciences. Apart from this seminars / workshops / conferences are organized by different departments and colleges of university, which provides opportunity to faculty to involve in research activities. The standard of research done by faculty and research scholar is considered as one the best in the field of Higher Education of India.

- **Affiliated Colleges & Institutes:**
  There are total 92 affiliated colleges and Institutions which are offering different programs. Under graduate programmes like B.Com., B.A. B.Sc., B.S.W., B.B.A., B.Ed., B.Sc. (Home Science), B. (Homeo), B. Music & Dance, B.Sc. (MT), Basic B.Sc. Nursing, B.Physio, B. Architecture, B. Interior Design, B.S.W., B.Lib., L.L.B. etc. similarly Post graduate programmes are also offered in almost same disciplines.

- **Organizational Structure of Colleges:**
  University affiliated colleges and Institutes are of two types
  1. Grant-In-Aid
  2. Self Finance
  Among total 92 colleges and institutions 18 colleges are Grant in Aid including one constituent college and remaining are Self Finance Colleges.
• **Salient features of university:**
  
  o One of the best universities of Gujarat where students get enrolled globally.
  
  o Need based undergraduate & postgraduate programmes.
  
  o 26 PG departments and 87 affiliated colleges/institutions.
  
  o Conventional and innovative programmes in almost all major disciplines.
  
  o E-journal ‘PRAJNA’, a platform for publication of research papers in sciences.
  
  o Seminars/conferences/workshops to enhance the research activities.
  
  o Affiliated colleges-Grant-In-Aid and Self Finance.

**Table 17: List of Affiliated Commerce, Arts & Science Colleges affiliated to Sardar Patel University (Faculty-Stream wise)**

<table>
<thead>
<tr>
<th>Faculty-Stream of College</th>
<th>Sardar Patel University</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Grant-in-Aid College</td>
</tr>
<tr>
<td>Arts College</td>
<td>5</td>
</tr>
<tr>
<td>Arts &amp; Commerce College</td>
<td>--</td>
</tr>
<tr>
<td>Commerce College</td>
<td>3</td>
</tr>
<tr>
<td>Science College</td>
<td>2</td>
</tr>
<tr>
<td>Commerce &amp; Management College</td>
<td>--</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td><strong>10</strong></td>
</tr>
</tbody>
</table>

Source: [www.egyan.org.in](http://www.egyan.org.in)

3) **Krantiguru Shyamji Krishna Verma Kachchh University-Bhuj**

• **Introduction:**

Krantiguru Shyamji Krishna Verma Kachchh University was established in the year 2003 under the K.S.K.V. Kachchh University Act and was recognized under UGC 2(f) on 03-02-2004. It is very new and ‘young’ state university of Gujarat. It covers the whole Kachchh District. 10 colleges of the district, previously affiliated to Gujarat University, were affiliated to Kachchh University on 22nd June 2004.
• **Academic and Curricular Aspect:**
University started with conventional programmes of under graduate and post graduate level which were already offered by its affiliated colleges. It has introduced various new courses as per the need of the society and Higher Education field. It offers Post Graduate courses like MBA (Regular), MBA (Integrated), M.Com. in Commerce & Management, MSW, M.Sc. (CA&IT), MPA, M.Sc. (Chemistry, Geology, Environment in Sciences) and M.A. (Gujarati, Sanskrit, Economics & English) in Arts faculty. It also offers research oriented programmes like M.Phil and Ph.D. in different disciplines. Various conventional and professional courses of undergraduate level and post graduate level are offered by its affiliated colleges.

• **Research Consultancy and Extension:**
University is keen to provide platform for research work to faculty and research scholar. Departments are organizing workshops, seminars, training programmes and conferences at national and international level time to time. This environment is also existing in its affiliated colleges.

• **Affiliated colleges and their organizational structure:**
University commenced with 10 affiliated colleges and has increased the no. of colleges up to 43. Affiliated colleges to university are divided in 3 categories:
1. Government
2. Grant-In-Aid
3. Self Finance

Table 18: Total number of affiliated colleges to KSKV Kachchh University:

<table>
<thead>
<tr>
<th>Sr. No.</th>
<th>College Type</th>
<th>No.</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Government</td>
<td>04</td>
</tr>
<tr>
<td>2</td>
<td>Grant-In-Aid</td>
<td>06</td>
</tr>
<tr>
<td>3</td>
<td>Self Finance</td>
<td>33</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td></td>
<td><strong>43</strong></td>
</tr>
</tbody>
</table>

Source: [www.kskvku.digitaluniversity.ac](http://www.kskvku.digitaluniversity.ac)
<table>
<thead>
<tr>
<th>Sr. No.</th>
<th>Courses Offered</th>
<th>No. of Govt. College</th>
<th>No. of G.I.A.</th>
<th>No. of S.F.</th>
<th>Total Colleges</th>
</tr>
</thead>
<tbody>
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<td>14</td>
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<tr>
<td>15</td>
<td>M.Sc. (CA&amp;IT)</td>
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<td>17</td>
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<td>01</td>
</tr>
</tbody>
</table>

Source: [www.kskyku.digitaluniversity.ac](http://www.kskyku.digitaluniversity.ac)
• **Salient features of university:**
  o ‘Young’ State University of Gujarat imparting Higher Education.
  o Covers the whole Kachchh District.
  o Established with 10 colleges previously affiliated to Gujarat University.
  o Conventional and Professional programmes offered by affiliated colleges.
  o Total 43 affiliated colleges having three categories-Government, Grant-In-Aid and Self Finance.

**Table 20: List of Affiliated Commerce, Arts & Science Colleges affiliated to KSKV Kachchh University (Faculty-Stream wise)**

<table>
<thead>
<tr>
<th>Faculty-Stream of College</th>
<th>Kachchh University</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Govt. College</td>
</tr>
<tr>
<td>Arts &amp; Commerce College</td>
<td>1</td>
</tr>
<tr>
<td>Arts &amp; Science College</td>
<td>1</td>
</tr>
<tr>
<td>Commerce College</td>
<td></td>
</tr>
<tr>
<td>Science College</td>
<td>1</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td>3</td>
</tr>
</tbody>
</table>

Source: [www.kskvyku.digitaluniversity.ac](http://www.kskvyku.digitaluniversity.ac)

4) **Saurashtra University-Rajkot:**

• **Introduction:**

  Saurashtra University was established in the year 1967. It is a state university recognized by UGC. It imparts education in the districts of Saurashtra which are Amreli, Jamnagar, Junagadh, Porbandar, Rajkot, Surendranagar, Morbi, Gir, Somnath and Dwarka. There are total 28 departments which offer variety of courses.

• **Academic and Curricular Aspect:**

  Different departments of university offer conventional and professional both kind of courses. M.Sc. Bio-Science, Master of Journalism and Mass Communication, Post Graduate Diploma in Hardware Technology, Certificate
course in Jain Literature and Diploma courses in Charni Literature are illustrative. Almost in all disciplines M.Phil and Ph.D. programmes are offered by university. It has introduced variety of programmes in emerging disciplinary areas and has contributed tremendously in the growth and development of Higher Education of Gujarat.

- **Research and Extension Activities:**
  University has facilitated research opportunities in the discipline of Humanity, Social Studies, Computer, Indian Culture, Law, Literature, Science and Technology. Apart from regular seminars, workshops, training programmes university has promoted excellence in research through introducing award for Excellence in Research. UGC-Academic Staff College of Saurashtra University organizes various Orientation Programmes, Refresher Courses, and Short Term Training Programmes etc for the development of faculty.

- **Affiliated Colleges and their organisational structure:**
  Students of Saurashtra receive quality education in colleges which are affiliated to Saurashtra University. These colleges are of three categories or types from management point of view, which is as follows:
  1. Government
  2. Grant-In-Aid
  3. Self Finance

<table>
<thead>
<tr>
<th>Sr. No.</th>
<th>College Type</th>
<th>No.</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Government</td>
<td>16</td>
</tr>
<tr>
<td>2</td>
<td>Grant-In-Aid</td>
<td>85</td>
</tr>
<tr>
<td>3</td>
<td>Self Finance</td>
<td>115</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td></td>
<td><strong>216</strong></td>
</tr>
</tbody>
</table>

Source: [www.egyan.org.in](http://www.egyan.org.in)
• Salient features:
  o Re-Accredited by NAAC – Grade A (CGPA 3.05)
  o Covers the Saurashtra region.
  o 28 Departments of university offer various conventional and non conventional programmes.
  o Certificate courses based on local demand like Jain Literature and Charni Literature.
  o M.Phil and Ph.D. programmes in major disciplines.
  o Regular practice of conferences/seminars/workshops.
  o Award for Excellence in Research.
  o UGC-Academic Staff College at Rajkot for faculty development.
  o 297 affiliated colleges to university having three categories-Government, Grant-In-Aid and Self Finance.
Table 22: List of Affiliated Commerce, Arts & Science Colleges affiliated to Saurashtra University (Faculty-Stream wise)

<table>
<thead>
<tr>
<th>Faculty-Stream of College</th>
<th>Govt. College</th>
<th>Grant-in-Aid College</th>
<th>Self Finance College</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Arts College</td>
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<td>7</td>
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<td>Arts &amp; Commerce College</td>
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<td>3</td>
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<tr>
<td>Commerce College</td>
<td>1</td>
<td>10</td>
<td>4</td>
<td>15</td>
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<tr>
<td>Science College</td>
<td>2</td>
<td>2</td>
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<td>4</td>
</tr>
<tr>
<td>Arts, Commerce &amp; B.B.A. College</td>
<td>--</td>
<td>--</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>Arts, Commerce, Home Science &amp; B.B.A. College</td>
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</tr>
<tr>
<td>Commerce &amp; B.B.A. Colleges</td>
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<td>--</td>
<td>4</td>
<td>4</td>
</tr>
<tr>
<td>Commerce &amp; Home Science College</td>
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<td>1</td>
<td>2</td>
</tr>
<tr>
<td>Commerce &amp; Science College</td>
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<td>--</td>
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<td>1</td>
</tr>
<tr>
<td>Arts, Commerce &amp; Home Science College</td>
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<td>8</td>
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<tr>
<td>Arts, Commerce &amp; Education College</td>
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<td>1</td>
</tr>
<tr>
<td>Science &amp; Home Science College</td>
<td>--</td>
<td>1</td>
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<td>1</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td><strong>15</strong></td>
<td><strong>68</strong></td>
<td><strong>27</strong></td>
<td><strong>110</strong></td>
</tr>
</tbody>
</table>

2.5 CONCLUSION:

On the basis of current literature review the conceptual frame work of the study has been formulated. The need of the hour is that the status of Human Resource Development in Higher Education of Gujarat in terms of development of the faculty to be measured. This would help in policy decisions for the betterment of Higher Education. The research design for the study has been explained in the following chapter.
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