

**A STUDY TO ASSESS THE H.R.D. PRACTICES ADOPTED AMONG  
SCHOOL TEACHERS IN SELECTED SECONDARY SCHOOLS IN  
PUNE CITY DURING 2011 - 12**

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**Submitted By**

**SUNNY P. MATHEW**

**Under the Guidance of**

**DR. DANIEL PENKAR**

**November 2014**

FORM 'B'

**DECLARATION**

I hereby declare that the thesis entitled “**A STUDY TO ASSESS THE H.R.D. PRACTICES ADOPTED AMONG SCHOOL TEACHERS IN SELECTED SECONDARY SCHOOLS IN PUNE CITY DURING 2011 – 12**” completed and written by me has not previously been formed as the basis for the award of any Degree or other similar title upon me of this or any other Vidyapeeth or examining body.

Place : Pune

**SUNNY P. MATHEW**

Date : November 2014

Research Student

FORM 'C'

C E R T I F I C A T E

This is to certify that the thesis entitled “**A STUDY TO ASSESS THE H.R.D. PRACTICES ADOPTED AMONG SCHOOL TEACHERS IN SELECTED SECONDARY SCHOOLS IN PUNE CITY DURING 2011 – 12**” which is being submitted herewith for the award of the Degree of Vidyavachaspati (Ph. D.) in the faculty of Management of Tilak Maharashtra Vidyapeeth, Pune is the result of original research work completed by Shri Sunny P. Mathew under my supervision and guidance. To the best of my knowledge and belief the work incorporated in the thesis has not formed the basis for the award of any Degree or similar title of this or any other university or examining body upon him.

Place : Pune

**Dr. Daniel Penkar**

Date : November 2014

Research Guide

## **A C K N O W L E D G E M E N T**

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Place : Pune

**SUNNY P. MATHEW**

Date : November 2014

Research Student

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## **ABSTRACT**

**Title : A Study To Assess The H.R.D. Practices Adopted Among School Teachers  
In Selected Secondary Schools In Pune City During 2011 - 12**

### **Introduction :**

Human resource management is concerned with human being in an organization. It reflects a new philosophy, a new outlook, approach, which deals with manpower as its resource. People need competencies like knowledge, attitude, values & skills to perform tasks. Higher degree and quality of performance of tasks requires higher degree of skills. Without continuous development of competencies in people, an organization cannot achieve its goals. Competent & motivated employees are essential for organizational survival, growth & excellence.

It is well recognized that human competency development is an essential pre-requisite for development of an organization. Research, experimentation & experience in the field of human resource management has grown enormously in the last decade.

Any growing dynamic organization has to pay attention to working conditions of human resource because, other resources can grow in a limited manner, but human resources have an unlimited potential of growth.

### **Recent trends in competitive academic environment**

A few years ago human resource management was considered as a new name for training. Today most academic institutions talk in terms of HRM climate, performance appraisal, potential development, performance counselling, career path development and healthy working environment. Thus human resource development has become an important essential dimension of modern academic management. It treats individual as a resource rather than an expense & views expenditure on training/refreshing as an investment than cost. Now a days there is great awareness about investment potential in training & development all over the world.

In the face of enormous & rapid change in the academic environment in India, backed by liberalization of economy, globalization of business, modernization of technology and privatization of services, a need exists for a fresh look at the human

resources. Thus, it has opened a new chapter in training and investing in employees. The need for participation of the teachers is carefully nurtured. Separation between ownership & management also increased the scope of human resource department.

### **Need of the study of H.R. practices in selected secondary schools in Pune City.**

Searching best talent and retaining them has emerged as a challenge. In the changing academic environment & technological changes, operational efficiency of teachers must cope with such changes, such as introduction of electronically operated equipments for schools such as OHP, LCD Projector Pre recorded video CDs etc. There is a need for training and refreshing knowledge for teachers also. Due to increased number of schools, large number of trained & skilled teachers is required. Placing people at appropriate place is also a difficult task. It needs proper planning at micro level and its successful implementation.

As already stated, the most important resource of an organization is its human resource, the people who supply the organization with their work, talent, creativity and skill. Thus human beings hold the key to organization performance. In view of this, most of the investigations in this area of management have repeatedly argued that unless people working in an organization are emotionally involved, the organization will not be in a position to effectively perform over a long period of time. This is true in case of all organization – manufacturing, service industry / education

There is potential to increase school-based management in India's publicly funded secondary schools (both public and private), which can lead to (i) improved decision-making based on better information and (ii) increased community and parental involvement (which can increase accountability of decision makers). Finally, investments are urgently needed to improve basic information collection and analysis for secondary education, key for management at all levels.

The most important example of a centrally sponsored scheme is Sarva Shiksha Abhiyan (SSA). Secondary education does not have an equivalent scheme, although one is proposed for the XIth Plan, called SUCCESS.

The central government runs three chains of schools –Kendriya Vidyalayas (Central Schools) for children of Central government employees, Navodaya Vidyalayas (higher



quality residential schools)for talented rural children, and the National Institute for Open Schooling

Whether partnership models are developed or not, the government has an important role to play in the regulation of the private sector, such that it serves the public good. To begin with, by ruling of the Supreme Court, all private schools in India must be non-profit in nature (although in practice this appears to be an unenforceable and widely ignored ruling).Secondly, only private schools which are “recognized” (i.e. certified by government) are able to issue officially recognized transcripts, exam scores and diplomas.

Recognition is a state-level matter (not central), subject to norms and regulations which are quite extensive, so much so that they appear to discourage the establishment, registration and recognition of private schools Several factors lead to a mismatch between the supply and demand of secondary school teachers: shortfalls in recruitment; inflexible norms for the deployment of teachers in government and aided schools; teachers’ reluctance to work in rural areas; and the politicization of teacher transfers. These features of the system already cause difficulties.

Within the broad guidelines set by states, teachers’ terms and conditions of service differ according to the type of school they work in. Different terms and conditions encourage different behavior and attract different types of people to the teaching profession, which has different policy implications. Teachers in government schools are civil servants. In addition to teaching, they are required to help organize elections, update electoral rolls, and conduct population and household censuses

Teachers in aided schools are entitled to the same salary scale and subject to similar terms and conditions of service as teachers in government schools, except in three respects. First, they are not civil servants, so they are not required to perform public duties and they can take secondary jobs. Second, because they are hired by the organization that manages the school, they cannot be transferred by the government across schools or across localities. Third, they are not subject to a reservation system.

### **Reason for choice of the study**

The proportion of unaided schools is getting increased as getting aid from government has become a difficult task. Appointing teachers by hook & crook is the main aim of management of such schools. Such schools are therefore avoiding of framing terms and conditions of service for their teachers. The teachers in such schools are suffering from their rights & benefits but cannot do anything.

To prepare a common manual of service conditions for such teachers was the prime intention of the Researcher. However the first step for this, is to study the present structure of service conditions. Hence this Research Study.

### **Objectives of the study**

H. R. Practices play a crucial role in any organization. It is an integrated system approach to manpower planning. Availability of human resources may not be the problem but to get the required professionals is a Herculean task. The objectives of the study are as follows :

- a. To assess the overall knowledge of the secondary school teachers regarding Human Resource Management in Pune City.
- b. To assess the knowledge of the secondary school teachers working in schools adopting CBSE pattern regarding Human Resource management in Pune City.
- c. To assess the knowledge of the secondary school teachers working in schools adopting State Board pattern regarding Human Resource management in Pune City.
- d. To compare the knowledge of the secondary school teachers working in schools adopting State Board and CBSE pattern regarding Human Resource management in Pune City.
- e. To associate the findings with selected demographic variables.  
To study these focused objectives, the researcher reached to formulate following hypothesis guiding the direction of the study.

## **Scope of the study**

To give justice to the study and to get reliable information in the desired time-frame, the Researcher restricted his attention to the secondary school teachers, teaching in schools located in Pune Municipal Corporation area only. Serious efforts were made to cover schools from various locations, having various types of management, with English and Marathi mediums of teaching and adopting various teaching patterns.

## **Methodology**

### **Primary sources of information**

Questionnaire :

The structured questionnaire was prepared for assessing the knowledge regarding Human Resource management, for the secondary school teachers in Pune. The structured questionnaire included two sections,

**Section I** covered items on demographic data such as age, sex, education, experience etc. **Section II** comprised of items to assess knowledge of teachers about various aspects of Human Resource Management. It comprises questions on following broad aspects

- \* Recruitment
- \* Working Hours
- \* Salary & Increments and Provident Fund
- \* Leaves
- \* Schools Management
- \* Attendance
- \* Training
- \* Administration and Infrastructure

### **Secondary Data**

The secondary data obtained from

- A) Books
- B) Periodicals, journals and bulletins

- C) Library literature
- D) Internet
- E) Reports published in newspapers
- F) Data published by the government, World Bank, Reports of National / International Commissions / Committees on Educational aspects, published material, Reports of various committees.

### Sample Size

The selection of schools is made on the basis of following criteria.

Researcher firstly prepared a database of schools falling within PMC area. By making various permutations and combinations, random sample from out of database was designed in such a manner that it will try to maintain similar percentage of various criteria, viz., medium of teaching, geographical location and examining body, to represent the population of secondary schools in Pune city area.

A sample of 30 schools from out of 306 schools, i.e about 10% was selected. From each of the schools, 20 teachers were selected. Thus, the study was carried out to cover 600 teachers which represent about 25% of population of teachers in Pune city as per data of Govt. of Maharashtra. (Pl. Refer Table Below)

	Maharashtra Board		C.B.S.E	I.C.S.E	TOTAL		TOTAL
	English	Marathi	English	English	English	Marathi	
Central	3	5	1	-	4	5	9
North	1	1	1	-	2	1	3
South	1	3	-	-	1	3	4
East	3	6	1	1	5	6	11
West	1	2	-	-	1	2	3
<b>Total</b>	<b>9</b>	<b>17</b>	<b>3</b>	<b>1</b>	<b>13</b>	<b>17</b>	<b>30</b>

### Hypothesis

The researcher confined himself to focus his attention to following hypothesis only.

- a. The average knowledge of secondary school teachers of Pune city about the Human Resource Management is less than or equal to 50%.

- b. The average knowledge of secondary school teachers of Pune city adopting CBSE pattern about the Human Resource Management is less than or equal to 50%.
- c. The average knowledge of secondary school teachers of Pune city adopting State Board pattern about the Human Resource Management is less than or equal to 50%.
- d. There is no significant difference in the average knowledge of secondary school teachers working in schools in Pune City adopting State Board and CBSE pattern about Human Resource Management.
- e. There is no association of average knowledge of secondary school teachers in Pune City regarding Human Resource management with demographic variables.

### **Classification of Data**

Collected data is classified, coded and tabulated by using various statistical tools, charts, diagrams and graphs

### **Analysis of Data:**

Collected data was analyzed using Microsoft Excel software using percentages, averages, appropriate measures of Central Tendency & Dispersion and conclusions were drawn with the help of different statistical tools to arrive at inferences.

### **Chapterisation:**

## **Chapter – I HRM Introduction**

In India Human resources management has attained wider dimensions and immense importance in recent years. It represents a deviation from the existing philosophy, attitudes, approaches and methods. It is the management of human asset of an organisation. The actual job of every manager is activating, which is possible only by properly managing people. Hence, managing people is the most essential aspect of every manager's job.

This chapter covered lot of aspects of HR such as :

- Historical Background
- Legal Background
- Concept of HRM
- Definition of HRM
- Features of HRM
- Importance of HRM
- General structure of HR Department
- Process of HRM
- Challenges Before H.R.M.
- New concepts in HRM
- Human Resource Audit
- HRM Audit
- Characteristic features of Human resource Development
- Scope of HRD
- HRD Goals and Objectives
- Role of Human Resource Development Manager
- HR Planning

The chapter also covers in detail, the need of the Research and reasons to choose the said topic.

## **Chapter – II Developmental Role of HR in Industries**

This chapter basically is devoted to enlighten the **Status of HR Activities in Secondary Schools**. The Report of the Education Commission(Kothari, 1964-66) which was titled as '*Education and National Development*', set a number of goals to be pursued: "To bring about major improvement in the effectiveness of primary education; to introduce work experience as an integral element of general education; to vocationalise secondary education; to improve the quality of teachers at all levels and to provide teachers in sufficient strength; to liquidate illiteracy; to strengthen centers of advanced study and strive to attain, in some of our universities at least, higher international standards; to lay special emphasis on the combination of teaching and research; and to pay particular attention to education and research in agriculture and allied sciences." These assertions reiterated by the National Policy on Education –

1986 and the accompanying Programme of Action (modified further in 1992) have continued to guide all programmes in the education sector.

The three pillars of education are expansion, inclusion and excellence. A Vision is to realize India's human resource potential to its fullest, with equity and excellence. The Mission of the two Departments within the Ministry of Human Resource Development, viz., the Department of School Education and Literacy and the Department of Higher Education are explained in this chapter.

The chapter also covers in detail following aspects:

- Education: Vision and Goals
- Education in a Changing Global Scenario
- Current Policy Initiatives
- Emerging Challenges and Future Directions
- Human resource Management
- Management of Secondary Schools
- The Institutional Context of Secondary Education
- School Management: Comparing Public, Private Aided and Private Unaided schools
- Management Cost-Effectiveness
- Teacher Recruitment Criteria and Methods
- Qualifications of Private Aided and Unaided Teachers
- Teacher Performance Appraisal and Incentives
- School-Based Management and Decentralization
- Options for Improving Management of Secondary Schooling

Regulation of Private Schools and School-Based Management and Decentralization is also discussed in this chapter.

### **Chapter – III Review of Literature**

One of the most important early steps in a research project is conducting of the literature review. A literature review is designed to identify related research, to set the current research project within a conceptual and theoretical context. Various National,

International Journals, Articles and books were reviewed before starting the field work.

Researcher reviewed around 7 books, 166 articles published in Newspaper, periodicals and 12 Ph. D. Thesis of Research scholars.

#### **Chapter – IV Research Design**

The research design outlines the actual research problem on hand and details the process for solving it. In this chapter a research design will clearly describe the techniques to be used for selecting samples, collecting data, managing costs and other aspects that are essential for conducting research.

The study was conducted in secondary schools in Pune city. There are 306 secondary schools in Pune city under Pune Municipal Jurisdiction. Researcher divided the Pune city in five regions viz. East, West, South, North and Central. A random method was used to select the 30 schools for the research. This was done to ensure that participating schools were sufficiently representative of each region, programme level (State Board, CBSE, ICSE) and language of instruction. The distribution of the schools in each of geographical area is outlined in Table 1.

**Table 1. Regionwise Selection of the School**

<b>Region</b>	<b>Number of schools</b>	<b>Percentage (%)</b>	<b>Schools included in study</b>	<b>Percentage %</b>
East	112	36.60	11	36.66
West	32	10.46	3	10.00
South	42	13.72	4	13.34
North	32	10.46	3	10.00
Central	88	28.75	9	30.00
<b>Total</b>	<b>306</b>	<b>100</b>	<b>30</b>	<b>100</b>



**Table 2. Programme wise selection of schools**

<b>Programme</b>	<b>Number of schools</b>	<b>Percentage (%)</b>	<b>Schools included in study</b>	<b>Percentage %</b>
State Board	263	86	26	86.6
CBSE	34	11	3	10
ICSE	9	3	1	3.4
<b>Total</b>	<b>306</b>	<b>100</b>	<b>30</b>	<b>100</b>

**Table 3. Medium wise selection of school**

<b>Medium of Instruction</b>	<b>Number of schools</b>	<b>Percentage (%)</b>	<b>Schools included in study</b>	<b>Percentage (%)</b>
English	129	42	13	43.33
Marathi	177	58	17	56.67
<b>Total</b>	<b>306</b>	<b>100</b>	<b>30</b>	<b>100</b>

Researcher has given due justice to all five regions. 20 teachers from each school were selected in the study by simple random method. While selecting the schools researcher ensured that equal percentage was maintained between English and Marathi medium schools.(Table 3) The state board schools, CBSE schools and ICSE schools were also given equal representation.(Table 2). Total 600 teachers across the city from 30 schools (on an average 20 teachers from each school by simple random method) were included in the study.

## **Chapter – V Survey Findings**

Responses received through questionnaires were checked, collated and after compilation were entered into personal computer for further processing. The processed data was then analysed statistically to check for meaningful outcomes. Major outcomes are summarized below:

### **Demography of respondents:**

- \* Dominance of female teachers about 74%.
- \* Average age of teachers is about 36 years.
- \* Around 87% teachers are married.
- \* 45% teachers have PG qualification, 47% teachers are graduate.
- \* About 75 % teachers have acquired Professional Qualification in Teaching.
- \* Over 38% teachers have experience for more than 10 years and 6 % teachers have more than 20 years.
- \* Average Salary is about Rs. 21,800/- per month.

### **HRM Knowledge**

- \* About 89 % teachers are full time regular teachers.
- \* About 72% of teachers are appointed through Regular Advertisements.
- \* According to 66% teachers their school is governed by their School's own management policy.
- \* 68 % teachers work for 6-8 hours per day.
- \* Probation period of 'one academic year' is reported by 41.2% of teachers,
- \* Salary of 94 % teachers is credited to individual's bank account.
- \* Salary of about 50 % teachers is paid on 10<sup>th</sup> day every month.
- \* Salary of vacations is not paid for about 13% teachers.
- \* About 70 % teachers receive their salary as per 6<sup>th</sup> Pay Commission.
- \* 46.5 % teachers get their Annual Increment after one year.
- \* Deduction of PF from salary is made in case of 58% teachers only.

- \* Only 58% teachers know that they have been covered under GIC.
- \* According to 92% teachers programmes of academic interest are carried.
- \* 24% teachers received a pat on their back towards their 'appreciation.
- \* 'Signing attendance register' is still in practice as per 90.5% of teachers.
- \* Both arrival & departure timings are noted... say about 93% teachers.
- \* 24.67% of teachers are motivated for higher education/further studies.
- \* Special Training programmes are conducted ...say 46% teachers.
- \* About 45% teachers use their two-wheeler to attend school.
- \* Only 1% teachers keep their kids in their school crèche.
- \* Less than 2% teachers have access for Common Personal Computer.
- \* About 74% teachers have Dress Codes in their schools.
- \* Subject of teaching is based as per qualification ...70% teachers
- \* In case of 54% teachers Class / Standard of teaching is changed in next Academic year.
- \* According to 75.9% teachers, workshops and / or conferences are arranged in their schools.
- \* 84.5% teachers agree that their schools have adopted Performance Based Self Appraisal' system.
- \* LCD projector is used as a teaching aid by less than 11% teachers.
- \* Service Book is maintained in case of about 95% of teachers.
- \* 66% teachers have their age of retirement is 58 years.
- \* HR policy of the school is Good or above good is opinion of 63% teachers.

The consolidated results about score of teachers indicating average HR knowledge is given in the table below:

	<b>All Teachers</b>	<b>State Board</b>	<b>CBSE</b>	<b>ICSE</b>
No. of Teachers	600	518	60	22
Mean	74.64	74.76	71.77	79.54
Median	75	75	75	81.25
Mode	81.25	81.25	62.5	81.25
Standard Deviation	14.193	13.878	18.248	4.39
Range	87.5	87.5	81.25	12.5
Minimum	12.5	12.5	12.5	75
Maximum	100	100	93.75	87.5

## **Chapter – VI Statistical Analysis**

This method is also used to analyse data and draw conclusion. ( known as Analytical Statistics ) There exist two separate techniques of analysis. One is called as Analytical technique in which averages, variability, correlation, regression, trends, rates and ratios etc. are used. The other side uses probability concepts in which estimation, testing of Hypothesis and deterministic and stochastic models etc. are involved. Researcher tested his all hypotheses in this chapter and their results are as given below:

**Hypothesis #1:** The average knowledge of secondary school teachers of Pune city about the Human Resource Management is  $\leq 50\%$ .

**Based on the Z-statistic test the hypothesis is rejected,** resulting that the average knowledge of secondary school teachers of Pune city about the Human Resource Management is  $> 50\%$ .

**Hypothesis #2 :** The average knowledge of secondary school teachers of Pune city adopting CBSE pattern about the Human Resource Management is  $\leq 50\%$ .

**Based on the Z-statistic test the hypothesis is rejected,** resulting that the average knowledge of secondary school teachers of Pune city adopting CBSE pattern about the Human Resource Management is  $> 50\%$ .

**Hypothesis #3:** The average knowledge of secondary school teachers of Pune city adopting Maharashtra State Board pattern about the Human Resource Management is  $\leq 50\%$ .

**Based on the Z-statistic test the hypothesis is rejected**, resulting that the average knowledge of secondary school teachers of Pune city adopting Maharashtra State Board pattern about the Human Resource Management is  $> 50\%$ .

**Hypothesis -#4 :** There is no significant difference in the average knowledge of the secondary school teachers working in schools in Pune City adopting State Board pattern and CBSE pattern regarding Human Resource management

**Based on the paired t-test the hypothesis is accepted resulting that** there is no significant difference in the average knowledge of the secondary school teachers working in schools in Pune City adopting State Board pattern and CBSE pattern regarding Human Resource management.

**Hypothesis- # 5:** There is no association of average knowledge of secondary school teachers in Pune City regarding Human Resource management with demographic variables.

For this purpose the Researcher used Chi-Square test and following results were seen,:

S.N.	Knowledge combined with	Result
1	Age	Associated
2	Sex	Not Associated
3	Educational Qualifications	Not Associated
4	Experience	Associated
5	Examining Body	Not Associated
6	Teachers' Training	Not Associated

## **Chapter – VII Conclusions & Recommendations**

Conclusions are drawn to fulfill objectives and test the hypothesis. Conclusions are inferences drawn from the findings. Major conclusions based on the survey findings are compiled in this chapter and some recommendations are made by the Researcher.

## CHAPTER 1

# **OVERALL PROCESSES, ASPECTS AND PRACTICES OF HR**

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## CHAPTER – 1

### **Overall Processes, Aspects and Practices of HR**

#### **1.01. INTRODUCTION**

##### **Development of Human Resource:**

- 1.01.01 In India Human Resources has attained wider dimensions and immense importance in recent years. It represents a deviation from the existing philosophy, attitudes, approaches and methods. It is the development of human asset of an organisation. The actual job of every manager is activating, which is possible only by properly managing people. Hence, proper use of people is the most essential aspect of every manager's job.
- 1.01.02 Traditionally it has been the job of a personnel executive to manage people. With the emergence of human resources development proper use of people has attained wider dimensions. Humanisation of work environment has now become a primary step, not only in managing people, but in the whole process of management. It obviously value means that HRD approach necessitates every manager to foster human values in managing his people.
- 1.01.03 The transformation of industrial society, globalization of business, and the modernization of methods and techniques which have emerged in a big way brought with it the need for managing a new array of people necessitating the HRD approach. Human Resources Development is now not only a management function but a managerial mission which encompasses within its ambit all the important aspects of activating. Managers of today unmistakably realize that the human resources are most vital for the accomplishment of organizational goals and objectives, and unless the human resources are managed properly, achievement of organizational goals would be in jeopardy. HRD has, therefore, attained unprecedented importance in the realm of business.
- 1.01.04 Hence, HRD is universally recognized as the heart of management process. It is not merely a function like personnel management, though it accommodates



personnel management. It is not just a staff activity, nor it is an isolated function. HRD is involved in every functional area. In fact, no organisation can exist without proper Human Resources Development.<sup>1</sup>

- 1.01.05 While the term ‘Human Resource Development’ (HRD) has only been in common use since the 1980s, the concept has been around a lot longer than that. With globalization and new economic policies, the importance of HRD is now increasingly being realized particularly in the fast-growing corporate public, private and cooperative sectors. In most corporate, the problems of getting competent and relevant people, retaining them, keeping up their motivation and morale, and helping them to both continuously grow and contribute their best to the organisation are being increasingly felt now. According to Leonard Nadler (who coined the concept of HRD), managing ‘Human Resource’ (HR) is a series of organized activities conducted within a specified time and designed to produce behavioural change’. To understand its modern definition, it is helpful to briefly recount the history of HRD.
- 1.01.06 Dr. Manmohan Singh who was then finance minister of India launched liberalization initiatives, said, ‘Indian industry has come of age and is now ready to compete with foreign industry and cooperate with it’. A critical review of HRD efforts in many organizations reveals that organizational diagnosis has been neglected and HR efforts are centered on organizational processes and peripheral issues. The involvement and acceptance of a top management team is a sign known for bringing in effective change and for institutionalizing HRD. This, to a large extent, is non-existent in Indian organisations.
- 1.01.07 The country witnessed the emergence of a new HRD culture when two researchers were invited to review the performance appraisal system in Larsen and Toubro Ltd., The researchers Udai Pareek and T.V. Rao of IIM Ahmedabad developed a new function called the HRD function. The HRD system as a function evolved in India very indigenously from the year 1975. Today, there are high expectations from HRD. Good HRD requires a well-

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<sup>1</sup> Pune Destination Pune – Sakal Media Group Publication, Issue 01 Oct. 2008.)

structured function, appropriately –identified HRD systems and competent staff to implement and facilitate the change process.

1.01.08 The term, HRD, has become very popular in the recent past. Many organisations have either started a new HRD department or have appointed HRD managers or have at least strengthened their human resource departments to look after the HRD functions. In India , Larsen and Tourbo Ltd was the first company among the private sector companies to introduce this concept in 1975 with an objective of facilitating the growth of employees, especially the people at the lower level. Among the public sector companies , it was BHEL which introduced this concept in 1980. Even while introducing HRD, many organisations were under the impression that it was nothing but a ‘training and development’ concept. Certain companies started renaming their training and development department as human resource development departments and some created new departments. A survey by Industrial Team Service in 1969 indicated that the Personnel function was no longer variable if it did not include or allow scope for employment, training, welfare measures, employee education, employee benefits, industrial relations and industrial insurance. Thus, the concept was subject to serious criticism and this ultimately paved the way for the emergence of human resource development.

## **1.02 HISTORICAL BACKGROUND**

1.02.01 One could argue that the HR field dates back to the first working arrangements between master craftspeople and their apprentices. Before the industrial Revolution, working arrangements involved close relationships between mentors and apprentices dedicated to learning a particular trade. Apprentices were often required to live in the shop or home of the master craftsperson. If an apprentice was injured or sick, the master's family was responsible for restoring the young worker's health and welfare. Master and apprentice shared in good times and bad, in profit and in loss.

1.02.02 The usefulness of this age-old relationship came to an abrupt end with the advent of the Industrial Age. In one powerful stroke, the notion of work

moved from guilds and home shops to steam-driven factories. The introduction of the assembly line brought a need for low-skilled employees capable of performing repetitive tasks. Management philosophy at the turn of the century was epitomized by Henry Ford, who often wondered why workers brought their heads to work when all he really needed was their hands and feet.

1.02.03 Assembly line production required that large numbers of people come together for work, but these workers were interchangeable and, to some extent, expendable, because few skills were required for most factory jobs. Employers' attentions focused on consumer demands, the speed at which new machines produced goods and the processes that drove production -- concerns that were sometimes placed well ahead of the needs of employees.

1.02.04 The history of the evolution and growth of human resource development in India is not very old. The various stages in the growth of human resource development are given below:

a) The Report of the Royal Commission on Labour in India

Human resource management in India dates back to the Report of the Royal commission on labour in India (1929-31), which recommended the appointment of labour officers to deal with recruitment in order to check corrupt practices in industries in India, particularly in areas of selection of workers. The Royal Commission observed that :

(i) The jobber should be excluded from the engagement and dismissal of labour and that, instead, a labour officer is appointed for the purpose.

(ii) The qualities required of a Labour Officer should be integrity, personality energy and the gift of understanding individual and he should possess a linguistic facility. If he is of the right type, the workers will rapidly learn to place confidence in him and regard him as a friend.

(iii) All labour should be engaged by him, and none should be dismissed without consulting him.

(iv) The labour officer should fulfill many duties and should particularly initiate and administrate welfare measures.

(b) The Appointment of Labour Officers

Labour officers were entrusted with the responsibility of promoting welfare activities. They functioned as industrial relations officers in charge of handling grievances. The Bombay Mill Owners Association in Bengal appointed labour officers to settle grievances and disputes.

(c) The Second World War

During World War II, the need for enlisting labour support for the war effort was considered imperative. These officers were generally entrusted with the handling of welfare and labour administration. They were to deal with working conditions, canteens, ration shops, recreation facilities, medical facilities and worker's housing. World War II resulted in welfare officers being appointed by the government as well as industry. The function of the welfare officers included welfare activities , personnel activities and industrial relations.

(d) Enactment of Industrial Disputes Act

The enactment of the Industrial Disputes Act 1947 made adjudication compulsory. This made the welfare officer handle disputes and adjudication relating to conditions of service, wages, benefits, and so on. The welfare officer thus became the industrial relations officer. As a result, employers employed welfare officers with a legal background.

(e) Enactment of Factories Act

Section 49 of the Factory Act, 1948 , made it obligatory for factories employing 500 or more workers to appoint welfare officers. A welfare officer had a list of duties laid down for him. Thus, they had to perform activities concerned with welfare, personnel administration and industrial relations.

(f) 1960 - 2000

Till 1960 , recruitment was untouched by law but the rapid growth of industry and the consequent demand for skilled and semi-skilled workers led the government to enact the employment Exchange Act 1959, which would regulate recruitment of workers; and the Apprentice Act, 1961, which would regulate the training of workers to some extent.

(g) 2000 and After

HRM has been one of the major thrust areas in the 7<sup>th</sup>, 8<sup>th</sup> and 9<sup>th</sup> Five year plans. The 10<sup>th</sup> five-year plan is no exception. The main focus of the 10<sup>th</sup> plan has been on ‘growth with equity’, having four dimensions, the quality of life of citizens, generation of productive employment, regional balance and self – reliance. There is a need for strengthening the training institutes. Knowledge workers are becoming crucial in this global and competitive environment. Training and development is a core and necessary input for every employee and every individual. For the purpose of selecting a suitable HRM strategy, the areas can be classified under six main headings :

- \* training on the job
- \* Planned organisation experience
- \* In-house courses
- \* Planned experiences outside the organisation
- \* External courses
- \* Self-managed learning.

### **1.03 LEGAL BACKGROUND**

1.03.01 By the late 1800s, people problems were a very real concern in the workplace. For the average blue-collar worker, most jobs were low-paying, monotonous and unsafe. Some industries experienced difficulty recruiting and retaining employees because of the poor working conditions workers were

exposed to. As the means of production continued to shift from farmlands and guilds to city factories, concerns grew about wages, safety, child labor and 12-hour workdays. Workers began to band together in unions to protect their interests and improve living standards. Government stepped in to provide basic rights and protections for workers.

- 1.03.02 Forward-thinking employers recognized that productivity was connected to worker satisfaction and involvement and realized they could not meet production schedules with bands of disgruntled employees. In the late 1800s and early 1900s, the personnel profession that grew out of concerns about employee absenteeism and high turnover attempted to solve worker problems with such basic personnel management functions as employee selection, training and compensation.
- 1.03.03 It's believed that the first personnel management department began at the National Cash Register Co. (NCR). NCR faced a major strike at the turn of the century but eventually defeated the union after a lockout in 1901. After this difficult union battle, company President John H. Patterson decided to improve worker relations by organizing a personnel department to handle grievances, discharges, safety and other employee issues. The department also kept track of pending legislation and court decisions and these first personnel managers provided training for supervisors on new laws and practices.
- 1.03.04 NCR was not alone in its efforts to address employee grievances. Other employers were looking for management solutions that would alleviate employee disenchantment. Many attempted to ease labor unrest by increasing wages. For example, Ford experienced employee turnover ratios of 380 percent in 1913; in 1914, the company doubled the daily salaries for line workers from \$2.50 to \$5, even though \$2.50 was a fair wage at that time.
- 1.03.05 Although industrial giants were beginning to understand that they had to do more than just hire and fire if they were going to meet consumer demands for products, most of the objectives of early personnel professionals were one-sided. Business leaders still viewed the work itself as infinitely more important than the people doing it, and production rates remained the top

concern. Because employers believed employees would accept more rigid standards if they received extra pay and benefits, most employer-sponsored business solutions were aimed at making employees more efficient. From this mind-set grew scientific management approaches based on the work of Frederick W. Taylor and other experts whose goal was to get people to perform as efficiently as machines.

- 1.03.06 Of course, such approaches did little to improve worker morale or improve working environments. To counter the growing strength of the labor movement, some employers hired strike breakers or kept blacklists of union members. Others made workers sign "yellow-dog" contracts -- agreements that they would not join unions. Still others attempted to protect their interests by creating company unions to pre-empt the influence of outside union activities.
- 1.03.07 Government stepped up to help those who were less fortunate through reforms of work hours, new laws governing the work of children and workers' compensation laws aimed at protecting employees injured on the job. In Congress created the U.S. Department of Labor "to foster, promote and develop the welfare of working people, to improve their working conditions and to enhance their opportunities for profitable employment."
- 1.03.08 The Labor Department grew rapidly during World War I as the war effort became a national priority. By the war's end, the Labor Department -- through the War Labor Administration (WLA) -- had set numerous policies to ensure that wage, hour or working condition problems did not hinder the war effort and industrial growth. WLA initiatives were model programs but frequently fell short of business needs. They could not meet the challenges that would soon stop the industrial explosion in its tracks.
- 1.03.09 In 1929, the onset of the Great Depression drastically changed the rules of business. With profits dwindling, employers first eliminated voluntary welfare program, then jobs. The government led by President Franklin Roosevelt, provided some assistance by creating jobs ranging from road building to painting murals on government buildings through the Civil Works Administration and later the more extensive Works Progress Administration.

New social programs, including old-age pensions, labor standards and minimum wages for some industries, were developed.

1.03.10 With dreams of the good life fading for most workers, unions established strong roots in many industries and gathered political clout with Congress. The Norris-LaGuardia Act changed the rules of the game in labor-management relations by making "yellow-dog" contracts unenforceable and severely restricting the use of federal court injunctions in labor disputes. Union organizations grew in power after passage of the National Labor Relations Act (NLRA) in 1935, also known as the Wagner Act.

**1.03.11** The NLRA signaled a change in the federal government's role in labor-management relations, giving employees the right to organize unions and bargain collectively, while prohibiting employers from engaging in certain unfair labor practices. The act also created the National Labor Relations Board (NLRB), which continues to establish procedures for conducting union organizing and election campaigns and has authority to investigate unfair labor practices.

**1.03.12** As employers began to understand the need for professionals who could play a middle role between employees and employers, the personnel manager's role emerged. It was during this first movement that employers began to truly understand that employees were more than machines with interchangeable faces. The personnel managers of this period did not have all the answers, but the developing practices and concerns of the era set the stage for continuing study and investment in the role of effective human resource management.

### **1.03.13** Movement Human Relations

The field of human relations -- or industrial and personnel relations -- that emerged in the 1920s provided a new focus for the profession. In an effort to increase productivity, personnel programs expanded to include medical aid and sick benefits, vaccinations, holidays, housing allowances and other new benefits.



New personnel roles emerged as unions began challenging the fairness and validity of Taylor's scientific management theories.

#### **1.04 CONCEPT OF HRD**

At macro level, the human resources include the total of the people (work-force), may be employed, self-employed, unemployed, employers, producers etc. along with the sum total of all the components such as skills, creative abilities etc. possessed by them . while at the micro level, human resources include all the employees who contribute their services for the attainment of the goals or objectives of the organisation wherein they work. As they are productive, they are treated as human capital or asset. The people at work differ from one another not merely in respect of their personal feelings perception, desires, motives, attitudes, values, creative abilities, knowledge , intelligence but also in many other aspects such as age , socio-cultural backgrounds, physical makeup etc. Hence the concept of 'human resources' is considered as multi-dimensional in nature and proper tackling of human resources is required for making them more productive.<sup>2</sup>

#### **1.05. DEFINITIONS OF HRD**

- 1.05.01 According to Lvancevich and Gluckck, "Human Resource Development is the function performed in organisations that facilitates the most effective use of people (employees) to achieve organizational and individual goals."
- 1.05.02 Byars and Rue define HRD as "Human Resource Development encompasses those activities designed to provide for and co-ordinate the human resources of an organisation".
- 1.05.03 According to Wendel French, "Human Resource Development is the systematic planning and control of a network of fundamental organizational processes affecting and involving all organizational members. These processes include human resource planning, job and work design, job analysis, staffing, training and development, performance appraisal and

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<sup>2</sup> HR Concepts : Compiled and Edited by Mr. S. Murugesan – Lecturer, Dr. P. N. Narayana Raja – Principal Madurai Institute of Social Sciences

review, compensation and reward, employee protection and representation and organisation improvement”.

- 1.05.04 According to Dale Yoder, “the management of human resources is viewed as a system in which participants seek to attain both individual and group goals”.
- 1.05.05 According to Flippo, human resource management is “the planning, organizing, directing and controlling of the procurement, development, compensation, integration, maintenance and reproduction of human resources to the end that individual, organizational and societal objectives are accomplished”.
- 1.05.06 Scott, Clothier and Spriegel have defined human resource development as “that branch which is responsible on a staff basis for concentrating on those aspects of relationship of management to employees and employees to employees and with the development of the individual and the group. The objective is to attain maximum individual development, desirable working relationship between employers & employees and employees & employees and effective moulding of human resources as contrasted with physical resources”.<sup>3</sup>,
- 1.05.07 According to National Institute of Personnel Management of India, “Personnel Management” is that part of management which is concerned with people at work and with their relationships within the organisation. It seeks to bring men and women who make up an enterprise, enabling each to make his own best contribution to its success both as an individual and as a member of a working group”.
- 1.05.09 Personnel Management is defined by the Institute of Personnel Management in U.K and subsequently adopted by Indian Institute of Personal Management is as follows. “Personnel Management is a responsibility of all those who manage people as well as being a description of the work of those who are employed as specialists. It is that part of management which is concerned with people at work and with their relationships within an enterprise. It

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<sup>3</sup> Scott, WD., Clothier, R.C., & Spriegel, W.R. (1961). Evolution of Concept and Practice in Human Resource Management (PA/HRM) Journal of Management Summer 1986 12:223-241

applies not only to industry and commerce but to all fields of employment ” also.

## **1.06 FEATURES OF HRD**

**1.6.01** On the analysis of definitions of human resource development, the following features of HRD can be identified.

a) **People Oriented** : Human resource development is concerned with employees both as individuals and as a group in attaining goals. It is also concerned with person’s behaviour, emotional and social aspects of personal. It is the process of bringing people and organizations together so that the goals of each are met.

b) **Comprehensive Function** : Human resource development covers all levels and categories of employees. It applies to workers, supervisors, officers, managers and other types of personnel. It covers both organized and unorganized employees. It applies to the employees in all types of organizations in the world.

c) **Individual Oriented** : Under human resource development, every employee is considered as an individual so as to provide services and programmes to facilitate employee satisfaction and growth. In other words, it is concerned with the development of human resources, i.e., knowledge, capability, skill, potentialities and attaining and achieving employee goals.

d) **Continuous Function** : Human resource development is a continuous and never ending process. According to George R Terry, “It cannot be turned on and off like water from a faucet; it cannot be practiced only one hour each day or one day each week. Personnel Development requires a constant alertness and awareness of human relations and their importance in everyday operations”.

e) **A Staff Function:** Human resource development is a responsibility of all line managers and a function of staff managers in an organisation. Human resource staff do not manufacture or sell goods but they contribute to the

success and growth of an organisation by advising the operating department on personnel matters.

f) **Pervasive Function** : Human resource development is the central sub-function of an organisation and it permits all types of functional management viz., production management, marketing management and financial management. Each and every manager is involved with human resource function. It is a responsibility of all line managers and a function of staff managers in an organisation.

g) **Challenging Function** : Managing of human resources is a challenging job due to the dynamic nature of people. Human resource development aims at securing unreserved co-operation from all employees in order to attain pre-determined goals.

h) **Development Oriented** : Individual employee-goals consist of job satisfaction, job security, high salary, attractive fringe benefits, challenging work, pride, status, recognition, opportunity for development etc. Human resource development is concerned with developing the potential of employees, so that they derive maximum satisfaction from their work and give their best effort to the organisation.

## **1.07 IMPORTANCE OF HRD**

**1.07.01** Human resource is very important and valuable input in an organisation. It is through the human resource, all other resources can be acquired and utilized. Human resource is different from other resources. Further, through all people have certain things in common, but each person is unique in physical appearance and capacity , experience, aspiration level, aptitudes and attitudes, etc. From this point of view, a person is himself a system and has his own feelings , ideas, likes and dislikes . When a person is employed in an organisation, he comes in the organisation with all his characteristic traits and merely his hands or brain. If efforts are done to develop his qualities, ideas, personality he becomes more efficient and productive. HRD plays a very important role in this respect. The management has to recognize this and has to do all efforts to motivate and develop organisation's human resource

properly. To develop human resource of the organisation continuously is the way to remain competitive. HRD assumes significance in view of fast changing organizational environments and need of the organisation to adopt new techniques in order to respond to the changes taking place around. Any organisation would possess dynamic human resources to be dynamic and do all the efforts to develop human resources. HRD as a function consists of various activities related to training, education and development, performance appraisal. All aspects of training and appraisal play a very significant role in the development of human resources. In this respect, HRD is more a proactive and supporting function wherein an organisation is expected to take a lead in assisting the employees to develop and realise their potential role. Every country has its own human resources but of what quality is a question. Merely large human resources are not sufficient to develop an economy. Quality of human resources is more important. Similarly, performance of an organisation depends upon the quality and proper utilisation of its human resources. Furthermore, the efficiency of production processes and various areas of management also depend to a greater extent on the level of the qualities of human resources and of human resource development.

Human resources, along with financial and material resources, contribute to the production of goods and services in an organisation. Physical and monetary resources, by themselves, cannot improve efficiency or contribute to an increased rate of return on investment. It is through the combined and concerted efforts of people that monetary and material resources are harnessed to achieve organizational goals. But these efforts, attitudes and skills have to be sharpened from time to time to optimize the effectiveness of human resources and to enable them to meet greater challenges. This is where human resource management plays a crucial role. The significance of human resource management can be discussed at four levels :

- a) Corporate
- b) Professional
- c) Social, and

d) National

**a) Corporate**

Good human resource practices can help in attracting and retaining the best people in the organisation. Planning alerts the company to the types of people it will need in short, medium and long run. HRD can help an enterprise in achieving its goals more efficiently and effectively in the following ways :

- a) Attracting and retaining talent through effective human resource planning, recruitment, selection, compensation and promotion policies.
- b) Developing the necessary skills and right attitudes among the employees through training.
- c) Securing willing co-operation of employees through motivation.
- d) The available human resources utilising effectively.

**b) Professional**

Effective development of human resources helps to improve the quality of work life. It contributes to professional growth in the following ways :

- a) Providing maximum opportunities for personal development of each employee.
- b) Allocating work properly and scientifically.
- c) Maintaining healthy relationships between individuals and groups in the organisation.

**c) Social**

Sound human resource development has a great significance for the society. The society, as a whole, is the major beneficiary of good human resource practices.

- a) Employment opportunities multiply.
- b) Scarce talents are put to best use.

- c) Organisations that pay and treat people well, always race ahead of others and deliver excellent results.
- d) A balance between the jobs available and job seekers in terms of numbers, qualifications, needs and aptitudes is maintained.
- e) Provides suitable employment that gives social and psychological satisfaction to people.

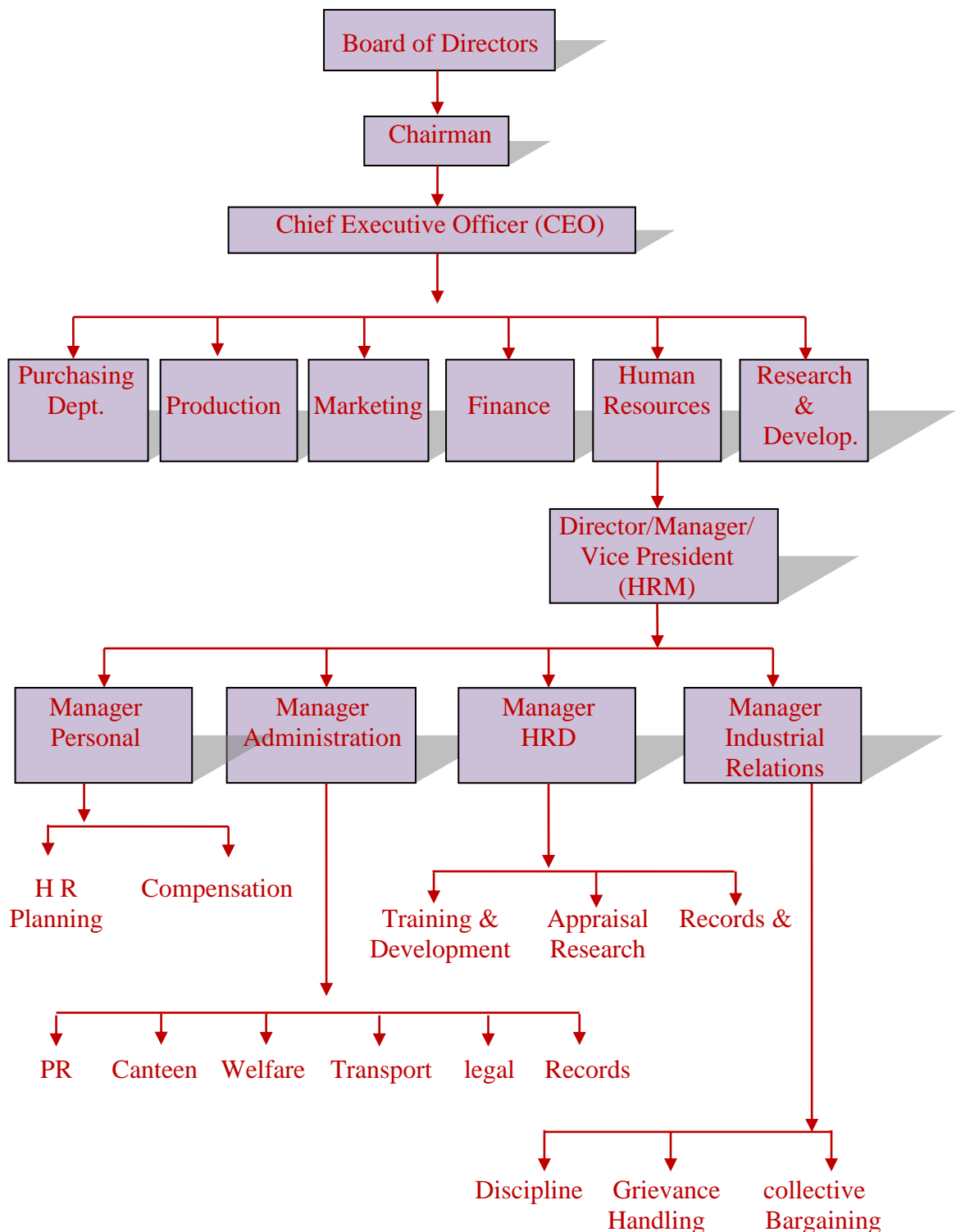
**d) National**

Human resources and their development play as a vital role in the development of a nation. There are wide differences in development between countries with similar resources due to differences in the quality of their people. Rate of development in a country depends primarily on the skills, attitudes and values of its human resources. Effective development of human resources helps to speed up the process of economic growth which in turn leads to higher standards of living and fuller employment.

**1.08 GENERAL STRUCTURE OF HR DEPARTMENT**

The General Structure of HR Department is presented in the Figure 1.1.

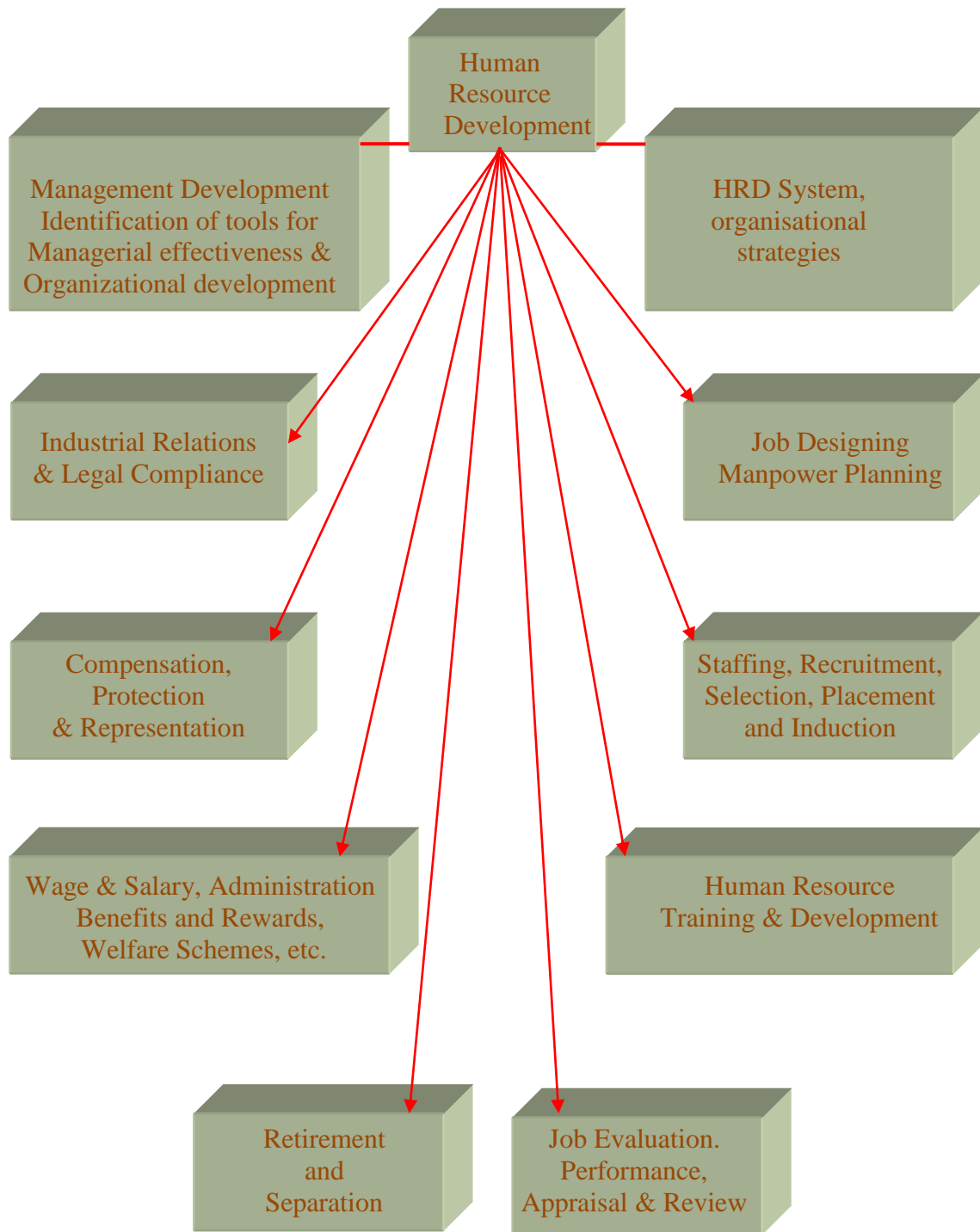
**FIGURE 1.1 GENERAL STRUCTURE OF HR DEPARTMENT**



*(Source – HRM, Sharad D. Geet Nirali Prakashan, Nov., 2009 Page No. 1.29)*



**FIGURE 1.2 FUNCTIONS OF HUMAN RESOURCE DEPARTMENT**



*(Source – HRM, Sharad D. Geet Nirali Prakashan, Nov., 2009 Page No. 1.24)*

## 1.09 HRD POLICIES

### 1.09.1 Definition of Policy & Procedure

A **policy** is a formal statement of a principle or rule that members of an Institution must follow. Each policy addresses an issue important to the institution's mission or operations.

A **procedure** tells members of the institution how to carry out or implement a policy. Policy is the "what" and the procedure is the "how to".

Policies are written as statements or rules. Procedures are written as instructions, in logical steps. <sup>4</sup>

Every one's workplace is unique and therefore it is required to develop policies very specific to one's organization and type of work, for which there are no specific yardsticks. Typically, policy development will follow the following steps:

- Step 1: Decide need for a policy
- Step 2: Develop contents of policy
- Step 3: Prepare draft of the policy
- Step 4: Write down various procedures
- Step 5: Review of the policy by key parties
- Step 6: Get Approved the policy
- Step 7: Implement the policy
- Step 8: Review and update the policy
- Step 9: Communicate changes of the policy

**Human resource policies** are systems of codified decisions, established by an organization, to support administrative personnel functions, performance management, employee relations and resource planning.

Each organisation has a different set of circumstances, and so develops an individual set of human resource policies.

However Human Resource Management (HRM) is the function within an organization that focuses on recruitment and providing direction for the people who work in the organization.

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<sup>4</sup> HR Council – a Canada based NGO (web source: hrcouncil.ca)

HRM is the organizational function that deals with issues related to people such as compensation, hiring, performance management, organization development, safety, wellness, benefits, employee motivation, communication, administration, and training.

### **1.09.2 PROCESS OF HRD**

HRD is a process consisting of four functions :

- a) Acquisition of human resources.
- b) Development of human resources,
- c) Motivation of human resources and
- d) Maintenance of human resources.

### **1.10 Challenges Before H.R.D.**

**1.10.01** Today, we are in the first decade of twenty first century. In the last decade of the 20th Century and during the first eight years of this century, we have experienced very rapid and unprecedented changes taking place in different fields, sectors at the national as well as at the global levels. Globalisation of business has become an important subject of very serious discussion in the national economic policies and also in the corporate world. The subject has assumed great significance in the light of the recent changes in the global business environment and the national economic and political policy changes.

**1.10.02** The term Globalisation implies the adoption of a global outlook for the business and business strategies aimed at enhancing global competitiveness . Companies which have adopted a global outlook stop thinking of themselves as the national marketers who venture abroad; but they start thinking as global marketers and adopt suitable policies accordingly. The top management and staff always think of planning of worldwide manufacturing and other facilities, financial flows, marketing policies etc. Executives are trained in world-wide operations and not merely domestic or national operations. Even the employees are recruited from different countries

according to the needs. A truly global corporation or company always views the entire world as a single market.

**1.10.03** In the fast-changing, challenging and competitive environment of this 21<sup>st</sup> century the role of HRD is becoming very crucial. The survival and growth of an organisation besides other things depends upon the efficiency, effectiveness of the human resource policy. HRD has to take a proactive approach. Proactive approach seeks to accomplish preventive care in maintain human employee relations. On the other hand, there is “Reactive Approach” which suggests of taking actions after the happening of an event. Of course, whenever necessary, reactive approach also proves to be useful.

**1.10.04** No doubt, human resource development function is becoming more and more pro-active. Hence, through training and development of human resources, efforts are being made to maximize efficiency, productivity, capabilities etc. of the human resources. It should be noted that the HRD is a very important function of proper utilisation of creative opportunities through acquisition of knowledge, skills attitudes techniques of completing the tasks etc.

## **1.11 New concepts in HRD**

**1.11.01** The most significant issue facing HR professionals in current environment is to intensify competition in product markets. Technological innovation and increased competition on the operation of the HR function has had greater pressure on it to justify its own existence. There are three types of challenges that arise from technological innovation: they are direct effects, effects on organisation change and managing highly skilled employees. Today, organisations are more complex and fast paced, as a result, managing people effectively becomes more important than ever. HR outsourcing enables the HR department to play its part in overall corporate downsizing.

### **1.11.02 The Psychological Contract**

More recently, human resource professionals may have encountered the word “psychological contract” being used within the domain of organizational behaviour in order to understand how to improve productivity and performance on the job.

Psychological contract has been defined by Schein as, “the depiction of the exchange relationship between the individual employee and the organisation”.

Rousseau defined psychological contract as “the employees” perception of the reciprocal obligations existing with their employer, as such the employee has beliefs regarding the organisation’s obligations to them as well as their own obligations to the organisation.<sup>5</sup>

1.11.03 Rousseau and Parks believe that psychological contract is made up of three concepts :

a) An employee perceives the promise of an obligation by his or her organisation.

b) The psychological contract has to do with acceptance, which says that when the psychological contract is developed, both parties are responsible for holding up their own part of the contract.

c) The organisation’s fulfilment of that promise.

#### **1.11.04 Total Quality Management (TQM)**

TQM pioneered by Edward Deming, is a board-based , systematic approach for achieving high level of quality. Many leading companies such as Motorola, Cadillac and Xerox, whose strategies require them to survive against the pressures and world-class competition, have implemented TQM.

Quality is the most important focus of attention in TQM. Employees are encouraged, both individually and in quality circle teams, to make frequent suggestions on how the work process or quality can be improved. Great leaps forward are viewed as resulting from many small steps toward continuous improvement. The term “Kaizen” (Japanese for “Continuous small improvement”) is widely used throughout the world.

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<sup>5</sup> Employee Responsibilities and Rights Journal, Vol.2, No.2 1989, Denise M. Rousseau, Dept. Of Organisation Behavior, Kellogg Graduate School of Management, Northwestern Uni. Illinois 60208.

### **1.11.05 HR and Kaizen**

Kaizen is a Japanese term which means continuous improvement or improvement over improvement. It is based on the assumption that there is always scope for improvement and therefore it is a never-ending process. Kaizen has its emphasis on process-oriented way of thinking and management system that supports and acknowledges people's process-oriented efforts for improvement. Kaizen involves a wide range of areas –

- a) Customer orientation
- b) Total quality control
- c) Quality improvement
- d) Zero defect
- e) Productivity improvement

### **1.11.06 HR and Six Sigma**

TQM programmes are organisation wide programmes aimed at maximizing quality and customer satisfaction, satisfaction through continuous improvement, zero defects, or six-sigma (a reference to the statistical unlikelihood of having a defect).

Achieving six-sigma quality can be an intense experience. The six-sigma standard aims for only 3.4 defects per million processes, whereas 66,000 defects per million is where most firms operate now.

HR methods play a central role in six-sigma programmes. For one thing, training is crucial. A common practice is to start with top managers and train them to be experts. Then the firm trains its other employees. In addition, “performance needs to be measured and reviewed against goals, achievement recognized and celebrated and rewards and compensation linked to employee participation and progress”.

### **1.11.07 Re-Engineering**

More recently , organisations have moved beyond TQM programmes to a more comprehensive approach to redesigning business processes called re-engineering. Re-engineering is the fundamental rethinking and radical redesign of business processes to achieve dramatic improvements in cost, quality and speed. A process is a collection of activities that take on or more kinds of input and creates an output that is of value to a customer.

HR issues are central to the re-engineering of business processes. Re-engineering requires that managers create an environment and an organizational cultural that embraces, rather than resists change. The effectiveness of such efforts depends on effective leadership and communication, both of which are people related business processes. In fact, changes in job analysis, selection , training, performance management, career planning, compensation and labour relations are all necessary in order to complement and support re-engineering efforts.

### **1.11.08 Flexitime**

Flexitime is a plan whereby employees determine their own starting and stopping hours within limits fixed by the employer . For example , the traditional workday may be 9 am to 5 pm The employees may opt to work from 7 am to 3 pm or 11 am to 7 pm <sup>6</sup>

### **1.11.09 Emotional Intelligence (EI)**

Daniel Goleman is an expert in emotional intelligence , and consults and lectures business audiences, professional groups and college campuses frequently. He argues the case for emotional intelligence being the strongest indicator of human success. Emotional intelligence is the ability to perceive emotions; to access and generate them; to understand emotions and emotional knowledge, and to reflect regulate emotions, so as to promote emotional and intellectual growth.

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<sup>6</sup> Timely Duties, by Yashmin Taj, Times of India-(Times Ascent) 17 Dec. 2008

Four part hierarchy of emotional skills :

- a) Identifying emotions
- b) Using emotions to facilitate thinking
- c) Understanding emotions, and
- d) Managing emotions.

#### **1.11.10 Business Process Outsourcing**

Business Process Outsourcing is commonly understood as the permanent contracting out of activities that were previously performed in-house. Outsourcing has been pursued for several operational reasons as well, such as for greater efficiency or better service in the performance of functions. Outsourcing also has been seen as a vehicle for cutting costs. In addition, outsourcing has been used to obtain specialized expertise that is not available in-house. Business Process Outsourcing is a broad term referring to outsourcing in all fields, not just HR. A BPO differentiates itself by either putting in new technology or applying existing technology in a new way to improve a process.

#### **1.11.11 Types of HR Outsourcing**

- a) Professional Employer Organisation (PEO) : A PEO assumes full responsibility of the company's (client's) human resource administration. It (PEO) becomes a co-employer of the company's workers by taking full legal responsibility of its employees, including having the final say in hiring, firing and the amount of money employees make . Under this system the PEO handles all the HR aspects and the business, handling all other aspects of the company.
- b) Business Process Outsourcing (BPO) : BPO is a broad term referring to outsourcing in all fields of business. A BPO differentiates itself by either putting in new technology or applying existing technology in a new way to improve a process. A BPO would make sure a company's HR system is



supported by the latest technologies, such as self –access and HR data warehousing.

- c) Application Service Providers (ASP) : ASP provides host software on the web and rent it to users. Some are well known packaged application while others are customized HR software developed by the vendor. These software programs can manage payroll, benefits etc.
- d) E-services : E-services are those HR services that are web-based.

#### **1.11.12 Management Audit**

Management audit is an evaluation of management as a whole. It is an independent and critical examination of the entire management process. Thus, it examines the total managerial process of planning organizing, staffing directing and controlling. Indeed company's plans, objectives, policies, procedures, organisation, systems of control, personnel relations are measured to evaluate the management achievement.

#### **1.11.13 Bench Marking**

Benchmarking is the continuous process of comparing a company's strategy, products and processes with such other similar organizations that are the best in that class in order to learn how they achieved excellence and then setting out with changes in strategies, products, and processes to match them and then surpass them. According to Fred Luthens, benchmarking is the process of comparing work and service methods against the best practices and outcomes for the purpose of identifying changes that will result in higher quality output.

#### **1.11.14 Voluntary Retirement Scheme (VRS) or The Golden Handshake or Diamond Handshake Scheme :**

VRS in order to make the process of retrenchment easier for industries and less painful for workers.<sup>7</sup>

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<sup>7</sup> Mutual Benefits, By Ramiya Bhas, Times of India-(Times Ascent) 28 Nov. 2007

**1.11.15 Management introduced the VRS due to following reasons:**

- a) To reduce excessive work - force
- b) To reduce the administrative cost and maintain it as low as possible.
- c) To make the best possible use of limited resources.
- d) To reduce the expenditures and raise the profitability level of the concern / organisation.
- e) To get rid of inefficient work-force and retain only the good ones.

**1.11.16 Trade Unions**

A Trade Union is any combination of persons whether temporary or permanent, primarily for the purpose of regulating the relations between workers and employers, or between workers and workers and for imposing restrictive conditions on the conduct of any trade or business, and includes federation of two or more trade unions. Trade Union play an important role by co-operating with the management as the survival of the organisation under competitive environment would be at stake.<sup>8</sup>

**1.12. HUMAN RESOURCE AUDIT**

1.12.01 Human Resource Audit refers to an examination and evaluation of policies, procedures and practices to determine the effectiveness and efficiency of HRM.

**1.12.02 HR audit refers to :**

- a) the measurement of effectiveness of human resource management's mission, objectives, strategies, policies, procedures, programmes and activities, and
- b) The determination of what should and should not be done in the future as a result of such measurement.

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<sup>8</sup> Shejwalkar P.C. & Malegaonkar S. 'Personnel Management and Industrial Relations, Ameya Prakashan, Second Edition, 1997.

## **1.13 HRD AUDIT**

1.13.01 The HRDA (Human Resource Development Audit) uses this framework to try to answer such questions as these:

- a) Are the mission and strategy of the human resource organization designed to match the business strategy of the organization?
- b) Does the design of the human resource organization enhance its ability to accomplish its strategy?
- c) Are the kinds of people who run the human resource function good choices for the ongoing tasks?

1.13.02 The primary sources of data are:

- a) Interviews with Senior Management. Focus on strategy and a definition of the current state of the organization and the desired future state.
- b) Interviews and Questionnaires with Line Management. Focus on their interactions with the HR function, their human resource problems, and the role they envision for the HR organization.
- c) In-Depth Questionnaires from the Human Resource Staff. Diagnose the jobs, activities, conflicts, and internal strengths and weaknesses of the function.
- d) Archival Information and Documents. Describe job histories, past evaluations, formal structures, and general background on the organization as a whole and the HR function in particular.
- e) An HRMA is a major organizational intervention. It raises expectations that something will be done in response to its findings. Therefore, careful consideration should be given to the organization's responsiveness to change. In particular, the following issues should be addressed.

1.13.03 Focus of Audit. What unit is to be analyzed? In large corporations, the focus of the audit can be the total corporate personnel/human resource management function, or it can be the divisional or subsidiary level. Whatever the focus, the audit's boundaries must be specified from the start.

1.13.04 Resources. What resources are available for conducting the audit? Staff time as well as money are key resources that must be available. In addition, line

management's involvement should be given particular consideration. Pressures for change could well result from an HRMA. If the audit is likely to uncover areas requiring major policy changes but senior line management is not ready or willing to address these issues, it might be appropriate to delay or abort the audit. Line management's commitment, understanding, and involvement with the HRMA is essential if it is to be of real value to the organization.

1.13.05 Diagnostic Plan. The audit should begin with the development of a diagnostic work plan that specifically takes into account the data to be collected, the methods to be used in data collection, the individuals who will do the data collection, and the individuals responsible for analyzing the data.

1.13.06 Managing the HRMA. There are alternative methods for managing, overseeing, and carrying out an HRMA. The basic methods are (1) having an external consultant manage it, (2) having internal staff and an external consultant manage it jointly, and (3) having line management join internal staff and an external consultant in managing it.

## **1.14 HUMAN RESOURCE DEVELOPMENT**

### **1.14.01 DEFINITION :**

Len Nadler defines HRD as 'an organized learning experience within a given period of time with the objective of producing the possibility of performance change'.<sup>9</sup>

Schlem looks at it as 'aiming at matching the organisation's needs for human resource with the individual need for personal career growth and development'.

According to T.V. Rao, the main objective of HRD is to facilitate the growth and development of managers in the organization in a planned way.

American Society for Training and Development (ASTD), defines 'HRD is the integrated use of :

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<sup>9</sup> Journal of Asian Social Science, Vol.7, No.6, June 2011, Published by Canadian Center of Science and Education, Page 15

- \* Training and Development
- \* Organisational Development.
- \* Career development to improve individual, group and organizational effectiveness.

T. V. Rao,<sup>10</sup> HRD is a process by which the employees of an organization are helped in a continuous, planned way to :

- a) Acquire or sharpen capabilities required to perform various functions associated with their present or expected future roles.
- b) Develop their general capabilities as individuals and discover and exploit their own inner potentials for their own and / or organizational development purposes; and
- c) Develop an organizational culture in which the supervisor – sub-ordinate relationship team work and collaboration among sub-units are strong and contribute to the professional well-being motivation and pride of employees.

## **1.15 Characteristic features of Human Resource Development**

- 1.15.01 **Regular and Continuous activity** : HRD is a regular and continuous activity. HRD is a process by which employees of the organization acquire capabilities, develop general capabilities and develop organization culture. Different training programmes of varied durations are introduced from time to time.
- 1.15.02 **Wide Scope** : The scope of HRD programmes is very wide as it is multidisciplinary in character. Under HRD training and guidance is provided so that managerial problems can be solved and challenges can be accepted.
- 1.15.03 **Utility to management** :HRD programmes are very useful to the management as well as the employees. For example organizational development, training, development of team spirit, performance appraisal etc.

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<sup>10</sup>T. Venkateswara Rao, 'Future of HRD', 2003, books.google.co.in

- 1.15.04 **Career Development:** HRD programmes include learning, self-development, career development, management development programmes etc.
- 1.15.05 **Stress on guidance and training :** Under HRD programmes there is stress on guidance and training and provides opportunities to learn.
- 1.15.06 **Upgrading of manpower :** HRD helps to upgrade man power, various kinds of skills and competence. Thus, improvement in the individual performance of an employee becomes possible.
- 1.15.07 **Huge expenditure :** The management has to incur huge expenditure on HRD activities but such expenditure is essential for the survival of the organisation.

## **1.16 SCOPE OF HUMAN RESOURCE DEVELOPMENT**

- 1.16.01 The scope of HRD is very wide and it generally covers the following areas :
- a) Recruitment and Selection of employees.
  - b) Training and management development.
  - c) Performance appraisal for HRD purposes.
  - d) Potential appraisal.
  - e) Welfare of employees – Motivation of moral to create loyal labour teams.
  - f) Career planning and employees development.
  - g) Different types of rewards, financial as well as non-financial incentives to raise efficiency and productivity.
  - h) Human Resource information System as a ready reckoner.
- 1.16.02 Human Resource Development in India has been more of a support system, a hiring, firing, payroll administration. But today, it has moved into a more central role, partnering with organisations to help them reach their business goals. HRD, in the Indian context, will continue to be a critical resource for individuals , helping people contribute their best in healthy, affirming ways. HRD plays an important role for an organisation to survive in the competitive market. Immense changes fuelled by advancing technology, global

competition , a fragile world economy and workforce diversity have begun to alter HR Philosophies or organisations, to which workforce and careers must continuously adjust. Thus it become essential to shift gears to thrive in the current scenario. The key qualities to succeed are :

- \* A sense of personal responsibility
- \* Increasing contribution of value by value addition
- \* Building trust amongst peers and superiors
- \* Building the required competencies.

1.16.03 Human Resource Development (HRD) is a series of organized activities conducted within a specified time and designed to produce behavioural change. The origins of HRD can be traced to apprenticeship training programmes in the 18<sup>th</sup> century. The human relations movement emphasizes that man is a living machine and he is far more important than the inanimate machine. Hence, the key to higher productivity lies in employee morale. During 1960s and the 1970s , professional trainers realized that their role extended beyond the training classroom. The move towards employees involvement in many organizations required trainers to coach and counsel employees. According to Leonard Nadler, the term HRD was first applied in 1969 in the George Washington University. India witnessed the emergence of a new HRD culture when two researchers, Pareek and Rao, were invited to review the performance appraisal system in Larson and Toubro. The HRD system as a function has evolved in India very indigenously from the year 1975. Today, there are high expectations from HRD . Good HRD requires a well – structured function and appropriately identified HRD systems, and competent staff to implement and facilitate the change process.

1.16.04 Human Resource Development is the framework for helping employees to develop their personal and organizational skills, knowledge, and abilities. Human Resource Development includes such opportunities as employee training, employee career development, performance management and development, coaching, succession planning, key employee identification, tuition assistance, and organization development.

## **1.17. HRD GOALS AND OBJECTIVES**

- a) To create and maintain competent work force
- b) To discover, develop the capabilities, skills of the employees and exploit their potentials for the purposes of their own development as well as their organisation's development.
- c) To develop the team spirit and organizational culture by developing healthy relationship among the employees, and employees, and employees and their employer.
- d) To establish effective co-ordination among various units of the organisation.
- e) To adapt to technological changes
- f) To fill the vacuum at different levels of management
- g) To exploit organizational potentials
- h) To face market conditions
- i) To control labour costs
- j) To fulfill career aspirations of employees
- k) Ultimate goals of HRD is to have overall development and growth of an organisation through the development of its human resources.

## **1.18 ROLE OF HUMAN RESOURCE DEVELOPMENT MANAGER**

1.18.01 The role of manager of HRD (human resource development) consists of five separate but overlapping components referred to as sub-roles. Each is vital to the development of an efficient and properly managed HRD department. They include: (1) evaluator of the HRD program's impacts and effects on organizational efficiency, (2) management of the organizational learning system, (3) operational manager responsible for the planning, organizing, staffing, controlling, and coordinating of the HRD department, (4) strategist responsible for long-term planning and integrating of HRD into the



organization, and (5) marketing specialist responsible for the advancement of HRD within the organization through well defined and effective networks.<sup>11</sup>

### **1.18.02 EVALUATOR**

The HRD manager is the principal evaluator of the impact of the HRD program on overall organizational efficiency. Within this sub-role, the manager is responsible for the design, development, and implementation of program evaluations as well as cost/benefit programs. Each of these is used to determine the effects of learning on the employees and the organization. HRD managers are also responsible for the evaluation of career development programs and organizational development activities. The evaluation of the effectiveness of learning specialists, instructional designers, and consultants is another part of this sub-role. In summary, the HRD manager is accountable for the evaluation of all aspects of the HRD program, its results, its effectiveness, its impacts, and its practitioners.

### **1.18.03 MANAGEMENT OF THE ORGANIZATIONAL LEARNING SYSTEM**

HRD is about improved performance and productivity through increased knowledge, competencies, skills, and attitudes. In other words, HRD is about learning, its effects on employees, and its impact on the organization. The manager of HRD is the person responsible for the management of learning within the organization and the development of programs and activities that foster growth.

The manager of HRD should possess knowledge of program planning and design, as well as knowledge of how to evaluate learners, programs, and instructors. A manager of HRD should also be able to deliver or facilitate learning programs and activities. In addition, he or she must know how to assess the facts that HRD is having on the organization and be able to effectively communicate such results to organizational decision makers.

A knowledge of adult learning theory and appropriate instructional strategies is desirable. An understanding of on-the-job, off-the-job, and through-the-learning activities is also needed. Finally, an HRD manager must understand

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<sup>11</sup> HR Managers' Dilemma', by Ashutosh P. Bhupatkar, The Indian Express-(Express Careers) 3 Jan. 2008.

the importance of career development and organizational development, how they contribute to learning and development and when it is appropriate incorporate them into the learning system

#### **1.18.04 OPERATIONAL MANAGER**

This role is often viewed as the primary role of a manager of HRD. It consists; the five basic elements of management—planning, organizing, staffing, controlling, and marketing. Each of these elements will be addressed in detail later in this chapter. Some of the areas that will be examined include:

- a) Importance of strategic planning to the HRD department
- b) Staff recruitment, selection, hiring, evaluation, and development
- c) HRD budget development and control
- d) HRD policies, procedures, and standards
- e) Financial management
- f) Management of equipment and facilities
- g) Material development and management
- h) Supervision of staff and operation
- i) Program schedule
- j) Environmental maintenance

It is important to note that the major part of any manager's time is devoted to these activities.

#### **1.18.05 ORGANIZATIONAL INTEGRATION OF HRD**

The manager of HRD must develop long-range plans included in the broad human resource strategy of the client system. This includes the development of an organization wide HRD program that is a part of the everyday operations of the organization. It is not enough to be a component of the organization; HRD must be integrated into the fabric of the organization as well.

As a strategist, an HRD manager must identify the department's strengths and weaknesses and develop plans for their continued development or elimination. A manager must also identify external threats as well as opportunities that the HRD department will be confronted with. In addition, an HRD manager must identify forces or trends impacting HRD; for example, the impact of technological developments on instructional strategies and delivery systems. A manager must develop guidelines and plans for implementing long-range plans and determine alternative directions for HRD. Finally, a manager of HRD must be able to identify and implement cost/benefit analysis that measure the impact of HRD on the organization.

Regardless, an HRD manager must function first as a member of the management team and second as an advocate of performance and productivity improvement through learning. As an organization member, HRD managers must be able to demonstrate that the HRD department is a worthwhile part of the organization. Its importance should be equal to other organizational departments and viewed as such.

#### **1.18.06    MARKETING SPECIALIST**

In order to build and maintain supportive internal/external relations, the HRD manager must become a part of the organizational management team by attending meetings, making presentations, serving on a variety of committees, and writing articles and professional papers about the importance of HRD to organizational enhancement. In addition, he or she must be constantly available to all individuals and groups within the organization. HRD managers must also build and develop networks that communicate the importance of HRD and support its continued development.<sup>12</sup>

#### **1.19        HR PLANNING**

##### **1.19.1     HR Policy and Manual**

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<sup>12</sup> 'The Inside Job' By Priya C. Nair, Times of India (Times Ascent), 9 Jan. 2008.

HR policies vary considerably from one organization to another, depending on the age of the organization, its size, the nature of the workforce and the position regarding union recognition, but here are the main policy areas

#### 1.19.2 Role of Human Resource Development Manager

The role of manager of HRD (human resource development) consists of five separate but overlapping components referred to as sub-roles. Each is vital to the development of an efficient and properly managed HRD department. They include: (1) evaluator of the HRD program's impacts and effects on organizational efficiency, (2) management of the organizational learning system, (3) strategist responsible for long-term planning and integrating of HRD into the organization, and (4) marketing specialist responsible for the advancement of HRD within the organization through well defined and effective networks <sup>13</sup>

#### 1.19.3 Job Analysis

Job analysis is the process of determining the nature or content of a job by collecting and organizing information relevant to the job. A complete job analysis contains information relating to the following five factors, plus any others deemed appropriate to fully describe the nature of the job.

#### 1.19.4 Key Components of Human Resource Development

There are three fundamental component areas of human resource development (HRD): individual development (personal), career development (professional), and organizational development. The importance of each component will vary from organization to organization according to the complexity of the operation, the criticality of human resources to organizational efficiency, and the organization's commitment to improved human resources.

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<sup>13</sup> Dwivedi R.S. – Managing Human Resources (Personnel Management in Indian Enterprises), Galgotia Publishing Co., Darya Ganj Delhi, Reprint 2001.

#### 1.19.5 The Role of HRD in Knowledge Management

There are several roles that can be played by HR in developing knowledge management system. First, HR should help the organization articulate the purpose of the knowledge management system. Investing in a knowledge management initiative without a clear sense of purpose is like investing in an expensive camera that has far more capabilities than you need to take good pictures of family and friends.

#### 1.19.6 Writing Job Description

Most widely used job description formats contain the following five sections: (1) job identification; (2) job summary or purpose; (3) job duties and responsibilities; (4) accountabilities; and (5) job specifications. The most important thing to remember is that all job descriptions within an organization should follow the same format.

#### 1.19.7 Work Measurement Methods

The purpose of work measurement is to determine the time it ought to take to do a job. There are four main systems of work measurement. First, and most used, is time study. The second system, work sampling, is a statistical procedure for measuring work and requires an understanding of the techniques of statistics and probability.

#### 1.19.8 Strategies for Designing and HRD Program

Jerry Gillet and Seteven Egglund (2002) identified for managers of HRD an eight-point strategy for designing cost-effective, reputable learning programs that can survive economic crises and internal/external changes affecting the organization. First, there should be a written HRD philosophy that states unequivocally that effective human resource development can improve performance (i.e., change behavior, produce results, increase productivity).

This provides a framework for the HRD program. It also provides a common objective for each of the members of the HRD staff on which to focus their efforts.<sup>14</sup>

#### 1.19.9 Job Time Study

Time study is a work measurement technique for recording the times of performing a certain specific job or its elements carried out under specified conditions, and for analyzing the data so as to obtain the time necessary for an operator to carry it out at a defined rate of performance.

#### 1.19.10 Work Study and Employee Productivity

Work study is the systematic examination of the methods of carrying on activities so as to improve the effective use of resources and to set up standards of performance for the activities being carried out. Work study then aims at examining the way an activity is being carried out, simplifying or modifying the method of operation to reduce unnecessary or excess work, or the wasteful use of resources, and setting up a time standard for performing that activity.

#### 1.19.11 Characteristics of Effective HRD Managers

Nadler and Wiggs (1986) identified nine characteristics of effective HRD (human resource development) managers. Each is viewed as essential to the development of a comprehensive and competent HRD program. First, HRD managers must have the ability to plan HRD activities that foster training, development, and education. These activities should be targeted at the needs of employees, supervisors, line managers, customers, and non-employees of the organization.

### **1.20 BACKGROUND OF THE STUDY**

**1.20.01** As already stated above, the most important resource of an organization is its human resource, the people who supply the organization with their work, talent, creativity and skill. Thus human beings hold the key to organization

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<sup>14</sup> Strategies for Designing and HRD Program Web Source: [www.explorehr.org/HR](http://www.explorehr.org/HR) Planning

performance. In view of this, most of the investigations in this area of management have repeatedly argued that unless people working in an organization are emotionally involved, the organization will not be in a position to effectively perform over a long period of time. This is true in case of all organization – manufacturing, service industry / education

At present, secondary education is largely a state-level issue, with relatively limited involvement by either federal or community-level authorities, compared to elementary education.

There is potential to increase school-based management in India's publicly funded secondary schools (both public and private), which can lead to (i) improved decision-making based on better information and (ii) increased community and parental involvement (which can increase accountability of decision makers). Finally, investments are urgently needed to improve basic information collection and analysis for secondary education, key for management at all levels. Each of these issues is discussed in greater depth in this chapter.

The most important example of a centrally sponsored scheme is Sarva Shiksha Abhiyan (SSA). Secondary education does not have an equivalent scheme, although one is proposed for the XIth Plan, called SUCCESS.

The central government runs three chains of schools –Kendriya Vidyalayas (Central Schools) for children of Central government employees, Navodaya Vidyalayas (higher quality residential schools)for talented rural children, and the National Institute for Open Schooling

To begin with, by ruling of the Supreme Court, all private schools in India must be nonprofit in nature (although in practice this appears to be an unenforceable and widely ignored ruling).Secondly, only private schools which are “recognized” (i.e. certified by government) are able to issue officially recognized transcripts, exam scores and diplomas.

Recognition is a state-level matter (not central), subject to norms and regulations which are quite extensive, so much so that they appear to discourage the establishment, registration and recognition of private schools

Several factors lead to a mismatch between the supply and demand of secondary school teachers: shortfalls in recruitment; inflexible norms for the deployment of teachers in government and aided schools; teachers' reluctance to work in rural areas; and the politicization of teacher transfers. These features of the system already cause difficulties.

Within the broad guidelines set by states, teachers' terms and conditions of service differ according to the type of school they work in. Different terms and conditions encourage different behavior and attract different types of people to the teaching profession, which has different policy implications. Teachers in government schools are civil servants. In addition to teaching, they are required to help organize elections, update electoral rolls, and conduct population and household censuses

Teachers in aided schools are entitled to the same salary scale and subject to similar terms and conditions of service as teachers in government schools, except in three respects. First, they are not civil servants, so they are not required to perform public duties and they can take secondary jobs. Second, because they are hired by the organization that manages the school, they cannot be transferred by the government across schools or across localities. Third, they are not subject to a reservation system.

## **1.21 REASON FOR CHOICE OF THE STUDY**

- 1.21.01 The proportion of unaided schools is getting increased as getting aid from government has become a difficult task. Appointing teachers by hook & crook is the main aim of management of such schools. Such schools are therefore avoiding of framing terms and conditions of service for their teachers. The teachers in such schools are suffering from their rights & benefits but cannot do anything.
- 1.21.02 To prepare a common manual of service conditions for such teachers was the prime intention of the Researcher. However the first step for this purpose is to study the present structure of service conditions. Hence this Research.



## **CHAPTER 2**

**Status of HR Activities**

**in**

**Secondary Schools**

## I N D E X

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## Chapter 2

### Status of HR Activities in Secondary Schools

#### 2.1 EDUCATION : Vision and Goals

**2.1.01** India has emerged as a global leader and a strong nation at the turn of this century. Education is the key to the task of nation building as well as to provide requisite knowledge and skills required for sustained growth of the economy and to ensure overall progress. The Indian education system recognizes the role of education in instilling the values of secularism, egalitarianism, respect for democratic traditions and civil liberties and quest for justice. It aims at creating citizens equipped with necessary knowledge, skills and values to build a inclusive, just and progressive society.

**2.1.02** India is a nation of young people - out of a population of above 1.1 billion, 672 million people are in the age-group 15 to 59 years, which is usually treated as the “working age population”. It is predicted that India will see a sharp decline in the dependency ratio over the next 30 years, which will constitute a major ‘demographic dividend’ for India. In the year 2001, 11% of population of the country was in age group of 18-24 years which is expected to rise to 12% by the end of XI Five Year Plan. This young population should be considered as an invaluable asset which if equipped with knowledge and skills, can contribute effectively to the development of the national as well as the global economy. Our vision is to realize India’s human resource potential to its fullest in the education sector, with equity and inclusion.<sup>1</sup>

**2.1.03** The Report of the Education Commission (Kothari, 1964-66) which was titled as ‘*Education and National Development*’, set a number of goals to be pursued: “To bring about major improvement in the effectiveness of primary education; to introduce work experience as an integral element of general education; to vocationalise secondary education; to improve the quality of

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<sup>1</sup> Census of India 2011, Population Tables, Govt. of India

teachers at all levels and to provide teachers in sufficient strength; to liquidate illiteracy; to strengthen centers of advanced study and strive to attain, in some of our universities at least, higher international standards; to lay special emphasis on the combination of teaching and research; and to pay particular attention to education and research in agriculture and allied sciences.” These assertions reiterated by the National Policy on Education – 1986 and the accompanying Programme of Action (modified further in 1992) have continued to guide all programmes in the education sector.

**2.1.04** The three pillars of education are expansion, inclusion and excellence. A Vision is to realize India’s human resource potential to its fullest, with equity and excellence. The Mission of the two Departments within the Ministry of Human Resource Development, viz., the Department of School Education and Literacy and the Department of Higher Education are as follows:

**2.1.05 Department of School Education & Literacy**

- (i) Reinforce the national and integrative character of education in partnership with States/UTs.
- (ii) Improve quality and standards of school education and literacy towards building a society committed to Constitutional values.
- (iii) Provide free and compulsory quality education to all children at elementary level.
- (iv) Universalise opportunities for quality secondary education.
- (v) Build a fully literate society.

**2.1.06 Department of Higher Education**

- (i) Provide greater opportunities of access to higher education with equity to all the eligible persons and in particular to the vulnerable sections.
- (ii) Expand access by supporting existing institutions, establishing new institutions, supporting State Governments and Non-Government

Organizations/civil society to supplement public efforts aimed at removing regional or other imbalances that exist at present.

- (iii) Initiate policies and programmes for strengthening research and innovations and encourage institutions –public or private – to engage in stretching the frontiers of knowledge.
- (iv) Skilled development so as to reap the benefits of the demographic advantage of the country.
- (v) Promote the quality of higher education by investing in infrastructure and faculty, promoting academic reforms, improving governance and institutional restructuring.
- (vi) Engage with civil society, state governments and with the international community in furtherance of knowledge, language and culture.

## **2.2 EDUCATION IN A CHANGING GLOBAL SCENARIO**

**2.2.01** In the present context, education policies and strategies have to reckon with emerging challenges and opportunities that come from increasing globalization. The task of nation building has to take into account increasing demand for certain professional skills and knowledge that is linked to the labour market. A globalized world will ultimately require the outsourcing of human skills in regions which will witness a ‘demographic deficit’. Skilled human capital will have to be imported to certain regions to sustain economic growth. This can offer tremendous opportunities for employment and growth provided the youth are equipped with requisite knowledge and skills.

**2.2.02** Globalization imposes new ways of thinking by researchers, teachers and administrators in the process of creation, dissemination and the management of knowledge.

**2.2.03** In this era of Globalization and Internationalization of education, there will be impetus to mobility of people including students, teachers and researchers. The main challenge, therefore, is to provide the requisite opportunities through investment in schools, colleges and universities. The access to quality

education for all will create an environment whereby the fruits of development and growing opportunities are available to all sections. A further challenge is to ensure that the foreign institutions coming to India also fit in with the developmental goals of our nation.

**2.2.04** Faced with the complexity of current and future global challenges, institutions of education have the social responsibility to advance our understanding of multifaceted issues, which involve social, economic, scientific and cultural dimensions and our ability to respond to them. To do so, institutions must increase their interdisciplinary focus and promote innovative Report to the People on Education 5thinking which contributes to the advancement of peace, well being and development, and the realization of human rights, including gender equity.

## **2.3 CURRENT POLICY INITIATIVES**

**2.3.01** In line with the goal of nation building, India has been committed to providing free and compulsory education to all children. Towards this end, Indian Parliament has enacted a legislation making free and compulsory education a Right of every child in the age group 6-14 years which has come into force from 1st April, 2010.( Excerpts from PM's Address to the nation on the Fundamental Right of Children to Elementary Education April1, 2010 are presented at Annexure iv.)

**2.3.02** Rashtriya Madhyamik Shiksha Abhiyan has been launched recently as a step to universalize secondary education. Simultaneously, efforts are being made to create a robust and vast system of higher and technical education. Building upon the existing capacities and recognizing the immense contribution to nation building that the large network of educational institutions has made in the post independent India; the country has embarked upon a second phase of expansion and establishment of centers of excellence in higher education. It is envisioned that strengthening the two ends of the spectrum, namely,

elementary education and higher/technical education would help in meeting the objectives of expansion, inclusion and excellence in education.

**2.3.03** The Central Advisory Board of Education (CABE) is the highest advisory body to advise the Central and State Governments in the field of education. Recent years have seen certain important committees and commissions deliberate on education. National Knowledge Commission (2006) Report on higher education supports a strong reform agenda through public investment. Recently, the report of the committee on renovation and rejuvenation<sup>6</sup> Report to the People on Education of higher education (Yash Pal Committee) has recommended protecting the intellectual autonomy of educational institutions and the creation of an all-encompassing National Commission for Higher Education and Research (NCHER) to replace or subsume the existing regulatory bodies.

**2.3.04** The report talks about the concept of a university as a place where research and teaching become two important pillars of the creation of knowledge and should go together. It should provide practical training to the people that should be based on new knowledge and in response to social and personal needs. Most importantly, university should allow for the diverse growth of knowledge and should not lead to fragmentation of knowledge. It is, therefore, recommended that normally, no single discipline or specialized university should be created. There is also an idea that undergraduate programs should be restructured to enable students to have opportunities to access all curricular areas with fair degree of mobility. The government has already initiated steps in the direction of implementing some of the recommendations.

## **2.4. EMERGING CHALLENGES AND FUTURE DIRECTIONS**

**2.4.01** New dimensions like the issues relating to curriculum, governance, quality standards, and financing and management of education are being added to the list of needed reforms. The present challenge is to inculcate values, skills and knowledge that help in the task of nation building as well as to create citizens

with a global outlook. Governance related challenges relate to improving the efficiency of higher education institutions while retaining their intellectual and functional autonomy. The aims of excellence and inclusiveness should not be seen as mutually contradictory, rather quality concerns should expand to take into account the objectives of equity. The public provisioning of education has to be supported and complemented with private initiatives including both domestic and foreign providers with necessary mechanisms to ensure quality of education. There are, however, some structural issues that need to be sorted out. The problem of shortage of faculty and modern infrastructural facilities in state universities and colleges needs to be addressed. Teachers are the backbone of the education and their motivation and commitment to deal with the challenges of education is absolutely necessary. Last but not the least, the civil society has to come forward to share the responsibility in government's Endeavour to put education to the task of nation building.

## **2.5 HUMAN RESOURCE DEVELOPMENT**

**2.5.01** As already stated above, the most important resource of an organization is its human resource, the people who supply the organization with their work, talent, creativity and skill. Thus human beings hold the key to organization performance. In view of this, most of the investigations in this area of management have repeatedly argued that unless people working in an organization are emotionally involved, the organization will not be in a position to effectively perform over a long period of time. This is true in case of all organization – manufacturing, service industry / education.

### **2.5.02 Overview of Functions of Human Resource Development**

There are two types of functions, which the human resource development is supposed to perform, they are as follows: <sup>2</sup>

1. Managerial Functions
2. Operative Functions.

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<sup>2</sup> Charankar (Mrs) M.V. dissertation -- "A study of HRD activities of educational institutions in Kolhapur City", submitted to Shivaji University, Kolhapur.



The table below broadly lists main functions of HRD, of which few functions are detailed below:

**Table 2.1 Managerial and Operative Functions**

1. Managerial Functions	2. Operative Functions
<ul style="list-style-type: none"> <li>• Planning</li> <li>• Organizing</li> <li>• Directing</li> <li>• Controlling</li> </ul>	<ul style="list-style-type: none"> <li>• Job Analysis</li> <li>• Recruitment</li> <li>• Selection</li> <li>• Training</li> <li>• Compensation</li> <li>• Appraisal</li> <li>• Participation</li> <li>• Working conditions</li> <li>• Motivation</li> <li>• Organizational relations</li> <li>• Separations</li> </ul>

### 2.5.03 MANAGERIAL FUNCTIONS

The HRD must perform the basic managerial functions of:

#### 1. PLANNING :

It involves devising a systematic process for attaining the goals of the organization. It prepares the organization for the future. Planning is necessary to give the organization its goals and directions to establish best procedures to reach the goals. Effective managers recognize that a substantial part of their time should be devoted to planning. For a personnel manager, planning means the determination in advance of personnel programs that will contribute to the goals established for the enterprise. i.e. anticipating vacancies, planning job requirements, job descriptions and determination of the sources of recruitment. HR planning involves predicting present and future human needs of the organization

#### 2. ORGANIZING :

Once the personnel manager has established objectives and developed plans and programs to reach them, he must design and develop organization structure to

carry out various operations. The organization structure includes the following:

- (a) Grouping the personnel activity logically into functions or positions.
- (b) Assignment of different groups of activities to different individuals.
- (c) Delegation of authority according to the tasks assigned and responsibilities involved.
- (d) Co – ordination of activities of different individuals.

Organizing involves arranging the necessary resources to carry out the plan. It is the process of creating structure, establishing relationships and allocating resources to accomplish the goals of the organization.

### **3. DIRECTING:**

The direction function of HRM involves encouraging people to work willingly and effectively for the goals of the enterprise. The direction function is meant to guide and motivate the people to accomplish the personnel programs. The personnel manager can motivate the employees in an organization through career planning , salary administration, ensuring employee morale , developing cordial relationships and provision of safety requirements and welfare of employees.

Directing involves the guiding, leading, and overseeing of employees to achieve personal organizational and societal goals.

### **4. CONTROLLING :**

It is concerned with the regulation of activities in accordance with the plans. Controlling completes the cycle and leads back to planning. It is the observation and comparison of results with the personnel manager to evaluate and control the performance of the personnel department in terms of various functions. It involves performance appraisal, critical examination of personnel records and statistics and personnel audit.

Controlling involves verifying that actual performance matches the plan. If performance results do not match the plan, corrective action needs to be taken.

#### **2.5.04 OPERATIVE FUNCTIONS**

The operative functions are those tasks or duties which are specifically entrusted to the human resource department under the greater supervision of HR manager. These are associated with the employment, development, compensation, integration and maintenance of personnel of the organization.

##### **1. JOB ANALYSIS:**

It is the process by which jobs are divided to determine what tasks, duties and responsibilities they include, their relationships to other jobs the conditions under which work is performed and the personal capabilities required for satisfactory performance.

It is a core HRM activity fundamental to many other HRM activities. It specifies the organization's expectations of a job; job design identifies what work must be performed. Associated with job satisfaction, represent a comprehensive effort to improve the quality of the work environment by integrating employees well being with the organizations need for higher productivity.

Job analysis data contributes to virtually all other human resource management functions such as recruitment and selection, performance evaluation, training and development

##### **2. RECRUITMENT:**

It is the process whereby an organization attracts capable individuals to apply for employment; the objective is to find these applicants at the lowest cost. This process begins when new recruits are sought and ends when applicants join the organization. Smart companies recruit employees they can retain and retention depends on getting the right people in the right job in the first place. So while getting a large pool of applicants is important, getting the right type of applicant is even more important.

### **3. SELECTION :**

It is a process which involves choosing competent and qualified applicants suited for the job. Selection of competent employees is one of the most important activities an organization can do spending few extra rupees to select a competent employee who might potentially care for thousands of rupees, is money well spent. The penalties for not being correctly staffed are costly. Understanding loses the business economics of scale and specialization, orders, customers and profit. Overstaffing is wasteful and expensive, if sustained and it is costly to eliminate because of modern legislation in respect of redundancy payments, consultation, minimum period of notice etc.

The fear of wrongful termination lawsuits has caused many companies to become far more concerned about whom they hire. If a company is careful, thorough and selective in its hiring practices, it can reduce the instances when it will be necessary to terminate employees and find employees who can add to the profitability of the company.

### **4. TRAINING:**

It is a planned process to modify attitude, knowledge or skill behavior through learning experience to achieve effective performance in an activity or range of activities. Training refers to improving an employee's knowledge skills and attitude so that he or she can do the job.

All new employees or current employees in new jobs should be trained. Training prepares an employee for a job normally handled by someone else. Also, training is advisable when new processes, equipment or procedures are to be introduced into the workplace. In order to meet new challenges, even the best educated employees need to increase and adapt their skills. Training is absolutely the fundamental point of getting more productivity.

### **5. PERFORMANCE APPRAISAL:**

It is a formal system of measuring, evaluating and influencing the employees' job related attributes, behaviors and outcomes. The objective is to determine

how productive and employee is and / or under to determine if an employee's productivity can be improved. As such performance appraisals serve an important purpose in managing people and meeting company goals.

In some organizations, appraisals results may be used to determine relative rewards in the firm who should get merit pay, increases bonus or promotions. Similarly appraisals results can be used to identify the poorer performers who may require some form of counseling, demotion or decreases in pay.

## **6. COMPENSATION:**

It is the outcome employees receive in exchange for their work or service? The compensation package offered is the primary reason the employees work for the firm. Firm's compensation scheme communicates a great deal about the firm's values and culture.

Employees are more likely to look at what a company pays rather than what it says. In many respects, people behave as they are rewarded. Therefore, for example, if productivity, quality is of important value, it should be reinforced through some element of the equitable reward system.

## **7. PARTICIPATION :**

Glew, O'Leary – Kelly, Griffin and Van Fleet (1995) defined participation as “a conscious and intended effort by individuals at a higher level in and organization to provide opportunities for individuals or groups at lower level in the organization to have greater voice in one or more areas of organizational performance.”

Cotton (1998) categorized according to the differences in the form of participation: participation in work decisions increases employee morals, formal participation where job issues are dealt with increase productivity. Participation in goal setting increases motivation. The benefits of employee participation is likely to be realized because these employees have better information for decision making that effects the organizational goals . in addition employees have getter and more complete knowledge and information about work task and work processes. This places them in better

position than managers to identify and correct problems as they arise in the work in order to optimize firm performance.

## **8. MAINTAINANCE OF WORKING CONDITIONS AND WELFARE**

Appointment and training of people is not sufficient. They must be provided with good working conditions so that they may like their workplace and maintain their efficiency. Working conditions certainly influence the motivation and morale of the employees. These include measures taken for health, safety and comfort of the work force.

## **9. MOTIVATION :**

Employees work in the organization for the satisfaction of their needs. In many of the cases, it is found that they don't contribute towards the organizational goals as much as they can. This happens because employees are not adequately motivated.

The HR manager helps the various departmental managers to design a system of financial and non – financial rewards to motivate the employees.

## **10. SEPARATION:**

Most people do not die on the job. The organization is responsible for meeting certain requirements of due process in separation as well as assuring that the returned person is in as good shape as possible. The personnel manager has to ensure the release of retirement benefits to the retiring personnel in time.

## **2.6 MANAGEMENT OF SECONDARY SCHOOLS**

**2.6.01** At present, secondary education is largely a state-level issue, with relatively limited involvement by either federal or community-level authorities, compared to elementary education. India has a long history of multiple management models at the secondary level, which provides opportunities for further experimentation and reform, particularly with respect to public-private partnership models. Given the diversity at the state level in the mix of government, private aided and private unaided schools for secondary enrolment, no single model will suffice. Analysis of cost-effectiveness of

different management types leads to mixed conclusions. Given the overall low student achievement across all schools, policy should go beyond following the least cost-ineffective strategy and should focus on improving quality. To support this, there is a clear need to rapidly increase the number of teachers prepared for secondary education, combined with increased decentralization of hiring (to increase accountability). There is potential to increase school-based management in India's publicly funded secondary schools (both public and private), which can lead to (i) improved decision-making based on better information and (ii) increased community and parental involvement (which can increase accountability of decision makers). Finally, investments are urgently needed to improve basic information collection and analysis for secondary education, key for management at all levels. Each of these issues is discussed in greater depth in this chapter.

## **2.7 PAY SCALES OF SCHOOL TEACHERS**

**2.7.01** Pay scales of teachers, in India are fixed by the central government for the teachers who are employees of central government. The same is carried forward by the state of Maharashtra with suitable changes / modifications. However this is for those teachers who are employees of state / central government. Being a government servant one can witness a considerable pay hike at least twice or thrice of his/her entire service period. Because, other than promotion, only the pay commission recommendation will give them considerable pay hike. But it takes place once in ten years. Now a days a government employee can render service 20 or 30 years only due to non availability of employment opportunity in government service below the age of 25.

Till now there are six pay commission had been constituted to review and recommend pay structure of central government employees. All the six pay commissions have taken many aspects into consideration to prescribe the pay structure for government servants. Major highlights of each pay commission are mentioned below:

In the **first pay commission** the concept of ‘living wage’ was adopted.

In **second pay commission** it had been reiterated that the pay structure and working condition to be crafted in a way so as to ensure the effective functioning of government mechanism.

The **third pay commission** adopted the concept of ‘need based wage’

The **Fourth CPC** had recommended the government to constitute permanent machinery to undertake periodical review of pay and allowances of Central Government employees, but which got never implemented.

In **Fifth pay commission** all federations demanded that the pay scale should be at par with the public sector. But the pay commission didn’t accept this and told that the demand for parity with the Public Sector was however difficult to concede as it felt that the Job content and condition of service in the government and public sector not necessarily the same. There were essential differences between the two sectors.

The **Sixth Central Pay Commission**, claimed that it had not only tried to evolve a proper pay package for the Government employees but also to make recommendations rationalizing the governmental structure with a view to improve the delivery mechanisms for providing better services to the common man.<sup>3</sup>

**What about seventh pay commission?**

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<sup>3</sup> Web source of All India Kendriy Vidyalay Teachers Association. [www.aikvta.net](http://www.aikvta.net)



**Table No. 2.2****Pay scales of teachers in Sixth Pay & Projected 7th Pay Commission**

SIXTH CPC PAY STRUCTURE				PROJECTED PAY STRUCTURE AFTER 7th PAY COMMISSION		
Name of Pay Band/ Scale	Corresponding Pay Bands	Corresponding Grade Pay	Entry Grade + band pay	Projected entry level pay using uniform multiplying factor '3'		
				Band Pay	Grade Pay	Entry Pay
PB-1	5200-20200	1800	7000	15600-60600	5400	21000
PB-1	5200-20200	1900	7730	15600-60600	5700	23190
PB-1	5200-20200	2000	8460	15600-60600	6000	25380
PB-1	5200-20200	2400	9910	15600-60600	7200	29730
PB-1	5200-20200	2800	11360	15600-60600	8400	34080
PB-2	9300-34800	4200	13500	29900-104400	12600	40500
PB-2	9300-34800	4600	17140	29900-104400	13800	51420
PB-2	9300-34800	4800	18150	29900-104400	14400	54450
PB-3	15600-39100	5400	21000	29900-104400	16200	63000
PB-3	15600-39100	6600	25530	46800-117300	19800	76590
PB-3	15600-39100	7600	29500	46800-117300	22800	88500
PB-4	37400-67000	8700	46100	112200-20100	26100	138300
PB-4	37400-67000	8900	49100	112200-20100	26700	147300
PB-4	37400-67000	10000	53000	112200-20100	30000	159000

## **2.8 THE INSTITUTIONAL CONTEXT OF SECONDARY EDUCATION**

**2.8.01** India's federal system comprises a Union Government at the center, twenty-eight autonomous states, and seven union territories (UTs). Since 1976, education has been a concurrent responsibility of both the Center and States (Table 2.3), although historically the states have played the dominant role, particularly at the secondary level. The Union Government has responsibility to: (i) formulate policies and a common curriculum framework through national councils, boards, and commissions; (ii) finance strategically important activities through centrally sponsored schemes (CSS), in addition to providing general purpose fiscal transfers; and (iii) establish apex institutions of research and training, as well as operate central schools and institutions of national importance. The states bear most of the responsibility for providing and financing education, particularly at the elementary and secondary levels. They build and operate government schools, hire teachers, provide pre-service and in-service training, issue curricula and syllabi, determine the medium of instruction, develop textbooks, organize public examinations to certify students, grant recognition of private schools, provide grants-in-aid to private (aided) schools, and give scholarships. Within the state there are different levels of authority and decision-making, as shown in the table below.<sup>4</sup>

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<sup>4</sup> Education & National Development, Report of Kothari Commission, 1966. Published by National Council of Educational Research and Training 1970.

**Table 2.3 Administrative Responsibilities at Different Levels  
of State Government for Secondary Education**

<b>Responsibilities</b>	<b>State</b>	<b>District</b>	<b>Sub-district</b>
Granting permission to open a new lower or higher secondary school	Education department in consultation with the directorate and the finance department	Inputs also from the district education officer (DEO) – application through the department DEO	
Setting curriculum, selecting textbooks, determining class size and school calendar.	Department, directorate, SCERT/Board of secondary education.		
Sanctioning of teaching posts, hiring and placement of teachers	At the secretariat level, in consultation with the directorate and departments of planning and finance	Placement and transfer at the revenue/education district level, by deputy director/DEO for government teachers	For aided schools, appointment by school management with approval of DEO
Training teachers	Directorate and SCERT	DIET	Block resource centers
Disciplining and firing teachers	Termination decision only at the state level, scope for appeal to higher authorities or even to the court of law against disciplinary action	Inputs from DEO or zilla Parishad in case of ZP schools	Management in case of private schools; if teachers object, the government can intervene; the case can also be taken to the court.
Hiring and firing of administrative personnel	Department and directorate	Limited disciplinary powers with the deputy director/DEO	
Allocation, financing and release of budgets to government schools and release of grant to aided schools	Department, with inputs from the directorate, based upon proposals from field level, and in consultation with the finance and planning departments; funds flow from the state level to the region, if any, then to the district level	Requisition for funds from schools scrutinized and approved by the CEO/DEO and then sent across to the regional deputy director, if any, for further approval; the DEO is also the disbursing authority	School management prepares and submits budgetary requirements in case of aid receiving private schools
Maintenance of schools		DEO and district panchayats	School management, PWD, and sub-district level local bodies

Source: Adapted from Majumdar, 2005.

**2.8.02** Examples are the Central Advisory Board for Education, the University Grants Commission, and National Council for Vocational Training. The most important example of a centrally sponsored scheme is Sarva Shiksha Abhiyan (SSA). Secondary education does not have an equivalent scheme, although one is proposed for the XI th Plan, called SUCCESS. The National Council for Educational Research and Training (NCERT) and the National Institute for Educational Planning and Administration (NIEPA) are such apex institutions. The central government runs three chains of schools –Kendriya Vidyalayas (Central Schools) for children of Central government employees, Navodaya Vidyalayas (higher quality residential schools)for talented rural children, and the National Institute for Open Schooling. The Indian Institutes of Technology, Indian Institutes of Science, and Indian Institutes of Management are prime institutions of higher education but they are financed under the budget for technical education. Indira Gandhi National Open University is another centrally run institution under higher education. Most states use the regional language as the medium of instruction. The teaching of Hindi is compulsory in all states and UT except in Tamil Nadu, Tripura, and part of Pondicherry. Teaching of English is compulsory in Grades 6–10 in all states and UT, except Bihar. Decentralized hiring of teachers, which has been implemented in many states at the elementary level, has not occurred at the secondary level.

## **2.9 SCHOOL MANAGEMENT : COMPARING PUBLIC, PRIVATE AIDED AND PRIVATE UNAIDED SCHOOLS**

**2.9.01** As mentioned earlier one of the interesting characteristics of the Indian secondary subsector is the large percentage of privately-owned schools. These fall into three categories: aided schools, recognized unaided schools and unrecognized unaided schools. Aided schools are a form of public-private partnership, discussed further below. Unaided schools do not receive any government funding and rely strictly on household financing. Recognized schools offer official transcripts and diplomas, while unrecognized private schools are considered illegal by MHRD and function in the private market.

**2.9.02** States vary greatly in their use of aided private schools, in terms of the share of secondary enrolment covered and in terms of allocation of public funding. The data on shows the management of secondary education by state shows that more than 60percent of secondary schools in West Bengal, Maharashtra Goa and Gujarat are private aided (PA) schools, where as government (G) schools are the majority in states such as Andhra Pradesh, Bihar, Chhattisgarh, Himachal Pradesh, Jharkhand, Karnataka and Punjab. More than 40 percent of lower secondary schools in Haryana, Uttar Pradesh, Madhya Pradesh, Rajasthan and Tamil Nadu are private unaided schools (PUA). Unfortunately, the prevalence of unaided, unrecognized secondary schools is not captured in the data below; if the school is not recognized by the state it is simply not considered in education statistics. This is a gap in the knowledge of education supply.

**2.9.03** The data on the management of senior secondary education by state shows interesting fact that several states “flip-flop” in terms of their preference for government or private-managed schools between lower and senior secondary education. Andhra Pradesh leaves most of senior secondary education to the private unaided sector, contrary to lower secondary where government schools predominate. In opposite fashion, Rajasthan shifts to majority government-managed at the senior secondary level, whereas 50 percent of its lower secondary schools are private unaided schools. This makes it much more difficult to harmonize the four grades of secondary education in terms of management and financing. At the senior secondary level, Andhra Pradesh, Karnataka, Madhya Pradesh and Uttar Pradesh rely on private, unaided schools for more than 40 percent of supply. These schools must rely purely on household financing for both operating and capital costs.

### **Private Aided Schools**

**2.9.04** Private aided schools are managed privately by individuals, trusts, societies or corporate bodies, but funded largely by the Government. State education departments finance the operating costs of the schools via a block grant to the schools for non-teaching expenditures and direct payment of teachers, while

private managers are responsible for the physical facilities and administration. The number of teachers in a school is in proportion to enrollment and the schools have to submit to substantial public regulation. In other words, this is a supply-side financing mechanism whereby the public sector taps the capacity of the private sector to provide secondary education.

**2.9.05** It is essential to engage constructively with private aided schools, as they provide for 30 percent of enrolment in secondary education. On average across the states, private aided schools absorb about 50 percent of public spending on education. In 2000-01, its share in total public expenditure on secondary education was above 50 percent in at least five states – Gujarat (77 percent), Maharashtra(67 percent), Assam (66 percent), and West Bengal (55percent) – and it was between 30 and 40 percent in six states – Bihar (47 percent), Andhra Pradesh (39 percent),Tamil Nadu (39 percent), Rajasthan (37 percent), Kerala(31 percent), and Haryana (29 percent). In seven Indian states, nearly two-thirds of all secondary students are in such private institutions. In addition, aided schools have allowed more equitable access than have unaided private schools for SC/ST students and other disadvantaged groups.

## **2.10 MANAGEMENT COST-EFFECTIVENESS**

**2.10.01** The obvious question for states to ask, when defining their school management strategy, is how do different school management types perform in terms of learning outcomes (measured in terms of examination pass rates)and relative costs. Examination pass rates are not the most reliable measures of quality, as each state sets and grades its own exam, such that they are not directly comparable. However, within each state they are an indicator of quality and certainly influential in terms of how state education authorities formulate their strategies to improve access and quality. Table 2.4 below shows school management shares and examination pass rates. The bottom line is no clear pattern emerges. Some states (e.g. Karnataka) do better than the national average with large government-managed systems, whereas other states (e.g. West Bengal) do better with large private aided systems. In addition, there is no clear pattern for states with large unaided private systems; some do better

than the national average, some do worse. Andhra Pradesh and Uttar Pradesh present interesting cases. In Andhra Pradesh, public schools dominate secondary education and result in above-average examination pass rates, while private unaided schools dominate senior secondary education and result in below-average examination pass rates. In Uttar Pradesh, private unaided schools dominate both levels of secondary education and produce above average pass rates.

**2.10.02** States clearly differ in terms of their relative income and the socio-economic characteristics of their student bodies which a simple comparison of examination pass rates does not consider. Work in Uttar Pradesh has been carried out using data from 1990s which attempts to address student selectivity bias by relating 15 student-specific variables to learning achievement scores in mathematics and reading.

**Table 2.4 Examination Pass Rates by Type of Management, 2005**

	Secondary				Sr. Secondary			
	School Management			Exam	School Management			Exam
	G	PA	PUA	Pass Rate	G	PA	PUA	Pass Rate
AP	63	6	31	73	23	14	63	46
Assam	60	14	26	50	87	3	10	58
Bihar	96	2	2	70	98	1	1	71
Chhattisgarh	64	0	36	51	59	6	35	70
Goa	20	72	8	62	17	83	0	78
Gujarat	7	65	28	60	7	73	20	77
Haryana	52	2	46	66	56	9	35	63
HP	74	2	24	71	76	2	22	76
Jharkhand	89	8	3	78	95	1	4	87
Karnataka	61	39	0	71	37	22	41	60
Kerala	32	46	22	75	43	28	29	75
Maharashtra	8	63	29	58	7	86	7	62
MP	53	1	46	42	50	6	44	80
Orissa	49	20	31	58	100	0	0	70
Punjab	77	9	14	69	82	10	8	74
Rajasthan	50	0	50	50	62	5	33	69
Tamil Nadu	41	13	46	78	50	21	29	69
UP	7	37	56	68	5	36	59	89
Uttarakhand	70	7	23	45	67	21	12	68
W.Bengal	1	95	4	70	1	95	4	68
			Average	63			Average	71

*G = Government; PA = Private Aided; PUA = Private Unaided*

*Source: Selected Education Statistics, 2004-05, MHRD*



Raw and standardized achievement scores were tracked and compared by school management type. The results are shown in Table 2.5 below.

**Table 2.5 : Achievement Scores, Corrected for Selectivity Bias,  
by Management Type**

	Achievement Points			Achievement Advantage Points		
	G	PA	PUA	PUA-G	PUA-PA	PA-G
	(a)	(b)	(c)	(c-a)	(c-b)	(c-a)
Mathematics						
Raw	8.97	8.37	17.09	8.12	8.72	-0.60
Standardised	11.38	10.09	12.80	1.42	2.71	-1.29
Reading						
Raw	9.77	10.86	16.85	7.08	5.99	1.09
Standardised	13.78	13.73	13.82	0.04	0.09	-0.05
Combined						
Raw	18.74	19.23	18.94	15.20	14.72	0.48
Standardised	25.16	23.82	26.62	1.46	2.80	-1.34

Source: Kingdom (1996)

The analysis suggests that private unaided schools do better than both government and private aided schools, but not by nearly as much as is implied by the raw scores which do not take into account student selectivity bias. Government schools do better than private aided schools, but not by a large margin. In terms of average unit costs at the secondary level by management type, states spent an average of US\$163 per student in government schools in 2004-05, versus US\$183 per student in private aided schools.<sup>50</sup> (Note: there is no reliable information regarding average unit costs in private unaided schools.) Initial reflection would suggest that private aided schools are less cost-effective than government schools.

### **2.10.3 Regulation of Private Schools**

**2.10.31** Whether partnership models are developed or not, the government has an important role to play in the regulation of the private sector, such that it serves the public good. To begin with, by ruling of the Supreme Court, all private schools in India must be non profit in nature (although in practice this appears to be an unenforceable and widely ignored ruling). Secondly, only private schools which are “recognized”(i.e. certified by government) are able to issue officially recognized transcripts, exam scores and diplomas. Recognition is a state-level matter (not central), subject to norms and regulations which are quite extensive, so much so that they appear to discourage the establishment, registration and recognition of private schools. Estimates of unrecognized private schools at the secondary level vary between 10–15 percent of all schools, lower than in elementary schools.

**2.10.32** In practice, however, the shortage of inspectors and weak governance structures enables private school managers in many cases to obtain official recognition whether they satisfy all regulation criteria or not. This jeopardizes the government’s efforts to ensure minimum levels of school quality in private schools, although there is little data to support this. Perhaps more importantly, it makes it difficult for parents to distinguish between acceptable- and low-quality private schools.

## **2.11 TEACHER RECRUITMENT CRITERIA AND METHODS**

**2.11.01** Perhaps the most important management issue in the education sector is teacher recruitment, given that teacher salaries consume the largest share of education budgets and the quality of teaching is the most important factor in student achievement. Common problems in teacher recruitment in India are insufficient objectivity, a shortage of candidates with the necessary attributes, and a high frequency of court cases arising from disputes on selection. Each state has its own academic and professional standards for teachers in government schools. The standards are generally quite high, though they vary

somewhat across states. In secondary education, a university degree plus a Bachelor of Education (B.Ed) degree is typically the minimum requirement. In senior secondary education, the requirement is usually a post-graduate degree.

**2.11.02** Each state has its own recruitment practices. Many states split their recruitment of secondary teachers for government schools into two quotas, promoting 50 percent from work at lower grades and recruiting 50 percent directly. Use of objective recruitment criteria is vital, not only for obtaining the best teachers but also for ensuring that the process is perceived as fair. Recruitment by interview only was the prevalent method in the public sector until quite recently, and is still favored by private schools. But face-to-face interviews are highly subjective, and in the interest of objectivity and transparency more and more states are beginning to adopt merit-based recruitment, based on examinations. State-level recruitment examinations are often conducted by civil service commissions rather than by departments of education. Since the standards of teacher training institutions vary, recruitment by examination has the advantage of providing some minimum assurance of teachers' academic capability. However, recruitment examinations are not necessarily specific to the education level and subjects that the applicants are expected to teach,<sup>54</sup> and where an applicant's subject competency is not tested, quality assurance is compromised.

**2.11.03** Often, due to a lack of candidates with the necessary attributes, and a heavy demand for science and mathematics teachers, schools waive the requirement for professional training and make appointments subject to the candidate acquiring a teaching degree within a stipulated time. To conform to certain equity-oriented recruitment policies(e.g. favoring scheduled castes, scheduled tribes, or women), minimum education criteria are often lowered.

**2.11.04** Subjectivity, reservation policies and political interference in teacher recruitment has led to tens of thousands of lawsuits across the country. This has a substantial impact on the school system, because once litigation on a recruitment case has started a court injunction prohibits any recruitment of

civil service teachers until the lawsuit is settled. Contention usually centers on the method of recruitment (for example, whether it is appropriate to use the same examination to recruit teachers for upper primary and secondary education), or on the conversion of contract teachers' jobs to established positions. These cases are holding up the hiring of thousands of teachers. Given the potential reaching consequences of such legal disputes, it is important to improve dialogue with teachers' unions, and to have procedures in place to address teachers' grievances without resorting to litigation.

### **2.11.1 Deployment: Matching Supply and Demand**

**2.11.11** Several factors lead to a mismatch between the supply and demand of secondary school teachers: shortfalls in recruitment; inflexible norms for the deployment of teachers in government and aided schools; teachers' reluctance to work in rural areas; and the politicization of teacher transfers. These features of the system already cause difficulties. The proposed expansion of secondary education and related requirements in teacher recruitment will only increase the management challenges.

#### **(i) Shortfalls in recruitment**

**2.11.12** Many schools face a shortage of candidates with the necessary qualifications. In the government school system, following civil service practice, the Indian Constitution reserves a certain proportion of teacher positions for women and members of the SC, ST, and Other Backward Castes(OBC), often in proportion to the share of these groups in a state's population. Though experience varies across states, many schools have difficulty recruiting enough suitably qualified teachers in the reservation categories. The problem is more marked in rural areas, in slums, and in English, mathematics, and science. In Karnataka, for example, out of 2,030 secondary school teacher posts advertised during the 2001-02 recruitment drive, only 43 percent could be filled. The shortfall is related to the highly specific requirements for combinations of language and subject specialty.

**2.11.13** Rural schools in much of India have particular difficulty finding subject teachers in English, mathematics, and science because few qualified teachers wish to work there. It is not accidental that contract teachers form a larger share of teachers in the rural areas (Table 2.5). In addition, rural schools also have a much smaller percentage of female teachers compared to urban areas, resulting in fewer role models for girls in secondary education.

**Table 2.6**  
**Distribution of Secondary School Teachers, by Rural and Urban Location and Employment Status, 2002**

	Full Time Teachers\1	Of Which	Contract Teachers	Of Which	Part-Time Teachers	Of Which	All Teachers	
	Total	Female	Total	Female	Total	Female	Total	Female
Rural	90,126	50,987	23,971	7,379	9,191	2,388	623,288	60,754
Urban	367,978	213,399	13,979	8,386	10,198	5,336	392,155	227,121
<b>Total</b>	<b>958,104</b>	<b>364,386</b>	<b>37,950</b>	<b>15,765</b>	<b>19,389</b>	<b>7,724</b>	<b>1,015,443</b>	<b>387,875</b>
Rural	62%	41%	63%	47%	47%	31%	61%	41%
Urban	38%	59%	37%	53%	53%	69%	39%	59%
<b>Total</b>	<b>100%</b>	<b>100%</b>	<b>100%</b>	<b>100%</b>	<b>100%</b>	<b>100%</b>	<b>100%</b>	<b>100%</b>

\1 : Includes Principal / Headmaster

Source: analysis of Seventh All-India Survey, 2002.

**2.11.14** Several other factors contribute to the shortfalls in recruitment. First, fiscal constraints and litigation on teacher recruitment often delay the filling of vacancies –the former through hiring freezes or reductions of grants in-aid, and the latter through court injunctions against recruitment while litigation is in progress. Second, too many newly qualified teachers fail the exams for merit based recruitment. In Karnataka, for example, some of the applicants for teaching positions scored as low as 0.33 percent in the employment examinations. Third, good data is frequently unavailable to make effective

projections for the demand, supply, and financial requirements for teachers, and lack of professional capacity for human resource management further aggravates the problem. Fourth, teacher training institutions do not plan their student intake on the basis of demand forecasts, producing too many graduates in some subjects (such as humanities and social sciences) and too few graduates in others, notably mathematics, science, and English. Furthermore, they do not yet train enough graduates in the reserved categories. Lack of coordination between education departments and teacher training institutions contributes to the mismatch between demand and supply.

**(ii) Norms for deployment of teachers in schools**

**2.11.15** Norms for the deployment of teachers in government and aided schools, often based on pupil-teacher ratios (PTRs), in practice prevent schools from making the best use of resources. Norms are set by the National Council for Teacher Education, although states vary in their adoption of these norms. The norms in force for government secondary schools do not take sufficient account of the enormous variations in enrolment and class distributions that result from subject specialization and the allocation of students per section within each grade. Where enrolment is small, as it often is in rural schools, the application of the norms causes teachers to be underutilized. Where enrolment is large, teachers tend to be overloaded.

**2.11.16** To some extent, India could overcome teacher shortfalls in secondary education by relaxing the current norms and raising pupil-teacher ratios, as it did for elementary education. As elementary education expanded, the number of primary and upper primary school teachers grew during the period 1990 to 2005 but so did the pupil-teacher ratio (PTR). In elementary education, international consensus considers 40:1 an optimal ratio and this is indeed the goal's norm for SSA. By contrast, the PTR at the secondary level has stabilized at about 33; international experience suggests this could be increased somewhat with little or no adverse impact on student learning.

**2.11.17** Optimal pupil-to-teacher ratios in secondary education are more difficult to establish. Since 1950 the overall PTR in public secondary schools has risen

from 21:1 to 33:1. Because secondary education requires far more subject specialists than elementary education, PTRs naturally tend to be lower than in elementary education. Internationally, the PTR in secondary education ranges from the mid-teens in Japan to more than 40:1 in low income countries. When East Asia was industrializing in the 1970s and 1980s, the PTR in secondary education was quite high, for example reaching 39:1 in South Korea in 1980 (UNESCO Statistical Yearbooks, various years). Only after the East Asian countries had developed and gone through the demographic transition did their PTRs decline. Currently, PTRs in government secondary schools vary quite widely across and within Indian states. The range goes from a low of 13:1 in Mizoram to a high of 42:1 in Bihar. Within states, there is also tremendous variation between rural and urban areas and across districts. The average PTRs in rural and urban areas are 28:1 and 44:1, respectively, reflecting the fact that rural schools serve more dispersed populations than urban.

**2.11.18** PTRs also vary widely by subject; three times as many students choose the arts stream as choose the science stream, and mathematics and science classes at the senior secondary level are particularly small. PTRs also tend to be lower in senior secondary than in secondary classes: in Orissa, for example, the PTRs at the secondary level range from 11:1 to 20:1; by the senior secondary level, they fall to between 6:1 and 9:1 (Secondary School Surveys in Rajasthan and Orissa, 2005). In view of the anticipated expansion of secondary education, redeployment of teachers from senior secondary to secondary schools would appear to be a viable, if partial, solution.

### **2.11.2 Terms and Conditions of Service for Teachers**

**2.11.21** Within the broad guidelines set by states, teachers' terms and conditions of service differ according to the type of school they work in. Different terms and conditions encourage different behavior and attract different types of people to the teaching profession, which has different policy implications. Teachers in government schools are civil servants. In addition to teaching, they are required to help organize elections, update electoral rolls, and conduct population and household censuses. In many states, they are also required to

help immunize children and participate in campaigns for family planning.<sup>56</sup> This takes away from teachers' "time on task", which has been shown at the elementary level to be clearly correlated with student learning outcomes (Sankar,2007). If hired on a statewide basis, they can be transferred to whichever locality or school requires their service, although they can also request a transfer to a school of their choice. Pay in government schools depends on academic qualifications rather than on the educational level where teachers work. Starting monthly salary is around Rs.6,000(US\$ 150) and the top scale is around Rs.15,000-20,000,with the average around Rs.12,000 (US\$ 300), again with variations across states. Government teachers are entitled to pension and healthcare benefits.

**2.11.22** Teachers in aided schools are entitled to the same salary scale and subject to similar terms and conditions of service as teachers in government schools, except in three respects. First, they are not civil servants, so they are not required to perform public duties and they can take secondary jobs. Second, because they are hired by the organization that manages the school, they cannot be transferred by the government across schools or across localities. Third, they are not subject to a reservation system. In reality, as seen in Table 2.3, actual salaries often do not match entitlements for teachers in aided schools, particularly in states under fiscal stress which have drastically reduced their grants-in-aid(GIA). Orissa, for example, has reduced its GIA to 40percent of the original allocation. This has led to salary cuts for teachers in the aided schools and the employment of contractual teachers, who receive lower pay and are employed on contracts lasting less than a year.

## **2.12 QUALIFICATIONS OF PRIVATE AIDED AND UNAIDED TEACHERS**

**2.12.01** It is frequently argued that private schools pay lower salaries than public schools because they recruit less qualified people as teachers, and hence offer a lower quality educational experience. To explore that issue, a representative sample survey of 1,440 private aided and unaided schools was carried out in nine states spread around the country in March 2008. Among the



issues examined were the qualifications of private teachers and their salaries. The findings are below.

### 2.12.1 Academic Qualifications of Private Aided and Unaided Teachers

Contrary to popular opinion, as Table 2.5 shows, the academic qualifications of teachers in both private aided and unaided schools (both secondary and senior secondary) are roughly the same.

**Table 2.7 Academic Qualifications of Teachers**

Qualifications	Aided Secondary	Aided Senior Secondary	Unaided Secondary	Unaided Senior Secondary
Less than Senior Secondary	2	1	1	0
Senior Secondary	3	3	2	3
Graduate	54	25	54	25
Post Graduate and above	42	72	43	72
Total (%)	100	100	100	100
No. of schools	487	277	306	260

*Source: "Feasibility Study for an Operational Partnership Between the Public and Non Public Sectors in Non-Elementary Education", ORG Centre for Social Research, August 2008.*

It is clear from the above table that majority of secondary school teachers are graduates of higher education, while a majority of the senior secondary teachers are post-graduates.

### 2.12.2 Professional Qualifications of Private Aided and Unaided Teachers

At the secondary level, there is virtually no difference in the professional qualifications of teachers in aided and unaided schools. 95 percent of unaided secondary schoolteachers are trained, identical to the percentage of trained aided secondary school teachers. However, at the senior secondary level,

teachers in aided schools were more likely to have professional training than their counterparts in unaided schools.

### **2.12.3 Years of Experience of Private Aided and Unaided Teachers**

According to the 2008 survey of 1,440 private secondary schools, the average experience of teachers in aided secondary schools (16.7 years) and aided senior secondary schools (18.8 years) is greater than the experience of the teachers in unaided secondary schools (10.1 years) and unaided senior secondary schools (11.5 years). On one hand, this highlights a potential retention problem in private unaided schools, at both secondary and senior secondary levels. On the other hand, it shows that teachers in unaided schools possess, on average, quite significant teaching experience, perhaps more than is commonly supposed. Ten years is more than enough time to acquire sufficient experience.

### **2.12.4 Average Salaries of Private Aided and unaided Teachers**

According to this same 2008 survey of private secondary schools, the salaries of teachers in aided schools are approximately three times greater than those of teachers in unaided schools. On average, an aided secondary school teacher earns about Rs. 13,800 per month, whereas a private unaided school teacher receives just Rs. 4,200 per month. At the senior secondary level, an aided school teacher earns about Rs. 15,200 per month on average, whereas a private unaided school teacher receives Rs. 5,700 per month. In fact, about one half of unaided secondary school teachers and about one third of unaided senior secondary school teachers earn less than Rs. 3,000 per month, compared to just 6 percent and 2 percent of teachers in aided secondary and senior secondary schools, respectively. Sharply differing salary structures between teachers of aided and unaided schools may negatively affect satisfaction levels of unaided school teachers, which may in turn negatively affect quality (although this does not appear to be the case from student academic performance data). On the other hand, this shows greater cost effectiveness of unaided

schools relative to aided schools, in that they achieve similar (if not superior) academic results while paying their teachers much less.

## **2.13 TEACHER PERFORMANCE APPRAISAL AND INCENTIVES**

**2.13.01** Officially, the performance of government teachers is appraised through annual confidential reports. This process has potential but in reality is carried out in a very mechanical and perfunctory manner so as to avoid controversy (and litigation). Many states provide awards to teachers as performance incentives, but the implementation of these schemes leaves much scope for improvement. Teachers worthy of awards should ideally be nominated by parents and students on the basis of their performance and their helpfulness to students with the nominations validated by a committee of reviewers, but in practice teachers themselves have to apply for awards and justify their own selection. This makes the process non transparent and highly subjective, allowing for nepotism and other malpractices.

**2.13.02** Fiscal constraints may prevent the use of merit pay on a sustained basis, and the evidence is mixed as to whether paying teachers a bonus based on improvements in student test scores effectively improves teachers' performance. Recent efforts to link teachers' pay and student learning outcomes at the elementary level in Andhra Pradesh, however, suggests that Indian teachers do respond to incentives in ways which improve students' learning as measured by test scores. There is certainly scope for increased experimentation with this at the secondary level in India, combined with rigorous experimental evaluation to assess its impact.

## **2.14 SCHOOL-BASED MANAGEMENT AND DECENTRALIZATION**

**2.14.01** Related to the issue of teacher recruitment, deployment and evaluation is the role of school-based management (SBM) at the secondary level. This is a particularly compelling topic given the need to address access, quality and equity concerns simultaneously, not sequentially, at the secondary level. SBM

typically involves the transfer of authority for a range of activities, including budget allocation; hiring and firing of teaching and non-teaching personnel; procurement of textbooks and other learning materials; infrastructure improvement; and monitoring of teacher and student performance.

**2.14.02** Internationally, SBM has flourished over the last twenty years in both OECD and developing countries, largely as a means to improve quality, and there is an extensive literature on it. While the evidence regarding the results of SBM in terms of learning outcomes is mixed, there is a strong rationale for it insofar as it tightens and renders more transparent the relationship between the service provider (the school) and the client (parents/students). Furthermore, in the context of efforts to improve school quality and learning outcomes, it places the school clearly as the agent of change, for which it is responsible and accountable to both parents and policymakers. Short of SBM, decentralization of key resource allocation and administrative decisions to lower education administration levels can also increase alignment with local needs for more efficient, better targeted resource allocations to improve quality.

**2.14.03** It is an irony of the Indian secondary system that most states require privately-managed schools (aided and unaided) to have school-level management committees (composed of the head teacher, parents, teachers, etc.), while public schools are not so obligated. Government schools are controlled at the state and district levels with little community involvement. In this sense, private schools are more accountable to the public than are government schools. It is important to point out that this is very different from policies at the elementary education level, where Village Education Committees in public schools are standard.

In government and private aided secondary schools, teacher qualifications are fixed, with little or no involvement of school principals in teacher recruitment. The main difference is that teachers in the private aided system are appointed to specific schools rather than to the system overall, so that there is at least the presumption of increased teacher accountability (if not the reality).

**2.14.04** Compared to the primary level, it is more difficult at the secondary level for parents to judge the quality of schools, to compare them, or advise them. There are greater gaps between the average parent's education and that of secondary teachers and principals, a secondary school's structure and organization is more complex, and secondary schools are more "regionally monopolistic" (fewer of them, less choice) (World Bank, 2005a). All of these factors increase the challenge of improving accountability through parental and community involvement, but they do not offset the potential benefits of SBM.

## **2.15      **OPTIONS FOR IMPROVING MANAGEMENT OF SECONDARY SCHOOLING****

### **2.15.1    **Optimal Mix of Public, Private and PPP Schools****

**2.15.11** Clearly, given the diversity among the states, there is no single strategy for all of India in terms of secondary school management. States whose secondary education is predominantly government- financed and government provided cannot expect private providers to be able to immediately absorb all increased demand, even with public subsidies. However, such states can certainly begin to pilot and evaluate alternative strategies, such as public per student subsidies to attend accredited private unaided schools. States which have heavily relied on private schools to provide enrolment cannot shift overnight to a public-dominated system; it would take too long and be too costly. Each state needs to define its own medium-term strategy relative to school management and its impact on improved access, equity, quality and financing of secondary education. This reflection must consider the evolving labor market demand, which is specific to each state. As part of this process, states should consider alternative models for school management which have shown promise in industrialized and developing countries around the world.

### **2.15.2    **Options for Improving Teacher Recruitment and Management****

**2.15.21** *Improve the teacher selection criteria and process.* States can achieve greater transparency and objectivity, while also paying attention to applicants' personal characteristics, if they combine entrance exams with interviews.

Examinations of prospective teachers should test not only for general but also for subject-specific knowledge. Introducing state-wide competition could enlarge the pool of candidates from which district or school management committees could select. Merit-based recruitment that rests solely on test scores is likely to provide an incomplete profile of a candidate, particularly in terms of personality and behavioral traits, which can be critical attributes of a good teacher. Combining examination and interviews may be the best selection method, with recruitment at the district level to increase accountability and reduce pressure for transfers to urban areas (Sharma, 2005; Bashir, 2002; Bashir and Sipahimalani-Rao, 2002)

**2.15.22** *Allow more flexible recruitment in government schools.* Within the broad guidelines of existing norms for allocation and deployment of teachers, government schools need contextual flexibility to allow them to better meet their needs for teachers. This suggests a need for the states to set aside some funds and empower school management committees or block-level officers to hire temporary teachers to meet needs caused by illness, death, transfer, or maternity leave, as well as to address the problems caused by the shortages of teachers in specific subjects. Where suitable candidates cannot be found in the reserved categories, state governments should seek waivers from SC and ST commissions so that they can use contract teachers against the roster vacancies until candidates are available. Provided that safeguards are observed in their hiring, so as to protect academic and teaching standards and provided they are fairly paid, contract teachers serve the public need much better than unfilled vacancies. Allowing more flexibility does not mean compromising on the quality of teachers or undercutting teachers on regular appointments: the need is to allow more use of contract teachers to fill temporary gaps, but to select them rigorously and to pay them fairly, so they can be held accountable for quality work.

**2.15.23** *Existing norms that require a Bachelor's degree in education to teach secondary school could be waived* for those who have other tertiary education degrees. Academic attainment and subject knowledge at the time of

recruitment should be emphasized as a means to control quality, combined with enhanced opportunities for new recruits to earn teaching credentials on the job and for continuous professional development. Another option is to encourage mid-career professionals to join the sector. This could bring new experience and energy into the profession. This is being tried out in other countries, such as the United States, Belgium, the Netherlands, and Sweden.

*Provide financial, non-financial and career incentives for teachers to work in schools that do not attract sufficient candidates.* This will be particularly important to encourage teachers in rural areas. This policy is used by many countries around the world.

*Allow more flexible deployment of teachers.* Options to improve the deployment of teachers are to expand enrolment to make more efficient use of available teachers; to commit supporting resources that can enable a teacher to teach a different subject closely related to his/her own—for example, so that a mathematics teacher can teach science; and dropping the requirement for schools to offer vocational subjects with a high degree of specialization.

*Commit supporting resources,* including Internet-based resources, which can enable a teacher to teach a different subject closely related to his/her own.

*Transfers.* A policy—strictly enforced—is needed to prevent transfers from taking place in the middle of the school year, so as to avoid disrupting classes. Teachers' contracts should also specify that at least during the first three years of their service, they should remain on post without transfer.

*Introduce renewal contracts for teachers.* To ensure that teachers keep abreast of their field and serve their students well, state governments could consider introducing a system of five-yearly contract renewal for newly recruited teachers. Renewal would be based on demonstration of successful completion on a minimum number of hours of in-service professional development.

### **2.15.3 Regulation of Private Schools**

**2.15.31** Private schools which do meet government regulations have an interest in differentiating themselves from schools which do not, in order to attract more students. That is, higher quality schools lose in a situation of weak governance. In many countries private schools have responded to this by forming associations on their own, which agree on minimum standards and conduct “peer-based” accreditation. In India, private schools have also formed associations and franchises to ensure minimum levels of quality and their ability to signal that quality to parents. This may be a better approach than assuming the public sector has the capacity and independence to regulate private schools objectively.

### **2.15.4 School-Based Management and Decentralization**

**2.15.41** There are many factors (both school and household related) which help explain why private, unaided schools generate higher levels of student achievement. Nonetheless, because parents finance the costs of private unaided schools they, in accordance with state regulations, participate on school management committees, in key decisions and oversee the school principal. The private, unaided school principal, in turn, has significant authority to make decisions aimed at delivering the outcomes for which parents pay. This “short route” of accountability is powerful, as seen in the consistently higher achievement scores of students from private, unaided schools. There certainly appears to be considerable scope for strengthening the roles of school management committees in government schools at the secondary level, and for giving school principals the increased autonomy they need to produce results a strategy which emphasizes school-based management would, of course, have to include extensive capacity building of both school principals and school management committees.



CHAPTER - 3

**REVIEW OF LITERATURE**

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## CHAPTER - 3

### REVIEW OF LITERATURE

#### 3.1 INTRODUCTION

3.1.01 One of the most important early steps in a research project is conducting of the literature review. A literature review is designed to identify related research, to set the current research project within a conceptual and theoretical context. When looked at that way, almost no topic is so new or unique that you can't locate relevant and informative related research. Literature reviews are academic documents that researcher's write in order to provide a critique of an element of a literary work. A literature review can be written on just about any literary work. However, a literature review is an assignment in which research students not only need to read and understand a literary work, but they also need to think critically about specific themes, ideas, and information presented in the work. Writing a **literature review** is an essential part in the research work. Literature review requires the knowledge of some concrete piece of literature.

3.1.02 The main aim of literature review is :

To Show why your research needs to be carried out,

How you came to choose certain methodologies or theories to work with,

How your work adds to the research already carried out, etc.

3.1.03 Read with a purpose: you need to summarize the work you read but you must also decide which ideas or information are important to your research (so you can emphasize them), and which are less important and can be covered briefly or left out of your review.

3.1.04 You also look for the major concepts, conclusions, theories, arguments etc. that underline the work, and look for similarities and differences with closely related work.

- 3.1.05 Write with a purpose: your aim should be to evaluate and show relationships between the work already done (Is Researcher Y's theory more convincing than Researcher X's? Did Researcher X build on the work of Researcher Y?) and between this work and your own. In order to do this effectively you should carefully plan how you are going to organize your work.
- 3.1.06 The literature review serves several important functions:
- a) Ensures that you are not "reinventing the wheel".
  - b) Gives credits to those who have laid the groundwork for your research.
  - c) Demonstrates your knowledge of the research problem.
  - d) Demonstrates your understanding of the theoretical and research issues related to your research question.
  - e) Shows your ability to critically evaluate relevant literature information.
  - f) Indicates your ability to integrate and synthesize the existing literature.
  - g) Provides new theoretical insights or develops a new model as the conceptual framework for your research.
  - h) Convinces your reader that your proposed research will make a significant and substantial contribution to the literature (i.e., resolving an important theoretical issue or filling a major gap in the literature).

## **3.2 REVIEW OF AVAILABLE LITERATURE**

### **3.2.01 Book Review**

- 1) Human Resource Management – 10 Edition -- Gary Dessler, Florida International University. Prentice, Hall of India Pvt. Ltd., New Delhi – 110 001, 2006 .

In this book offer a comprehensive review of human resource management concepts and techniques in a highly readable and understandable form. The book essentially focuses on explaining the links between the HR activities, and the emergent employee behaviors, and the resulting company-wide strategic

outcomes and performance. It also explain how the managers use the tools and techniques to create an HR system that contributes in a measurable way to produce the employee behavior required to achieve the company's strategic goals. This learning approach helps in developing a strong, valuable foundation in human resource management for success in real life as a manager.

- 2) Human Resource Management – 5th Edition, Raymond A Noe and Others. Tata McGraw-Hill Publishing Company Ltd., New Delhi. 2007 --

It provides the technical background needed to be a knowledgeable consumer of human resource (HR) products and services, to manage HR effectively, or to be a successful HR professional. While clearly strategic in nature, the text also emphasizes how managers can more effectively acquire, develop, compensate, and manage the internal and external environment that relates to the management of human resources. This book discuss how companies succeed in a competitive environment considering aspects of social responsibility like environmental and employment issues.

- 3) Human Resource Management – 10th Edition, John M. Ivancevich. Cullen Professor of Organizational Behaviour and Management, C.T. Bauer College of Business, University of Houston. Tata McGraw-Hill Publishing Company Ltd., New Delhi.2008 --

HRM is a function that plays a vital role in the success of organizations. This edition of human resource management – takes a managerial orientation; that is, HRM is viewed a relevant to managers in every unit, project, or team. Managers constantly face HRM issues, challenges, and decision making. Each manager must be a human resource problem solver and diagnostician who can deftly apply HRM Concepts, procedures, models tools, and techniques. This book pays attention to the application of HRM approaches in real organizational settings and situations. Realism, correctness, understanding and critical thinking are cornerstones in each edition of this text.

- 4) Human Resource Management – 5th Edition, K. Aswathappa, . Tata McGraw-Hill Publishing Company Ltd., New Delhi. 2008

This book on Human Resource and Personnel Management is a modest but sincere attempt towards the understanding of human resource in its proper perspective. The contents have been logically divided into six sections to enable the reader comprehend thoroughly the vital aspects and applications of the various principles of human resource management. The sections are : (1) Nature of human resource management, (2) Employee hiring, (3) Employee and executive remuneration, (4) Employee motivation, (5) Employee maintenance, (6) Industrial relations. The text is replete with illustrations, examples and anecdotes drawn from the contemporary business world. In all, the book provides a refreshing and rewarding insight into all that a reader wants to know about management of human resources.

5) Human Resource Management – *Scott Snell & George Bohlander.*

*Cengage Learning India Pvt. Ltd. New Delhi – 1.2007*

This edition of Human Resource Management, how organization can gain sustainable competitive advantage through people. The role of HR managers is no longer limited to service functions such as recruiting and selecting employees. Today HR managers assume an active role in the strategic planning and decision making at their organizations. Meeting challenges head-on and using human resources effectively are critical to the success of any work organization. It includes many experimental exercises to explore significant issues in HRM. These skill building exercises will help to gain practical experience when dealing with employee/management concerns such as pay-for-performance; effective teaming; employee benefits; etc.

6) Strategic , Human Resource Management – 1st Edition, 2007 ---*Dr. Minakshi Kishore. Wisdom Publications, Delhi – 95*

The primary aim is to provide knowledge that is up-to-date and to provide a strategic advantage to the readers of Human Resource Management . The book discusses the strategic aspects of various HR functions and provides an insight to its formulation as well as implementation issues. It explore the fascinating world of strategic Human Resource Management. It includes live examples, interesting, exciting and latest topics.

- 7) King's Human Resource Development – 1999 *M.M. Verma & R.K. Agarwal*  
*King Books Educational Publishers, Delhi-6 ---*

In this book it explains importance of HR to each individual because it can assist in improving and using his capacities and potentialities to the utmost. With ever-developing skills and aptitudes, the individual has become increasingly proficient in overcoming many hurdles which his primeval ancestors could not. It explains HR is one of the most vital resources of the country because this is the force which exploits the natural environments for the entire population of the country. Human Resources both as a producer and consumer uses the product for comfortably living.

### **3.3 ARTICLES PUBLISHED IN NEWS PAPERS AND PERIODICALS**

#### **ARTICLE REVIEW**

- 1) Shubhashish and Ramiya Bhas in his article from the battlefield to the boardroom (*Times of India – ( Times Ascent ) dated 16 January, 2008*).states that – Life does not end after a career in the army, navy or air force. Instead, it gives rise to a hiring people with a defence background. People from the defence sector prove to be equally competent employees as hires from other backgrounds.
- 2) Ramiya Bhas in his article “ The Lay-off Trap” (*Times of India – ( Times Ascent ) dated 20 February, 2008*) states that – Laying off employees in bulk is never an easy task. Experts from corporate India, how this exercise can be carried out with a little sensitivity and sympathy towards employee needs.

Recently, a leading MNC in the country decided to lay off more than 500 of their employees from different verticals on grounds of poor performance. The organization believed that they had given these 500 and more employees a chance to redeem themselves but all efforts seemed to have gone in vain as they showed little or no signs of improvement and were hence asked to put in their papers, voluntarily. Though, in the past, this practice was exercised by organizations occasionally, only in times of dire crisis; in today's corporate scenario, there are quite a few numbers of organizations laying off people especially in bulk. There are such times in every organization when they need

to make a decision as to who has to be retained and who has to be let off, especially during situations like mergers and acquisitions, bankruptcy, poor performance, crisis etc. But today, there are ways through which organizations can help their employees under such circumstances by showing a little sympathy, concern and a whole lot of counseling.

- 3) Raghu Venkata in his “3 pillars of IT” (*Times of India – ( Times Ascent ) dated 20 February, 2008*) states that – The overall goal of corporate innovation is to have a good balance of both external and internal innovations. The exponential growth of IT/ITES industry is supported by three strong pillars that lend themselves, in creating business excellence, new technological advances and an unparalleled intellectual capital. These are employee engagement, innovation and leadership.
- 4) Priya C. Nair in her article “ Passive hunters” (*Times of India – ( Times Ascent ) dated 27 February, 2008*), states that – In Today’s competitive job scenario where long – term loyalty is almost unheard of and job hopping is the easiest getaway for many, there are a few people who are content with their current positions and are not looking out for a change.
- 5) Edward Cohen in his article “ The global Edge” (*Times of India – ( Times Ascent ) dated 27 February, 2008 )* states that – Successful global leaders are entrepreneurial . When most people hear the word ‘entrepreneur’, they think ‘business owner’.
- 6) Ramiya Bhas in his article “Wish List 2008” (*Times of India – ( Times Ascent ) dated 2 January, 2008*) states that – It’s that time of the year when everyone is making resolutions and expecting great things from the coming year. India Inc. is also thinking of imaginative ways to bring success and cheer to its employees. We are expecting attrition to fall against the backdrop of increasing employee engagement measures and realigned retention strategies. The demand for talent at all levels would continue to be the key focus area for organizations and the battle for finding the right talent will continue among them.



- 7) Panna Saroopa in her article “Resume Rules” (*Times of India – ( Times Ascent ) dated 21 April, 2008*) states that – A resume can often make or break the deal with potential employers or institutes. Highlights the crucial aspects of the perfect resume which need to be mentioned at various stages.
- 8) Omkar Thate in his article “It’s Happening” (*Times of India – TCD-ITPC ) dated 2 January, 2008*) states that – Indian IT companies have been more predisposed towards services rather than products as, in my opinion, product development requires nurturing a product for a longer amount of time as opposed to a project which lasts for a small period of time, and companies do not always want to take that risk. However , we have been actively developing software especially in the financial sector for various banks in Europe. In September – October 2008 , we recruited 92 people in a span of 30-45 days. The Indian IT industry is traditionally built on the bedrock of IT service companies and outsourced work. However, several software product development companies have, of late, begun to make their foray into the Indian market . Suprateek Chatterjee finds out how product companies are making inroads into the IT industry.
- 9) Times of India group in their article “Mentoring for success” (*Times of India – ( Times Ascent ) dated 28 January, 2008*) states that – Feel lost at work and not about to figure out the path for a successful career? Confused about a career decision? Here comes the role of a mentor who could support you and lead you to the right path. A mentor could be someone you work with , who is at a Higher stage of His/Her career than you are.
- 10) Times of India group in this article “Corporate Training – The order of the day Author” (*Times of India – ( Times Ascent ) dated 28 January, 2008*) states that – One of the growing challenges for most of the organizations is the need of long term talent Management and introducing the right corporate training programmes can help achieve this. IT equips a manager with skills to empower conduct day-to-day management.
- 11) Yasmin Taj in this article “A warm welcome” (*Times of India – ( Times Ascent ) dated 13 August, 2008*) states that – After joining a new organization, many of us find ourselves thrown into a new environment, with a lot of

apprehensions. This is where induction training can help familiarize us with the organisation's philosophy, along with key business processes and our work responsibilities. To organizations that have formulated unique induction programmes for their new recruits.

- 12) Ramiya Bhas in this article "Work for a better world" (*Times of India – ( Times Ascent ) dated 14 January, 2008*) states that – A lot is said and written when the higher ranks of large organizations get involved in social work. But then there are also employees who are chipping in actively towards issues of social significance. In more ways than one, without making much noise. "employee philanthropy" is the latest trend catching up in India Inc. In social psychology the term reciprocity represents the ideal that positive actions will inspire reciprocal positive actions, A theory that is encouraging many employees of corporate India to go beyond just making money. They aspire to make a difference to the community. While helping their organization with the responsibility revolution . In doing so , employees affirm they learn critical career enhancing skills like leading through tough times, managing with few resources and inspiring others with a common sense of purpose.
- 13) Priya C. Nair in this article "Walking the tight rope" (*Times of India – ( Times Ascent ) dated 14 January, 2008*) states that – As the red line of work-life balance gets thinner, more and more employees are looking at flexible working hours as the best option for managing their personal life with work. Even firms have realized the benefits of flexible timings and are providing various options to their employees.
- 14) Priya C. Nair in this article "The way forward" (*Times of India – ( Times Ascent ) dated 28 January, 2009*) states that – At a time when news about employee lay-offs is hitting headlines, industry experts believe that this situation can be viewed as a blessing in disguise. Utilising this tumultuous period as an opportunity to reassess one's long term career goals will help smoothen the journey.
- 15) Viren Naidu in this article "the Corporate Shrink" (*Times of India – ( Times Ascent ) dated 28 January, 2009*) states that – In an Endeavour to address the many anxiety-driven issues faced by employees, during these uncertain times,

organizations are conducting employee counseling sessions to keep them constantly engaged and motivated.

- 16) Yasmin Taj in this article “Tame your temper” (*Times of India – ( Times Ascent ) dated 28 January, 2009*) states that – There are often moments at the workplace when employees get angry and lose their cool. The reasons for the same, may be many but the outcome is the same, leading to low performance, failure in understanding colleagues and an eruption of unknown emotions and in today’s uncertain times, this has become quite a commonly felt emotion.
- 17) Priya C. Nair in this article “On a new role” *Times of India – ( Times Ascent ) dated 4 February, 2009* states that – The workplace philosophy , Today is no longer about concentrating only on one’s own task. But is also about adding value to other functions. As job horizons widen, the need to know and contribute more has become imperative and now firms are doing just that by implementing multi-technological training activities.
- 18) Yasmin Taj in this article “Hope Floats” (*Times of India – ( Times Ascent ) dated 4 February, 200*) states that – During these turbulent times when several companies are resorting to drastic measures like laying off employees, there are a few who think otherwise. These are organisations who are recruiting despite the downturn, thus giving the adage “every cloud has a silver lining” a whole new meaning.
- 19) Times of India Group in their article “Procrastination hampers growth at the workplace” (*Times of India – ( Times Ascent ) dated 14 January, 2009*) states that – We may not take notice but procrastination is creeping into the Indian workplace anybody who has the compulsive habit of rolling over today’s work to tomorrow is sure to find a complete lack of time and order in their life.
- 20) Times of India Group in their article “Time Management – an important business tool” (*Times of India – ( Times Ascent ) dated 14 January, 2009*) states that – As our schedules get tighter and it becomes more difficult to fit in everything we would like to do, it is obvious that time needs management.
- 21) Yasmin Taj in her article “The small town edge” (*Times of India – ( Times Ascent ) dated 18 February, 2009*) states that – In today’s talent starved

market scenario, it has become imperative for organizations to widen their horizons by tapping into the talent of the Tier 2 and 3 population as well.

- 22) Ramiya Bhas in his article “I have the power” (*Times of India – ( Times Ascent ) dated 18 February, 2009*) states that – Employee empowerment” today is more than just a management buzzword. It requires employees and employers to work together towards establishing clear organizational goals.
- 23) Priya C. Nair in her article “On a hopping spree” (*Times of India – ( Times Ascent ) dated 18 February, 2009*) states that – It’s known fact that several employees, in a quest to boost their career prospects resort to job-hopping. Industry experts discuss the pros and cons of this trend.
- 24) Priya C. Nair in her article “ The Rebound Effect” (*Times of India –( Times Ascent ) dated 11 February, 2009*) states that – Re-entering the work world, after a career break, can be both, intimidating and exhilarating. Several prospective employees, making a comeback are often faced with challenges that other job-seekers don’t come across. Hence to address this issue, organizations are introducing initiatives to ensure a hassle-free transition.
- 25) Ramiya Bhas in her article “The crisis – cross connection” (*Times of India – ( Times Ascent ) dated 11 February, 2009*) states that – In a quest to curb the repercussions caused due to the slowdown companies are implementing cross-training/cross skilling programmes to foster better results.
- 26) Ramiya Bhas in her article “Reality Bytes” (*Times of India – ( Times Ascent ) dated 26 March, 2008*) states that – It’s no longer just about telecommuting or working from home. With the growth of technology, HR managers are recruiting candidates by exploring the concept of virtual reality, discovers. It is well suited for recruiting purposes, as applicants can remain anonymous.
- 27) Times of India Group in their article “Weighting the options” (*Times of India – ( Times Ascent ) dated 26 March, 2008*) states that – Climbing the career graph can be infinitely easier for you if you have fitness and endurance on your side. Here are a few basics of good health at work.

- 28) Neha Sharma in her article “Leading the way” (*Times of India – ( Times Ascent ) dated 5 March, 2008*) states that – In today’s global economy, IT companies must ensure that their leaders have the right skill sets to function on a new geographic scale. He tell us how several organizations are training, reskilling, grooming and developing ‘global’ IT leaders to face various global challenges head – on.
- 29) Veren Naidu in his article “The miracle worker” (*Times of India – ( Times Ascent ) dated 12 March, 2008*) states that – A few organizations from India Inc. that celebrate diversity at work place by embracing everyone’s capabilities irrespective of their physical challenges.
- 30) Ramiya Bhas in her article “On a leave , But not yet gone” (*Times of India – ( Times Ascent ) dated 12 March, 2008*) states that – Taking a Break from work is no longer considered to be a ‘Bad Sign’ as companies across India Inc. are encouraging their employees to take the much needed sabbatical, Discovers.
- 31) Shayoni Mehta in her article “Leaving behind his prints” (*Times of India – ( Times Ascent ) dated 2 January, 2008*) states that – Good communication skills and a feel of the market pulse keeps this young man going. Focused effort and communication skills. The job requires you to understand the market and clients requirements. I try to make our quotations fit the client’s bill.
- 32) Basant Rajan in his article “Initiate innovation in your employees” (*Times of India – ( Times Ascent ) dated 2 January, 2008*) states that – The recognition received has motivated employees to enhance their technical skills and encourage innovative ideas. It has created motivated techniques and will have an impact on performance in the long-run.
- 33) Ramiya Bhas and Shubhashish in their article “IT : Brighter by the day” (*Times of India – ( Times Ascent ) dated 20 June, 2007*) states that – The sun is shining brightly on the IT industry and will continue to do so. Experts agree that India will continue to be one of the brightest IT hubs in the world in the next five years.

- 34) Times of India group in this article “The Great IT Challenge” (*Times of India – ( Times Ascent ) dated 20 June, 2007*) states that – Reskilling is the key to have an edge over competitors and IT professionals are now recognizing the importance of different certifications and training programmes. Certified, Trained professionals will far outweigh the supply as companies increasingly give weightage to the certified levels and already gained expertise of these types of professionals.
- 35) Times of India Group in their article “The road less travelled” (*Times of India – ( Times Ascent ) dated 20 June, 2007*) states that – It’s no longer just about quantity. Many IT companies are now realizing that India has the pool for the right talent.. But the million-dollar question is, are we qualified enough? Out of a requirement of 2.3 million people, India will fall short by 50,000 IT professional by 2010 . The fall is not in terms of numbers but in terms of relevance. Only 25 percent of the total technical graduates and 10-15 percent of general graduates are industry relevant.
- 36) Priya C. Nair in her article “It’s Boom Time” (*Times of India – ( Times Ascent ) dated 20 June, 2007*) states that – India is slowly emerging as the Research and Development hub for many multi-national companies (MNCs) . MNCs are looking at India in a big way and are also making huge investments in the country. This trend can be traced back to the establishment of the first R&D Centre by Texas Instruments (TI) in Bangalore in 1985. India is recognized globally as an innovation hub given the availability of a Talent pool that is not only experienced but also is contributing a lot towards the growth of the company’s progress.
- 37) Times of India Group in their article “The blooming revolution” (*Times of India – ( Times Ascent ) dated 20 June, 2007*) states that – IT has permeated every level of modern urban life. But rural India is still far removed from the complicated world of networks and technology.
- 38) Ramiya Bhas in her article “Mutual Benefits” (*Times of India – ( Times Ascent ) dated 28 November, 2007*) states that – Today, employee benefits no longer include just insurance policies and loans. With the changing face of

India Inc. organisations need to go a step further to ensure that benefit schemes install a sense of belonging and give a sense of job security.

- 39) Ramiya Bhas in her article “ To the Manor born?” (*Times of India – ( Times Ascent ) dated 12 September, 2007*) states that – If India Inc. was fairytale kingdom where the CEO was king, choosing the successor would be an easy task. But in today’s competitive scenario, experts believe that the prince might not necessarily be worthy to run the kingdom (read : organization ) as competently as his father. And therefore, several employers are facing a tough time choosing between the heir and the deserving candidate. A successor is to be judged by merit along and the definition of merit goes beyond lineage. A successor should have the ability to go the extra mile and learn the business.
- 40) Viren Naidu in his article “India Inc. shining !” (*Times of India – ( Times Ascent ) dated 3 October, 2007*) states that – It was a time when a job overseas was a clear indicator of one’s professional success. However, many Indians are defying convention by rejecting overseas job offers. To find out why working in your home country has suddenly become an attractive proposition.
- 41) Yasmin Taj in her article “Look Before you Leap” (*Times of India – ( Times Ascent ) dated 19 December, 2007*) states that – With the growing employment opportunities, organizations today are making sure that only most deserving candidates are brought on board. In today’s competitive environment, it has become essential to find the right fit. Hence, HR today has become overtly cautious and is indulging in extensive background checks before bringing a prospective employee on board. It has become imperative to confirm and reconfirm a candidate’s credentials, his/her character and his/her proposed experience before it’s too late.
- 42) Times of India Group in their article “You’ve got mail” (*Times of India – ( Times Ascent ) dated 2 May, 2007*) states that – The verdict is out : while India is seeking globally competent professionals, Global companies too are seeking Indian Talent.
- 43) Priya C. Nair in her article “On the bench” (*Times of India – ( Times Ascent ) dated 8 August, 2007*) states that – The IT industry is on a hiring spree. Firms

are constantly hiring people thereby increasing the number of employees on the bench, all in anticipation of the projects that might come to them in future. With only a quarter of the talent pool employable, evaluating and identifying the right candidate presents a major challenge. Organisation have realized that it is best to be equipped with a buffer or a pipeline of suitable candidates to avoid any surprises.

- 44) Priya C. Nair in her article “On the bench” (*Times of India – ( Times Ascent ) dated 8 August, 2007*) states that – How in a quest to achieve larger career goals, the youth today is switching jobs by the hour.
- 45) Yasmin Taj in this article “It’s all about loving their families” (*Times of India – ( Times Ascent ) dated 22 August, 2007*) states that – Organisations recognize that if they are not family – friendly, they will have a harder time retaining talent. Find out how organizations are using their goodwill as a powerful retention tool.
- 46) Kuna Guha in his article “The Cheesy Trap” (*Times of India – ( Times Ascent ) dated 9 May, 2007*) states that – Unlike trapping a mouse, retaining an employee at the last minute with a lump of cheese is not bright idea. Author speaks to those who believe in taking a preemptive approach in retaining people.
- 47) Kunal Guha in his article “when dreams come true” (*Times of India – ( Times Ascent ) dated 18 April, 2007*) states that – For an apprentice to head the organization that he started his career with, would call for superlative imagination. Not anymore ! Author speaks to mavericks who’ve reached the top, having started from the bottom. Build your innings and grow with the company and be passionate about your work.
- 48) Viren Naidu in his article “In Chic Company” (*Times of India – ( Times Ascent ) dated 4 April, 2007*) states that – Indian Fashion has come a long way since nature’s first model, Adam donned a fig leaf. But with the corporation of Indian Fashion today, our Desi Designers are all set to given Versace and valentine a run for their money.



- 49) Times of India Group in their article “Know what you are”(Times of India – (Times Ascent ) dated 8 August, 2007) states that – Knowing an employee’s career anchor can be one of your best retention tools know what you are. Have you ever thought success can be as easy as doing what you like ? In other words, if you are doing what you like, there’s nothing that can stop you from achieving your goals, since work will then be a treat for you. All that’s needed is to identify that aspiration which you cannot do away with. For example, a person who aspires to be a writer cannot do too well in a sales job! For convenience of comprehension, experts have named this ‘career anchor’. Now what’s in it for the industry? Well , could be an organisations best tool to retain their best talent. Letting you employees do what they like can helps them excel in their jobs and maintains their loyalty to the organization. Sure, it’s not an easy task. But enterprises would benefit tremendously by keeping an eye on the ‘career anchors’ of their employees, and aligning the same to the company goals. This , in turn, calls for establishing a symbiotic relationship between the employee and employer.
- 50) Times of India Group in this article “Grab the Big pie” ( Times of India – ( Times Ascent ) dated 2 May, 2007) states that – Though opportunities for mechanical engineers are on the rise, there are many mechanical engineers who join other sectors after graduation.
- 51) Kunal Guha in this article “Empowering Employee ideas” Times of India – ( Times Ascent ) dated 28 March, 2007.) states that – We all use our creativity at work. Some of us come up with brilliant ideas, while others come up with brilliant excuses. However it is important for companies to acknowledge good ideas and give their employees the resources and backing they need to bring their business ideas to fruition.
- 52) Kunal Guha in this article “Killing us softly with these words” (Times of India – ( Times Ascent ) dated 28 March, 2007) states that – Do you think that reduction of margin erosion of often a trade off against changing the organisation’s cultural zeitgeist? Relax – if you didn’t follow a single word in the above sentence; you weren’t supposed to.

- 53) Times of India Group in this article “The Great Disappearing Act” (*Times of India – ( Times Ascent ) dated 19 December, 2007*) states that – According to industry estimates, more than 60% of hired candidates do not show up on the committed joining date, presenting a question mark on the nation’s employee loyalty to foreign clients. Along with the global perception of being an IT nation, Indian professionals have also acquired an infamy for evading commitments. This is being manifested by many professionals who accept the job offer but just don’t show up at the date of joining. The industry estimates that about 60-65 percent of prospective employees display this aberrant conduct. Based on the candidate’s acceptance of an offer, companies plan project schedules, inform clients and set client expectations. When candidates do not turn up on an agreed date without informing, it obviously spells disasters.
- 54) Times of India Group in this article “Voice and Visibility” (*Times of India – ( Times Ascent ) dated 19 December, 2007*) states that – Isn’t it a matter of great pride, if the CEO of your organization knows you personally? But , is IT possible for the CEO to acknowledge every employee’s performance individually ?
- 55) Priya C. Nair in her article “Return of Native” (*Times of India – ( Times Ascent ) dated 27 June, 2007*) states that – India Inc. is slowly emerging as a global IT power. Many brilliant minds that left the country years ago for greener pastures, are now returning back to India to contribute their share and also to be a part of its growth. The brain drain, which began soon after independence, is now changing its course to a reverse brain drain. With successful IT savvy Indians pouring money and resources to India, the latest slogan in the IT industry is, ‘Move work to India’.
- 56) Times of India Group in this article “Interns Galore” (*Times of India –(Times Ascent ) dated 12 December, 2007*) states that – Holidays are no longer about lazing around as students and organizations are realizing the importance of internships. Internships have been the ideal tool to spot talent as it is a win-win situation on both sides. There are two broad streams of benefit, first the organization gains a view on an individual based on work the intern does over

2-3 months. This enables a better judgment as compared to a simple interview process.

- 57) Times of India Group in this article “Heir to the throne” (*Times of India – (Times Ascent ) dated 12 December, 2007*) states that – Filling a CEO’s position is the most difficult position to fill and finding the right CEO can be a grueling task. Who can ever forget the feeling of buying your first car? It is your dream, your love and your hard work and you are in the driver’s seat. That’s exactly what a CEO is to a company, the driver, the dreamer and the protector. He/She is one who nurtures the company as his/her own. Therefore undoubtedly, finding the right candidate for the CEO’s post is one of the most critical decisions for HR. And, this has to be accurate otherwise the outcome may be disastrous.
- 58) Shubhashish in this article “A Welcome Gift” (*Times of India – (Times Ascent ) dated 28 November, 2007*) states that – The trend of several companies offering ‘joining bonus’ to their new recruits is catching up rapidly.
- 59) Times of India Group in this article “Business on a roll” (*Times of India – (Times Ascent ) dated 28 November, 2007*) states that – Why industries are setting up base in Aurangabad.
- 60) Yasmin Taj in this article “Never say Good bye” (*Times of India – (Times Ascent ) dated 12 December, 2007*) states that – Asking an employee to leave is considered to be a very daunting task by most organizations. Finds out how this process should be done with the utmost dignity and sensitivity.
- 61) Viren Naidu in this article “Eureka!” (*Times of India – (Times Ascent ) dated 5 December, 2007*) states that – It is the people at the frontline of your operations who know best what works and what doesn’t. Slicing their ideas could shorten your journey to a faster, leaner organisation.
- 62) Yasmin Taj in this article “Diversity is the spice of life” (*Times of India – (Times Ascent ) dated 31 October, 2007*) states that – In Today’s Indian corporate scenario the adage, when in Rome, do as the Romans do’ might not

necessarily ring true. Discovers how ‘Diversity’ has become an integral part of an organisation’s success.

- 63) Viren Naidu in this article “Games people play” (*Times of India – ( Times Ascent ) dated 31 October, 2007*) states that – Corporate India today believes in working hard and playing even harder (literally!) by weaving sports and games into their employees’ work-lives.
- 64) Times of India Group in this article “Taking on the world” (*Times of India – ( Times Ascent ) dated 24 October, 2007*) states that – Generation Y is smart and certain of what they want from a career and most aren’t willing to settle for the ‘Average Life’. How will the industry gear up to manage them ?
- 65) Times of India Group in their article “Interning Glory” *Times of India – (Times Ascent ) dated 31 October, 2007*) states that – Internships have been the ideal tool to spot talent as it is a win-win situation on both sides. There are two broad streams of benefits , first the organization gains a view on an individual based on work the intern does over 2-3 months. This enables a better judgement as compared to a simple interview process.
- 66) Shubhashish in this article “On the Homefront” (*Times of India – ( Times Ascent ) dated 10 October, 2007*) states that – No two individuals are the same. No two markets are the same and no two organizations are the same. So what happens when MNCs branch out to other countries? Do they stick to the same policies or do they change their outlook according to the people they work with ? How MNCs are ‘Local Ising’ their HR policies to cater to the local needs of their employees.?
- 67) Yasmin Taj in this article “Online at work offline in output?” (*Times of India – ( Times Ascent ) dated 10 October, 2007*) states that – With technology being vouched for as the biggest boon by all organizations, misuse of technology has also become a major problem for most of them. The usual workplace has undergone immense changes in technology in the part years and these technological advances are nothing short of astonishing. Employees now have access to a world of information at their fingertips. With all these developments , what comes across as a problem is the misuse and abuse of

technology by employees . It has been observed that employees often spend excessive amounts of work time pursuing personal interests online, all of which distract them from their work while employees crib in hushed tones about restricted access to the net, employers reason that the net is a ‘privilege’ and its unsanctioned use affects productivity.

- 68) Viren Naidu in this article “Training the trainers” (*Times of India – ( Times Ascent ) dated 17 October, 2007*) states that – One of HR’s main roles is to determine and prescribe training for employees. But just like an army general is expected to be the most competent soldier among his troops, HR executives too are expected to be highly trained today.
- 69) Shubhashish in this article “Playing the field” (*Times of India – ( Times Ascent ) dated 24 October, 2007*) states that – With the growing need to find the right talent organizations are now offering multiple positions to their employees. How this is a win-win situation for both. The employer and the employee.
- 70) Ramiya Bhas in this article “Smile, You’re on Corporate Camera” (*Times of India – ( Times Ascent ) dated 24 October, 2007*) states that – With the latest technological boom, organizations today are exploring new horizons even in the way they interview their job candidates.
- 71) Times of India Group in this article “Taking on the world ” (*Times of India – ( Times Ascent ) dated 31 October, 2007*) states that – Heading multiple positions gives an individual complete control to implement the best practices.
- 72) Ramiya Bhas in this article “Hired by the Blog” (*Times of India – ( Times Ascent ) dated 2 September, 2007*) states that – A blog is more than just a tool to vent your feelings. It has also become an excellent medium to communicate, share ideas and most of all, spot prospective employees, discovers. 70mm celluloid full of sound, colour and emotion – overkill, if anything. I was waiting for the magic of Shrek 1 and 2 to be re-created in part 3, but it was nowhere to be seen. The green hulk was adorable as ever, but I felt the movie was less about him and more about an overflowing bandwagon of villains and fairies. Too many elements were pitched in, trying really hard

to weave a story that was borderline Shrek-ish and somewhere an attempt to churn out another Cinderella or Snow White –kind of tale, with an ‘Happily Even after touch...’ Blogs help employers probe further into the qualifications of potential hires.

- 73) Viren Naidu in this article “We, the employees” (*Times of India – ( Times Ascent ) dated 15 August, 2007*) states that – On the eve of independence day, to experts from corporate India to find out how some of the Indian constitution’s fundamental rights are applicable in the organizational context.
- 74) Kunal Guha in this article “Empowering employee ideas”( *Times of India – ( Times Ascent ) dated 27 June, 2007*) states that – We all use our creativity at work. Some of us come up with brilliant ideas, while others come up with brilliant excuses. However, it is important for companies to acknowledge good ideas and give their employees the resources and backing they need to bring their business ideas to fruition.
- 75) Shubhashish in this article “Hitting the bull’s eye” ( *Times of India –(Times Ascent ) dated 20 June , 2007 )* states that – Filling a CEOs position is the most difficult position to fill. CEO hunting can be a grueling task.
- 76) Viren Naidu in this article “Let the (mind) games begin” (*Times of India – ( Times Ascent ) dated 16 May, 2007 )* states that – This is the sort of stuff just about every employee writes in his/her scrapbook . We all have colleagues who drive us nuts. Why there is sometimes more drama in today’s workplaces than on a movie set.
- 77) The Economist in this article “Top-Down V Bottom-up” (*Times of India – (Times Ascent ) dated 28 March, 2007*) states that – A new history of American management theory warns managers not to think too much of themselves. Management as practiced in America started with slave – owners and their overseers; slavery could, in a ghastly way, be regarded as the ultimate in top-down management.
- 78) Viren Naidu in this article “Wanted : Engineers” (*Times of India – ( Times CE&M ) dated 28 March, 2007*) states that – Engineering touches every facts

of every minute of our everyday lives and with the recruitment sector booming like never before , career options are boundless.

- 79) Kunal Guha in this article “Polishing the Resources” (*Times of India –(Times CE&M ) dated 28 March, 2007 )* states that – The training and development function in manufacturing firms is said to be their most critical one. Find out how training assists in providing a smooth transition for fresh engineers who join this industry.
- 80) Ashutosh P. Bhupatkar in this article “HR Managers Dilemma” (*The Indian Express – ( Express Careers ) dated 3 January, 2008 )* states that – Such professionals do not run away from failures but learn from them and move forward. HR can deal with its dilemmas on the strength of its convictions, not by running away from them.
- 81) Prfo. Pralay Kumar Ghosh in this article “Understanding Consumers Behaviour an art” (*The Indian Express – ( Express Careers ) dated 3 January, 2008 )* states that – When we talk about two important subjects of Management : Organisation Behaviour (OB) and Customer Behaviour (CB) what is common between them is Behaviour.
- 82) Viren Naidu in this article “Meet the CGO” (*Times of India – ( Times Ascent ) dated 24 December, 2007 )* states that – While you may be busy thinking about the Holidays , Santa and his team are buy going thorough wish – lists so that they can be delivered to you at Christmas eve, tonight, just in time, corporate India discusses its wish.
- 83) Yashmin Taj in this article “Timely Duties” (*Times of India – ( Times Ascent ) dated 24 December, 2008 )* states that – The latest trend to have hit India Inc. is that of employees staying back late in office. Gives you a low-down on the reasons and effects of this new bug called ‘late sitting’
- 84) Yashmin Taj in this article “A window of opportunity” (*Times of India – (Times Ascent ) dated 17 December, 2008 )* states that – Although job markets may be bleak in some of the world’s leading economies, the Indian corporate sector has some bright spots. That are offering a “recession-proof” career to their candidates.

- 85) Priya C. Nair in this article “Leading from the front” (*Times of India –(Times Ascent ) dated 31 December, 2008 )* states that – India Inc. is recognizing the multiple benefits of having women leaders on board across levels. And an increasingly large number of firms are taking steps to involve more women for higher roles and functions.
- 86) Times of India Group in this article “The young and the hopeful” (*Times of India – ( Times Ascent ) dated 31 December, 2008 )* states that – Walter Vieira, is a senior management consultant who started India’s first marketing consulting company (MAS) in 1975. He offers consulting and training services to companies in India, S E Asia, Africa and USA, over three decades. He is the author of 11 book, including the winning manager and manager to CEO. He has lectured at Kellogg, cornell, NYU and many other business schools. He has published over 700 articles in the business press. He was the first Asian elected chairman of the ICMCI (the world apex body of management consultants from 42 countries). Walter was awarded lifetime achievement award in 2004 by IMC-India.
- 87) Sheetal Srivastava in this article “Just in Time” (*Times of India – ( Times Ascent ) dated 19 November, 2008 )* states that – As job descriptions seems to be encompassing many tasks, deadlines continue to shrink. And at any given point, there is an unsaid demand to improve performance. Thus, time needs management as employees are strapped of it. Though it is great to be busy but it is more critical to be productive.
- 88) Yasmin Taj in this article “The Brand called me” (*Times of India – ( Times Ascent ) dated 19 November, 2008 )* states that – Branding, today, plays an important role in influencing your decision making process while buying a product, among many available in the market. After all, a good branding exercise promotes complete value of the product purchased and that it is better than its competing products. It has been observed that employees, too, are branding and marketing themselves, in an endeavour to carve a niche for themselves, thus making them much more sought after than the rest.
- 89) Indian Express Group in this article “Utilising career fairs” (*Indian Express – ( Careers ) dated 31 January, 2008 )* states that – employers and job seekers



have an opportunity to test the ground at a common platform called career fairs. A career fair is a great opportunity for job applicants to make themselves noticed. Graduates or a particular industry is targeted during these events. The current employment trends, desired skills for varied positions, commerce and corporate specific data, job application guidance.

- 90) Ruchi Challu in this article “Sailing through the tide” (*Times of India – ( Times Ascent ) dated 26 November, 2008* ) states that – Still a nascent sector in the country, the LPO segment is reportedly doing much better business than most other Indian sectors, even in the current slowdown. The Indian LPO Industry is expected to lead the offshore business in the next three to five years.
- 91) Viren Naidu in this article “‘Ferm‘ enough for this ?”( *Times of India – ( Times Ascent ) dated 3 December, 2008* ) states that – If you remove three strands of Hair from your head, how many strands remain? How many hours will santaclaus take to travel from the north pole if he plans to visit the Taj Mahal, this year, for Christmas? Bemused? Brace yourselves as recruiters are using such puzzles and riddles during their interview sessions, in a quest to gauge their candidates’ analytical and logical reasoning skills.
- 92) Yasmin Taj in this article “Mistaken identity” (*Times of India – ( Times Ascent ) dated 10 December, 2008* ) states that – In today’s talent starved labour market, many organizations tend to forget that having a “bad hire” onboard can be worse than leaving the position vacant. Find out how organizations are falling prey to this manage and suggests preventive measures to curb it.
- 93) Ramiya Bhas in this article “Riding the storm” (*Times of India – ( Times Ascent ) dated 26 November, 2008* ) states that – The recent recession has had a domino effect across the globe and while most do not expect to come out of this situation any time soon India Inc. might be able to pull a Houdini on them experts predict that by the end of the year 2009 , India will be among the very few countries to emerge mostly unscathed.

- 94) Ramiya Bhas in this article “Critics Choice” (*Times of India – ( Times Ascent ) dated 25 February, 2009* ) states that – No employee wants his/her boss to tell them how they have failed to do their jobs. After all , every employee want to be constantly productive, right? A negative review, say experts, can be used as a feedback generating tool to enhance productivity and foster better results.
- 95) Viren Naidu in this article “The Idea Factory” (*Times of India – ( Times Ascent ) dated 21 January, 2009* ) states that – The best entrepreneurs in the world aren’t necessarily genuine. They are simply equipped with the unique talent of translating an ordinary idea into an extraordinary business proposition. And organizations, today, are formulating specific policies, in an endeavour to nurture the entrepreneurial spirit of their employees . Do you have it in you to be an “Entrepreneur”?
- 96) Priya C. Nair in this article “This way, please” (*Times of India – ( Times Ascent ) dated 21 January, 2009* ) states that – Today, companies forced to lay off employees are turning to outplacement as an option to help their employees find other jobs.
- 97) Ramiya Bhas in this article “It’s in your genes” (*Times of India – ( Times Ascent ) dated 7 January, 2009* ) states that – Just like humans, is it possible for an organization to have a genetic code? The answer is yes! Hence, it is vital for every company to study understand and eventually, leverage it, in an Endeavour to gain maximum benefit. What is your organisation’s DNA. In the winter of 1868-69 , Friedrich Miescher, a young Swiss doctor achieved a breakthrough in human genetics when he discovered the ‘Deoxyribonucleic acid (DNA). He found small threads of nucleic acid that contained the very roots and differentiators of our existence. It’s a known fact that each one of us has a unique DNA pattern. And this is not just true for humans and animals as organizations, across India Inc. too, believe in the works of Miescher. They also exist in the realm, where each organization, no matter how big or small, public or private, local or global, has a unique thread that separates them from the rest and binds all their employees together.

- 98) Sheetal Srivastava in this article “Motivation Mantra for tough times” (*Times of India – ( Times Ascent ) dated 7 January, 2009* ) states that – When the going gets tough, the tough get going. This realization is dawning upon India Inc. as many firms to whole HOG in boosting the morale of employees during through times. Motivated employees have a very high degree of desire to excel and take great pride in their performance. A group of motivated employees make the difference.
- 99) Yasmin Taj in this article “Passive Seekers” (*Times of India – ( Times Ascent ) dated 26 November, 2008* ) states that – Passive candidates, who are not actively looking out for a job change are highly desired by organizations these days. Why organizations are reaching out to this new batch of job seekers.
- 100) Surhuda Kulkarni in this article “Hear It from him” (*Times of India – ( Times Ascent ) dated 26 November, 2008* ) states that – Gifted with a sharp business acumen and great foresight, he is at an important milestone in his expanding business. BB Somani, CEO of Abbeefill, about his illustrious journey in a niche business that looks at the global meltdown as an advantage, Abbeefill has a monopoly in refilling computer printer cartridges.
- 101) Yasmin Taj in this article “Chain Reaction” (*Times of India – ( Times Ascent ) dated 30 January, 2008* ) states that – Operating a business on a franchise model is not a cakewalk though it looks like a very lucrative business proposition from the outside. With India being vouched for as one of the fastest growing economies in the world many internationally renowned brands are also making their way into the local market in order to multiply their business opportunities . Amongst the various kinds of business models, one model which is gaining immense popularity is the ‘franchise model’. Famous food chains, clothing brands and many others have spread into the market through franchisees and this attempt has proven successful for both the parties the ‘franchisor’ and the ‘franchisee’. Proper screening based on set guidelines is done before finalizing any prospective franchisee.
- 102) Yasmin Taj in this article “Helping hand” (*Times of India – ( Times Ascent ) dated 9 January, 2008* )states that – Stressed out? Ailing family member?

Relationship blues? Each one of us faces personal crisis at one time or the other, but how many organizations lead a helping hand?

- 103) Priya C. Nair in this article “The Inside Job” (*Times of India – ( Times Ascent ) dated 9 January, 2008* ) states that – With changing times firms largely depend on internal job postings for getting the right talent and it has become the most preferred way of recruitment for various reasons.
- 104) Yasmin Taj in this article “Hide and Seek” (*Times of India – ( Times Ascent ) dated 13 February, 2008* ) states that – In recent years, employees are doing the ‘Disappearing act’ have become a nuisance in several organization. It gets even worse when these absconding employees come back much later to claim unfair dismissal. Past employment history provides considerable insight into a person’s commitment to an organization.
- 105) Nana Sandhu Johal in this article “Employee Engagement is an important tool for employee retention” (*Times of India – ( Times Ascent ) dated 13 February, 2009* ) states that – The exponential growth of the IT/ITES industry is supported by three strong pillars that lend themselves, in creating business excellence, new technological advances and an unparalleled intellectual capital. These are employee engagement innovation and leadership.
- 106) Neha Sharma and Viren Naidu in this article “Technology sans Frontiers” (*Times of India – ( Times Ascent ) dated 6 February, 2009* ) states that – Picture this. A young boy in Hanoi gets set to battle it out in a game of wits and smarts, in an online scrabble game, with an arts major in Venice, a Kabbalist in New York and an Indian techie working in Brazil! There is only one common language that binds this multi-lingual and Multi-cultural set together – technology!
- 107) Ramiya Bhas in this article “A week long affair” (*Times of India – ( Times Ascent ) dated 30 April, 2008* ) states that – A six day week is passes, as more and more organizations across India Inc. strive to help their employees strike a work-life balance with A 5-day week. Who has not suffered from Monday morning blues, especially when you realize that Sunday just flew by without you getting any time to unwind or attend to household chores. However, with

the changing trends of India Inc. many organization are realizing that their employees need more than just a day to rejuvenate and spend time with their family. But, experts often question the 5 day week, does it hamper productivity?

- 108) Times of India Group in this article “Braking the talent barrier” (*Times of India – ( Times Ascent ) dated 30 April, 2008* ) states that – The 4<sup>th</sup> ‘Times of India HR forum’ powered by Times Ascent was held at intercontinental . The Grand Mumbai on April 24. The theme of the event was ‘Shock proofing an organisation’s growth, through constant up-gradation and assessment of the talent management practices.
- 109) Yasmin Taj in this article “Staying on ” (*Times of India – ( Times Ascent ) dated 19 March, 2008* ) states that – Worried a key member of your team could leave? The solution : Do a ‘Stay interview’ and hopefully, you may never have to do an Exit interview.
- 110) Viren Naidu, Ramiya Bhas and Shubhashish in this article “It’s a brand world” (*Times of India – ( Times Ascent ) dated 2 April, 2008* ) states that – The Indian advertising industry is booming and how! This world of advertising where brands are born, crafted and nurtured today offers a plethora of job opportunities. Are you ready to get your creative hats on ?
- 111) Shubhashish and Ramiya Bhas in this article “Learning with an ‘e’”( *Times of India – ( Times Ascent ) dated 2 April, 2008* ) states that – A new transformation is taking place in India Inc. and employee training is gaining a new perspective with the advent of the internet.
- 112) Manishankar Chakraborty in this article “Job hopping : An alarming trend” (*Indian Express – ( Financial ) dated 28 February, 2008.*) states that – Are employees taking it too easy by changing jobs at the slightest impulse? What effect does constant job changing have on a person’s career?
- 113) Sajjan Sharma in this article “R u doing the right job” (*Indian Express – ( Financial ) dated 28 February, 2008* ) states that – A famous saying goes as “ Management is all about managing men tactfully”.

- 114) Prof. S.S. Haridas in this article “Formula for successful Business” (*Indian Express – ( Careers ) dated 26 February, 2008* ) states that – It is advisable for the managers to have a theme of opportunism and strategic behaviour for the success in the business.
- 115) Manishankar Chakaraborthy in this article “Recruitment Dynamics”( *Indian Express – ( Careers ) dated 25 February, 2008* ) states that – Recruitment has metamorphosed from a peripheral to a central activity of an organization.
- 116) Indian Express in this article “Embracing diversity”( *Indian Express –(Careers ) dated 21 February, 2008* ) states that – Diversity is about empowering people and promoting the human spirit. The organization is then able to capitalize on the strength of each employee.
- 117) Times of India in this article “giving their best in the worst” (*Times of India – ( Times Ascent ) dated 25 March, 2009* ) states that – Although the situation is grim across India Inc. most employees believe in survival of the fittest and they are doing all that they can to add more value to their organization. The need of the hour is to make sure that employees are a great value addition to the organization.
- 118) Times of India in this article “Employees want to know it all!” (*Times of India – ( Times Ascent ) dated 25 March, 2009* ) states that – With insecurity seeping into the minds of employees, it is becoming important to make them aware of the decisions taken by the management. A translucent approach by ways and means of communications is on the priority list of most organization today. Employees should be made alert about the decisions that the management is taking.
- 119) Yasmin Taj in this article “When the stakes are high” (*Times of India – ( Times Ascent ) dated 25 March, 2009* ) states that – When your company is about to hit troubled waters, will you stick around and fight along to will you make your way out at the earliest opportunity? Experts suggest innovative techniques that you, as an employee, can adopt to help your organization sail through the crisis smoothly.

- 120) Prof. Manishankar Chakraborty in this article “A word of Gratitude” (*Indian Express – ( Careers ) dated 13 December, 2007*) states that – Indian economy is steadily moving up the ladder as far as global happening economies are concerned.
- 121) Ashutosh P Bhupatkar in this article “HR Managers ‘Dilemma’ ” (*Indian Express – ( Careers ) dated 3 January, 2008*) states that – Income across several HR managers and executives and an struck by their zest to learn new tools and techniques in HR.
- 122) Indian Express Group in this article “HR Branding the in the thing ” (*Indian Express – ( Careers ) dated 24 December, 2007*)states that – The importance of mastering the concepts and skills behind branding, have greater implications for HR professionals in the “new economy” HR branding is an essential component of any organisation’s strategy for recruitment success.
- 123) Sajjan Sharma in this article “The Wonder Ears ”(*Indian Express –(Careers ) dated 27 December, 2007*)states that – Let us look at listening in general. As Oliver Wendell Holmes once said, “It is the province for knowledge to speak and it is the privilege of wisdom to listen. Unfortunately, most of us are poor listeners; we try to project our image before other by speaking more and listening less. A good listener is usually popular everywhere. He learns many things from others.
- 124) Indian Express Group in this article “To start a conversation” (*Indian Express – ( Careers ) dated 27 December, 2007*) states that – Good conversation skills is one of the most helpful yet one of the most difficult skills to acquire. However this is also a skill that you can done and develop.
- 125) Kanupriya Mimani in this article “Team Building” (*Indian Express – (Careers ) dated 27 December, 2007*)states that – Whether you are a working professional or whether you are a student, having the ability to work as a team player and being able to demonstrate cooperation are essential for you success.
- 126) Indian Express Group in this article “To start a conversation”( *Indian Express – ( Careers ) dated 27 December, 2007*)states that – Good conversation skills

is one of the most helpful yet one of the most difficult skills to acquire. However, this is also a skill that you can do and develop.

- 127) Mr. Pratik Surana in this article “Six reasons for reaching early” (*Indian Express – ( Careers ) dated 27 December, 2007*) In this article author said that the following six benefits – 1) When you’re early you get the best seat. 2) When you’re early you can prepare your gear. 3) When you’re early you can hear the boss complain about the guy who is running late at least he’s not complaining about you! 4) When you’re early you can look over the agenda. 5) When you’re early you can fix your coffee. 6) When you’re early you are just plain cooler.
- 128) Manishankar Chakraborty in this article “Understanding employee life cycle” (*Indian Express – ( Careers ) dated 17 December, 2007*) states that – The significance to know the phases of ELC is paramount on the part of the employees and employer. To a very large extent it is decided on the basis of the moves and abilities of the concerned, however the industry, growth rate of the industry, competitiveness of the industry, impact of competitions on each other, obsolescence rate of the industry and many other variables which is outside the control of an individual employee.
- 129) Indian Express Group in this article “Try to be assertive” (*Indian Express – ( Careers ) dated 17 December, 2007*) states that – Acquiring the right interpersonal skill can be crucial. The first thing self evaluation, clarity, teamwork, Assertiveness, accepting responsibilities, Managing conflict these are the few steps in assertiveness.
- 130) K. Venkatesan in this article “Organisational control mechanism” (*Indian Express – ( Careers ) dated 31 January, 2008*) states that – Organisational control mechanism is a management’s device by which the organisation’s strategic goals are monitored by its effectiveness and pace of progress, through re-vitalising the employee engagement programme.
- 131) Malden Mills received the Workforce Magazine Optimas Award for Managing Change. This is the story of Aaron Feuerstein, a real manager of human resources. After fire broke out and closing its plant owner opted to pay 1,400



displaced employees for three months, salary and extended their health benefits for nine months and rebuild the plant.

- 132) For both generation Y and generation, X, working together will be a challenging task. To prepare for generation Ys. Into the work place raises the possibility of cooperation and conflict.
- 133) Employee with more supportive workplaces are more likely than other workers to have : (1) Higher level of job satisfaction (2) More commitment to their companies (3) A stronger intention to remain with their companies.
- 134) The International Telework Association and Council (ITAC) estimates that 241 million employed Americans worked from home at least one day per month in 2004. The ITAC forecasts over 40 million teleworkers in the United states by 2010. The greatest number of teleworkers occurred in medium-size businesses like Hire Systems.
- 135) Since the tragedies of September 11, 2001, there has been an uneasiness and a heightened wariness of anyone who is or appears to be Arab or Muslim.
- 136) Expatriate managers have become an integral part of the global marketplace. Today, there are record numbers of short-term assignment expatriates stationed around the globe. The managers with specialized skills who are hired for assignments of limited duration to complete the work “just-in-time”
- 137) In sum, outsourcing / off-shoring is a controversial business practice that represents one aspect of how the globalization of business that represents one aspect of how the globalization of business across national borders is occurring in today’s global economy. In order to be effective, managers should understand how globalization impacts their domestic operations and influences the effective management of their human resources around the globe.
- 138) Shortages as high as 14 million postsecondary workers in USA, Tips for managing these valuable and experienced older workers include :- (1) Identify and utilize these workers’ knowledge, skills and abilities , (2) Provide these employees with flextime or other work-life balance options. (3) Be prepared to provide alternative forms of training for older employees.

- 139) Outsourcing in the United States is expected to reach \$14 billion by 2009. Renewed focus on strategic goals, acceleration of regulatory and legal changes, pressure to increase efficiency and productivity, and continuous effort to reduce costs have forced many organisations to outsource part or all of their HR Processes.
- 140) Toyota is creating an integrated , flexible global manufacturing system that will encourage process redesign, ultimately cutting billions of dollars in expenses. The company will need to redesign several existing jobs to support these new initiatives. Job analysis is likely to play an important role in their change process.
- 141) The Internet is one of the tools being used more and more frequently to satisfy these difficult recruiting goals, especially acute in high-tech industries.
- 142) The large job search Web sites like Monster and Career builder offer job seekers a wide variety of useful and free online resources that can help with all aspects of their careers, from preparing for interviews to learn how to negotiate for higher starting salaries.
- 143) Self – Efficacy is the belief that one can perform well in a given situation Research on self-efficacy has led to several consistent finding. Certain training methods could enhance self-efficacy in individual trainees.
- 144) Job seekers know that the interview is a critical part of the job hunt process. If performed well, then job offers will come. Suggested the Tips - (i) Prior to the Interview – Prepare Research and Practice , (ii) During the Interview – Confidence and Enthusiasm, (iii) After the Interview – Stay connected and follow up.
- 145) HRM Professionals have long been convinced of the benefits that can acquire from performance management (PM) plans – incentives pay, bonuses, pay-for-performance, and so on – they must still persuade top executives, managers, and employees.
- 146) Like a compass, 360-degree feedback systems act to help managers gain a panoramic view of the impact they are having in the work Landscape. It

provides several advantages, like time can save, learn more effectively, receive valuable personal feedback etc.

- 147) After years of use, Ford Motor Co. eliminated its grading on a curve performance evaluation system. A number of current and former Ford executives filed lawsuits claiming system is discriminating.
- 148) Surveys of Most admired Company Strategies to retain and motivate employees. Seven Top items -
- (i) Honest, Ethical management ,
  - (ii) Excellent pay and benefits ,
  - (iii) Profit sharing, employee stock options,
  - (iv) Respect for employees,
  - (v) Meetings to communicate what company faces.
  - (vi) Extra-generous vacations and sabbaticals,
  - (vii) Strong career development, coaching and mentoring.
- 149) Workers who are paid for being on call should not receive hourly pay. Experts recommend that by paying a flat rate for on-call duties.
- 150) MetLife placed all employees on a rating scale that is subject to change based on the performance of specific goals and core behaviours.
- 151) Lincoln's tradition of innovative solutions, technological leadership, and commitment to customers, employees and shareholders stems from the vision of its founder, John C Lincoln, and his brother, James F. Lincoln. Lincoln Electric introduced the first variable voltage, single operator, portable welding machine in the world.
- 152) Besides the United State, there are more than 170 countries have social security programmes. Germany initiated the first social security system in the 1880s. Another 25 countries had social insurance in place before the United States.

- 153) A Major Worker's Compensation Challenge in California, the program that provides cash benefits and medical services to millions of workers injured on the job. Many of the California's problems to its complex system for rating permanent injuries that are only partly disabling.
- 154) The 401(k) is the most popular retirement plan and in many cases, represents an individual's most substantial financial assets. It is time consuming and paper intensive process.
- 155) It is critically important for people to have an understanding of what the company does, what the company stands for, how to be successful, how to fit in, and how to navigate the company's culture.
- 156) It is a lot easier to talk about a "learning organization" than to create one. Senge's Championship of human values in the workplace, to his viewpoint that teams are the core performance units in organizations , and to his insistence that leadership occurs at many levels in an organisation.
- 157) Getting training online has given us the ability to manage time most effectively. In DuPont company e-learning is used to teach legal compliance and ethics to 55,000 employees working in 70 countries.
- 158) Today the profession has made significant advances in redefining the role of training, most notably in study it shows that training become more strategic and define clear value propositions for organizational success. Training programme is to link with level of employee engagement, Sharing accountability , build a winning culture, and created action plans.
- 159) A typical workplace includes four separate generations of employees, each with its own unique style and mind-set. Teaching managers and workers about their differences is becoming a top priority across industries.
- 160) The concept of intelligent careers provides a way for individuals to find their bearings and personally navigate their careers, At the same time, it allows organizations to gain a better understanding of the diversity of their employees – their different dreams, talents, and attachments – and to provide for career coaching that benefits both parties.

- 161) Professor Maslach talks about how companies can handle job burnout and its high costs to both the employee and the organisation. She suggests a road map for effective intervention strategies that turns the syndromes of exhaustion, cynicism, and ineffectiveness into energy, involvement and achievement.
- 162) Several leading multinational firms, including Wal-Mart, were resisting efforts to set up union branches. Wal-Mart in 2004 40<sup>th</sup> store on the Chinese mainland. The all China Federation of Trade Unions has been pressing the world's largest retailer to establish branches in its stores.
- 163) A number of HR professionals suggest that impairment testing is a better method to use than drug testing in the workplace. Also called fitness for duty, impairment testing measures whether or not an employee is alert enough for work. Research on impairment testing shows that 82 percent of employers found impairment testing improved safety.
- 164) EAP confidential counseling and referral service provided as an employee benefit by many employers. And their employer's agent or broker probably hasn't done a good job of communicating how this benefit supports productivity, wellness, and managerial efficiency as well as mental health and in addition, has become affordable to employers of all sizes.
- 165) The most cost-effective way to deal with fraud is to prevent it. Once fraud occurs, it is expensive and time-consuming to try to recover what was stolen, and often those efforts prove futile.
- 166) The problem of alcoholism among executive employees (managers) has by no means disappeared . Alcoholism causes over 500 million lost workdays each year. The Executives would be very reluctant to admit they need help in today's environment, also worry about future job prospects if they admit they need treatment.

### **3.4 CONTRIBUTION MADE BY RESEARCH SCHOLARS**

#### **3.4.01 Ph.D. Thesis Review :**

- a) Jawahar Shah in his Ph.D. thesis entitled Twenty First Century challenges “ A procedure HR Policies in major industrial Houses of Pune City” has

suggested direction for implementation of major personnel policies such as man power planning performance map, employees training welfare etc. in respect of Pimpri Chinchwad based industrial houses.

- b) C.M. Chitale in his Ph. D. thesis has made critical assessment of various non-selling benefits on Industrial peace.
- c) Prof. Y.A. Karve in Ph. D. thesis has made analysis study of woman employees in banks with reference to motivation, jobs satisfaction and utilization of their services.
- d) P.G. Kulkarni in his Ph.D. thesis states that an evaluation of effectiveness of HRD programmes in selected industrial units in Pune industrial area – mentioned as good HR Practices are conducive in creating healthy HRD Culture in the organization it will also morale of employees which show consistency in the business performance.
- e) M.V. Uchgaonkar in his Ph.D. thesis “A study of performance appraisal system and procedure followed in selected organization with reference to senior manager level” discuss performance appraisal system is a very useful tolls to bring out employees development.

P.A.S. help in creating the performance driven culture in organization with respect of organizational / Business goals and top management plans. Performance review for high perform and potential as motivating factor. Top management commitment plays very vital role in the effective performance .

- f) Laxman Kumar Thripathy in his Ph. D. thesis “HRM practices A critical study with special reference to I.T. Industry in India “

HRM practices in the I.T. industry vary drastically from the traditional one. In its elaborateness and exactitude because of the nature of employment. There is a lot of flexibility on the HRM sub system of I.T. Company. The complex Adoptive system theory of strategic management provide a more adequate theoretical background to HRM Process than that of Resource based view theory.

- g) Ms. Swati V. Bagul in her Ph. D. thesis - “ H.R. Practices and stress level of middle level executive”. Study of H.R. Practices in selected business organization in Mumbai and Thane area. The entire study is an attempt to contribute a valuable dimension to the field of HRM. By proving that if HRM practices are performed in a positive manner it helps to reduces the employees stress, the concealed link between HRM practices and stress is highlighted . The need of combined efforts of organization as well as employees is enforced

Hyp : “ HRD practices in large scale industries in Pune metropolitan Region are on the whole satisfactory”.

Developing employees capacities and preventing obsolescence of skills . Exercising control over manpower supply be avoiding shortage and excess of manpower developing in the organization overall health and self renewed capabilities which, in turn will improve and increase the capabilities of individuals and terms.

- h) Kinikar Anand in his thesis -- “A study and evaluation of problems and strategies in HRM in Software organization in Pune”. HRM policies, practices and problem of software organization being unique require implementation of relevant strategies for strengthening the managerial decision making. To study and evaluate the HRM policies and practices in software organization in Pune for identifying problem and strategies for strengthening the managerial decision making.
- i) Vaishali Sapale in her thesis – “A study of the impact of Human Resource Management on the organizational performance of selected industries in Almaty, Kazakhstan” has shown how HRM practices are correlated with operational performance. She has also shown how operational performance variables are correlated with financial performances.
- j) Mrs. M. V. Charankar in her dissertation -- “A study of HRD activities of educational institutions in Kolhapur City” has shown that engineering institutes in Kolhapur City have been successful to have HRD Activities as compared to medical colleges in Kolhapur City.

- k) Sonopant Joshi in his thesis – “A study to develop and assess the effectiveness of training manual on Disaster Management in terms of knowledge and self expressed practices among secondary school teachers of selected schools of Pune city” has shown the difference in the knowledge of secondary school teachers of Pune city before and after the application training manual on Disaster Management.
- l) Kishor Desarda in his thesis – “an analytical study of human resource practices in selected industrial units with reference to the employees located on Pune-Nagar road ” has studied and shown various parameters of HR activities as applied to industrial units on Nagar road. He has also shown how HR parameters effect and affect on working conditions and also how working conditions affect in retaining the employees.

### **3.5 Literature for HRD Policies with respect to schools**

The following is the extract adopted from the Research Paper titled “Teacher Motivation in India” by Vimala Ramachandran and Madhumita Pal, Educational Resource Unit and Dr. Sharada Jain, Sunil Shekar, Jitendra Sharma of Sandhan, Jaipur which covers majority of the aspects of HRD in schools.

(This paper is based on a recent study on teacher motivation in India, which is part of an international research project on this topic.)

#### **3.5.1 The National Policy on Education (NPE) 1986 devotes a section on “The Teacher”:**

“The status of the teacher reflects the socio-cultural ethos of a society; it is said that no people can rise above the level of its teachers. The government and the community should endeavour to create conditions that will help motivate and inspire teachers on constructive and creative lines. Teachers should have the freedom to innovate, and to devise appropriate methods of communication and activities relevant to the needs, capabilities and concerns of the community.



**3.5.2 (National Policy on Education 1986 (with modification undertaken in 1992), MHRD, GOI, 1992, part IX, pages 43-44) .**

The methods of recruiting teachers will be reorganised to ensure merit, objectivity and conformity with spatial and functional requirements. The pay and service conditions of teachers have to be commensurate with their social and professional responsibilities and with the need to attract talent to the profession. Efforts will be made to reach the desirable objective of uniform emoluments, service conditions and grievance-removal mechanisms for teachers throughout the country. Guidelines will be formulated to ensure objectivity in the posting and transfers of teachers. Systems for teachers' evaluation – open, participative and data based – will be created and reasonable opportunities of promotion to higher grades provided. Norms of accountability will be laid down with incentives for good performance and disincentives for non-performance. Teachers will continue to play a crucial role in the formulation and implementation of educational programmes.”

**3.5.3 Educational, social and economic profile of teachers:**

“The primary schoolteacher is doing more difficult work than the middle or secondary level schoolteacher. The primary teacher has to start from zero, whereas the secondary teacher gets ‘ready students’; they just have to complete the course. It is unfortunate that the primary schoolteacher does more work, and receives less pay. Quite apart from this salary, the teacher is called a Grade III teacher. The definition by itself is lowly. The allocation of power is faulty. The person who builds the foundation is called ‘grade three’. This is an insulting way of grading a person. It creates dissatisfaction and is the cause of de-motivation too.”

**3.5.4 Pay and non-salary benefits**

Teachers' salaries in India are comparable with public sector employees with similar qualifications. Furthermore, at 3.6 times the average per capita income, salaries of primary schoolteachers in India are better than those in middle-income countries as Chile, Costa Rica and Thailand, although worse than other low-income countries such as Kenya, Malawi and Zambia”

The entry-level salary and allowances of a primary school teacher at 2001 value in 2003 is Rs. 90996 per annum, while the GDP per capita for India for the same period is US \$ 462 at 2001 value in 2003 (HDR, 2003). This implies that the salary of a primary school teacher is 4.59 times the per capita GDP of the country.

### **3.5.5 Incentives and awards**

One of the ironies of the Indian education system is that there is practically no incentive for performers. Teachers move up the ladder according to seniority. The government had introduced a range of awards for teachers in 1950. Discussions with teachers and stakeholders revealed that selection for awards now rarely depended on performance on the ground and was more a function of a teacher's ability to lobby with the decision-makers. They also informed us that the award system had become highly politicised in the last 15 years and the situation had gone from bad to worse.

### **3.5.6 In-service training, academic support and supervision**

In 1986, less than 6 per cent of primary school teachers went through in-service training. It was reported that "on average, teachers in low literacy districts have received fewer than 20 days of in-service training since their appointment as teacher, or about one day a year. In some states, many teachers have received no in-service training – 38 per cent in Assam and 26 per cent in Madhya Pradesh, for example" (World Bank 1997, page 147). However, the proportion of trained teachers has gone above 90 per cent in DPEP districts, almost all the teachers we interviewed in Rajasthan had gone through several training programmes – at least one each year in the last three years. All but one teacher said that they had the adequate knowledge and skill to do their job.

"There is no well managed system for supervision and manpower is inadequate. One person is handling more than 100 schools. More than 50% of BEO and SDI (school inspector) level posts are lying vacant. Supervision here does not happen even once a month. They are only collecting data from the schools. The kinds of people who come to these posts are have worked in secondary schools and most of them are middle aged. They are not given proper management training because

a proper system to do so doesn't exist. No clerical help from the Panchayat Samiti is forthcoming. Record maintenance etc is a big problem. Use of computers is minimal. Mostly, they are used a typing machines and not used for either compiling or maintaining data. This is not used as a MIS system for planning or supervision.” (A former teacher who is now an educational administrator)

### **3.5.7 Working conditions**

A high proportion of primary schools (47 % in Rajasthan and 56 % in India as a whole) function in single-room or two-room structures with very few amenities. Most of the schools are situated in rural areas. **These schools have either one or two teachers, do not have a boundary wall or usable toilets and sometimes not even functioning blackboards.**

Survey reveals that, only ten of the forty two teachers interviewed said that the working conditions were poor, eleven said it was just average and twenty four said it was good or excellent! Equally twenty eight of the teachers admitted that the working environment was adequate. On probing this issue in more detail with teachers, it came out that the teachers do not have high expectations, so far as infrastructure is concerned. They complained about lack of space or furniture – but accepted the situation as given. **Not a single teacher talked about the absence of a library or teaching-learning materials as affecting the working environment.** Though women teachers were concerned about availability and maintenance of toilets, male teachers were unconcerned, commenting: **“What can you expect in a government school?”**

### **3.5.8 Attrition of school teachers**

Administrators and retired teachers told us that the attrition rate was moderate. An overwhelming proportion of teachers continued in the profession. But the information on attrition is not compiled and collated at the national level on a regular basis but only collected in the periodic All India Educational Survey. The NCERT is yet to compile the data collected in the seventh educational survey of 2003. Incidentally, the impact of HIV and AIDS is not yet evident in teacher attrition. The rate of attrition due to death is moderate. Discussions with

stakeholders in Rajasthan revealed that the health profile of teachers was comparable with other educated, middle-class communities in the state.

### 3.5.9 Recruitment and Service Conditions

There are 2,59,099 para-teachers and contract teachers in India. Of these, 65% are men and 35% women. Madhya Pradesh, Chhattisgarh, Rajasthan and Uttar Pradesh account for an overwhelming proportion of para-teachers and contract teachers. Para-teachers and contract teachers are used interchangeably. If one were to go by the latest EMIS data, the educational levels of ‘para-teachers’ is comparable (in some states, even better) to those of the formal teachers -with 82.2 per cent men and 79.62 per cent women having studied up to or beyond secondary school (Table 3.16). However, most of them did not have the required diploma or degree in teacher education. MP, Chhattisgarh and Rajasthan no longer use the word para-teachers and call them ‘contract teachers’. They are paid about 1/6<sup>th</sup> of the salary of a regular teacher for a term of one to three years. Contract teachers are not entitled to any non-salary benefits like provident fund, leave, medical insurance or reimbursement and insurance cover.

#### Recruitment and Service Conditions

State	Honorarium Per Month	Appointing Agency	Duration of Contract
Andhra Pradesh	Rs. 1000/-	School Committee	10 months in a year.
Gujarat	Rs. 2500/-	District Education Committee	2 years; to be absorbed after 3 years if vacancy exists; to be absorbed after 5 years irrespective of vacancy, provided there is no adverse performance report
Himachal Pradesh	Rs. 2500/-	District Education Officer	1 year; can be extended after evaluation of performance and

			approval by the Director of Primary Education
Madhya Pradesh	Grade I (Secondary) Rs. 4500/-; Grade II (Upper Primary) Rs. 3500/-; and Grade III (Primary) Rs. 2500/-	Block Panchayat (local self-government) for primary level; District Panchayat for others	1 year; renewable up to 3 years if there are no adverse performance reports; to be made permanent after 3 years.
Maharashtra	Rs. 3000/- (proportionate) honorarium to be paid on the basis of working days other than school holidays.	Chief Executive Officer of Zilla Parishad ( district local self government)	June-April (10 months) every year, renewable for three years, based on performance.
Rajasthan	Rs.1800/- including Rs.500/- for Prehar Pathshala (night school) which is mandatory,	Shiksha Karmi (Project) Board	Appointment reviewed every year and made permanent after 8 years.
Uttar Pradesh	Rs.2250/-	Village Education Committee of the Gram Panchayat (village self-government)	Annual contract for 10 months from 1st July to 31st May.

Source: Dayaram (2002) cited in R Govinda and Y Josephine, 2004

### 3.5.10 Teacher Absence

Absenteeism and actual time spent in the school and in teaching-learning activities, have of late become highly emotive and controversial issues. A range of quantitative and qualitative studies done in the last 10 years (PROBE 1999, Jha and Jhingran 2002, Ramachandran, et al 2002 and 2004, Anuradha De, et al 2001, Manabi Majumdar 2001) reveal a distressing picture of the learning achievements of children. Most children in government schools in rural and

urban areas complete five years of education without learning to read and write! While examination results show that nearly 90% of the children in class 5 are declared “promoted”, teachers admit that these results do not mean anything. For example, children with 18% marks were also promoted in Rajasthan. Evidently, the no-detention policy of the Government of India has been interpreted in a way that allows all children to be promoted automatically – till they take public examinations at the upper primary level.

### **3.5.11 Job Satisfaction and Motivation**

The issue of job satisfaction and motivation is explored from different dimensions. The reasons for choosing teacher’s job and whether teachers are happy with their vocation, followed by teacher’s voices on why they are satisfied or not satisfied. It then explores what head teachers have to say about the motivation levels of teachers and the challenges they face in sustaining motivation levels among the teachers in their respective schools. We conclude by exploring what could be done to motivate teachers and the role of the head teachers, the government and the larger community.

**Job satisfaction and morale are highly inter-related.** Job satisfaction and morale require a certain basic seriousness about what one is doing. Thereafter, the level of satisfaction or morale may decrease due to prevailing work conditions or other factors. But, government schoolteachers lack this basic seriousness. There is a lot of dissatisfaction and frustration among them but it does not generate any action. Surprisingly, they do not seem interested enough to do anything about it. **The blanket perception, therefore, is that the teachers are not satisfied.** But when interventions are designed for them and opportunities provided, one group responds enthusiastically (say about 70%). The remaining 30% still respond cynically.” (An eminent educationist working in Rajasthan)

**“If the family or community considers teaching a noble profession, the teacher will naturally be more motivated.** When someone does their job well, their status in society increases. Till recently, villagers had respect for teachers. Though rich people have also reached the villages, the respect given to officers and the moneyed class is a surface phenomenon. They are driven by fear or sycophancy. The teacher is more respected and in a deeper way.

**CHAPTER 4**  
**RESEARCH DESIGN**  
**AND**  
**METHODOLOGY**

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## **Chapter 4**

### **RESEARCH DESIGN AND METHODOLOGY**

#### **4.1. INTRODUCTION**

This chapter explains the research design, overall plan for the study. It is concerned with the type of data that is collected and means used to obtain the needed data. setting of the study, sampling technique, tools, pilot study, data collection technique and plan for data analysis is also described in this chapter.

#### **4.2. SCOPE OF MANAGEMENT RESEARCH**

Management research is used to solve operational and planning problems that arise in the various organizations in the society or community. These may include problems related to social, economic and health aspects. Operations research involves use of mathematical, logical and analytical methods to find optimal solutions. Motivational research involves analyzing the reasons and motives behind people's behaviour it is also used to create awareness and understanding certain issues related to social, economical and health aspect.

#### **4.3. RESEARCH IN HUMAN RESOURCE**

Human resource management is concerned with human being in any organization. It reflects new philosophy, new outlook a new approach which deals with manpower as its resource. Recently human resource management has taken new name instead of training. Today most organizations thinks in terms of HRM as creating awareness, motivating people, understanding problems, potential development and healthy working conditions. Thus HR development has become a new dimension of modern management. It empowers every individual and it is great awareness about the investment potential in training and development all over the world.

#### **4.4. RESEARCH DESIGN**

Research design can be defined as the plan and structure of the enquiry, formulated in order to obtain answers to research questions on management

aspects. The research plan constitutes the overall programme of the research process. The planning process includes the framework of the entire research process, starting from developing the hypothesis to the final evaluation of collected data.

A research design outlines the actual research problem on hand and details the process of solving it. A good research design will clearly describe the techniques to be used for selecting samples, collecting data, managing costs and other aspects that are essential for conducting management research. Decisions are taken depending on certain crucial issues like the study's purpose and objectives, the type of data needed, the method adopted for obtaining the data and analyzing it.

#### **4.5. NEED FOR RESEARCH DESIGN**

Research design is essential because it facilitates the smooth flow of various research processes. A good design means that good research results can be obtained with minimum utilization of time, money and effort. Therefore, it can be said that design is highly essential for planning research activities. An ideal research design can be developed, if available resources such as time, money and man power are considered before beginning the design. The validity of research results is based on the initial research design. If it is not properly prepared it will jeopardize the whole research process and will not meet its purpose. Therefore research design has to be developed very carefully, as it forms the foundation for the entire research process that follows. The characteristics of efficient research design should first be properly understood.

#### **4.6. CHARACTERISTICS OF GOOD RESEARCH DESIGN**

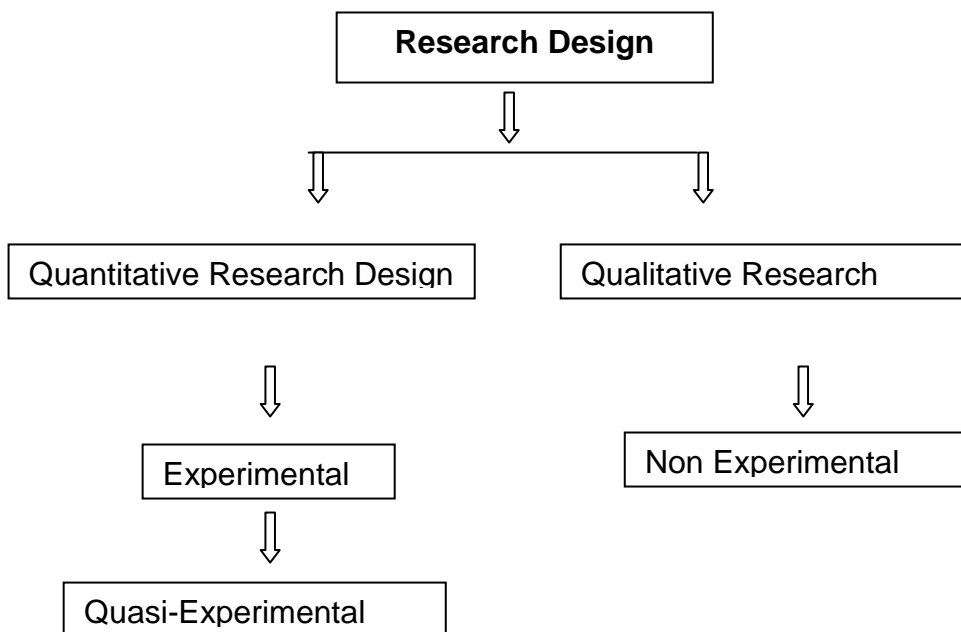
Some important characteristics of a good research design are flexibility, adaptability, efficiency and economy. A good research design should minimize bias and maximize accuracy of the data obtained and should have as few errors as possible. The most important requirement of good research design is that it should provide adequate information so that the research problem can be analyzed on a wide perspective. An ideal design should take into account important factors like

- Identifying the exact research problem to be studied
- The objectives of the study
- The process of obtaining information
- The availability of adequate and skilled man power
- The availability of adequate financial resources for carrying out research.

#### 4.7. RESEARCH APPROACH

There are several ways to classify research designs. There are two broad categories of quantitative and qualitative designs. Quantitative design is selected by researcher. There are experimental and non experimental designs under this heading. The following figure depicts the research design selected for present study.

**Figure – 4.1 Research Design Framework**



The research design adopted for the study was quasi-experimental method because the present study was aimed to assess the existing HR practices among the secondary school teachers working in Pune. In this design

researcher is trying to establish a cause-and-effect relationship. There are some advantages to the use of quasi-experimental designs. By this method the real world is more closely approximated. This method is widely used in management and educational researches.

Ghosh (1986) says that "in a quasi-experimental study, one must be familiar with the subject, to determine the scope and limit of research, to clarify the concepts and to formulate the hypothesis, and the main idea is the discovery of facts and insights". Quasi-experimental method or research approach helps to obtain pertinent and precise information concerning the current status of phenomenon and whenever possible, to draw valid general conclusions from the facts discovered.

According to Wood and Catanzaro (1988), "quasi-experimental studies serve the purpose of scrutinizing unknown regions for the purpose of discovery".

The Researcher, therefore, decided to carry out a quasi experimental study among school teachers. The interaction of Researcher with school teachers, known experts in this field and the gaps / issues identified after literature review were taken into account for crystallization of the objectives of the study. Keeping in the view the objectives of the study, the investigator administered the tool prepared for the Research Study.

#### **4.8. RESEARCH STATEMENT AND OBJECTIVES**

**4.8.1. Research Statement** "a study to assess the h.r.d. practices adopted among school teachers in selected secondary schools in Pune city during 2011 – 12.

#### **4.8.2. Objectives Of The Study**

As such, there are many aspects of Human Resource Development which requires attention to be paid, however Researcher focused his attention to following few objectives only :

- a. To assess the overall knowledge of the secondary school teachers regarding Human Resource Development in Pune City.

- b. To assess the knowledge of the secondary school teachers working in schools adopting CBSE pattern regarding Human Resource Development in Pune City.
  - c. To assess the knowledge of the secondary school teachers working in schools adopting State Board pattern regarding Human Resource Development in Pune City.
  - d. To compare the knowledge of the secondary school teachers working in schools adopting State Board and CBSE pattern regarding Human Resource Development in Pune City.
  - e. To associate the findings with selected demographic variables.
- To study these focused objectives, the researcher reached to formulate following hypothesis guiding the direction of the study.

#### **4.9. HYPOTHESES**

The researcher confined himself to focus his attention to following hypothesis only.

- a. The average knowledge of secondary school teachers of Pune city about the Human Resource Development is less than or equal to 50%.
- b. The average knowledge of secondary school teachers of Pune city adopting CBSE pattern about the Human Resource Development is less than or equal to 50%.
- c. The average knowledge of secondary school teachers of Pune city adopting State Board pattern about the Human Resource Development is less than or equal to 50%.
- d. There is no significant difference in the average knowledge of secondary school teachers working in schools in Pune City adopting State Board and CBSE pattern about Human Resource Development.
- e. There is no association of average knowledge of secondary school teachers in Pune City regarding Human Resource Development with demographic variables.

#### **4.10. REFERENCE PERIOD OF THE STUDY**

The study was confined to only secondary school teachers working in secondary schools in Pune jurisdiction during the Academic year 2011 – 12.

#### **4.11. SCOPE OF THE STUDY**

To give justice to the study and to get reliable information in the desired time-frame, the Researcher restricted his attention to the secondary school teachers, teaching in schools located in Pune Municipal Corporation area only. Serious efforts were made to cover schools from various locations, having various types of management, with English and Marathi mediums of teaching and adopting various teaching patterns.

#### **4.12. OPERATIONAL DEFINITIONS**

##### **Definitions of terms and variables-**

**Assess:** According to Oxford dictionary assess means appraisal or evaluation

In this study assess means appraisal of knowledge of school teacher regarding Human Resource management.

**Knowledge:** According to Oxford dictionary:

Person' range of information. Sum of what is known

According to researcher knowledge is the information given to the school teachers on Human Resource management

**Management:** according to Oxford dictionary control and organization of event and skill in dealing with people

**In this study:** skilful handling of teachers

**School:** Institution for educating children

**In this study:** Secondary schools in Pune city (Pune Municipal Corporation Jurisdiction only)

#### **4.13 SETTING OF THE STUDY**

The study was conducted in secondary schools in Pune city. The investigator did not encounter any major difficulties in getting access to it, to conduct his study. According to SSC Examination Board, Pune there are more about 310 secondary schools in Pune city under Pune Municipal Jurisdiction. Researcher divided the Pune city in five regions viz. East, West, South, North and Central. A random method was used to select the 30 schools for the research. This was done to ensure that participating schools should sufficiently representative of each region, programme level (State Board, CBSE, and ICSE) and language of instruction. The distribution of the schools in each of geographical area is outlined in Table 1.

#### **4.14 POPULATION UNDER STUDY**

In a statistical investigation the interest usually lies in the assessment of general magnitude and the study of variation with respect to one or more characteristics relating to individuals belonging to a group. This group of individuals under study is called population.

As the whole population cannot be studied for lot of practical difficulties, a small group representing the population, is studied which is famously known as 'sample'. According to 'Talbot' larger the sample more representative of population and smaller is the sampling error. As mentioned in earlier paragraphs, Researcher focused his attention to school teachers of schools falling under Pune Municipal Corporation limits.

Economics & Statistics Bureau of Govt. of Maharashtra, yearly publishes statistical information on various subjects. According to this official source, there were 1988 Secondary School Teachers in Pune City in the year 2008 – 09. Also according to Zilla Parishad, Pune Zilla – another local body of Govt. of Maharashtra - there were 306 Secondary Schools, during the same period, in the jurisdiction of Pune Municipal Area(PMC) and according to SSC Examination Board there are about 310 Secondary Schools during the year 2011-12.

This basic information was collected from above mentioned official sources. The information was then compiled to yield meaningful classes useful for further selection. This data, therefore, was compiled for various parameters such as geographical location of Pune, medium of instructions and examining body.. viz., Maharashtra Board for Secondary Schools, CBSE and ICSE.

#### **4.15 SELECTION OF THE SCHOOLS**

##### **4.15.1 Schools from PMC Area**

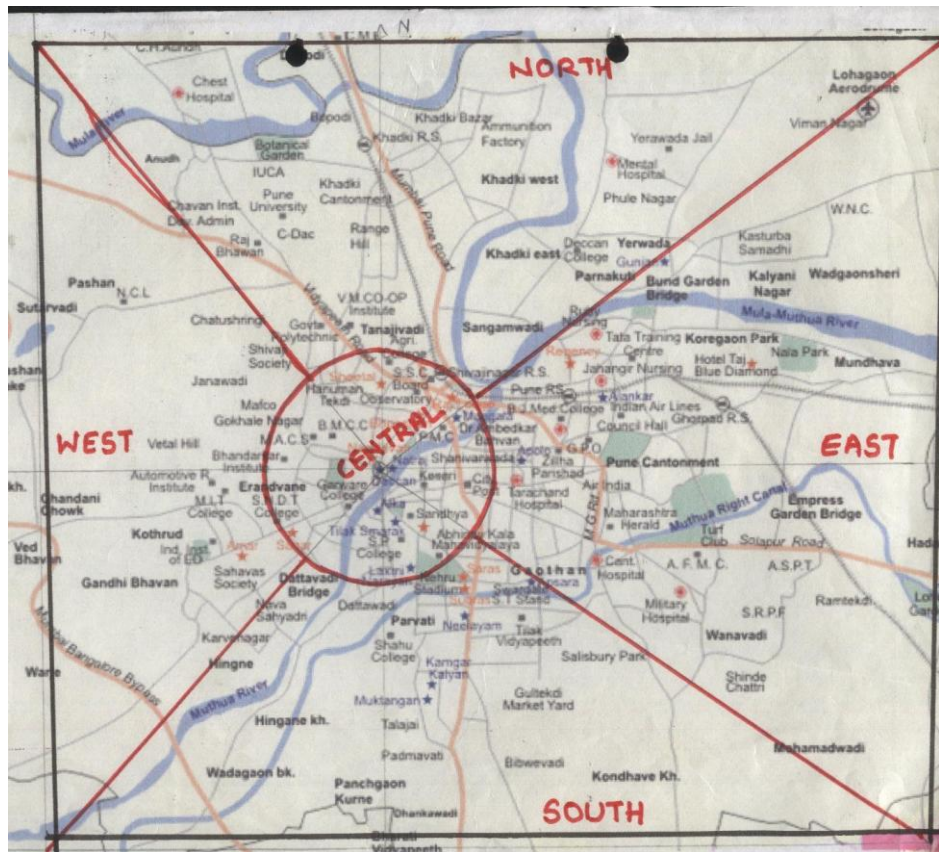
Names of schools teaching up to 10<sup>th</sup> standard or above were collected from various official sources. The available information was then collated in a particular format designed for the purpose. Care was taken while collecting the information to cover basic parameters such as pattern of teaching adopted, medium of teaching, governance of management, location of the school, sex-ratio of teachers etc. The data, then was sorted according to various parameters required for the study, to arrive at some meaningful information. Major highlights of information are produced below

##### **4.15.2 Selection of sampling units**

Researcher firstly prepared a database of schools falling within PMC area. By making various permutations and combinations, random sample from out of database was designed in such a manner that it will try to maintain similar percentage of above mentioned criteria, viz., medium of teaching, geographical location and examining body, to represent the population of secondary schools in Pune city area.



**Figure 4.2 Map of Pune city showing five regions**



A sample of 30 schools from out of 310 schools, i.e about 10% was selected. From each of the schools, 20 teachers were planned to be selected. Thus, the study was carried out to cover 600 teachers which represent about 25% of population of teachers in Pune city as per data of Govt. of Maharashtra.

**Table 4.1. Regionwise Selection of the School**

Region	Number of schools	Percentage (%)	Schools included in study	Percentage %
East	113	36.45	11	36.66
West	32	10.32	3	10.00
South	43	13.87	4	13.34
North	33	10.65	3	10.00
Central	89	28.71	9	30.00
<b>Total</b>	<b>310</b>	<b>100</b>	<b>30</b>	<b>100</b>

**Table 4.2 Programme wise selection of schools**

Programme	Number of schools	Percentage (%)	Schools included in study	Percentage %
State Board	265	85.5	26	86.6
CBSE	35	11.3	3	10
ICSE	10	3.2	1	3.4
<b>Total</b>	<b>310</b>	<b>100</b>	<b>30</b>	<b>100</b>

**Table 4.3 Medium wise selection of school**

Medium of Instruction	Number of schools	Percentage (%)	Schools included in study	Percentage (%)
English	131	42.3	13	43.33
Marathi	179	57.7	17	56.67
<b>Total</b>	<b>310</b>	<b>100</b>	<b>30</b>	<b>100</b>

The data then was sorted according to various parameters required for the study. Major highlights of information on Secondary Schools in Pune city are presented in subsequent paragraphs.

**Table 4.4 Detailed breakup covering all criteria**

	Maharashtra Board		C.B.S.E	I.C.S.E	TOTAL		TOTAL
	English	Marathi	English	English	English	Marathi	
CENTRAL	3	5	1	-	4	5	9
NORTH	1	1	1	-	2	1	3
SOUTH	1	3	-	-	1	3	4
EAST	3	6	1	1	5	6	11
WEST	1	2	-	-	1	2	3
<b>TOTAL</b>	<b>9</b>	<b>17</b>	<b>3</b>	<b>1</b>	<b>13</b>	<b>17</b>	<b>30</b>

#### 4.16 Sampling Technique

It is obvious that for any statistical investigation complete enumeration is not possible—rather impracticable. 100% inspection of population is practically not possible due to administrative, financial implications and time factor and hence we take the help of ‘sampling’. A finite subset of individuals in a population is called a sample and the no. of individuals in a sample is called ‘sample size’.<sup>1</sup>

For the purpose of determining population characteristics, instead of enumerating entire population, the individuals in the sample are observed. Then the sample characteristics are utilized to approximately determine or estimate the population. The error involved in such approximation is called ‘sampling error’ and is inherent and unavoidable in any and every sampling scheme.

Types of sampling: Some of commonly known and frequently used types of sampling are:

- \* Purposive sampling
- \* Random Sampling
- \* Stratified Sampling
- \* Systematic Sampling
- \* Stratified Sampling: Here the entire heterogeneous population is divided into a number of homogeneous groups usually termed as ‘strata’ which differ from each of these groups is homogeneous within itself.

Then units are sampled at random from each of these stratum, the sample size in each stratum varies according to the relative importance of the stratum in the population. The sample which is aggregate of sampled units of each of the stratum is called ‘stratified sample’ and the technique is known as ‘stratified sampling’.

Such a sample is by and large is the best and can safely be considered as the representative of the population from which it has been drawn.

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<sup>1</sup> Research Methodology, Methods and Techniques (Second Revised Edition), By C.R.Kothari, New Age International Publishers, New Delhi. Pg. 14

Researcher has given justice to all five regions. 20 teachers from each school were selected in the study by simple random method. While selecting the schools researcher ensured that equal percentage was maintained between English and Marathi medium schools. The state board schools, CBSE schools and ICSE schools were also given equal representation. Total 600 teachers across the city from 30 schools (on an average 20 teachers from each school by simple random method) were included in the study. In order to collect the necessary data to assess the effectiveness of the training manual on disaster management, a **semi structured questionnaire** was developed. Questionnaire design consists of two sections, first section consists of demographic data such as age, sex, education, experience, medium of teaching, type of teacher's training programme and teaching experience. Second section comprised of items to assess knowledge of teachers regarding Human Resource Management. HRM Knowledge questionnaire was developed with multiple choice questions in which one appropriate answer was to be ticked ( $\surd$ ) out.

#### **4.16.1 Sample Size**

Total 600 sampling units of teachers were included in the study (according to Talbot larger the sample more representative of population, larger the sample size smaller is the sampling error).

#### **4.16.2 Sampling Technique**

Sampling technique was systematic random sampling. A list of the school teachers is obtained from the school and 20 teachers selected from each school by simple random method. Researcher ensured that each element of population be included in the study.

#### **4.17 DATA COLLECTION TECHNIQUE**

A tool is a method, technique, instrument, device or a form designed to guide the observations, to collect, assess or record and measure the collected data in a systematic and uniform manner. Tool is selected appropriately in a given situation, depending on the research approach, sample size, laid down criteria etc.

The structured questionnaire was prepared for assessing the knowledge regarding Human Resource management, for the secondary school teachers in Pune.

#### **4.18 DESIGN OF QUESTIONNAIRE**

Questionnaires are the most frequently used ‘data collection method’ in educational and evaluation research. Questionnaires help to gather information on knowledge. Attributes, opinions, behavior, facts and other information. Development of a valid and reliable questionnaire is a must to reduce ‘measurement error’. Groves (1987) defines measurement error as the “discrepancy between respondents’ attributes and their survey responses”

Development of a valid and reliable questionnaire involves several steps consuming considerable time. Each step depends on fine tuning and testing of previous steps that must be completed before the next step., The major steps involved in development a questionnaire as under :

- Step – 1 - Background
- Step – 2 - Questionnaire Conceptualization
- Step – 3 - Format and Data Analysis
- Step - 4 - Establishing validity
- Step – 5 - Establishing Reliability

##### **Description of The Tool**

###### Structured Questionnaire

The structured questionnaire included two sections,

**Section I** consisted items on demographic data such as age, education, experience

**Section II** comprised of items to assess knowledge of teachers about various aspects of Human Resource Management. It comprises questions on following broad aspects

- \* Recruitment
- \* Working Hours
- \* Salary & Increments and Provident Fund
- \* Leaves

- \* Schools Management
- \* Attendance
- \* Training
- \* Administration and Infrastructure

#### **4.19 ESTABLISHING VALIDITY AND RELIABILITY**

As a result of steps 1-3 above, a draft questionnaire was ready for establishing validity. Basically validity is the amount of systematic or built-in error in measurement (Norland, 1990). Validity is established using a panel of experts and field tests. Which type of validity to use depends upon the objectives of the study. The following questions are addressed in ‘Establishing Validity’.

- \* Is the questionnaire measuring what it intended to measure?
- \* Does it represent the content?
- \* Is it appropriate for the sample?
- \* Is the questionnaire comprehensive enough to collect all the information needed to address the purpose and goals of the study?
- \* Does the instrument look like a Questionnaire?

The validity of the instrument is determined by expert in the field of Management, Disaster management, Education and social sciences. Researcher ensured that the expert identified were Ph D qualified.

##### **4.19.1 Establishing Reliability**

Generally reliability of a questionnaire refers to random error in measurement. It indicates the accuracy or precision of the measurement. It is generally carried out using a pilot test. The pilot tests seeks to answer the question, does the questionnaire consistently measure whatever it measures?

Reliability is also defined as “Yielding the same or compatible results in different trials “. In normal language, we use the word reliable to mean that something is dependable and that it will give same outcome every time. The use of reliability types (test-retest, Split-half, alternate form, internal consistency) depends on the nature of data. To assess reliability of knowledge questions, test-retest or split –half is appropriate.

Reliability was established using a pilot test by collecting data from 20-30 subjects NOT included in the sample. Data collected from pilot test was analysed using a computer software package such as SPSS (Statistical Package for Social Sciences). Reliability and validity of tests are ‘Twin Pillars’ which support the entire testing procedure. It must be noted that Reliability is ‘Not calculated’ but ‘Estimated’. The reliability coefficient (famously known as Cronbach’s alpha) calculated was 0.8630 (86.30 %) which indicated that instrument designed for data collection was highly reliable.

#### **4.20 PILOT STUDY**

Pilot study is an exploratory study done preliminarily, to help in refining the problem, develop or refine hypothesis, or test and refine the data collecting methods. According to William (2002), a pilot study is one that tests procedures or tools. The tool is tested in a pilot study, which is an important step in the development of a new tool or making the necessary changes in the same tool and increase its reliability and validity. After permission was sought, a pilot study was undertaken. A pilot study was conducted by the Researcher in secondary schools in February 2012 to test the practicability of his tool.

Pilot study was conducted on 60 school Teachers to test the feasibility of the study.

Objectives of the pilot study were

- \* To assess the feasibility of the tool
- \* To test the tool for content and language
- \* To assess the time taken for the study
- \* To identify the problems faced during the data collection.

Sixty teachers were selected according to the criteria laid down for the sample selection. They were explained about the purpose of the study and the procedure of data collection. Data was collected as per the respondents' availability and convenience, and their responses were recorded. They were assured about the confidentiality of the information collected.

#### **4.21 DATA COLLECTION**

Data was collected using the tools.

- ❖ School teachers were selected from various schools by simple random sampling.
- ❖ Questionnaire was introduced to identify responses.
- ❖ Administrative permission was procured formally from the school authorities
- ❖ The actual data collection started from the January 2012 and ended in the last week of February 2012, on all days, except public holiday. The number of respondents per day depended on their willingness to participate in the study, and during their off duty time. At the starting of each interview session, all the teachers were introduced to the investigator and then followed by a short discussion. They were explained about the purpose of the study and assured about the confidentiality of the information between the investigator and the respondent only. Their willingness was sought for.
  
- ❖ The respondents were found to be all very interested and enthusiastic to answer. After the interview was over, which took about 15-20 minutes on an average, a short discussion was held with the respondents to converse and ask if there were any queries concerning to topic. The interviewees were happy and they were served tea and biscuits before leaving.

#### **4.22 DATA ANALYSIS**

The collected data was interpreted using tables and figures. The data was analyzed using statistical tools. Differential and inferential statistics was used to interpret the data. The Researcher decided to analyze the data using descriptive and inferential statistics and presented them in tables, graphs and figures. The following plan of analysis was made with consultation of statistical expert.

1. The items in the demographic data variables will be computed in the terms of frequency and percentage.



2. Bar graphs will be plotted to compare the distribution.
3. Mean, standard deviation of scores will be calculated and compared wherever necessary.
4. Z-Test and/or 't' test will be applied to determine the significance of mean and difference between average knowledge score.

#### **4.23 DATA DISSEMINATION AND UTILITY**

The finding of the study will be presented in conferences and group meeting and a copy will be circulated to all the schools, administrators, educators and education authorities for their commitment and improvement and standardization.

**CHAPTER – 5**  
**Research Findings**

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## CHAPTER – 5

### Research Findings

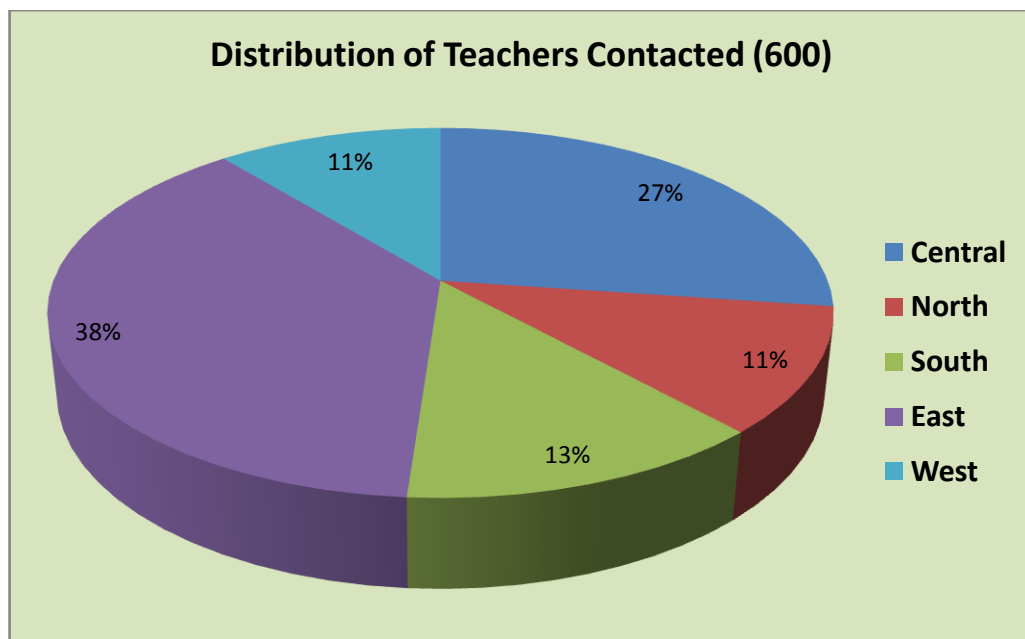
#### 5.1 Introduction

Despite many constraints, finally the researcher could manage successful contacts to 30 schools and covered 600 teachers. The location-wise breakup of these contacts is as shown below:

**Table 5.1 Location wise break up of Schools and Teachers**

Location	No. of schools	No. of Teachers
Central	9	164
North	3	67
South	4	79
East	11	227
West	3	63
<b>TOTAL</b>	<b>30</b>	<b>600</b>

**Figure 5.1 Distribution of Teachers contacted**



The breakup of these contacts according to examination pattern is as under:

**Table 5.2 Examination pattern wise break up of Schools and Teachers**

<b>Pattern adopted</b>	<b>No. of schools</b>	<b>No. of Teachers</b>
State Board	26	518
C.B.S.E	3	60
I.C.S.E	1	22
<b>TOTAL</b>	<b>30</b>	<b>600</b>

From out of these contacts, some of the major findings are enumerated below.

## **5.2 DEMOGRAPHY OF RESPONDENTS**

### **5.2.1 Sex and Age**

Survey shows dominance of female teachers recording a share of 74.33% over that of males with 25.67% share. The average age of the school teachers, according to survey, is found to be 36.14 years. The average age of male teachers is observed to be 36.38 years, whereas that of female teachers is seen to be 35.96 years indicating that females are younger than males... a natural truth.

The age and sex-wise breakup of teachers is presented below:

**Table 5.3 Age and Sex wise break up of Teachers**

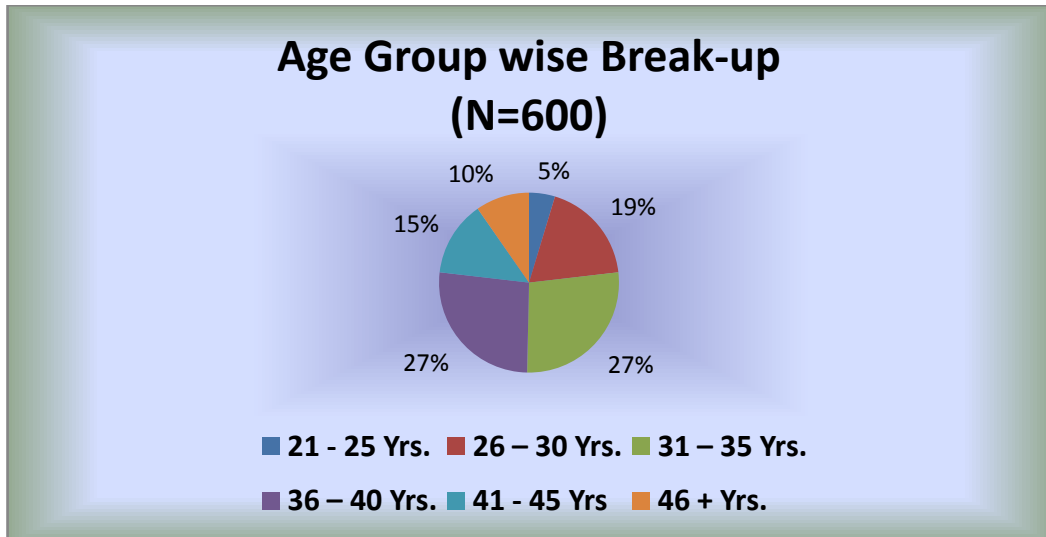
<b>Age Group Yrs.</b>	<b>No. of teachers</b>		<b>% to total</b>	
	<b>Males</b>	<b>Females</b>	<b>Males</b>	<b>Females</b>
21 - 25	2	26	1.30	5.89
26 - 30	33	78	21.43	17.49
31 - 35	30	133	19.48	29.82
36 - 40	58	101	37.66	22.65
41 - 45	16	65	10.39	14.57
46 +	15	43	9.74	9.64
<b>TOTAL</b>	<b>154</b>	<b>446</b>	<b>100.00</b>	<b>100.00</b>

It is clear from the above table that more than one third of male teachers are in the age group of 36-40 (37.66%) where as the little less than one third of female

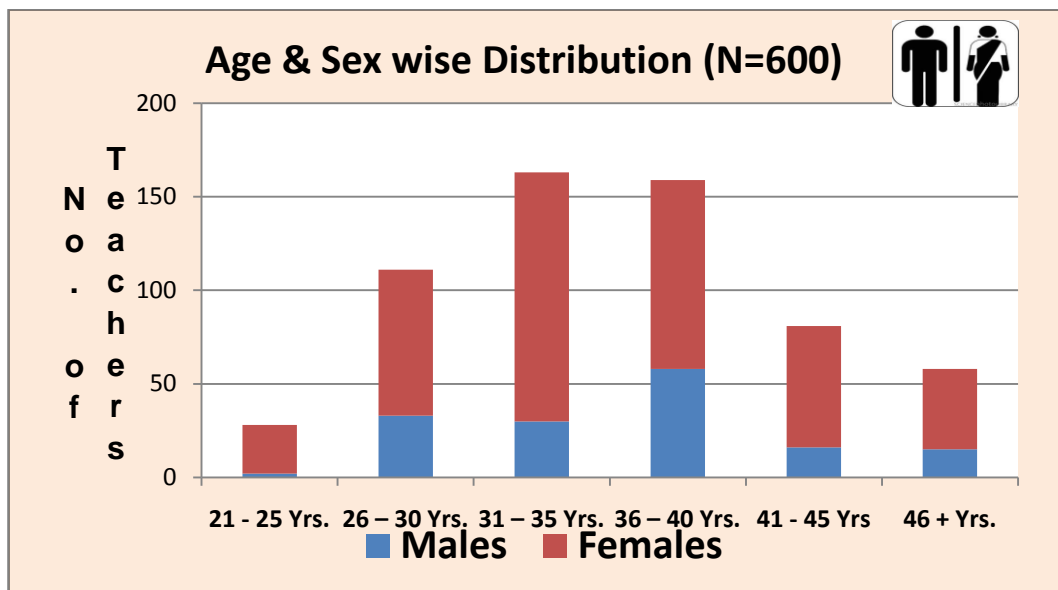
teachers come from 31-35 age group. On the contrary, only 20% male teachers are above 40 yrs whereas 24% female teachers have exceeded 40 yrs.

Age and sex wise distribution of teachers is graphically presented below:

**Figure 5.2 Age group wise break up**



**Figure 5.3 Age & Sex wise distribution**



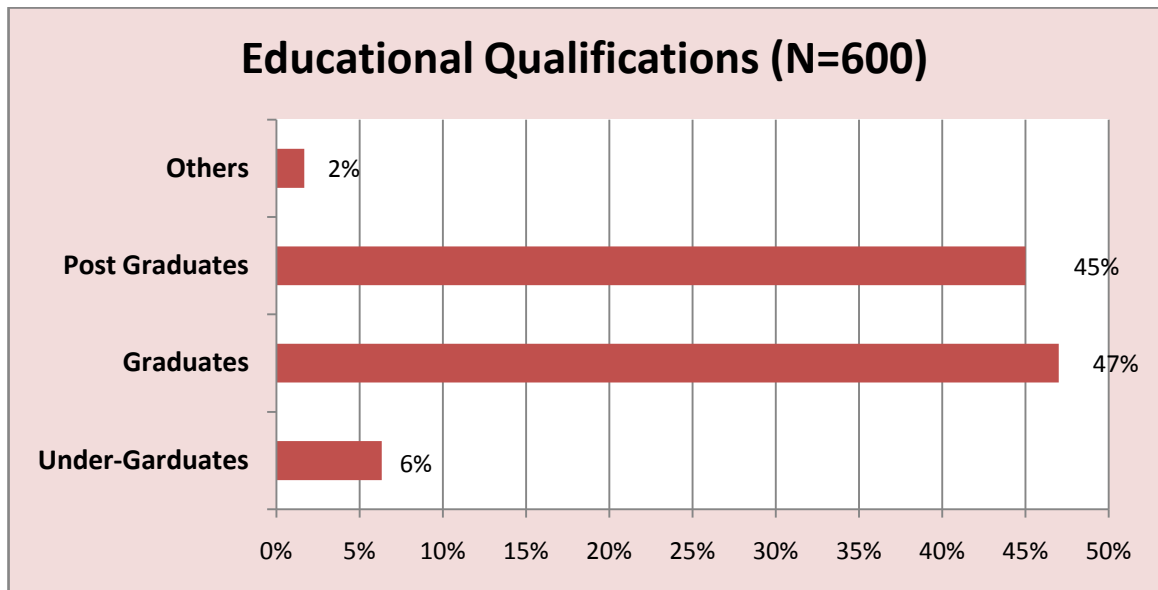
### 5.2.2 Marital Status

Survey revealed dominance of married teachers recording their share at 87% and only 10% teachers are enjoying their bachelorship. Survey also threw light on unsuccessful married life of 1.83% teachers who preferred taking a divorce.

### 5.2.3 Educational qualifications

With a minor exception of 6.33% of undergraduate teachers, 47% teachers are graduates, 45% teachers have completed their post-graduation. 1.67% teachers have acquired different qualifications like graduate in 'drawing'. This information is presented in a pie-chart below:

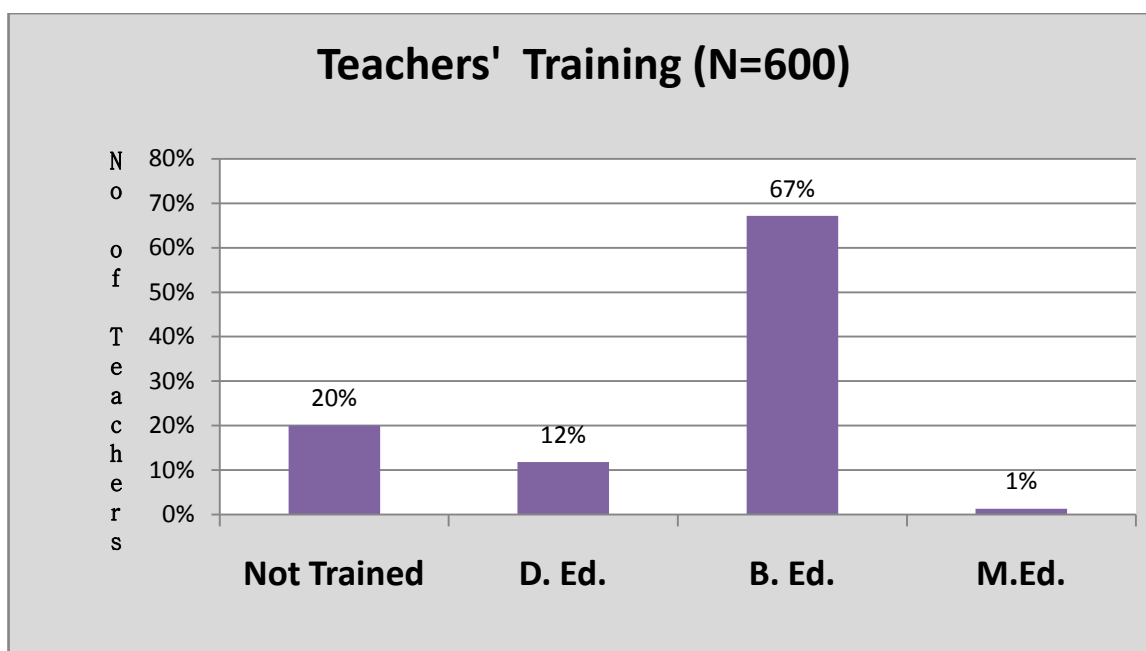
Figure 5.4 Educational qualifications



### 5.2.4 Teachers' Training

Secondary school teachers of schools in Pune city are found to be trained in 'how to teach'. 11.83% teachers have completed their diploma, 67.17% teachers have completed their graduation whereas 7.67 teachers are with post-graduate qualification. Only 1.33% of teachers have not disclosed their facts.

**Figure 5.5 Teachers' Training**



### 5.2.5 Teaching Experience

Majority of school-teachers constituting over 71% from the sample of 600 teachers, have teaching experience lying in the range of 5-20 years. About 22% of teachers are comparatively fresh and have teaching experience of less than five years at their credit. Over 38% teachers have experience of teacher for more than 10 years but less than 20 years. Teachers with more than 20 years of teaching experience are to the tune of 6%.

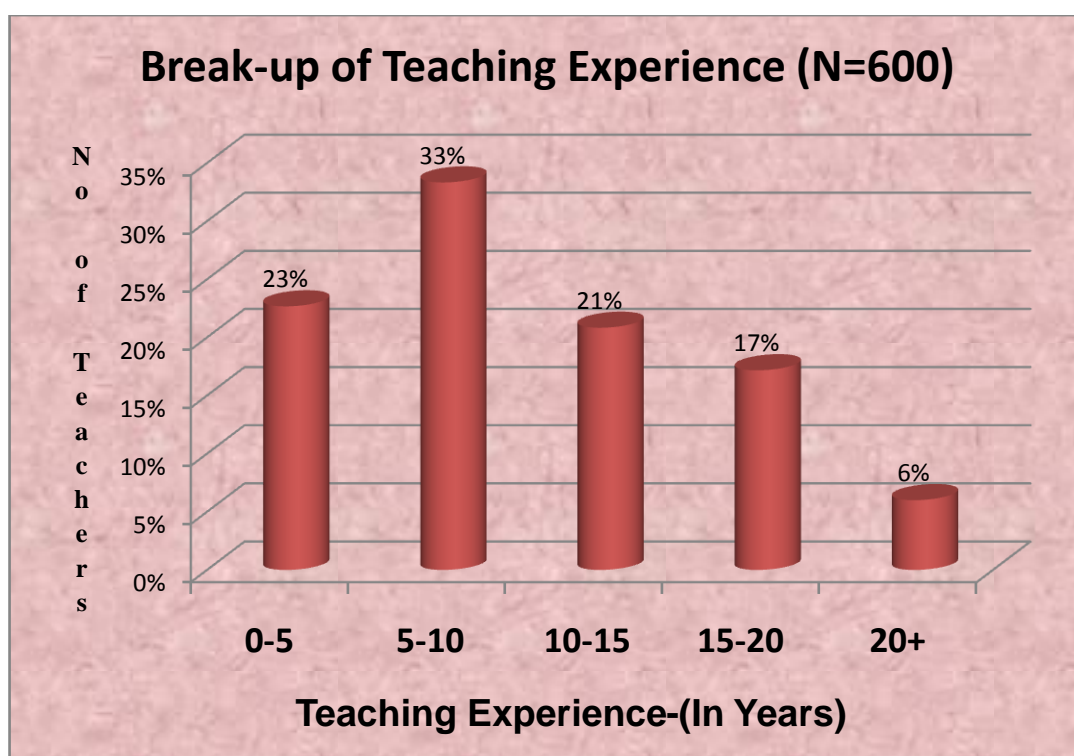
The breakup of teaching experience of these teachers in the tabular form & in graphical pattern is presented below:

**Table 5.4 Experience wise break up of Teachers**

Teaching Exp. (in yrs)	No. of teachers	% to total
0 - 5	136	22.67
5 - 10	200	33.33
10 - 15	125	20.83
15 - 20	103	17.17
20 +	36	6.00
<b>TOTAL</b>	<b>600</b>	<b>100.00</b>



**Figure 5.6 Break up of Teaching experience**



### 5.2.6 Gross Salary received

To receive minute details of salary, researcher had made eight (8) salary brackets of teachers. The minimum being Rs. 5,000/-pm and the maximum being Rs. 35,000/-pm. The breakup of no. of teachers getting various amounts as monthly salary is as mentioned below:

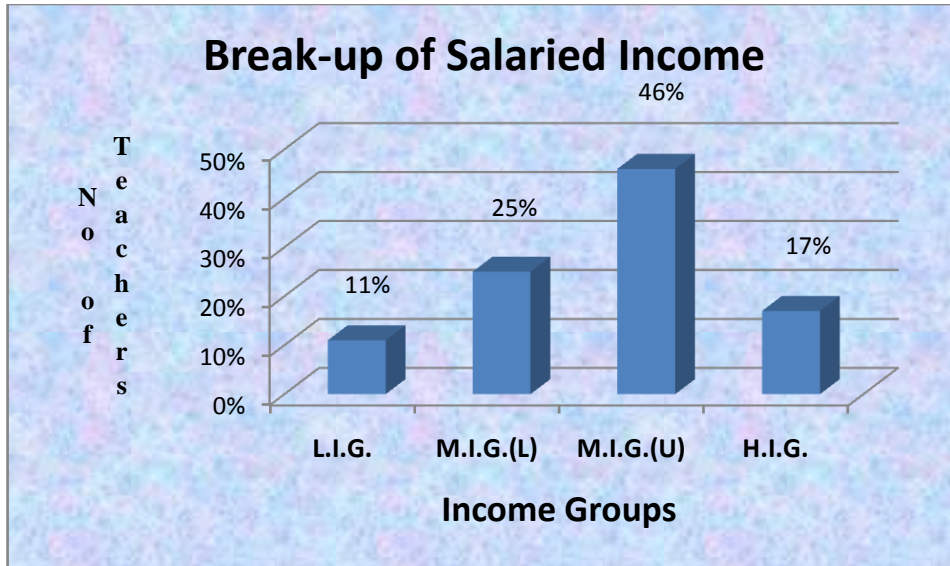
**Table .5.5 Salary wise break up of Teachers**

Monthly Salary (In Rs)	No. of teachers	% to total
Less than 5,000	37	6.17
5,000-10,000	30	5.00
10,001-15,000	85	14.14
15,001-20,000	68	11.33
20,001-25,000	97	16.17
25,001-30,000	180	30.00
30,001-35,000	98	16.33
More than 35,000	5	0.83
<b>TOTAL</b>	<b>600</b>	<b>100.00</b>

It is revealed from the survey that teachers with Low Income Group (LIG) (M.I<10,000) are of the order of 11.17% and that of the High Income Group (HIG) (M.I>30,000) are of the order of 17.16%. In the Middle Income Group,

there appears to be two categories. One being lower Middle Income Group (MIG-L) (10,000<M.I<20,000) which are to the tune of 25.5% and another being upper Middle Income Group (MIG-U) (20,000<M.I<30,000) which are to the tune of 46.17%... the highest of all groups.

**Figure 5.7 Break up of Salary Income**



The above table also indicates major two categories of teacher’s income groups. One group with monthly income of Rs. 20,000/- which forms a share of only 36.67% and the another group with monthly income more than Rs. 20,000/- forming a share of 63.33%. Statistically, average monthly income touches Rs, 21,792/-.

### **5.3 HRD KNOWLEDGE**

#### **5.3.1 Nature of Employment**

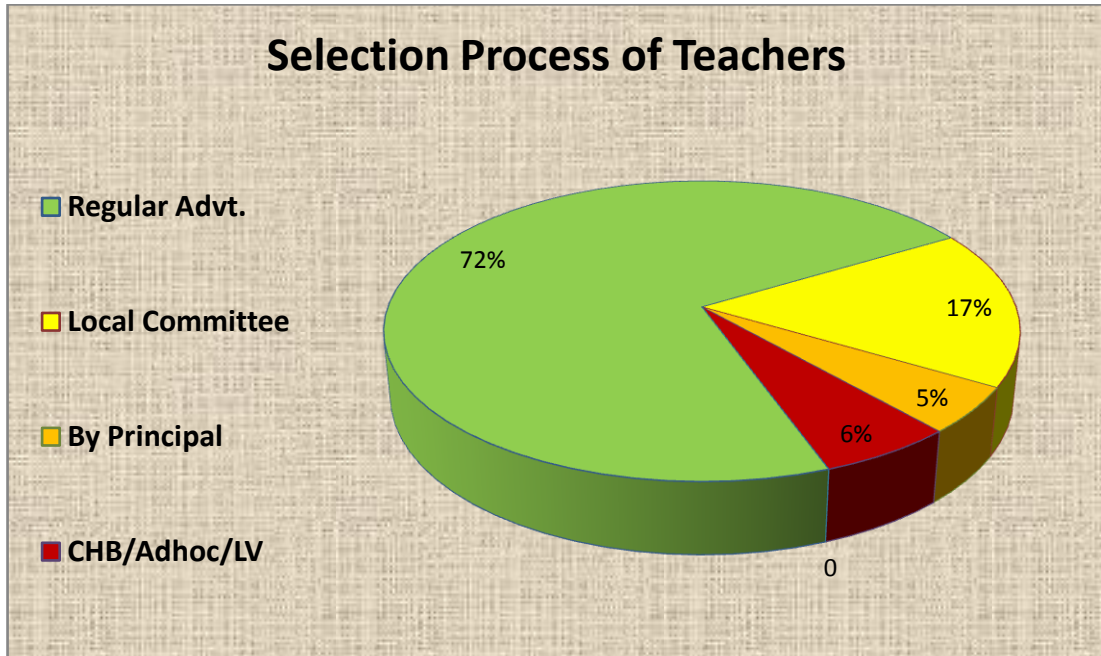
Having a full-time regular teacher is the basic need of the schools as well as the pupils. Survey has witnessed this fact by 89.5% of teachers who have claimed their post in this category. Temporary teachers are to the tune of 4.67% only. Teachers working on contract-basis, ad-hoc basis or on CHB basis are practically negligible as their score in each category is less than 1%.

#### **5.3.2 Selection process**

According to survey responses, appointments of 72% of teachers are carried out through Regular Advertisements. About 17% of teachers were interviewed by

local selection committee. Appointments by ‘Principal’ of the school have been carried out in case of 5% teachers only. By-passing all these formalities are seen from the survey in case of 6% teachers only.

**Figure 5.8 Teacher’s selection process**



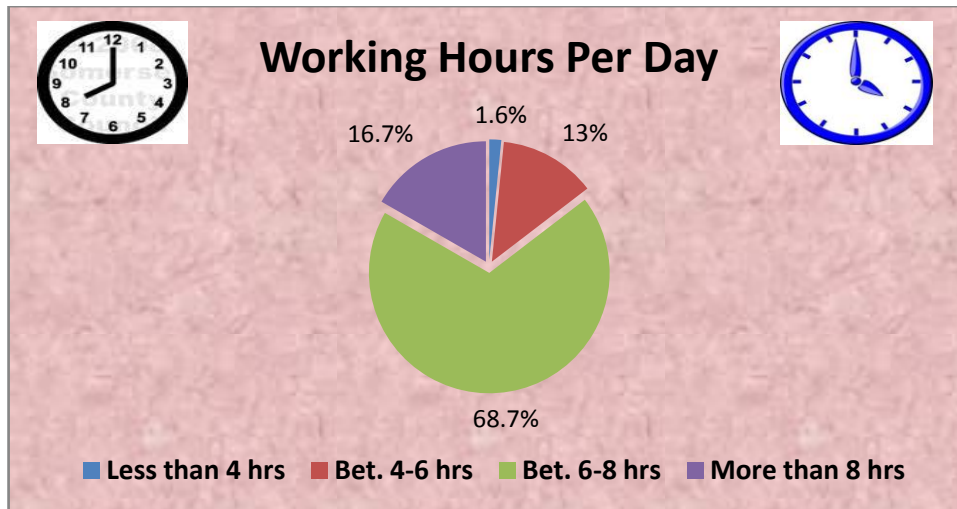
### 5.3.3 Management of the school

It is disclosed by the 66.67% teachers that their school is governed by school’s own management policy. 19% teachers claim that it is by ‘State Govt’ whereas 5% teachers are inclined to ‘Central Govt’. Nearly 6% teachers were found to be confused ‘whom to vote’ and no response was received.

### 5.3.4 Working Hours

‘Work is Worship’ is adapted by more than 68.7% teachers who claim to work 6-8 hours per day. 16.7% teachers are devoted to schools who work more than 8 hours per day. Working of 4-6 hours a day is disclosed by 13% teachers and 1.6% teachers have disclosed their working is between 4-6 hours per day.

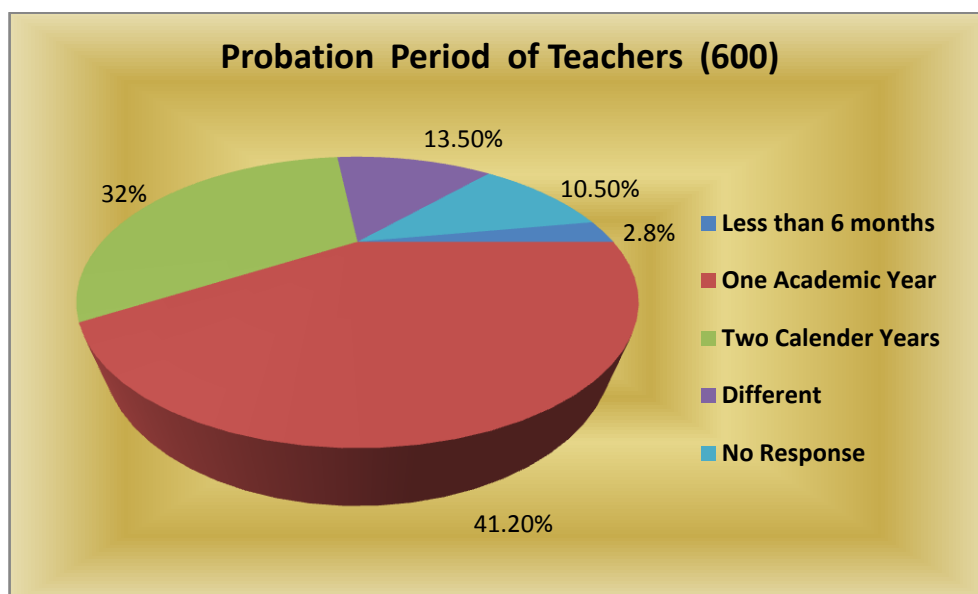
**Figure .5.9 Working hours per day**



### 5.3.5 Probation Period

According to survey, probation period of ‘one academic year’ is seen in case of 41.2% of teachers, where as 32% of teachers have gone under ‘two calendar years’ probation. About 2.8% teachers were lucky enough to undergo a probation period of six months. In the opinion of 13.5% teachers their probation period was something different from others which could not fit in the mentioned categories. Teachers to the tune of 10.5% treat this information as confidential and have not responded.

**Figure 5.10 Probation period of teachers**

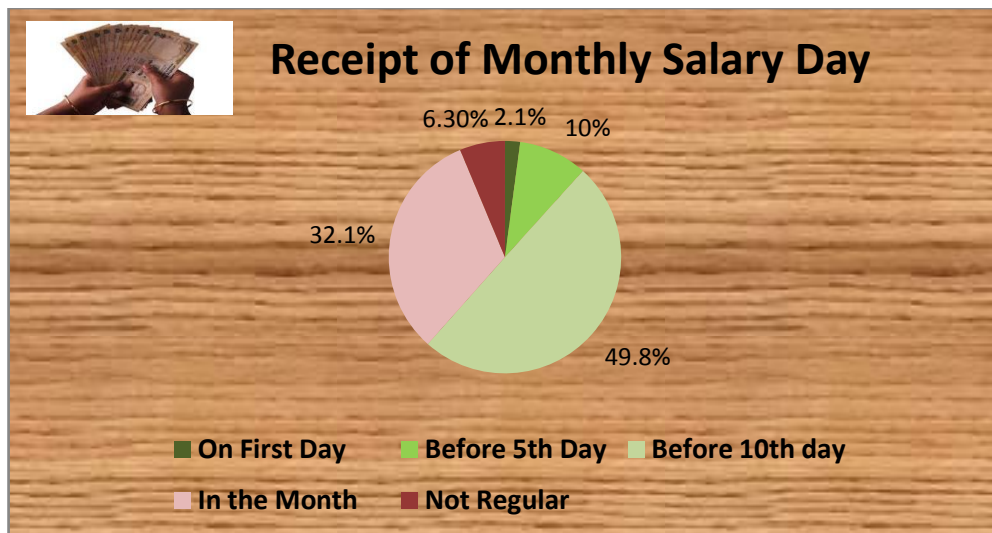


### 5.3.6 Payment of Salary

Practically for all the teachers i.e 94%, salary is credited to individual's bank account. About 3% teachers get their salary in cash. Remaining 3% teachers do not wish to disclose this information.

It is surprising that only 2.1% teachers receive their salary on the 1<sup>st</sup> day of every month. About 9.6% teachers are required to wait till 5<sup>th</sup> day of every month whereas 49.8% teachers patiently wait till 10<sup>th</sup> day of every month. Salary is not paid regularly to 6.3% teachers whereas nearly 32.1% teachers treat themselves lucky if salary is received in that month on any day.

**Figure 5.11 Day of Monthly Salary**



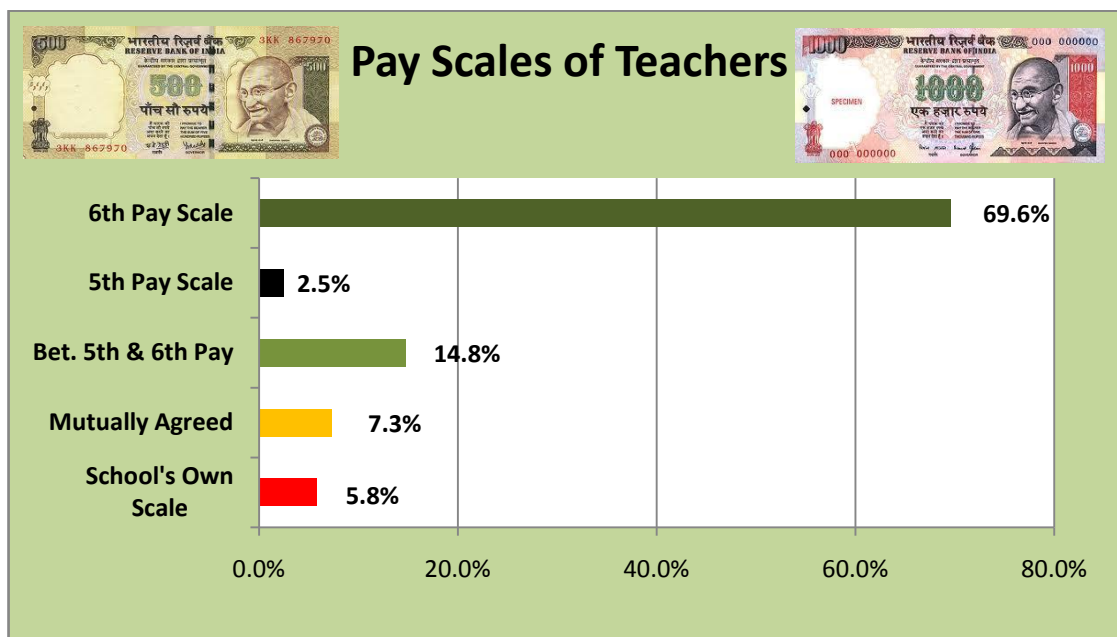
Schools are generally closed for summer and winter vacations (in May and Diwali/Christmas). Holidays are declared during these days hence teachers do not attend their schools. Schools are supposed to pay salary for these periods. 86.33% teachers sincerely say that their school's management pay their salary during such vacations. About 9.33% teachers are not getting salary for such vacations. 4.33% teachers preferred to remain mum.

### 5.3.7 Pay Scales /Salary Structure

Despite 6<sup>th</sup> pay-scale being made effective from 1<sup>st</sup> June 2006, it has become applicable to 69.6% teachers only as per the survey. Salary, according to the 5<sup>th</sup> pay-scale, is required to accept in case of 2.5% teachers whereas 14.8% teachers

treat themselves contented to receive their salaries which lie between 5<sup>th</sup> and 6<sup>th</sup> pay-scales. Salary of 7.3% teachers is made as “Mutually Agreed with Management”. Some schools have their own salary structure. 5.8% teachers are forced to accept this scale.

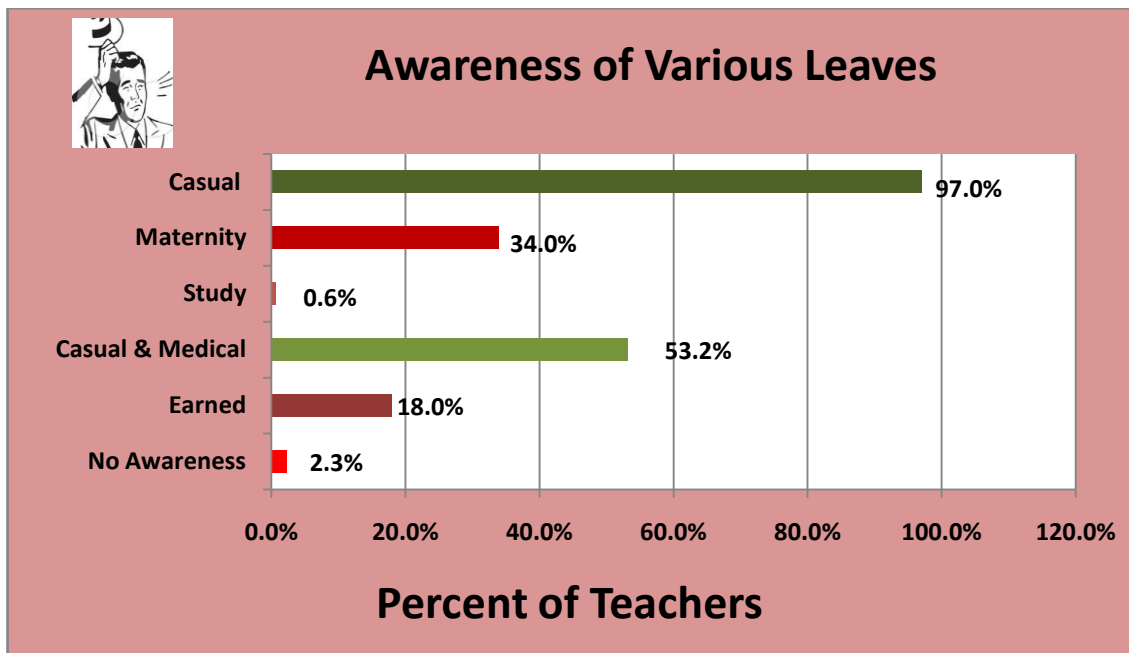
**Figure 5.12 Pay Scales**



### 5.3.8 Leaves (Awareness)

It has been revealed from the survey that practically all the teachers (97%) are aware that they are entitled to avail casual leave, 53.17% teachers knew about casual and medical leaves. Earned leave is known to about 18% teachers. Despite there being a female dominance of nearly 74%, only 34% teachers know about maternity leave. Also, just 0.6% teachers know about study leave. It is also noticed that about 2.3% teachers are not at all bothered about various types of leaves they are entitled to.

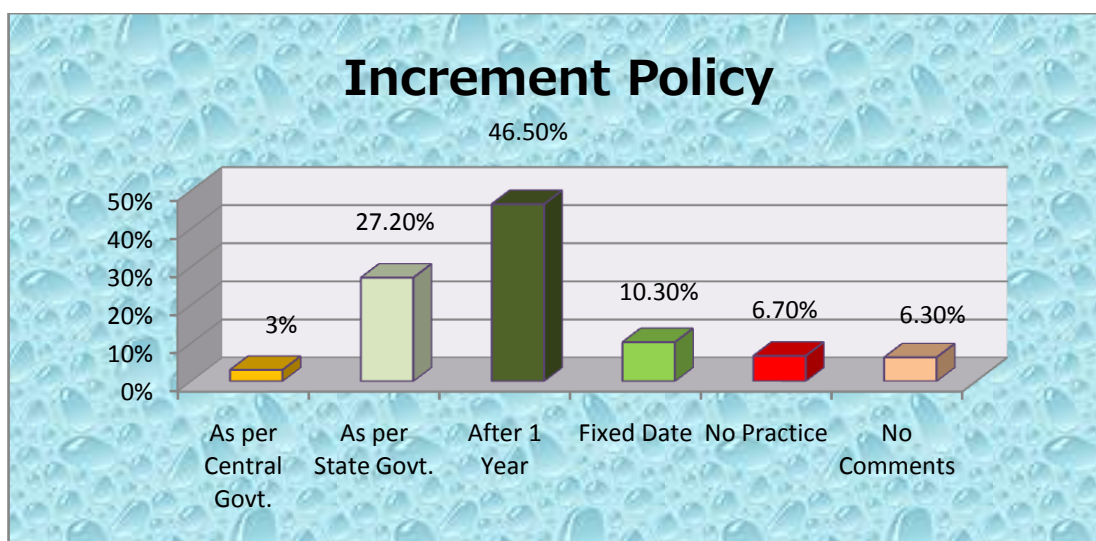
Figure 5.13 Awareness of various leaves



### 5.3.9 Annual increments

Generally, in any type of service, increments in salary are given after completion of one year in that establishment. According to 46.5% of teachers, this is accepted. However, according to 27.17% of teachers, annual increments in schools are paid as per state government's rule, whereas 10.33% teachers feel that increments are given on a fixed date of a particular month in the next year. 3% teachers are of the opinion that policy of increments is as per rules of Central Govt. It is surprising to note that 6.67% teachers say that there is no practice of paying annual increments in their schools. It is better to keep mum is the policy adopted by 6.33% of teachers, who have not responded to this question.

**Figure 5.14 Increment Policy**



## **5.4 PROVIDENT FUND & INSURANCE**

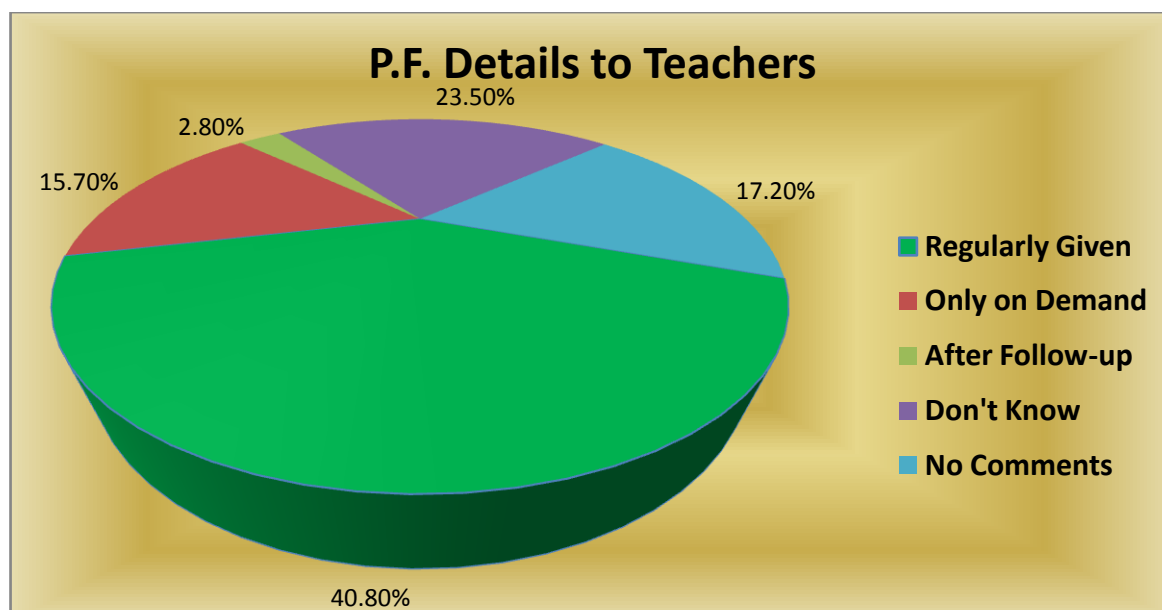
### **5.4.1 Provident Fund**

5.4.11 According to provisions of Provident Fund Act, an amount as specified in the said Act needs to be deducted from salary of every teacher towards Provident Fund. 58.67% teachers agree with this fact, however, in case of 39.33% teachers such deduction is not made whereas 2% teachers have confessed that they do not know.

It is also mandatory for every establishment to give the accounting details of PF deduction to every employee once in a year. These details are available from PF office to every school. These details are regularly given is the opinion of 40.8% teachers, but 15.7% teachers complained that they receive these details only if they demand for the same. About 2.8% teachers are required to follow-up school's office for these details whereas 23.5% teachers "do not know" about their PF details. 17.2% teachers preferred "no comment" by skipping the question.



**Figure 5.15 Teacher's P.F. details**



#### **5.4.2 Group Insurance Policy**

Majority of establishment prefer to insure their employees for unforeseen events during working hours, by taking a Group Insurance Policy for their employees. 58% teachers know that they have been covered by their schools, however 33.33% teachers claim that schools have covered them under such policy. 5% teachers are totally ignorant whereas 3.67% teachers refused to answer.

### **5.5 PROGRAMMES, CELEBRATIONS & APPRECIATIONS.**

#### **5.5.1 Programmes**

Every school generally carries out some programmes which are useful in the academic interest of school and/or teachers. Survey has witnessed this fact with a positive response of 92% teachers. 5% teachers do not agree with this statement whereas balance 3% teachers have reserved their comments.

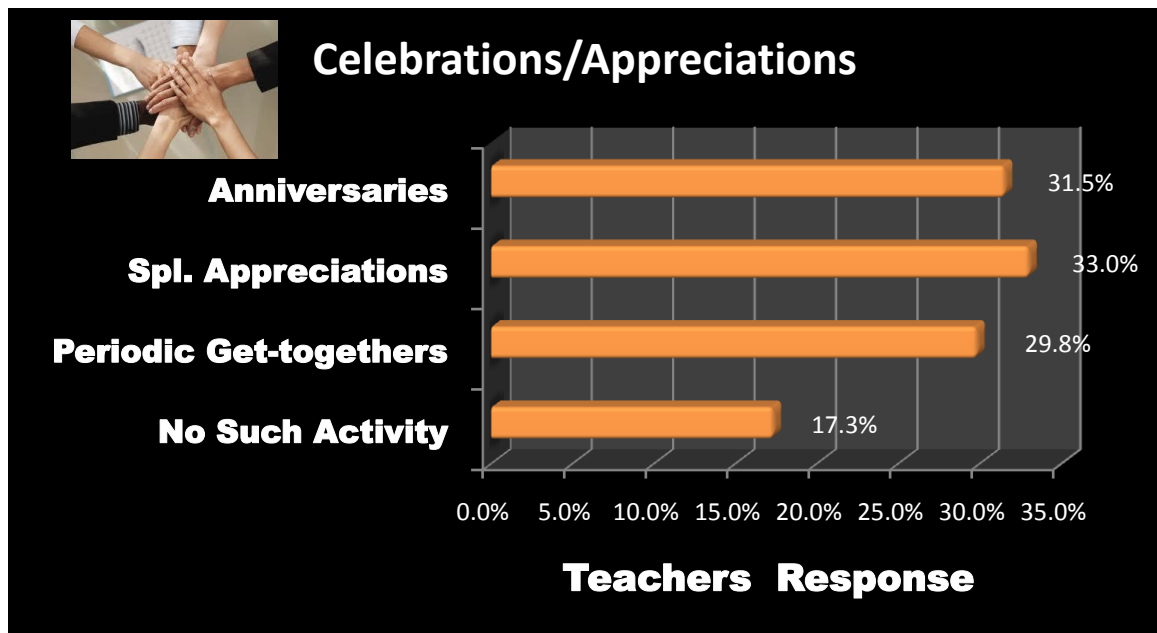
Merely recognizing talent does not work. You need to couple it with ceremonies where this recognition is broadcasted to others. 62% teachers agree with this as, such appreciations are taking place in their schools. Nearly 36% teachers feel

sorry since such appreciations are not carried out in their schools. 2% teachers did not comment.

Delight your employees with ‘unexpected’ pleasantries that may come in form of a reward, a gift or a “well-done” certificate. Reward not only the top performers but also a few others who are in need of motivation to exhibit their potential. Researcher made an attempt to check the truth of this fact to school teachers. 31.5% teachers disclosed that their school’s management celebrates birthdays and/or wedding anniversaries of their teachers. About 29.8% teachers carry out ‘periodic get-togethers’ in their schools. Special achievements of teachers/appreciation of any outstanding event are celebrated by 33% of teachers. According to 17.33% teachers, ‘no such activity’ is carried out.

**Figure 5.16**

**Celebrations /Appreciations**



**5.5.2 Appreciations**

Researcher tried to find out whether any teacher in his/her individual capacity has received any kind of award/prize/medal or was felicitated. Though 76% teachers

did not receive anything, 24% teachers received a pat on their back towards their ‘appreciation of efforts’ which is definitely a big-share.

### **5.5.3 Participation in academics**

Teachers are pillars of the school for academic programmes. But, is it reviewed by the school? This was the question asked by the Researcher. 97% teachers say that their schools conduct the meetings to review academic programmes. It was also revealed from these teachers that in 53.5% cases, such meetings are held once in a month, 37.5% teachers replied once in a quarter whereas 9% teachers say there is no regular period as such.

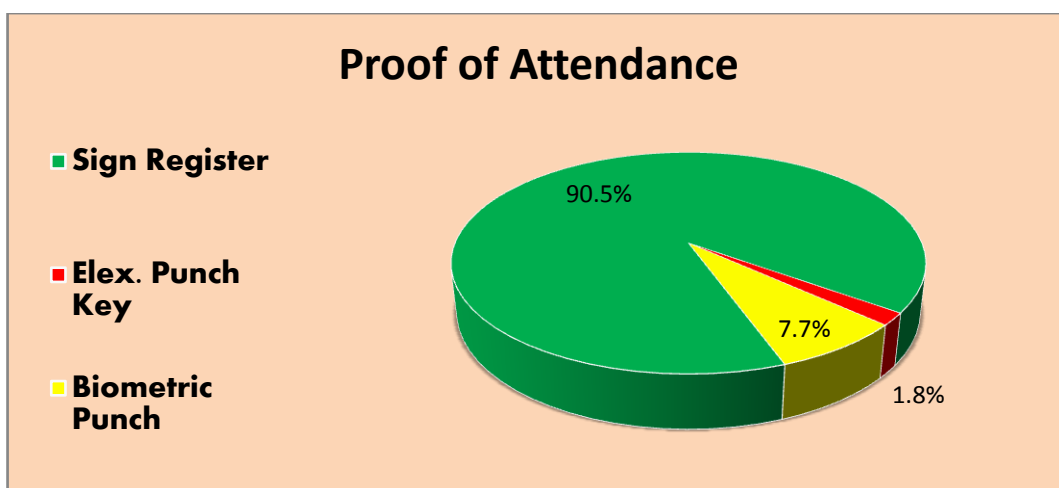
It is the general principle of HR policy that to get proper and quality output from any employee, one should not be overloaded with responsibilities. Hence, management should take care that sufficient number of employees are maintained for the proper output. Same is true in education sector as well. Researcher, therefore, asked the question as to whether adequate number of teachers is available as per the standard norms. 79% of teachers replied positively, 15% replied negatively whereas 6% teachers confessed they themselves are unaware of the fact.

## **5.6 ATTENDANCE**

### **5.6.1 Proof of attendance**

Signing attendance register is an old-age method being practiced over the years. However, due to technological developments, newer systems of attendance are adopted by many establishments which help in noting correct timings, avoids malpractices and also saves time of employees. Researcher attempted to get information on the current practices adopted by various schools. It was revealed from the survey that ‘signing the attendance register’ is still in practice as per opinion of 90.5% of teachers. Electronic punch key is used by 1.8% of teachers only. The presently latest available method is to use biometric punch. This is adopted by 7.7% teachers.

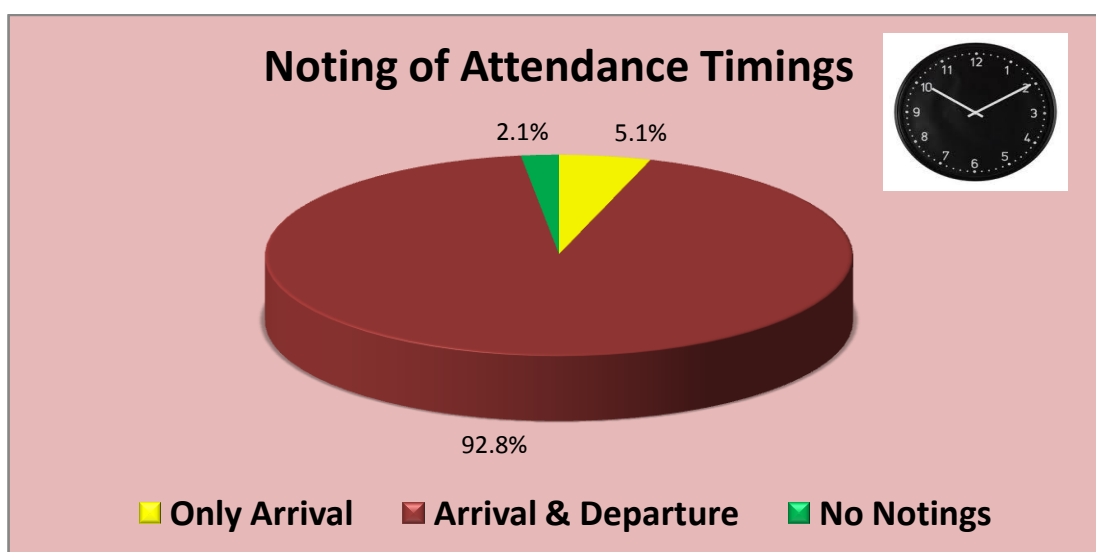
Figure 5.17 Proof of Attendance



### 5.6.2 Noting the clock-hour

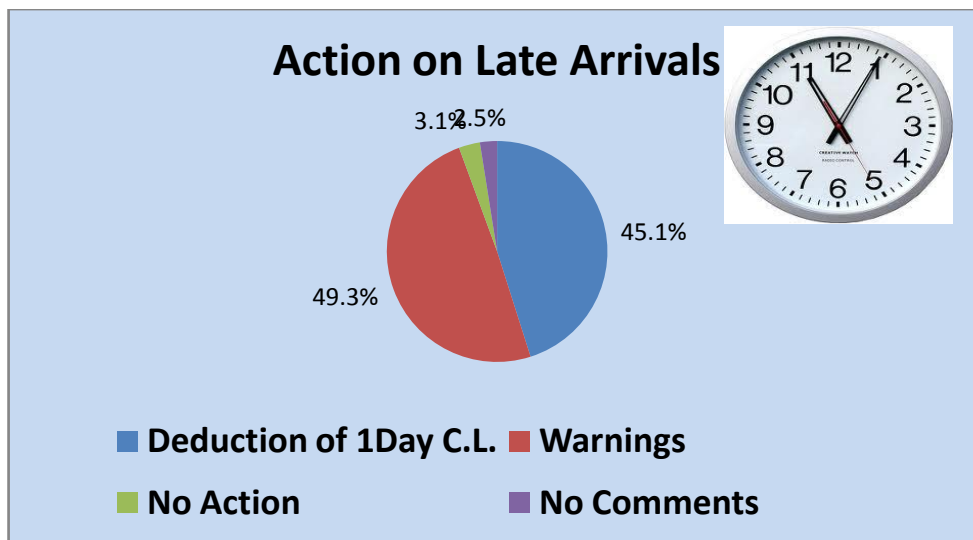
It is said that discipline starts from home. Teachers punctuality will automatically reflect on students. It is therefore essential to know arrival and departure timings. Researcher had asked questions whether this practice is adopted in the school. To this, survey showed that 92.8% of teachers are required to note both arrival and departure timings whereas 5.1% teachers were lucky enough since they were required to note only the arrival timings. In 2.1% cases, teachers disclosed that in their schools, no timings were noted.

Figure 5.18 Attendance Timing noting



Late arrival in the schools beyond scheduled timings is treated as a ‘punishable fact’. In the opinion of 45.1% teachers, ‘one day leave’ is deducted if more than 2 late arrivals took place in a month. In some schools, according to 49.3% teachers, ‘warnings’ are given to avoid delay but no punishment is given. In case of 3.1% of teachers, ‘no action’ is taken for late arrivals. 2.5% Teachers preferred not to comment on this issue.

**Figure 5.19 Action on late arrivals**



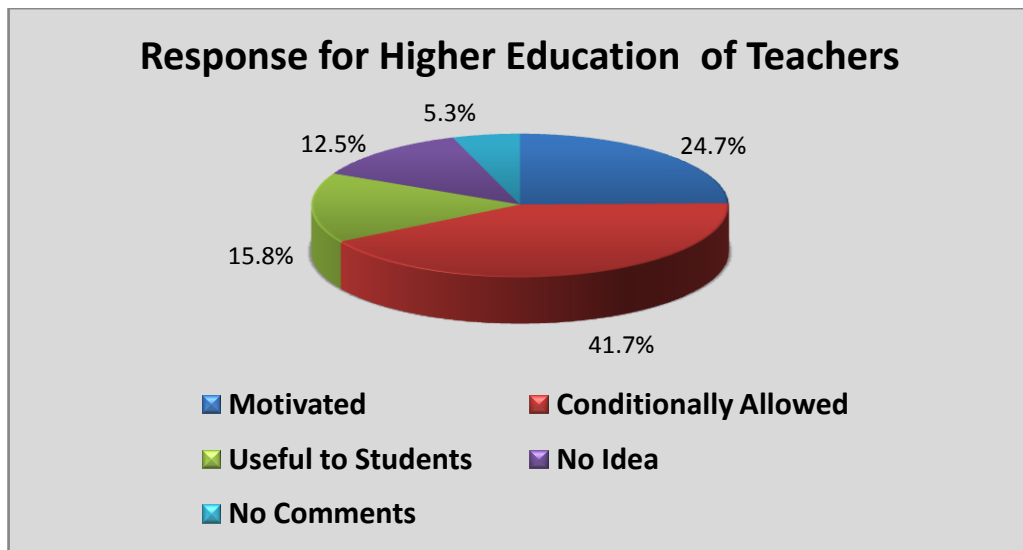
Similar to ‘Late Arrivals’, Researcher tried to find out whether ‘Early Departure’ is permitted in schools. Survey shows that in the opinion of 12% teachers, it is allowed. However, 21.5% teachers say they do not have this facility. About 63% teachers say that they can enjoy this facility at the cost of ½ day casual leave. Comments are reserved by 3.5% of teachers.

## 5.7 KEEPING UPDATE

### 5.7.1 Further/Higher Education

Continued education keeps you updated in your subject. Researcher made an attempt to find out the facts. From the survey, he found that 24.67% of teachers are motivated for higher education/further studies and these teachers also receive some concessions. Subject to certain service conditions, 41.67% teachers are allowed for higher studies. Go for further studies if they are useful for students is the opinion of 15.83% teachers. No Idea is the answer received from 12.5% of teachers where as 5.3% teachers preferred No Comments.

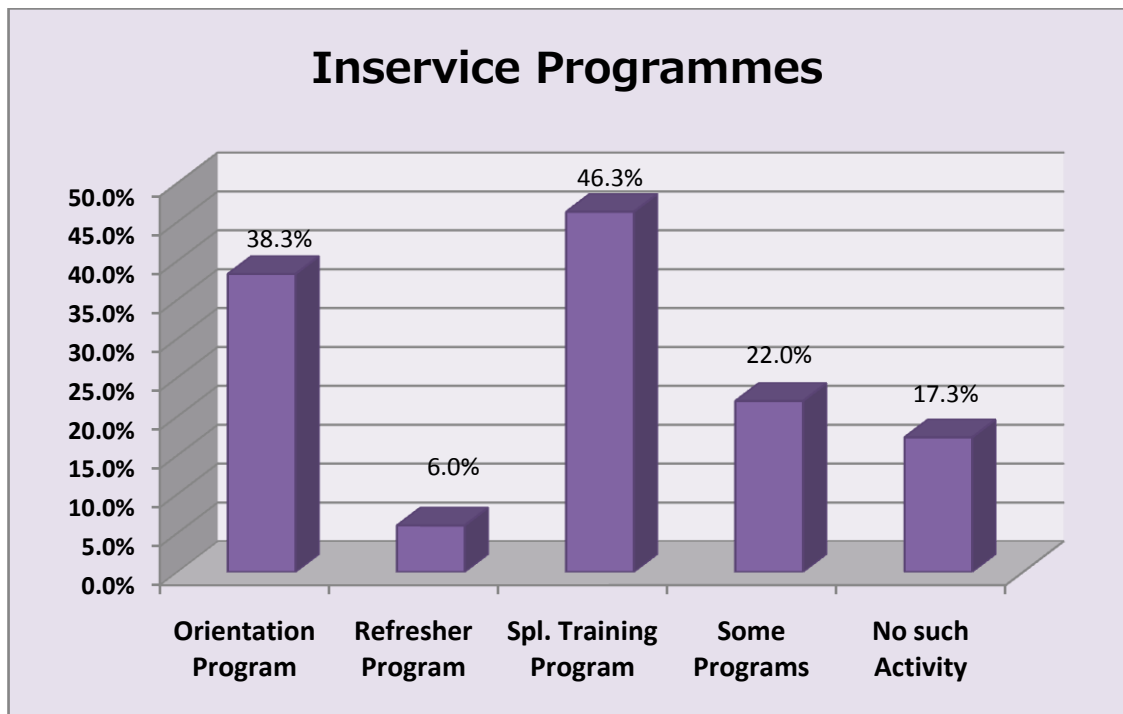
**Figure 5.20 Response for Higher Education of Teachers**



### **5.7.2 In-Service Programmes**

Basic education and qualification is necessary but it is not sufficient. Management of schools expects that their teachers' knowledge should not rust. Therefore, some schools conduct in-service programmes for academic development of teachers. Researcher tried to ascertain this fact. In the opinion of 38.83% teachers, schools conduct 'Orientation Programme', about 6% teachers say that 'Refresher Programmes' are conducted. Special Training Programmes are also conducted is the opinion of 46.33% teachers. No such activities are carried out is also one of the answers given by 17.33% teachers, whereas 22% teachers say that some programmes are conducted.

**Figure 5.21 In service Programs**



## 5.8 HOME TO SCHOOL

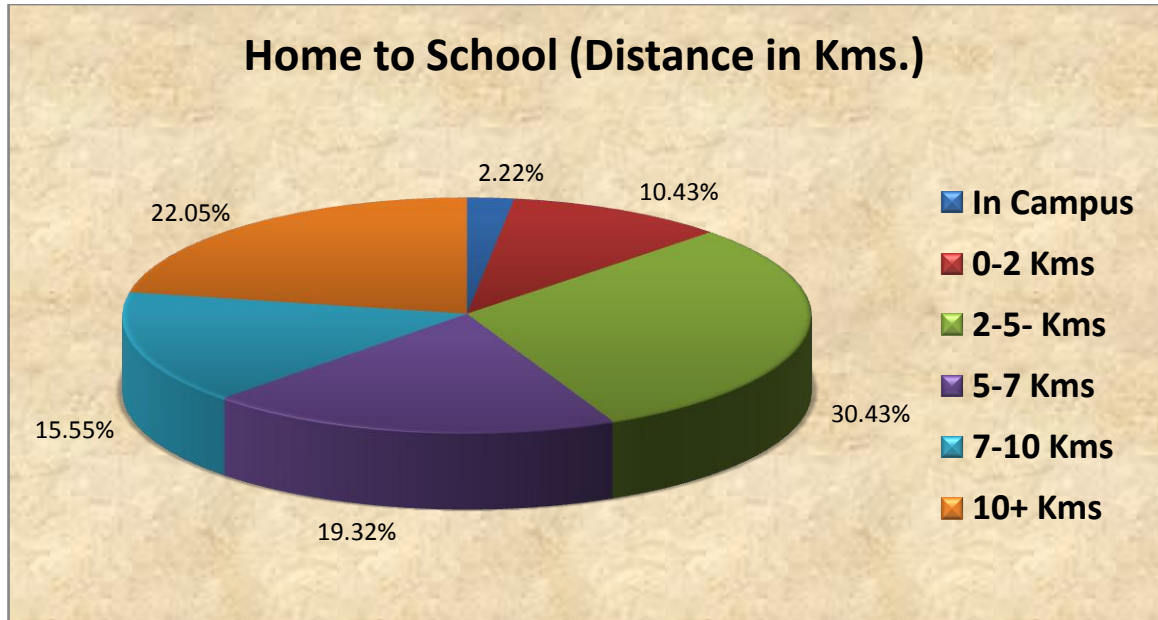
### 5.8.1 Distance to be travelled

It is not possible for every teacher to get service in the school near the residence. Researcher, therefore, made an attempt to look into this matter. The breakup of distance required to commute from residence to school for the teacher is shown below:

**Table 5 .6 Distance between school & residence**

Sr. No.	Distance (km)	% of teachers
1	In school campus (0km)	2.22
2	Less than 2km	10.43
3	2-5 km	30.43
4	5-7 km	19.32
5	7-10 km	15.55
6	More than 10km	22.05
	<b>TOTAL</b>	<b>100.00</b>

**Figure 5.22 Distance-Home to school**



The above table clearly indicates that about 43% teachers are residing in the circumference of 5km and remaining 57% teachers need to travel more than 5km each day. It is also seen that out of 57% teachers, about 39% teachers attend school after travelling more than 10km per day.

### **5.8.2 Mode of transport**

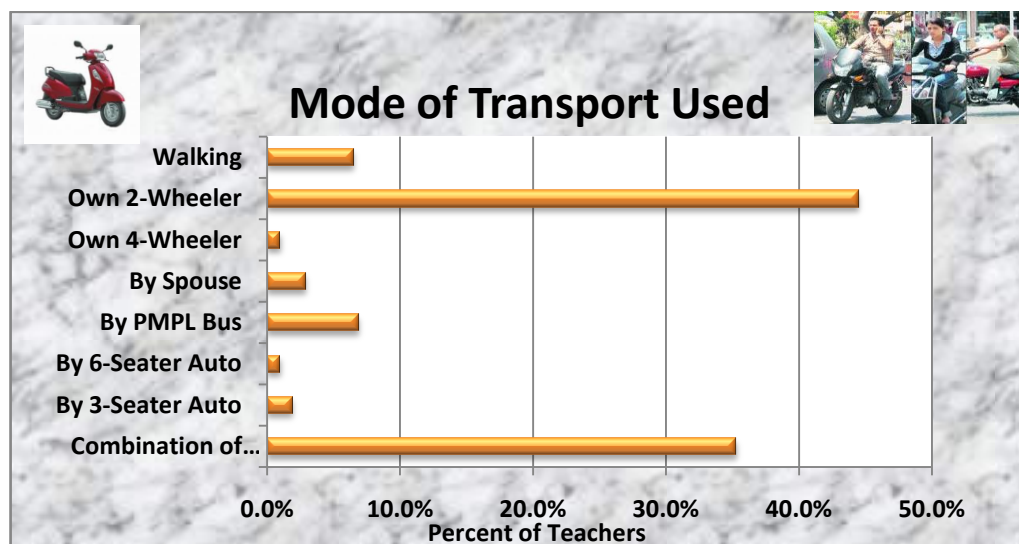
Researcher was also interested in knowing how teachers travel the distance. Various modes of transport available were given as options to tick out to teachers. The picture seen is depicted in a tabular form as below:



**Table 5.7 Break up of mode of transport used by teachers**

Sr.No.	Mode of transport	% of teachers
1	Walking	6.5
2	Drive own 2 wheeler	44.5
3	Drive own 4 wheeler	1.0
4	Dropped by spouse	2.9
5	By PMPML bus	6.9
6	By 6-seater auto	1.0
7	By 3-seater auto	1.9
8	Combination of above	35.3
	TOTAL	100.00

**Figure 5.23 Mode of Transport**



The only two alternatives preferred by teachers appear to be own 2 wheelers followed by combination of public transport viz., PMPML buses, 6-seater auto. Route of bus, location of bus-stop (from residence as well as from school) and suitability of timing are major hurdles to travelling in PMPML. Hence, teachers might be preferring combination of these public modes.

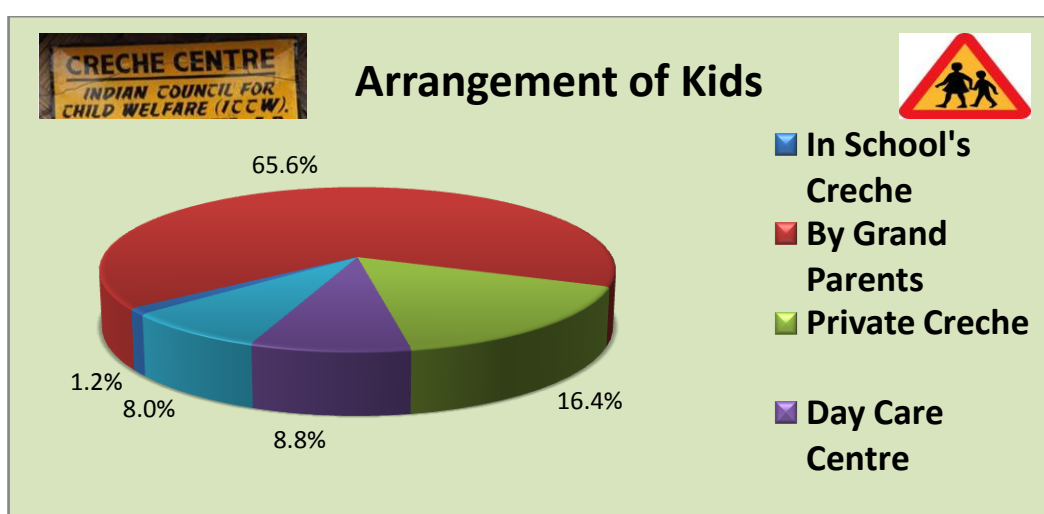
### 5.8.3 Care of kids

Attending school and simultaneously looking after children was a problem for nearly 42% teachers. The various options adopted by these 42% teachers were found to be as follows:

**Table 5.8 Pattern for caring of kids**

Sr.No.	Arrangement	% of teachers
1	In-school crèche	1.2
2	By grandparents	65.6
3	Private crèche	16.4
4	Day Care Centre	8.8
5	Any other	8.0
	TOTAL	100.00

**Figure 5.24 Arrangement of Kids**



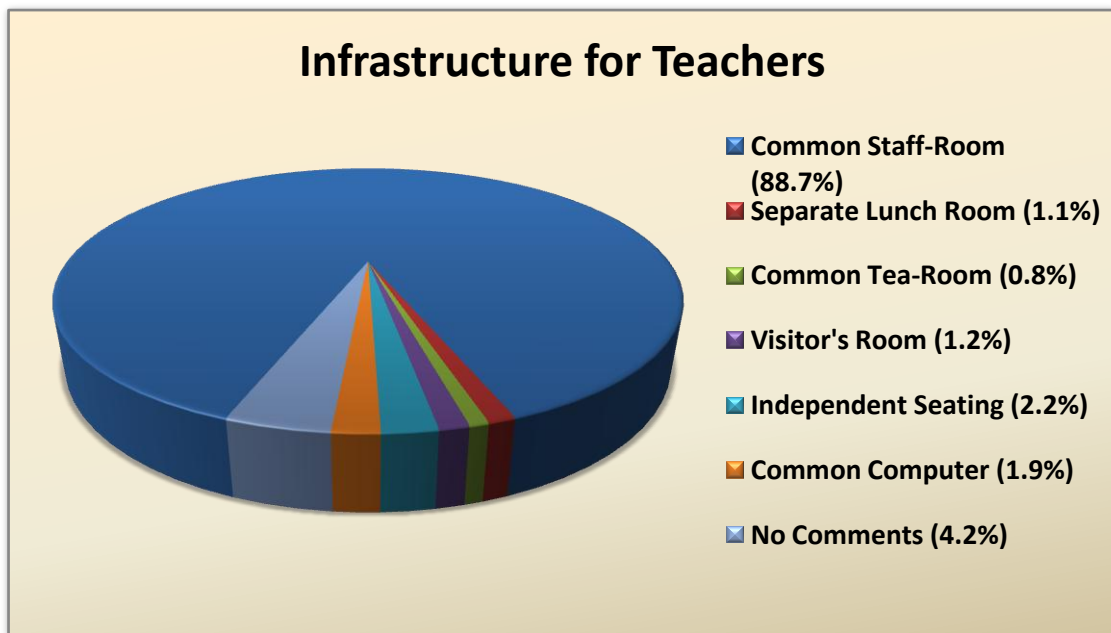
#### 5.8.4 Infrastructure for teachers

Classroom, blackboard, benches, etc. are minimum requirements of students. Similarly, before and after the lecture, teachers also need some minimum basic requirements i.e. infrastructure. Researcher asked this question to teachers and the replies received are summarized below:

**Table 5.9 Requirement of type of infrastructure**

Sr. No.	Arrangement	% of teachers with positive reply
1	Common staff room	88.68
2	Separate lunch room	1.10
3	Common tea room	0.78
4	Visitor's room	1.20
5	Independent seating	2.20
6	Common PC	1.88

**Figure 5.25 Infrastructure for teachers**



It is very much clear from the above data that except common room for teachers, all other facilities have received low priority. It might be the case that, except for PC, all other facilities might have been made available in “Teachers Common Room” making it a multipurpose room.

#### **5.8.5 Dress Code**

In order to ensure a feeling of camaraderie, school uniform for students is one of the strategies. Many schools have adopted this policy for their teachers too, but not on a daily basis. Researcher found during the survey that 74.33% teachers replied positively for having a dress-code for teachers. According to 23.88% teachers, such code does not exist in their schools. It appears to the researcher that 1.86% teachers have forgotten to answer this question.

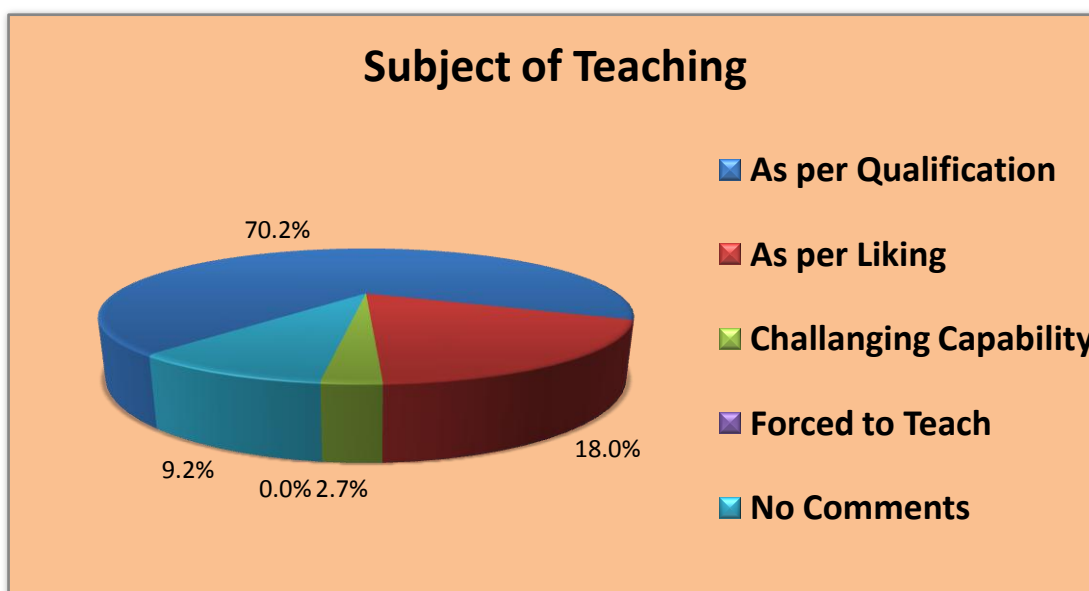
#### **5.8.6 Subject of Teaching**

Researcher tried to investigate whether academic qualification is associated with teaching a particular subject. The responses given by teachers are compiled as under:

**Table 5.10 Different factors for subject being taught**

Sr. No.	Factor for subject being taught	% positive response
1	As per qualification	70.17
2	As per liking/interest	18.00
3	Challenging your capability	2.67
4	Forced to teach	0.00
5	No comments	9.16

**Figure 5.26 Subject of teaching**



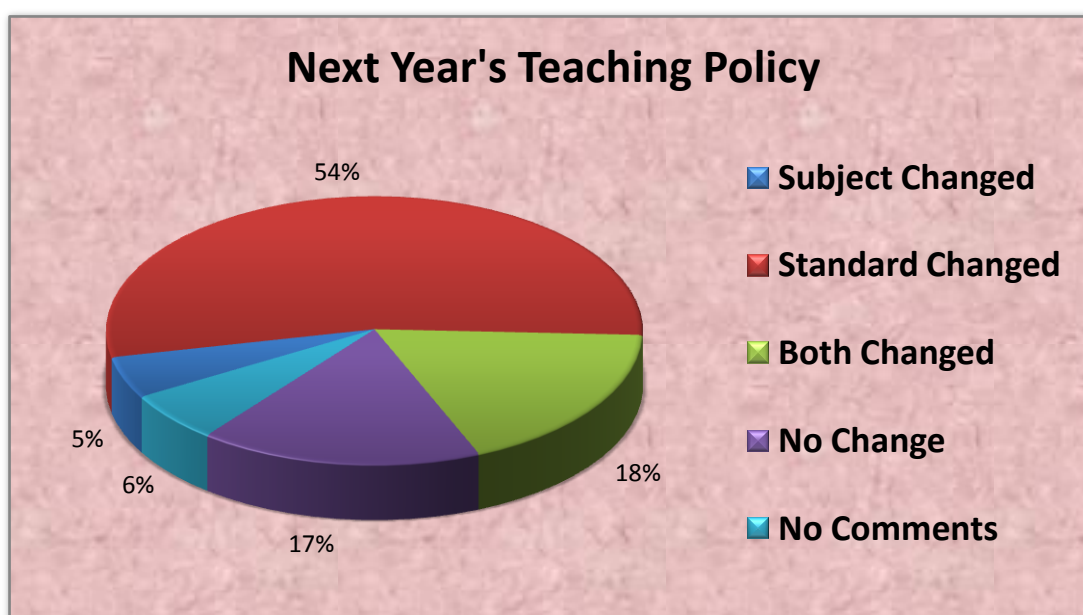
This is a clear indication to the fact that not a single school management is forcing any teacher to teach a subject which the teacher cannot. Also, acquiring a qualification in a particular subject is closely associated with teaching of the subject. Even today, there are few teachers (2.67%) who are accepting challenges of teaching a particular subject.

Researcher also asked the teachers whether the schools have any policy of changing the current subject and/or standard in the next academic year. When the replies were collected, following picture was presented:

**Table 5.11 Policy about Subject being changed or standard**

Sr.No.	Policy	% of teachers
1	Subject is changed	5.00
2	Standard is changed	54.00
3	Both are changed	18.00
4	Nothing is changed	17.00
5	No comments	6.00
	<b>TOTAL</b>	<b>100.00</b>

**Figure 5.27 Teaching Policy**



Though teachers are teaching students, they also need guidance and/or require counseling from experts. When asked about this, it is observed that 76% teachers received such guidance and remaining 24% do not get it. In continuation, it was also asked how many times such guidance was received. To this, 34% teachers received guidance 'once a month', 12.8% 'once a quarter', 19.6% 'once a year'.

Arranging workshops and/or conferences is an opportunity to exhibit inner potential of the students as well as the teachers. Researcher found from the survey that according to 75.9% teachers, such workshops and/or conferences are arranged in their schools whereas 24.1% teachers do not get such opportunities. Out of the teachers from the schools where such conferences are held, 27% teachers are lucky to get such opportunity 'once in 3 months', 73% teachers get it 'once in 6 months'.

### 5.8.7 Self Appraisal

It is said that ‘action speaks louder than words’. To prove this, majority of schools have adopted ‘Performance Based Self Appraisal’ systems. To this, 84.5% teachers agree that their schools have adopted this system. The person/s judging this appraisal is ‘The Principal’ which forms an opinion of 93% teachers, followed by Supervisor teacher – according to 4.5% teachers. Other persons were subject head, peer and students but they received a negligible score.

It has already been found from the survey that “Annual Increments” are issued to the teachers. However, Researcher was curious in knowing as to whether annual increments are linked with performance based appraisal. Researcher is surprised to note the fact that 51% of teachers have voted for ‘Yes’ and 49% to ‘No’.

Our potential is judged properly only when we are ready for competition with others. This has been proved by the teachers who voted 87% to the fact that they are motivated to participate in various competitions held either in their own school or some other schools.

### 5.8.8 Infrastructure of teaching

An up-to-date library with Internet access has become one of the necessities for the students of this generation. It is found from the survey that 92% of teachers claim that their schools have sufficient number of books for them and students also. However, from about 77% teachers, it was conveyed that their schools lack proper Internet access.

Researcher also asked teachers about the usage of various innovative teaching methods. The responses received by the teachers are as under:

**Table 5.12 Types of teaching aids used by teachers**

Sr. No.	Teaching Aid	% teachers using it
1	Over Head Projector	7.78
2	PC Based LCD Projector	10.92
3	CDs/DVDs	17.41
4	Charts	63.89

According to 3.23% teachers, their school does not have such teaching aids.

## **5.9 BEFORE EXIT**

### **5.9.1 Service Book**

School authorities are supposed to maintain a record of every teacher incorporating details of their personal, academic, leave records, etc. Researcher found that 94.7% teachers are aware replying that their service books are maintained by the schools, 3.2% teachers said that ‘it is not so’ while the remaining 2.1% are unaware about this.

### **5.9.2 Age of Retirement**

Sixth Pay Commission made many changes in the education sector – from primary teacher to a professor of University Dept. With a view to understand how much school teachers are aware about this, Researcher asked about the age of retirement. Responses received from teachers are noted below:

**Table 5 .13 Information regarding age of retirement to teachers**

<b>Sr. No.</b>	<b>Age of Retirement</b>	<b>% teachers response</b>
1	58 yrs	66.3
2	60 yrs	20.7
3	62 yrs	2.1
4	65 yrs	1.2

About 9.7% teachers were unaware of the age of retirement.

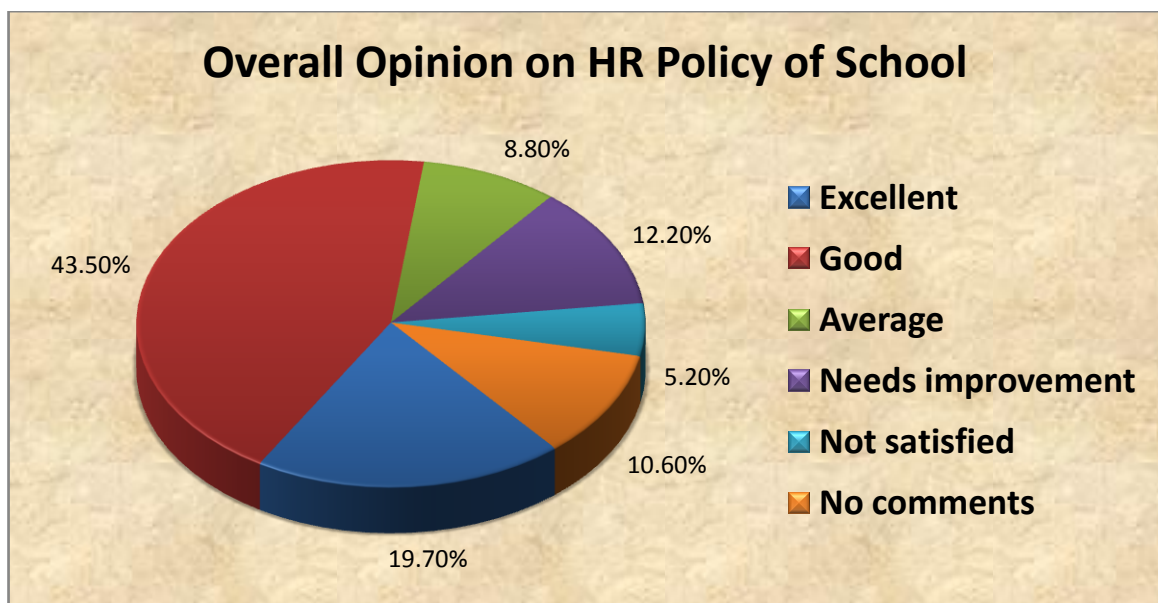
## **5.10 OVERALL OPINION**

Every policy needs to be implemented with its inherent merits and demerits to satisfy large number of persons. Researcher therefore asked the teachers ‘an overall opinion about the HR policy’ adopted by their school authorities. The responses received are summarized below:

**Table 5.14 Teacher’s opinion regarding HR Policy**

Sr. No.	Opinion of HR policy	Teachers response
1	Excellent	19.70%
2	Good	43.50%
3	Average	8.80%
4	Needs improvement	12.20%
5	Not satisfied	5.20%
6	No comments	10.60%

**Figure 5.28 Opinion on HR Policy of school**



The above data clearly indicates that despite 10.6% share of teachers keeping aloof, about 64% teachers believe that their school’s HR policy is above average.

## **5.11 GEOGRAPHICAL BREAK-UP OF FINDINGS**

### **5.11.1 Introduction**

Already mentioned earlier, Pune City was divided into 5 categories / locations viz., Central, Northern, Eastern, Western and Southern as per the definitions mentioned in Annexure :II. Researcher made an attempt to compare various parameters based on the answers of teachers and following remarks were obtained.



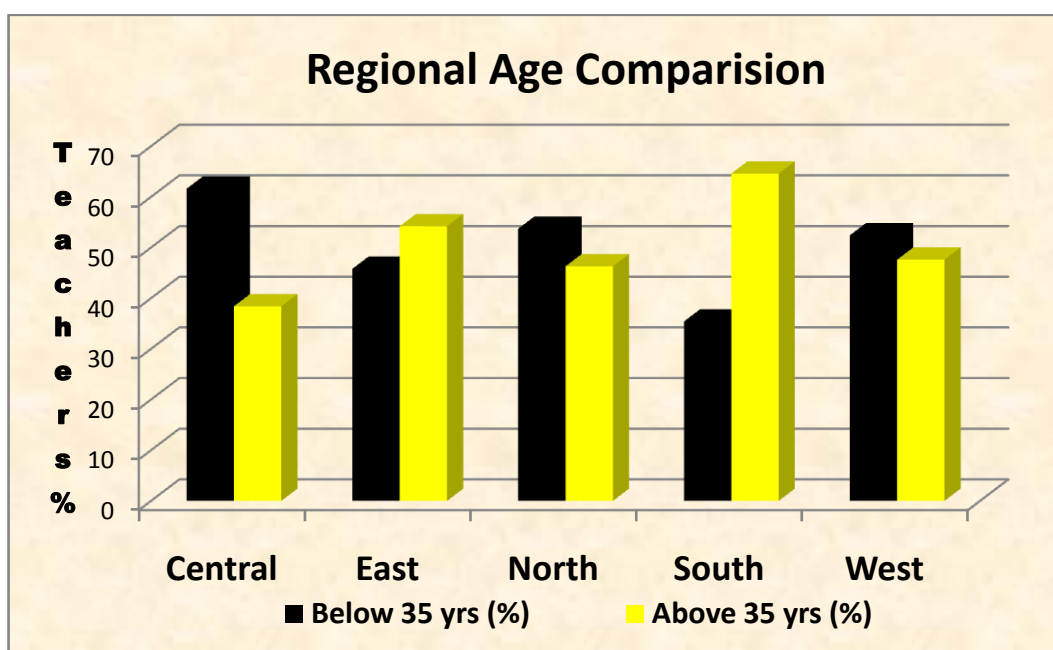
### 5.11.2 Age groups

For simplicity of comparison, Researcher made two groups of age viz., below 35 years and above 35 years. The percentage break-up in these two categories across the various locations is found as under:

**Table 5.15 Location & age wise break up of teachers**

Location	Below 35 yrs (%)	Above 35 yrs (%)
Central	61.6	38.4
East	45.8	54.2
North	53.7	46.3
South	35.4	64.6
West	52.4	47.6
<b>Overall</b>	<b>50.3</b>	<b>49.7</b>

**Figure 5.29 Regional Age Comparison**



The above table indicates that in Central region of Pune, schools are dominated by young teachers followed by North and Western. As against majority of the senior teachers are working in South Pune followed by East Side. Overall, approximately 50% teachers are below and above 35 yrs.

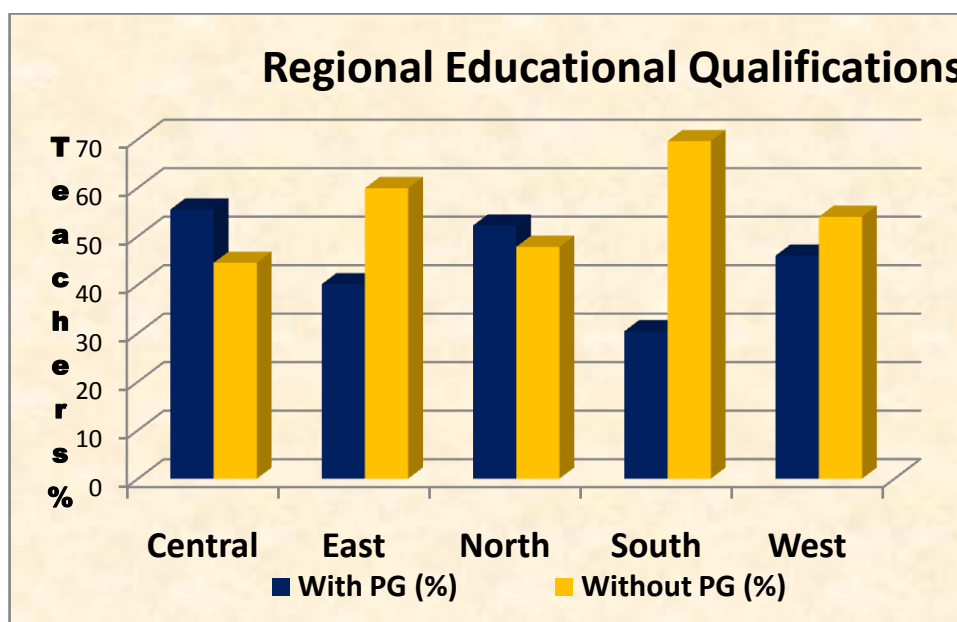
### 5.11.3 Educational Qualifications

Researcher made an attempt for comparison purpose, the concentration of PG teachers in a particular location. The observations are as under:

**Table 5.16 Location & PG qualification wise break up of teachers**

Location	With PG (%)	Without PG (%)
Central	55.5	44.5
East	40.1	59.9
North	52.2	47.8
South	30.4	69.6
West	46.0	54.0
<b>Overall</b>	<b>45</b>	<b>55</b>

**Figure 5.30 Regional Educational Qualification**



Dominance of teachers with PG qualification is seen at the Central part of Pune followed by North part of Pune. In contrast, South Pune has highest no. of teachers with non-PG qualification followed by Eastern part. The overall picture is inclined towards teachers with non-PG qualification.

#### 5.11.4 Teachers with teaching qualification (B.Ed.)

B.Ed. degree has become a passport to enter in the field of education. Researcher found following picture of teachers with B.Ed. qualification across Pune city.

**Table 5.17 Location & B.Ed. qualification wise break up of teachers**

Location	With B.Ed (%)	Without B.Ed (%)
Central	68.3	31.7
East	67.8	32.2
North	74.6	25.4
South	68.3	31.7
West	52.4	47.6
<b>Overall</b>	<b>67</b>	<b>33</b>

Though overall 67% of teachers have B.Ed. degree, practically teachers from all regions, except Western part of Pune, have teachers with more than overall percentage of B.Ed. degree holders. Amongst Northern part have highest no. of teachers with B.Ed. qualification followed by Central and Southern part of Pune. Eastern side of Pune has approximately equal share to that of Central and Southern part in having percentage of teachers with B.Ed. degree.

#### 5.11.5 Teachers with PG qualification in Education (M.Ed.)

It has been noticed in the survey that only 7.67% teachers have M.Ed. qualification. Researcher tried to find out whether this is really overall concentration or a particular region is dominating. The observed regional breakup of teachers with M.Ed. qualification is as under:

**Table 5.18 Location & M.ED qualification wise break up of teachers**

Location	With M.Ed. degree (%)
Central	9.14
Eastern	8.80
Northern	5.97
Southern	3.80
Western	6.35

The above percentage breakup clearly shows that only Central and Eastern part of Pune have more than the overall percentage (7.67%) and in that Central Pune is at

the top followed by Eastern side of Pune. Western and Northern parts are making efforts to touch the overall average however Southern part is around 50% of overall score.

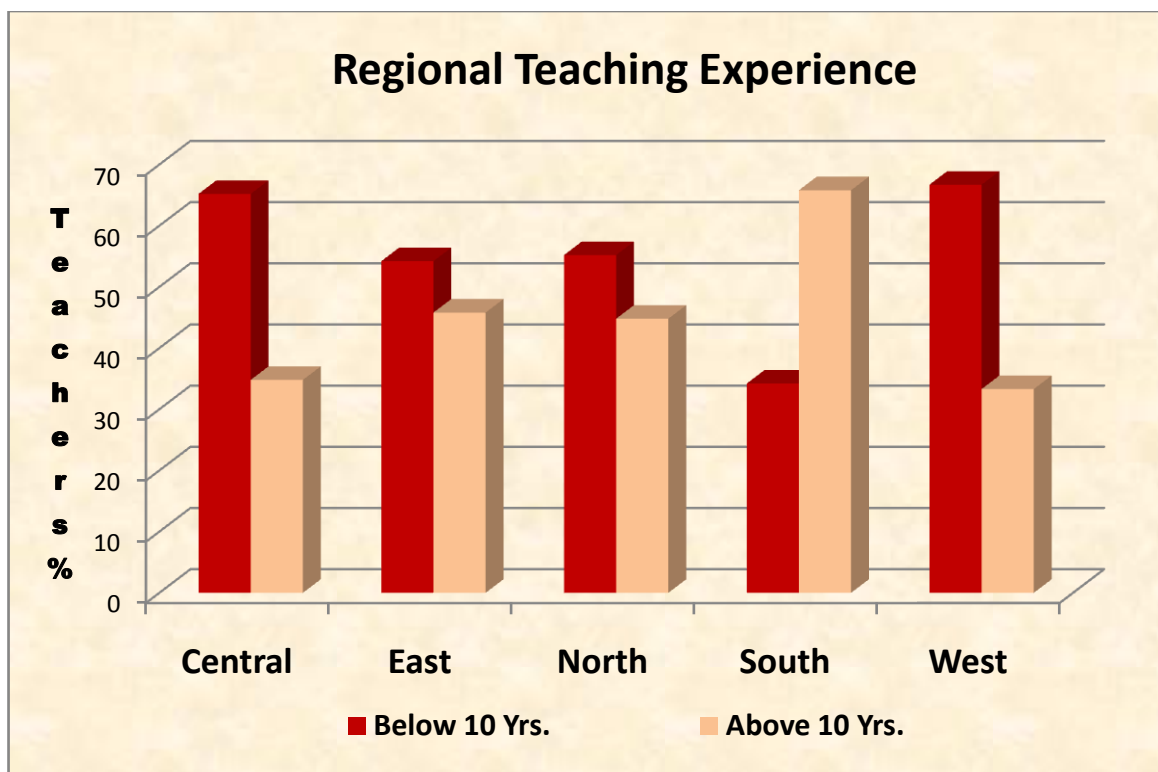
### 5.11.6 Experience of teaching

For simplicity of comparison, Researcher made two categories of teachers viz., experience of ten years or below and those having more than 10 yrs experience. The table below exhibits the actual scores:

**Table 5.19 Location & Experience wise break up of teachers**

Location	Below 10yrs exp (%)	10 & above yrs. exp (%)
Central	65.2	34.8
Eastern	54.2	45.8
Northern	55.2	44.8
Southern	34.2	65.8
Western	66.7	33.3

**Figure 5.31 Regional Teaching Experience**



The Western part and Central Pune seems to be concentrated by younger teachers where as Northern and Eastern an approximate ratio of 1:1 of youngsters and seniors. Only Southern part is lucky to have more concentration of senior teachers.

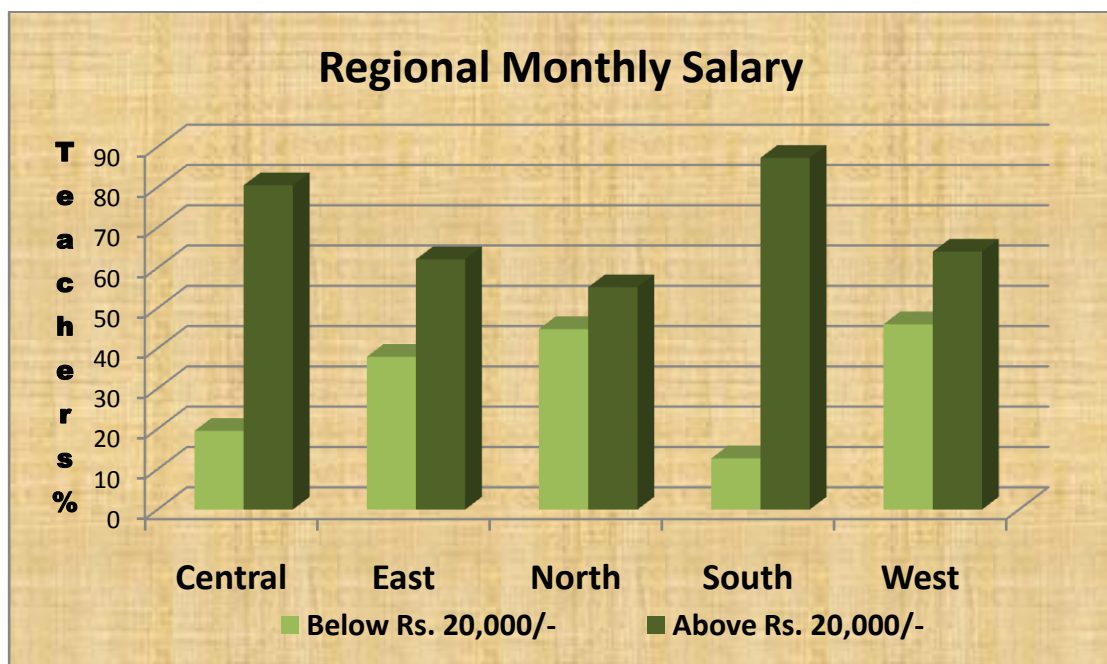
### 5.11.7 Monthly salary

Researcher made an attempt to probe to find out whether schools located outside the suburbs pay properly or not. The following table depicts the picture of ‘richness’ of teacher based on their monthly salary. Two categories of teachers are made viz., one earning Rs. 20,000/- or below and another above.

**Table 5.20 Location & Salary wise break up of teachers**

Location	Salary below Rs. 20,000/- pm (%)	Salary above Rs. 20,000/- pm (%)
Central	19.5	80.5
Eastern	37.9	62.1
Northern	44.8	55.2
Southern	12.7	87.3
Western	46.0	64.0

**Figure 5.32 Regional Monthly Salary**



The above table shows that 4 out of 5 teachers from Central and Southern part are comparatively rich whereas in case of Eastern and Western part, this proportion is 2 out of 3. Northern part is bridging the gap to maintain equality with maintaining actual scores of 45% and 55%.

**5.12: ASSESSMENT OVERALL KNOWLEDGE OF HRD.**

The Researcher, through Questionnaire, had asked 46 questions covering various aspects of HRD. Out of 46 questions the researcher shortlisted 16 questions whose answers could be treated as Right or wrong, thus judging the knowledge. An ideal teacher, if all questions are answered correctly, should get 16 marks i.e. 100% score.

**Findings of Assessment:**

The distribution of scores so obtained is presented in the following table:

**Table 5.21. Distribution of scores on HRD Knowledge**

Frequency Distribution of Scores

<b>Score Range</b>	<b># Teachers</b>
Below 10	0
11-20	11
21-30	1
31-40	0
41-50	36
51-60	22
61-70	120
71-80	126
81-90	242
91-100	42
<b>Total</b>	<b>600</b>

The average score of all 600 teachers is found to be 74.64. Following tables also throw light on the scores viewed from various angles.

**Table 5.22 Pattern & Location wise Distribution of scores on HRM****Knowledge**

Pattern / Location	No. of Teachers	Mean Score	No. of Teachers	
			Below Mean	Above Mean
CBSE	60	71.77	27	33
ICSE	22	79.55	9	13
State Board	518	74.76	163	355
Central	164	74.16	52	112
East	227	73.98	80	147
North	67	75.65	32	35
South	79	78.64	29	50
West	63	72.12	23	40
<b>All</b>	<b>600</b>	<b>74.64</b>	<b>190</b>	<b>410</b>

Some of the parameters of measures of Central Tendency of data is presented below:

**Table No. 5.23 Summary of some statistical Parameters**

	All Teachers	State Board	CBSE	ICSE
No. of Teachers	600	518	60	22
Mean	74.64	74.76	71.77	79.54
Median	75	75	75	81.25
Mode	81.25	81.25	62.5	81.25
Standard Deviation	14.193	13.878	18.248	4.39
Range	87.5	87.5	81.25	12.5
Minimum	12.5	12.5	12.5	75
Maximum	100	100	93.75	87.5

**CHAPTER - 6**  
**STATISTICAL ANALYSIS**



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## **CHAPTER - 6**

### **STATISTICAL ANALYSIS**

#### **6.1 INTRODUCTION**

This chapter discusses inferential statistics, which use sample data to make decisions or inferences about population. Populations are group of interest when inferential statistics are used, even though data are analyzed from samples

6.1.1 Statistics is the science that deals with collection, classification and tabulation of numerical facts as the basis of explanation, description and comparison of phenomenon. It is also the science which deals with collection, compilation, analysis and interpretation of numerical data.

6.1.2 Statistical methods are generally adopted to describe the characteristics of a group or to find out underlying facts (Generally known as descriptive statistics)

6.1.3 This method is also used to analyze data and draw conclusion. (known as Analytical Statistics) There exist two separate techniques of analysis. One is called as Analytical technique in which averages, variability, correlation, regression, trends, rates and ratios etc. are used. The other side uses probability concepts in which estimation, testing of Hypothesis and deterministic and stochastic models etc. are involved.

6.1.4 However it should be noted with concern that, these statistical methods have following certain limitations:

- a) Statistics cannot deal with individuals
- b) Statistical tools are weak in understanding the qualitative phenomenon
- c) Statistical laws are not exact.

#### **6.2 TESTING OF HYPOTHESIS**

6.2.1. Hypothesis testing is one of the key statistical techniques that are used in business decision making. The key purpose of hypothesis testing is to analyze the difference between the value of the sample statistic and the hypothesized population parameter. Hypothesis testing enables a research to decide whether sample data will provide support to a particular hypothesis based on which it can be generalized to the overall population.

6.2.2. The next step is to decide upon the appropriate statistical test. There are three key criteria which a researcher has to keep in mind while selecting a statistical test. They are type of research questions formulated the number of variables involved in the hypothesis test and the type of measurement scale used.

- a) Then we need to decide upon the level of significance to be fixed.
- b) The next step is to calculate the sample statistic.
- c) The next step is to determine the critical values. We need to compare the standardized sample statistic with the critical value.

We reject the null hypothesis if the value of standardized sample statistic falls in the rejection region and accept (not reject) the null hypothesis if the standardized sample statistic falls within the accepted region.

6.2.3. In Social science, direct knowledge of population parameter(s) is rare hence a hypothesis testing is often used as a strategy for deciding whether a sample data offer such support for a hypothesis can be made ‘ generalization ’. The hypothesis simply means a mere assumption or some supposition to be proved or disproved. The hypothesis may not be proved absolutely, but in practice it is accepted if it is critically tested. The null hypothesis is symbolized as  $H_0$  and the alternative hypothesis is symbolized as  $H_1$  . If we accept  $H_0$ , then we reject  $H_1$  and vice-versa.

6.2.4. Taking into considerations tools of statistics with its limitations, formation of hypothesis can be done. Basically hypothesis is a statement made concerning relationship between under study. It may please be kept in mind that, purely descriptive studies, lacking the strategy of comparison, do not require a hypothesis.

6.2.5 There are two types of hypothesis

- Null and Alternative hypothesis
- One – and – two sided hypothesis

### **6.3 OBJECTIVES OF THE STUDY**

6.3.1 As such, there are many aspects of Human Resource Development which requires attention to be paid, however Researcher focused his attention to following few objectives only :

- a. To assess the average knowledge of the secondary school teachers regarding Human Resource Development in Pune City.
- b. To assess the average knowledge of the secondary school teachers working in schools adopting CBSE pattern regarding Human Resource Development in Pune City.
- c. To assess the average knowledge of the secondary school teachers working in schools adopting State Board pattern regarding Human Resource Development in Pune City.
- d. To compare the average knowledge of the secondary school teachers working in schools adopting State Board and CBSE pattern regarding Human Resource Development in Pune City.
- e. To associate the findings with selected demographic variables.

6.3.2 To study these focused objectives, the researcher reached to formulate following hypothesis guiding the direction of the study.

## **6.4 HYPOTHESIS**

- 6.4.1 The researcher confined himself to focus his attention to following hypothesis only.
  - a. The average knowledge of secondary school teachers of Pune city about the Human Resource Development is less than or equal to 50%.
  - b. The average knowledge of secondary school teachers of Pune city adopting CBSE pattern about the Human Resource Development is less than or equal to 50%.
  - c. The average knowledge of secondary school teachers of Pune city adopting State Board pattern about the Human Resource Development is less than or equal to 50%.
  - d. There is no significant difference in the average knowledge of secondary school teachers working in schools in Pune City adopting State Board and CBSE pattern about Human Resource Development.
  - e. There is no association of average knowledge of secondary school teachers in Pune City regarding Human Resource Development with demographic variables.

## 6.5 TESTING OF HYPOTHESIS MADE

6.5.1 Hypothesis testing or significance testing is a method for testing a claim or hypothesis about a parameter in a population, using data measured in a sample. In this method, we test some hypothesis by determining the likelihood that a sample statistic could have been selected, if the hypothesis regarding the population parameter were true. The null hypothesis ( $H_0$ ), stated as the null, is a statement about a population parameter, such as the population mean, that is assumed to be true. The null hypothesis is a starting point. We will test whether the value stated in the null hypothesis is likely to be true.

6.5.2 **Hypothesis #1:** The average knowledge of secondary school teachers of Pune city about the Human Resource Development is  $\leq 50\%$ .

As the sample size is 600, Researcher uses z-Test to compare the significance of sample mean with the Population mean.

- Null hypothesis:  $\mu \leq 50\%$   
Alternative hypothesis:  $\mu > 50\%$
- Test statistic. The test statistic is z and is worked out as under:

$$z = (\bar{X} - \mu) / SE$$

where  $\bar{X}$  is the sample mean,  $\mu$  is the hypothesized population mean in the null hypothesis, and SE is the standard error. In other words:

$$z = \frac{\bar{X} - \mu}{\left(\frac{\sigma}{\sqrt{n}}\right)}$$

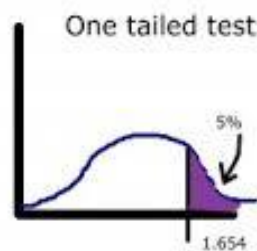
Using sample data, the standard error (SE), the z-value was computed.

$$SE = \sigma / \sqrt{n} = 14.19 / \sqrt{600} = 14.19 / 24.50 = 0.579$$

$$z = (\bar{X} - \mu) / SE = (74.64 - 50) / 0.579 = 41.76$$

where ' $\sigma$ ' is the standard deviation of the sample,  $\bar{X}$  is the sample mean,  $\mu$  is the hypothesized population mean, and n is the sample size.

Researcher determines whether a difference is significant by using a criterion, or critical value, for testing z-scores. The critical value cuts off a portion of the area under the normal curve, called the region of rejection. The proportion of the normal curve in the region of rejection is called the level of significance. Level of significance is symbolized by the Greek letter alpha ( $\alpha$ ).



In this example, the critical value of 1.65 cuts off 5% of the normal curve. The level of significance shown above is  $\alpha = 0.05$ . Any z-score greater than 1.65 falls into the region of rejection and is declared "significantly different" from the mean. Convention calls for the level of significance to be set at either 0.05 or 0.01.

As  $H_0$  is one-sided in the above equation, researcher will determine the rejection region by applying one sided test (in the right tail because  $H_0$  is of less than type). The value of z for 5% level of significance ( $\alpha = 0.05$ ), using normal curve area table  $z = 1.654$ . As the calculated value of z viz. 41.76 is much more than 1.654, **the hypothesis is rejected**,

**Interpretation:** The average knowledge of secondary school teachers of Pune city about the Human Resource Development is  $> 50\%$ .

**Hypothesis #2 :** The average knowledge of secondary school teachers of Pune city adopting CBSE pattern about the Human Resource Development is  $\leq 50\%$ .

Repeating the similar procedure adopted for hypothesis 1 above, following results are obtained:

Null hypothesis:  $\mu \leq 50\%$

Alternative hypothesis:  $\mu > 50\%$

Using sample data for CBSE pattern the standard error (SE) and the z- test statistic were computed.

$$SE = \sigma / \sqrt{n} = 18.25 / \sqrt{60} = 18.25 / 7.746 = 2.356$$

$$z = (\bar{X} - \mu) / SE = (71.77 - 50) / 2.356 = 9.24$$

where ' $\sigma$ ' is the standard deviation of the sample,  $\bar{X}$  is the sample mean,  $\mu$  is the hypothesized population mean, and n is the sample size.

As Ho is one-sided in the above equation, researcher will determine the rejection region by applying one sided test (in the right tail because Ho is of less than type). The value of z for 5% level of significance ( $\alpha = 0.05$ ), using normal curve area table  $z = 1.654$ . As the calculated value of z viz. 9.24 is much more than 1.654, **the hypothesis is rejected**,

**Interpretation:** The average knowledge of secondary school teachers of Pune city adopting CBSE pattern about the Human Resource Development is  $> 50\%$ .

**Hypothesis #3:** The average knowledge of secondary school teachers of Pune city adopting Maharashtra State Board pattern about the Human Resource Development is  $\leq 50\%$ .

Repeating the similar procedure adopted for above hypothesis 1 or 2 following results are obtained:

Null hypothesis:  $\mu \leq 50\%$

Alternative hypothesis:  $\mu > 50\%$

Using sample data for Maharashtra State Board pattern the standard error (SE) and the z- test statistic were computed.

$$SE = \sigma / \sqrt{n} = 13.88 / \sqrt{518} = 13.88 / 22.76 = 0.6098$$

$$z = (\bar{X} - \mu) / SE = (74.76 - 50) / 0.6098 = 40.6034$$

where ‘ $\sigma$ ’ is the standard deviation of the sample,  $\bar{X}$  is the sample mean,  $\mu$  is the hypothesized population mean, and  $n$  is the sample size.

As  $H_0$  is one-sided in the above equation, researcher will determine the rejection region by applying one sided test (in the right tail because  $H_0$  is of less than type). The value of  $z$  for 5% level of significance ( $\alpha = 0.05$ ), using normal curve area table  $z = 1.654$ . As the calculated value of  $z$  viz. 10.6034 is much more than 1.654 **the hypothesis is rejected**,

**Interpretation:** The average knowledge of secondary school teachers of Pune city adopting Maharashtra State Board pattern about the Human Resource Development is > 50%.

**Hypothesis -#4 :** There is no significant difference in the average knowledge of the secondary school teachers working in schools in Pune City adopting State Board pattern and CBSE pattern regarding Human Resource Development.

To test the significant difference between two sample means, Researcher used unpaired t Test, since the number of sample points in both the samples are not equal.

### Student’s t-Test

The form of t-distribution (or the table values of t) is like a symmetrically single humped curve and resembles in a normal curve, only it is more leptokurtic. To test the significance between two sample means the value of t is calculated by the standardize formula:

$$t = \frac{\bar{X}_1 - \bar{X}_2}{\sqrt{\frac{SD_1^2}{n_1} + \frac{SD_2^2}{n_2}}}$$

Where  $\bar{X}_1$  = Mean of the First Sample group (State Board)

$\bar{X}_2$  = Mean of the Second Sample group (CBSE Board)

$SD_1^2$  = Standard deviation of First Sample group

$SD_2^2$  = Standard deviation of Second Sample group

$n_1$  = Number of sample points in First sample

$n_2$  = Number of sample points in Second sample



The respective values are as follows:

$$\bar{X}_1 = 74.76$$

$$\bar{X}_2 = 71.77$$

$$SD_1^2 = (13.88)^2$$

$$SD_2^2 = (18.25)^2$$

$$n_1 = 518$$

$$n_2 = 60$$

Substituting these values researcher obtained value of  $t = 1.227787261$ .

Table value or Critical value of 't' beyond 30 degrees of freedom at 5 % level of significance is mentioned as 1.645.

Since the calculated value of t is less than the critical value, the hypothesis is accepted.

**Interpretation:** There is no significant difference in the average knowledge of the secondary school teachers working in schools in Pune City adopting State Board pattern and CBSE pattern regarding Human Resource Development.

**Hypothesis– # 5:** There is no association of average knowledge of secondary school teachers in Pune City regarding Human Resource Development with demographic variables.

## 6.6 CHI-SQUARE TEST

6.6.1. **Chi-Square ( $\chi^2$ ) Test** is also used to study the association between attributes.

In such cases the expected frequencies are the independent values of the classes, calculated on the assumptions that the attributes in question are independent of each other.

6.6.2 In the present sample, the application of Chi-square Test is based on the following assumptions :

If the opinions of respondents on both the parameters under study are unbiased, then it must follow a normal distribution. In other words, 50% observations are expected to be below average and balance 50% should be above average.

**For this purpose following steps were followed :**

- a) The scores of the teachers for the given parameter were studied and its average was calculated. The scores then were arranged in an increasing order. The number of respondents below and equal to the average was counted and noted. Similarly number of respondents above average was also counted and noted.
- b) The no. of observations below and above average was noted for each category / parameter.
- c) The Researcher then arrived at the following 2 X 2 contingency table

**Table 6.1** Contingency Table

Parameter Type	No. of Observations		
	Below Average	Above Average	Total
Attribute 1	( A )	( B )	( A + B )
Attribute 2	( C )	( D )	( C + D )
Total	( A + C )	( B + D )	( N = A + B + C + D )

- d) Chi-square was then calculated using the standard formula

$$\chi^2 = \frac{N ( AD - BC )^2}{( A+B ) ( C+D ) ( A+C ) ( B+D )}$$

- e) Degrees of Freedom ( d. f. )

$$= ( R - 1 ) ( C - 1 ) \quad \text{Where} \quad R = \text{No. of Rows}$$

$$C = \text{No. of columns}$$

6.6.3 Out of various demographic parameters, association for following combinations were tried by the researcher and their results are as under:

**Basic Hypothesis : No Association Exists.**

(i) Knowledge and Age of the respondent.

**Table 6.2** Association of Knowledge with age of the teachers

Parameter Average Age(35 Yrs)	No. of Observations (Knowledge)		
	Below Average	Above Average	Total
Less than 35 Yrs	109	193	302
More than 35 Yrs.	81	217	298
Total	190	410	600
Calculated Value of $\chi^2 = 5.50477 (> \text{Critical value} = 3.846)$			
Hypothesis Rejected implying Association of Age & Knowledge.			

(ii) Knowledge and Sex of the respondent.

**Table 6.3** Association of Knowledge with Sex of the teachers

Parameter Sex	No. of Observations (Knowledge)		
	Below Average	Above Average	Total
Male	54	100	154
Female	136	310	446
Total	190	410	600
Calculated Value of $\chi^2 = 1.1056 (< \text{Critical value} = 3.846)$			
Hypothesis Accepted implying Knowledge and Sex are not associated.			

(iii ) Knowledge and Educational Qualification of the respondent.

**Table 6.4** Association of Knowledge and Educational Qualification.

Parameter	No. of Observations (Knowledge)		
	Below Average	Above Average	Total
Edu. Qualification			
Post Graduate	92	188	280
Not Post Graduate	98	222	320
Total	190	410	600
Calculated Value of $\chi^2 = 0.34385$ (< Critical value = 3.846)			
Hypothesis Accepted implying Educational Qualification and Knowledge is NOT associated.			

(iv ) Association of Knowledge with Experience of the respondent.

**Table 6.5** Association of Knowledge and Experience

Parameter	No. of Observations (Knowledge)		
	Below Average	Above Average	Total
Experience			
≤ 15 Yrs	158	303	461
>Yrs	32	107	139
Total	190	410	600
Calculated Value of $\chi^2 = 6.24839$ (> Critical value = 3.846)			
Hypothesis Rejected implying Length of Service and Knowledge is associated.			

(vi) Association of Knowledge and Examining Body (Pattern)

**Table 6.6** Association of Knowledge with examining body

Parameter	No. of Observations (Knowledge)		
	Below Average	Above Average	Total
School Pattern			
State Board	163	355	518
Non State Boards	36	46	82
Total	190	410	600
Calculated Value of $\chi^2 = 0.688988$ (< Critical value = 3.846)			
Hypothesis Accepted implying No Association of Pattern of Examination & Knowledge.			

(vii) Association of Knowledge and Teachers Training of the respondent.

**Table 6.7** Association of Knowledge and Teachers training

Parameter	No. of Observations (Knowledge)		
	Below Average	Above Average	Total
Teachers' Training			
B.Ed. Trained	137	312	449
Non B.Ed. Trained	53	98	151
Total	190	410	600
Calculated Value of $\chi^2 = 1.09878$ (< Critical value = 3.846)			
Hypothesis Accepted implying Professional Training and Knowledge is NOT associated.			

## Consolidated Table of Results of Chi-Square Tests

### 6.6.4 Results of Chi-Square Test of Association.

Comparing the calculated values of various Chi-Squares as seen in various tables, the Researcher rejected the hypothesis, when the calculated value was found to be more than the table value for 1 degree of freedom (1df) viz. 3.846. The interpretations based on acceptance and rejection of various above hypotheses are summarized as under:

S.N.	Knowledge combined with	Result
1	Age of Teacher	Associated
2	Sex of Teacher	Not Associated
3	Educational Qualifications	Not Associated
4	Experience	Associated
5	Examining Body	Not Associated
6	Teachers' Training	Not Associated

6.6.5 Comparing the calculated values of various Chi-Square as seen in various tables, the Researcher rejected the hypothesis, when the calculated value was found to be more than the table value for 1 degree of freedom (1df) viz. 3.846. The interpretations based on acceptance and rejection of various demographic parameters are summarized as under:

**Age and teaching experience** (Length of Service) are only two demographic parameters which **are associated** with the knowledge of Human Resource management but Sex of the teacher, Educational Qualification, pattern of examination (CBSE / State Board) and professional training (B.Ed.), are **not associated**.

### 6.7 REGIONAL EFFECT ON PERFORMANCE.

6.7.1 To test the variations among the groups of teachers located at various parts of Pune city. As mentioned in previous chapters, Pune city was classified into 5 locations viz. Central, East, North, South and West. An Analysis of Variance

(ANOVA) technique was applied for this purpose. The results obtained using Excel Format are reproduced below:

**Table 6.8 Results of ANOVA test**

SUMMARY

<i>Groups</i>	<i>Count</i>	<i>Sum</i>	<i>Average</i>	<i>Variance</i>
Central	159	11793.75	74.174528	229.9808
East	227	16793.75	73.981278	165.4053
North	67	5068.75	75.652985	249.9223
South	79	6212.5	78.639241	119.7993
West	63	4543.75	72.123016	307.2397

ANOVA

<i>Source of Variation</i>	<i>SS</i>	<i>df</i>	<i>MS</i>	<i>F</i>	<i>P-value</i>	<i>F crit</i>
Between Groups	1864.333	4	466.083	2.318	0.0559	2.387037
Within Groups	118606.65	590	201.0282			
Total	120470.98	594				

**Interpretation:** The calculated value of  $F(2.318)$  is less than the critical value (2.387) indicates that there are **NO significant variations** among the various groups under study.

6.7.2 Researcher tried to assess the performance of teachers working in a particular region of Pune City. Though comparison of average scores is one of the methods, however comparing averages does not statistically justify since deviations are not taken into account. Hence Coefficient of Variation (CV) which takes into account both averages and deviations is a right 'statistic'. Besides this being unit less measure and generally being expressed in percentages, is easy for comparison. The statistical facts of various regions of Pune City are as under:

**Table 6.9 Cross Sectional performance of Teachers about knowledge of  
Human Resource Development in Pune City**

<b>Sr No.</b>	<b>Parameter</b>	<b>Central</b>	<b>East</b>	<b>North</b>	<b>South</b>	<b>West</b>
1	No. of Teachers	161	227	67	79	63
2	No. of Schools	9	11	3	4	3
3	Average Score (%)	74.16	73.98	75.65	78.64	72.12
4	Standard Deviation	14.97	12.86	15.81	10.95	17.53
5	C.V. (%)	20.19	17.38	20.90	13.92	24.31

6.7.3 Based on the C.V.s it is clear that performance in knowledge of the teachers working in the schools of South Region have topped followed by Eastern Region. Central & North regions are practically equal in performance. Western Region needs some improvement in terms of consistency of performance.



**CHAPTER - 7**

**CONCLUSIONS & RECOMMENDATIONS**

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## CHAPTER - 7

### CONCLUSIONS & RECOMMENDATIONS

#### 7.1 INTRODUCTION

In view of the objectives of the research, the researcher analysed the collected data. On the basis of analysis and interpretation, the researcher has drawn certain conclusions and has recommended some suggestions. Major findings and relevant suggestions are discussed in this chapter.

**7.1.01** Conclusions should be directly related to the research objectives or hypotheses. Conclusions are inferences drawn from the findings. The researcher should always present the conclusions as he has firsthand knowledge of the research study. It is wrong to leave the inference of the conclusions on the reader.

**7.1.02** We presently focus our attention on the outcome of the survey from the teachers of the schools. It may please be noted that this outcome should be treated as a pilot one and not a detailed / final one. About 600 teachers answered the questionnaire representing, 30 schools from 5 geographical locations of Pune City.

Responses received from these teachers are summarized below:

#### 7.2 CONCLUSIONS

##### 7.2.1 Demography of respondents:

- \* Dominance of female teachers about 74%.
- \* Average age of teachers is about 36 years.
- \* Around 87% teachers are married.
- \* 45% teachers have PG qualification, 47% teachers are graduate.
- \* About 75 % teachers have acquired Professional Qualification in Teaching.

- \* Over 38% teachers have experience for more than 10 years and 6 % teachers have more than 20 years.
- \* Average Salary is about Rs. 21,800/- per month.

### **7.2.2 HRD Knowledge**

- \* About 89 % teachers are full time regular teachers.
- \* About 72% of teachers are appointed through Regular Advertisements.
- \* According to 66% teachers their school is governed by their School's own management policy.
- \* 68 % teachers work for 6-8 hours per day.
- \* Probation period of 'one academic year' is reported by 41.2% of teachers,
- \* Salary of 94 % teachers is credited to individual's bank account.
- \* Salary of about 50 % teachers is paid on 10<sup>th</sup> day every month.
- \* Salary of vacations is not paid for about 13% teachers.
- \* About 70 % teachers receive their salary as per 6<sup>th</sup> Pay Commission.
- \* 46.5 % teachers get their Annual Increment after one year.
- \* Deduction of PF from salary is made in case of 58% teachers only.
- \* Only 58% teachers know that they have been covered under GIC.
- \* According to 92% teachers programmes of academic interest are carried.
- \* 24% teachers received a pat on their back towards their 'appreciation.
- \* 'Signing attendance register' is still in practice as per 90.5% of teachers.
- \* Both arrival & departure timings are noted... say about 93% teachers.
- \* 24.67% of teachers are motivated for higher education/further studies.
- \* Special Training programmes are conducted ...say 46% teachers.

- \* About 45% teachers use their two-wheeler to attend school.
- \* Only 1% teachers keep their kids in their school crèche.
- \* Less than 2% teachers have access for Common Personal Computer.
- \* About 74% teachers have Dress Codes in their schools.
- \* Subject of teaching is based as per qualification ...70% teachers
- \* In case of 54% teachers Class / Standard of teaching is changed in next Academic year.
- \* According to 75.9% teachers, workshops and / or conferences are arranged in their schools.
- \* 84.5% teachers agree that their schools have adopted Performance Based Self Appraisal' system.
- \* LCD projector is used as a teaching aid by less than 11% teachers.
- \* Service Book is maintained in case of about 95% of teachers.
- \* 66% teachers have their age of retirement is 58 years.
- \* HR policy of the school is Good or above good is opinion of 63% teachers.

### **7.3 RECOMMENDATIONS :**

#### **1. Shortage of Male Teachers:**

More number of male teachers are required in schools, since the present availability of male teachers is only 25.67 %.

More male teachers are required since they may be able to deal with the boys with different age group, since almost all the schools will have maximum number of boys. Male teachers will be able to give a better discipline and controlling the boys group.

#### **2. Recruiting young teachers:**

The average age of all teachers is found to be 36 years. Many schools are found to be having teachers having more than 40+ years of age group. Researcher

therefore recommends need of recruiting young teachers with a proper training to deal with students since many schools are lacking the presence of young teachers.

3. Requirement of trained teachers:

Many schools appoint teachers without proper training and qualification. Researcher finds that around 20% teachers are untrained. No teacher should be appointed without adequate training qualification.

4. Salary structure must be uniform for every school:

Pay commission system must be followed strictly everywhere and uniformity in salary must be followed irrespective of the Board of Examination adapted by school. There should be a uniformity in case of salary for teachers in different schools. Many schools do not follow the same. Researcher finds that huge difference in salary paid from school to schools and the it ranges from Rs 5000- Rs 35000 with same classes of teaching and with the same qualification.

5. Selection process of teachers with permanent basis:

There should a strict parameter for selection procedure and make them permanent after completion of their probation period. Many schools are found to be careless about the fixation of employees and no rules are followed at all.

6. Working hours:

There must be uniform working hours for all schools of the same category, since many schools are found not to follow the timings. Timings should be designed as per the convenience of school (Students, Teaching & Non teaching Staff, Locality, Traffic congestions etc.).

7. Payment of Salary:

All schools should strictly follow that at least before 10<sup>th</sup> of every month salary is paid. Many schools do not pay salary on time and it is not regular at all.

8. Creation of leave awareness among teachers:

Schools should make aware their employees availability of their various leave facilities to enjoy. It is found that many teachers are not getting proper leave facility including CL, Sick leave, Maternity leave etc. Even they do not disclose the same because they are not aware about the leave rules.

9. Payment of annual increments:  
As per various rules & regulations annual increment should be paid on completion of one year. Many schools do not follow the same. Research revealed that few schools do not pay annual increment at all.
  
10. Deduction of PF and Introduction of GIS:  
It is recommended that every school must deduct PF from employee's salary and must contribute school's share as per law. Also all schools should adopt Group Insurance Policy for their all employees. Many schools do not follow the same. Research has shown that many teachers even do not know about rules of PF and GIS.
  
11. Motivation and appreciation:  
Schools should motivate and appreciate their teachers specially for their achievements in academics, curricular and extra curricular activities which will help to boost their morale and become more confident. School must arrange programmes for staff to come together and exchange ideas within them. Awards must be declared often to increase their confidence.
  
12. Checking of incoming & outgoing timings.  
School should check the timings for incoming and outgoing of teacher with a proper, modern & transparent system like biometric punch. At least a monthly analysis of this data should be undertaken. Defaulters should be warned and punctuality should be appreciated.
  
13. Teaching ability of teacher:  
School must strictly check the performance of teachers and efficiency of teaching from time to time. Efficient should be appreciated and below average should be trained often with modern technologies of education.
  
14. Special in-service training programmes:  
Special in-service training programmes should be imparted to teachers to improve the efficiency and subject knowledge. Proper training and service will

make them perfect teachers. Many schools do not arrange such programmes as is observed during this study.

15. Dress Code:

Dress Code of staff should be observed since it shows the discipline in teachers also in the eyes of students of the school.

16. Allotment of Classes:

Allotment of classes should be as per qualification and subject of teacher. The researcher found that many teachers do not get their own qualified subject for teaching and classes are allotted irrespective of their qualification. It must be authentic and subject expert must be selected for the selection of classes.

17. Maintenance of service book:

Service book of each permanent teacher must be maintained incorporating all necessary information and same should be updated regularly. Duplicate copy of such updated service book should be given to respective teacher. Office copy of Service book must be duly filled-in with correct information and must be kept under the supervision of authorities with strict vigilance.

18. Mode of transport:

Transport facility must be provided to all the needy staff to reach on time to the work place and to home. Many schools do not have these facilities where staffs are finding difficult to reach the destination.

19. Unique Board of Secondary Education:

Now days, there are State Boards, ICSE, CBSE, IB etc boards are available, wherein each board's syllabi, evaluation and examination pattern differs. This causes difficulty to admit students in various colleges after Xth standard on the basis of merit as there is no uniformity for comparison. It will be easy to implement and even compare if only one kind of curriculum through out India is adopted.



20. Appointing redressed grievance committee:

Every school must have a grievance committee with adequate and proper qualified members to deal with the grievance of teachers and students. School must confirm the safety and security of teachers and students.

21. Termination Procedure:

In many schools, it is found that teaching staff members are terminated without proper reasons and following procedure. There should be norms for termination and must be known to every member of the school.

22. Administrative Manual:

Every school must prepare its own administrative manual covering all aspects of HR Activities such as attendance, leaves, salary structures, increments, service book, fines & punishments, holidays, extra working, compensations, PF & GIC etc. Common Staff Room and Office should have a copy of such manual which should be made easily accessible.

#### **7.4 LIMITATIONS**

Considering the availability of time, financial components and availability of respondents, the following limitations were faced by the researcher:-

1. Only secondary schools were considered for study.
2. Only knowledge and practices of human resource activities are included in the study and other components like attitude, culture and behaviour of staff, students, management were not included.
3. Due to language constraint of researcher, he could include only English and Marathi medium schools and other schools were excluded.
4. Due to vast distribution of area of Pune city, sample size and number of schools were limited.

## **7.5 AREAS FOR FURTHER RESEARCH**

1. Similar study can be conducted among primary schools, colleges, professional colleges and even in general public taking into account of entire state of Maharashtra.
2. Similar type of study can be undertaken as comparative study between rural and urban teachers.
3. Similar study can be conducted by using advanced technology like simulation, online learning and virtual class rooms etc.
4. Research is needed both at local and national level for the strict implementation of human resource activities in various institutes and different sectors.
5. Similar research can be conducted in private, public sectors etc.

## Annexures

## **List of Annexures**

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## Annexure I

### Sample Questionnaire

Area Code: .....

School Code: .....

Q'reSrl. No.: .....

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**Present (2011-12) HR Practices adopted in the English Medium Secondary Schools of Pune City.**

**Section -I  
DEMOGRAPHIC DATA**

Instructions :

- Various possible alternatives of each question are given in the questionnaire. Select only one alternative which feels you proper and tick mark (  ) against it.
- Please provide information wherever specified

1 Age

- 21-25 Years                       26-30 Years                       31-35 Years  
 36-40 Years                       41-45 Years                       46 & above

2 Sex :

- Male                       Female

3 Marital Status

- Single                       Married                       Divorced                       Widowed

4 Educational Qualification

- Undergraduate                       Graduate                       Post Graduate  
 Doctorate (Ph.D.)                       Post Doctoral                       Any other, Specify

5 Teacher's Training

- D. Ed.                       B. Ed.                       M. Ed.

6. Total Teaching Experience

- 0-5 Yrs                       5-10 Yrs                       10-15 Yrs  
 15-20 Yrs                       20 Yrs & above

7 Does the school receive Govt. Aid / Grant ?

- Yes. Aided                       No. Unaided

9 Nature of Programme (Pattern of Syllabus)

- C.B.S.E.                       I.C.S.E.                       Mah. State Board

- 10 Average Monthly Gross Salary Received by you.
- Less than Rs. 5,000/-     Rs. 5,000 – 10,000     Rs 10,001-15,000
- Rs 15, 001-20,000     Rs.20,001- 25,000     Rs 25, 001-30,000
- Rs..30,001- 35,000     More than Rs.35,000/-

Section –II  
**HR PRACTICES ADAPTED**

1. Current Nature of your employment is:

- Full-Time Regular     Visiting Basis     During Leave Vacancy
- On Contract Basis     Temporary     Ad-Hoc Basis
- On CHB     Any other (pl. specify)

2. Your selection in this school is done by

- Regular Advertisement     Local Selection Committee Interview     Interview by the Principal Only
- Other than above methods     Any other (pl. specify)

3. Your school is governed by :

- State Govt.     Central Govt.     School's Mgmt Policy
- Public Trust     Any Other (Pl. Specify)

4. I work in the school for

- Less than 4 hrs/day     4 to 6 hrs/day     6 to 8 hrs/day
- More than 8 hrs/day

5. My probation period is/was

- Less than 6 months     One academic year     Two calendar years
- Any other (pl. specify)

6. Monthly salary is paid by

Cash                       Cheque                       Credited in my account

7. Monthly salary is paid on

1<sup>st</sup> day of every month                       Before 5<sup>th</sup> of every month                       Before 10<sup>th</sup> of every month  
 Not regularly paid                       On any date of month

8. My monthly salary is as per

5<sup>th</sup> Pay Scale                       6<sup>th</sup> Pay Scale                       Between 5<sup>th</sup> & 6<sup>th</sup> Pay Scale  
 As mutually agreed with management                       Our school's own scale

9. Which of the following leaves are entitled to you?

Casual Leave                       Medical Leave                       Earned Leave  
 Maternity Leave                       Study Leave                       Any other (pl. specify)

10. Annual increments are given

On completion of every year based on joining date                       On a fixed date of a particular month in the next year (pl. specify)                       No practice of paying increments  
 As per State Govt rules                       As per Central Govt rules                       Any other

11. Is Provident Fund deducted from the salary?

Yes                       No                       I don't know

12. Are Provident Fund details provided by School's office?

Yes. Regularly                       Yes. Only on demand                       Yes. After follow-up  
 I don't know

13. Are you insured under School's Group Insurance Policy?

Yes                       No                       I don't know

14. Do you get salary for the month when school is closed for vacation?

Yes                       No                       Any other answer (Pl. Specify)



15. Does the school arrange any program for the teachers which are useful in the academic interest of teachers and school?

Yes  No

16. Does the school arrange any program for the teachers in which their yearly performance is appreciated & acknowledged?

Yes  No

17. In which manner is your attendance recorded?

By signing attendance register  By punch key  By bio-metric method  
(Electronic)

Any other (pl. specify)

18. Which timings are noted in your school?

Only arrival  Arrival and departure both  Any other (pl. specify)

No timings are noted

19. If you are late in attending the school, does the management take any disciplinary action?

Yes. One day leave is deducted if more than 2 late arrivals in a month are noted.  Yes. Only oral instructions are given to avoid delay.

No Action is taken  Any other (pl. specify)

20 In your school, do you have the facility of Early Departure from the official timings?

Yes.  No.

On ½ day CL Basis.  Any other (pl. specify)

21 In your school, are you motivated for higher education / further studies?

Yes! Special concessions are given  Yes. But with certain service conditions.  Provided it is useful for students

Not Allowed  I don't know

22 The age of retirement in our school is

58 years                       60 years                       62 years

65 years                       I don't know

23 Do you know that school authorities maintain your 'Service Book' incorporating details of your personal, academic, leave records etc. are maintained?

Yes                       No                       I don't know

24 Does your school conduct any kind of In-Service Programme for the academic development of Teachers?

Orientation Programme                       Refresher Programme                       Special Training Programme

Any other (pl specify)                       No such activities are conducted

25 Does your school undertake any kind of motivational activities for their teachers?

Celebrate B'Days/Wedding anniversaries                       Celebrate special achievement of teachers                       Periodic get-together

Appreciation of any outstanding event                       No such activities are undertaken

26 What is the approximate distance of your Residence from school?

In School Campus                       Less than 2 Kms.                       Between 2-5 Kms.

Between. 5-7 Kms.                       Between. 7-10 Kms.                       More than 10 Kms.

27. The mode of Transport used to attend the school is:

Walking                       Drive Own 2-Wheeler                       Drive Own 4 Wheeler.

Dropped by Spouse                       By PMPL Buses                       By 6- Seater Auto

By 3-Seater Auto                       Any other (Pl. Specify)

28. For attending the school, what arrangements have you made to take care of your small kids. (If Applicable)

In school's Crèche                       By Grand Parents                       Outside Pvt. Crèche

In Day-Care Centre                       Any other (Pl. Specify)                       Not Applicable

29. In your school do you have arrangements for:

- Common Staff Room     Separate Lunch Room     Common Tea Room  
 Visitors' Discussion Room     Independent Seating Arrangement     Common Personal Computer

30. Do you have any kind of Dress-Code of your School?

- Yes                       No

31. Do you feel that the subject assigned to you for teaching is as per

- Your Qualification     Your Liking or Interest     Challenging your Capability  
 Forced on you             Sorry! No Comments.

32. Does your school have policy of changing subject &/or Standard in next academic year?

- Subject is changed     Standard is changed     Both are changed  
 Nothing is changed     Different Answer (Pl specify)

33. Do you receive any kind of guidance and /or counselling from Experts & Counsellors?

- Yes                       No

34. If Yes, what is the approximate frequency / periodicity?

- Once in a month     Once in a Quarter     Once in six months  
 Once in a year             Other than these (Pl specify)

35. Whether periodic Individual / Group conferences or Workshops are held in your school?

- Yes                       No

If Yes, what is the approximate frequency / periodicity?

- Once in a Quarter     Once in six months     Others. Pl Specify

36. In your school, whether system of 'Performance Appraisal of a Teacher' exist?

Yes  No

If Yes, who takes part in the appraisal?

Principal  Peer  Subject Head

Supervisor Teachers  Students

37. Whether Annual Increment is based on the Grading & Performance based Appraisal?

Yes  No

38. Whether teachers are motivated to participate in various competitions held in school or other schools?

Yes  No

39. Whether any kind of meeting to review academic program is held?

Yes  No

If Yes, what is the approximate frequency / periodicity?

Once in a month  Once in a Quarter  Other than these (Pl specify)

40. In your opinion, do you feel that adequate number of teachers are available as per standard teacher ratio?

Yes  No  I don't know

41. During the last 3 academic years, have you received any kind of Award / Prize / Medal / felicitation?

Yes  No

If Yes, pl give details.

.....  
.....

2. Does your school's library have necessary & sufficient books for you and students?

Yes  No

43. Do you have Free Internet Facility in your Library?

Yes  No

44. Do you use Teaching –Aids for Innovative Teaching such as

- Over-Head Projector     PC Based LCD     DVDs / CDs  
 Charts     No such Aids

45. Do you get any kind of Financial Aid from the school?

- Yes     No

46. In your opinion, how will you rate (Grade) overall HR policy of your school ?

- Excellent     Good     Average  
 Needs improvement     Not Satisfactory     No Comments

**Thank You for your co-operation**

Annexure II

Location Definition

Of

Pune Municipal Corporation Area

## Area Distribution of Pune City for Schools Locations

### Indicative Locations

<b>1</b>	<b>Central -</b>	Shaniwarwada JM Rd Erandvane SNDT Law College Rd Tilak Rd Laxmi Rd Shivajinagar Agri college
<b>2</b>	<b>East</b>	M G Rd GPO Wanorrie Bundgarden Pune Cantonment Koregaon Park Kalyani Nagar Wadgaon Sheri Chandan Nagar
<b>3</b>	<b>West</b>	Senapati Bapat Road MIT College Kothrud Chandni Chowk Gokhale Nagar Pashan
<b>4</b>	<b>South</b>	Parvati Dattawadi Hingane Sinhgad Rd Bibwewadi Katraj Dhankavadi
<b>5</b>	<b>North</b>	Tanajiwadi Sangamwadi Aundh Gunjan Cinema Lohegaon Part of Khadki Cantonment Vishrantwadi

## Annexure III

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## **Annexure: IV**

Excerpts from PM's Address to the nation on the  
Fundamental Right of Children to Elementary  
Education- April1, 2010.

## **Excerpts from PM's Address to the nation on the Fundamental Right of Children to Elementary Education April1, 2010.**

“About a hundred years ago a great son of India, Gopal Krishna Gokhale, urged the Imperial Legislative Assembly to confer on the India people the Right to Education.

About ninety years later the Constitution of India was amended to enshrine the Right to Education as fundamental right.

Today, our Government comes before you to redeem the pledge of giving all our children the right to elementary education. The Right of Children to Free and Compulsory Education Act, enacted by Parliament in August 2009, has come into force today.

Education is the key to progress. It empowers the individual. It enables a nation.

It is the belief of our government that if we nurture our children and young people with the right education, India's future as a strong and prosperous country is secure.

I was born to a family of modest means. In my childhood I had to walk a long distance to go to school. I read under the dim light of a kerosene lamp. I am what I am today because of education.

I want every Indian child, girl and boy, to be so touched by the light of education. I want every Indian to dream of a better future and live that dream.

Let us together pledge this Act to the children of India. To our young men and omen. To the future of our Nation.”