



Human Resource Development in Indian Universities (with a Special Reference to Gulbarga University, Kalaburagi)

**Dr.Santosh Singh
Bais**

Asst. Professor & HOD, Dept of Commerce & Management, Govt.
First Grade College & P G Centre Sedam, Dist: Kalaburagi (Kalabgi)
-585222 Karnataka

ABSTRACT

Development of persons to their maximum potential and the conservation of talent is the Human Resource Development (HRD) concept. HRD has been defined as "the process of increasing the knowledge, skills and the people in society." But today, there is a little awareness of the fact that HRD is a contributing factor for the economic growth of the country. Without qualitative improvement of human resource the possibilities of an improvement in the standard of living of the masses are remote. An organization is known not by concrete and bricks but by the type of its human resource. It is constructed or destroyed by quality and behavior of its people. It has growingly been realized that improvement in manpower is key to both micro and macros developers. Development is important in every sphere of life and educational institutes are no exception to it. Development of university education depends much upon the quality of its human resource, i.e., teachers. In modern times knowledge is increasing at very rapid rate both horizontally and vertically. So, a high degree of knowledge is basic requirement for the success of teacher. To exact that knowledge teachers involve themselves in research oriented activities, which indicate the degree of sincerity, diligence and creativity.

KEYWORDS

Development, Education, Resource, Manpower, Training, Knowledge

Introduction:

University commission under the chairmanship of Dr. S. Radhakrishnan in 1984 emphasized on the role of universities in the advancement of the frontiers of knowledge, viz., research and especially pure or fundamental research. Teaching human resources of university ought to be motivated and persuaded to put their heart and mind in research work. It is the quality of research work, which governs the academic standard of the institute and its faculty. It is teaching human resources, which shape the destiny of teeming youth and steer the whole nation towards development and prosperity.

Teaching and research have been wedded to each other. Both the activities are means to development of university teachers. Research activities are more important at higher educational level. Creativity first erupts in mind and then is transformed in the shape of valuable writings. Hence, teaching should be creative. It is rightly said that application is soul of knowledge.

The present study of human resource development (HRD) in university system is restricted to self development process of university teachers. The objective of study is to examine the nature and magnitude of self development concept of HRD.

METHODOLOGY:

The present study has been conducted with the help of both the primary and secondary data. A Judgment (purpose) sampling method was adopted for collecting the information. It is studied by undertaking a case study of randomly selected 100 teachers of Gulbarga University, Kalaburagi, which comprises 42 Asst. Professor, 36 Associate Professor and 22 Professors. Here, the parameters of development includes their creative activities like writing books, papers and undertaking research projects funded by UGC, ICSSR, ICAR, etc.

Primary data:

The study is mainly based on the primary data. The Primary data were collected through a questionnaire consisting both open and close ended questions. And in depth discussion/interview were held with University teachers. The questionnaire was pre-tested through a pilot study. Necessary modifications were made in the questionnaire on the basis of the pre-testing.

Secondary Data:

The primary data has been supplemented by the secondary data. The secondary data has been collected from the books, journals and Newspapers etc.

Tools and Techniques:

Data collected from different sources were tabulated and classified table wise so as to make the study systematic and scientific. Different tables were prepared for the purpose to concentrate on each and every aspect of the study. After tabulation of the data an analysis was made using Statistical tool such as simple percentage

HABIT OF WRITING TEXT BOOKS

Text books written with utmost care in the light of socio-economic requirements of the society are prescribed for the graduate and post graduate courses. They are the most critical source of knowledge to both learners and teachers. Those who have ideas, experience and concept in their mind write such books. Thus, the information summarized in Table 1 about this habit or teachers of Gulbarga University, Gulbarga reveals that majority of them 87% don't write text books as they feel that this activity doesn't get much weight in their career advancement. This aspect of non-linkage with their promotion has also been confirmed by the opinion of those who wrote some books only during lectureship as they stopped writing of textbooks thereafter due to indifferent attitude of selection committees at the time of their immediate promotion. The table under reference provides that only 6% of lectures; 18% of Associate Professor and 14% of professors have shown interest in this type of creative work. Thus, on an average only one after four university teachers appears to be busy in producing this source of knowledge.

**TABLE -1
TEXT BOOKS WRITTEN**

No. of books	Percentage of Asst. Professor	Percentage of Associate Professor	Percentage of Professors	Total Teachers	Total No. Books.
0	94	82	86	87	0
1	4	10	5	7	7
2	2	8	3	4	8

3	-	-	3	1	3
4	-	-	3	1	4
Total	100	100	100	100	22

Source: Field Survey

HABIT OF WRITING REFERENCE BOOKS

Reference books are the original source of knowledge based upon the research project reports. Such books, as respondents reported, bring name and better prospects to the authors. Unlike textbooks, these books remain in libraries for further consultation by academicians. Career oriented teachers feel more interested in writing these books, as this habit serves as method of self-development. They also get due encouragement and weight for promotion. However, it may be stated that teachers take up this activity at an advanced stage of their career. Table – 2 reveals that only 15% of Asst. Professor working in Gulbarga University, Gulbarga having teaching experience above 8 years, have written such books in their area of interest.

**TABLE – 2
CADRE WISE TEACHERS WRITING REFERENCE BOOKS**

No. of Books	Percentage of Asst. Professor	Percentage of Associate Professor	Percentage of Professors	Total Teachers	Total No. Books
0	85	38	27	56	-
1	15	32	22	22	22
2	-	21	26	14	28
3	-	3	5	2	6
4	-	3	5	2	8
6	-	3	5	2	12
9	-	-	5	1	9
12	-	-	5	1	12
Total	100	100	100	100	97

Source: Field Survey

As against 32% of Associate Professor and 22% of Professors indicating the majority of even senior people also don't like to involve themselves in this sound academic mechanism of self development. The proportion of respondents having written more than one such book has arrived at 21%. Moreover, on the whole, the teaching community in university system is more inclined towards this form of work due to its linkage with their career development.

PUBLICATION OF PAPERS

Research papers published in standard journals by the university teachers serve as an important source of academic communication on the one hand their self development on the other. This process of self development in the university system is well taken care of as due weight age to such activity is ensured in the career advancement and promotion of the teachers. In fact research papers are an outgrowth of teaching and research experience of the teachers through which they become visible to others, and this process of interaction makes more and more involvement of the academicians for continuing the chain of information dissemination and development. It is in this context that writing habit of Gulbarga University, Gulbarga teachers were examined.

Table – 3 reveals that about 96% of university teachers are quite conscious about their development.

**TABLE – 3
PUBLICATION OF RESEARCH PAPERS**

No. of papers	Percentage of Asst. Professor	Percentage of Associate Professor	Percentage of Professors	Total Teachers
Nil	9	-	-	4
2-4	16	-	-	7
5-6	19	13	0	13
7-10	7	9	-	6
11-14	28	35	10	27
15-18	18	30	30	25

19-30	3	13	35	13
31-40	-	-	5	1
41-44	-	-	10	2
45-50	-	-	5	1
Above 50	-	-	5	1
Total	100	100	100	100

Source: Field Survey

The proportion of teachers getting their as many papers published in journal of national repute as 2-4, 5-6, 7-10, 11-14, 15-18, 19-30, 31-40, 41-44, 45-50 above 50 papers has arrived as 7, 13, 6, 27, 25, 13, 1, 1, 2 and 1 percent respectively which indicates quite sincere involvement of teaching fraternity in this process of development. It may further be pointed that except 9% of Asst. Professor all the respondents have got some papers published.

RESEARCH PROJECT

Lot of money is being invested by the Government of India through the national level academic institutions like ICSSR, ICAR, UGC, etc. for the research and innovation in education. These institutions are financing the research projects undertaken by the teachers so that cadres of qualitative research scientists are developed in Indian universities. These research projects are not the part of their routing work assigned, yet they are given due weight age for such activities at the time of selection for higher positions. It is through this process of self development and appraisal, by which the teachers in Indian universities learn about themselves. The findings of these projects become the basis of policy formulation. It has been observed that very fewer teachers are interested in these activities, say they have to complete and self ability to get involved in such creative and valuable process of self development and development of the system as a whole.

**TABLE – 4
RESEARCH PROJECT**

No. of research Projects	Percentage of Asst. Professor	Percentage of Associate Professor	Percentage of Professors	Total Teachers
Nil	95	82	40	79
1	3	15	20	10
2	2	3	-	2
3	-	-	12	3
4	-	-	18	4
5 and above	-	-	10	2
Total	100	100	100	100

Source: Field Survey

The present study of Gulbarga University, Gulbarga teachers proves the aforesaid hypothesis as many as 79% of the teachers have not shown any interest in research projects funded by the autonomous bodies like UGC, ICSSR, ICAR, etc. it has been observed that this is a very time consuming process.

**TABLE – 5
FELLOWSHIP AND AWARDS**

No. of Organization	Percentage of Asst. Professor	Percentage of Associate Professor	Percentage of Professors
Nil	58	62	55
UGC	24	22	28
CSIR	7	6	9
ICSSR	9	6	3
ICHR	2	-	5
IIT	-	4	-
Total	100	100	100

Source: Field Survey

The self development activities of Gulbarga University, Gulbarga teachers on an average have brought recognition to them as 42% of respondents have earned either post doctoral fellowships or other such awards announced by the reputed national bodies like UGC, ICSSR, CSIR, IIT. However, majority of

these teachers have obtained fellowship from UGC and CSIR. Thus, it may be stated that the teaching work and research activities of Gulbarga University, Gulbarga are quite of high standard.

SUGGESTIONS:

- Conducting the training programs to teachers in the University every year.
- Conducting the refresh classes to teachers in the University every year by experts.
- Strictly implement the student assessment program.
- Recruit the sufficient teaching staff in the University most of the departments run through only one full time faculty.
- Provide the financial support to the teachers for their Publications and Conferences etc.

CONCLUSIONS:

The information personally gathered and on the spot assessment about Gulbarga University, Kalaburagi teachers work life indicate that they do not get much incentive for their academic growth from the existing system, i.e., to a great extent they pursue self development oriented research activities on the basis of their own perception and priority. Therefore, it is suggested that the existing state university system be thoroughly examined and needed changes be made to evolve a culture of development of human resource in such seats of learning so that social responsibility be duly acknowledged.

REFERENCES:

1. Kohli, Updesh & Gautam Vijayshil, HRD & Planning Resources in India, Sanjay Printers, Delhi, 1988, P. 1
2. Khan, Farooq, Management of Human Resources, Economics Times, Delhi, September 22, 1984, P. 8.
3. Ganchi, D. A. "New Directions of Teaching at Higher Level" University News, Delhi, Feb. 1990, P. 1.