



Efficacy of Training in Human Capital Development: The Case of Utkal University

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Abstract : Human capital is asserted to be the most important element to success in business. Developing such human capital requires creating such environments where employees can rapidly learn and apply new ideas, competencies, skills, behaviours and attitude. The tools for creating these opportunities include training, facilitation ,coaching and consultation. This concept is also applicable to human capital in the higher education system of India. The higher education system in India contributes to the national development through dissemination of specialised knowledge and skill. One of such institution coming under higher education system is the University .University symbolises a set of complex operations and their forms are many. This present paper deals with Utkal university, an Indian university as a case study. It is primarily a opinion study to measure the gap(if any) existing between actual and expected training practices conducted by the University. It further examines whether the current training practices is enabling the development of the Human Capital of the university. Primary Data for the said study has been collected from the academic staffs by personal interview and a structured questionnaire containing 14 items explaining Training practice.

Keywords: Academic Staff college(ASC), Human Capital, Human Capital development (HCD), university system

I. INTRODUCTION

Backdrop

With the growth of the economy, the Indian universities and other universities of higher education have faced with a new challenge. This is to provide qualified and skilled professionals to the burgeoning industries and corporate houses. As India is already very large in terms of population, the need of the hour is to transform the unproductive human resources to productive human capital. This again calls for making quality and relevant higher education accessible to a large section of the population and huge investment in education sector.

Obviously, the reason behind the establishment of university education in India & Odisha as observed by Governments and others in the business of university education is to coordinate and enhance the development and utilization of manpower in India Vis-à-vis Odisha.

Admittedly, HRM practices are critical to the realization of the above objectives .The University must attract, develop, and maintain an energetic workforce to support their goals and strategies. High commitment theories suggest a link between certain HRM practices and improved organizational performance .It has been found that firms

that use employee recruitment & selection procedures, extensive employee involvement and training, enhanced corporate financial performance (Adeyeye, 2008). Prior studies have generally addressed the relationship between HRM practices and development of Human capital. There is a dearth of research on the relationship between training practices and its impact on employee performance and Human capital development in educational settings such as universities.

II. REVIEW OF LITERATURE

There are many factors which affect the performance of employees and most important of these, are human resource (HR) practices. According to Tiwari R & Saxena, K (2012) HR practices refer to those organizational activities which are directed at managing the pool of human resources and ensuring that the resources are employed towards the fulfilment of organizational goals. Now a day's organizations are recognizing the importance of these most valuable resources by focusing on HR practices. Cook, (2005) discussed that human capital development is being focused by many organizations by introducing and promoting certain HR practices like HR Planning, Performance evaluation, recruitment and selection procedure of employees.

Management of human resources include policies, procedures and practices such as recruitment and Selection practice, Compensation practice, promotional policies, and training and development aspects. Number of research studies has been conducted to find the impact of HR practices on employee retention, employee performance and organizational performance. Hong et al., (2012) found a significant relationship between HR practices and employee retention. Bibi et al., (2012) found that HRM practices have a significant impact on employee's performance and job satisfaction. Wright et

al., (2003) found that HR practices have a significant impact on operational measures of performance. Delaney & Huselid (1996) suggested that methodological issues should be considered while examining the relation between HRM system and firm's performance. HRM consists of policies, procedures and system which have an impact on the performance of employees (Gerhart, et al, 2007).

Human resources are considered the backbone and strength of any organization and to make them competitive and effective, organizations are focusing on their HR practices in order to get better performance from them. Training is an important practice of any HRM system as it improves and develops the skills and makes the employee more efficient and seasoned. Training can be given in any form such as on the job or off the job. Employees feel more confident and perform the job tasks more efficiently.

Compensation is another important aspect of HRM system as it has been found in numerous research studies that better compensation procedures improve the performance of employees. Performance appraisal procedure does have a significant impact on employees' performances; this aspect is being highly recognized. Teachers are said to be the role models and education catalysts, so the institutions try to frame and execute such HR policies which can enhance and improve the performance of academicians. Standards in education greatly depend on capable and competent human resources, therefore institutions are focusing on introducing most appropriate recruitment and selection policies. Job description and job specification are given more importance and individuals are kept aware about these two aspects. Performance appraisal practice is another important HR activity which has a significant impact on employee's performance and this practice is also being greatly considered by management. Compensation practices which include incentive and salary system is now the

centre of attention particularly in educational institutions.

According to Ahmed & Shahzad(2011) AJK is an underdeveloped area with low income and where HR practices are not well defined and exercised and also people are less aware of these practices. Chang & Lee (2007) noticed that in Pakistan the service and performance oriented culture is evolving in the organizations and higher educational institution with the major focus on employee management by HR practices.

Shahzad et al. (2008) noticed that in developing parts of the world physiological needs which include compensation and performance evaluation practices have a great impact on employee's performance. This study is conducted to assess the impact of HR practices on perceived performance of college teachers in the selected cities of

One of the most important functions of HRM is the employee development. Employee development refers to the development of the abilities and capabilities of the organization and the individual employees. Employee development flourishes the organization and increases the performance of employees (Elena P, 2000). The employee development and the employee performance are directly related. More employee development leads to the more committed and more satisfied employees and results in better performance. The increase of employee performance leads to the effectiveness of the organization (Champathes, 2006). The willingness of the employees to participate in employee development is a challenge in Pakistani universities. The employee development depends on the factors such as the top management attitude, the promotion opportunities and the organization culture (Antonacopoulou, 1996; Elena P, 2000). The positive relationship is observed between the HR practices and the performance of the organization and the employees (Qureshi et al., 2010). The HR practices play a key role

and acts as source for competitive advantage of organization and impacts the organizational performance's perception (Pfeiffer, 1994; Shuler & MacMillan, 1984). There are some challenges and restrictions affecting the HR practices role in influencing the performance of university employees in the case of developing countries. The HR practices of recruitment, selection, training, performance, performance appraisal, compensation and reward system are affected by the economic conditions, environmental uncertainty and political instability. The HR professionals in Pakistan mostly exercise the traditional HR practices of recruitment and selection, training and development and performance appraisal. The universities in Pakistan are perceived and rated lower, so the improving of performance by putting more focus on and more support by HR practices will contribute towards the high ratings, high performance and organizational success of the universities. This study is more focused on three HR practices of performance evaluation, compensation and promotion. The reason for selection of these three HR practices is based on the argument that the physiological needs of performance evaluation, compensation and promotion have dominant impact of the employee performance in developing countries (Shahzad et al., 2008). The employee performance can depend on achieving social status by promotion in the collectivist culture.

The successful organizations and universities realized that the HR is one of the most important factors contributing to the better performance of employees (Mello, 2005). The organizations are persistently working on improvement of their employees' performance by improvement of HR practices in the modern competitive era. HR practices are one of the main sources of competitive advantage (Caliskan, 2010). Effective HR practices lead to high profits by improving the performance of the

organization and its employees. The efficiency of the organization is strongly associated with the best usage and implantation of HR practices (Datta et al., 2003). Very less research is done for exploring the relationship between HR practices and employee performance in the universities. HRM professionals are striving to meet the challenges of new values of employees and necessitated management characterized by innovative usage of HRM practices and investment in human capital for retention and attraction of talents for sustainability of the organization.

Origin of University System In India

Before discussing the profile of Utkal university it is a matter of interest to point out facts related to the origin of university system and universities in India. University system began in medieval Europe. Gradually the system was exported to other parts of the Europe so, far as the common wealth countries are concerned. Canada was the first country outside Britain to establish the degree awarding institutions. By the end of 1867, 18 such universities had been established. In Australia two universities –the universities of Sydney, Melbourne were established in 1850s.

Indian Scene: Odisha and growth of universities

Probably this was the time that three universities namely university of Calcutta, University of Bombay and university of Madras were established in 1857 which were modeled on western types. Also it is true some form of parallel institutions of learning were there during later vedic period.(1200-600 B.C). To name a few ancient universities of India are Nalanda, Vikramshila and Vallabhi. To put facts, the model adopted for these three presidency Universities was that of the universities of London. And the concept of granting affiliation to colleges was borrowed from universities of London. Reason was, teaching was made at colleges and syllabus

and curriculum was prepared by universities. In real there the colleges were agents of the universities and universities are examining and affiliating bodies. With the passage of time apart from granting affiliations universities are now taking all strategic academic decisions that are to be followed by colleges. Moreover in 21st century, colleges are now autonomous to decide academic points.

After a gap of 29 years Banaras Hindu university was established in 1916. In the same year University of Mysore was established, the first university in princely state. In 1917 University of Patna was created, and the university of Calcutta had to leave its Patna Jurisdiction, enjoyed prior to 1917. Further one year after Nizam of Hyderabad found the Osmania University at Hyderabad. By 1947, India had 19 universities; Aligarh Muslim university(1920); university of Lucknow(1921); Dacca university(1921), university of Delhi (1922), Nagpur university(1923), Andhra University(1926), University of Agra(1927), Annamalai University(1929), University of Travancore(1937), Utkal university(1943), Sagar university(1946) and university of Rajasthan 1947. These were primarily affiliating universities. To regulate universities in India, university Grants Commission was set up in 1956, through an act of parliament and the number of universities shot up from 28 in 1950-51 to 221 in 1991 including 29 agricultural universities. The number of colleges increased from 695 to 8210 during the same period. In 1994-95 there were 149 medical colleges, 397 Engineering/technological institutions and 280 management colleges.

Up to June 2011-12 there are approximately 571 universities -44 central universities, 285 state universities, 130 Deemed universities, 106 private universities and over 30,000 colleges and a total faculty of approximately 6 lakhs in Higher education. The Indian education system in its vastness is the

second largest one after America. But where the enrolment ratio is 100% in Canada, 80% in USA, 50% in France and 30% in UK, India's enrolment ratio is 6% lower than Indonesia. In 2004, there are 113 NAAC credited universities and 2088 colleges. Universities can be classified in different ways. First is affiliating and teaching universities. Some universities have post graduate courses in number of disciplines like Utkal University and they are affiliating institutions. The unitary universities have no college attached to them: to name a few are Allahabad, Lucknow, Patna, Baroda, Anamalai, Jadavpur, Alligarh and Banaras. Another classification is based on specification say Agricultural University-29 in Number. In Odisha, there is also an Agricultural University. Also in the field of engineering and technology a few universities have been set up. The old one is Roorkee University (1949). Other few are Jawaharlal Nehru Technical University at Hyderabad, Cochin University of Science and Technology, Anna University at Madras, Dr. Baba Saheb Ambedkar Technological University in Maharashtra and in Odisha Biju Pattnaik Technical University. In medicine to name a few, University of Health Science at Vijayawada and Dr. M.G.R. Medical University, Madras had been set up. The University for Legal Studies, the National Law College of Indian University, Bangalore are two universities to name. Odisha is planning to have a health university and a law university in recent future. To add to it also a few language universities were established on Kannda, Tamil, Telegu and Sanskrit. In Odisha there is also a Sanskrit University. There are also few universities exclusively for women like Mother Teresa Women's University, Madras, Avinashilingam Institute for Home Science and Higher Education for Women, SNDT Women's University, Bombay etc. To add to the list in Odisha there is also a culture university.

Under UGC Act 1956, "Deemed to be Universities" were also established. In 1994-95, their number was 37. Presently up to June 2010, there are 130 such universities. They are of multi-directional. For example such institutions are: Tata Institute of Social Science, Bombay, Indian Institute of Science, Bangalore, Central Institute of Foreign English and Foreign Languages, Hyderabad, Indian Agriculture Research Institute, New Delhi.

Another type is "Institutions of National Importance". The five Indian Institutes of Technology at Kharagpur (1950), Bombay (1958), Madras (1959), Kanpur (1960), Delhi (1961) were set up and belong to the category. The third category consists of research institutes. They are Indian Institutes of Public Administration, New Delhi, National Institute of Design, Ahmedabad, Centre of Developing Societies, Delhi, Centre for Policy Research, New Delhi, Indian Institute of Education, Centre of Development, Trivandrum etc. Besides there are Association of Indian Universities (AIU), Association of Commonwealth Universities, All India Council of Technical Education (AICTE, 1987), Indian Council of Agricultural Research (ICAR), Indian Council of Social Science Research (ICSSR, 1969) which act as co-ordinating bodies.

2. A brief profile of Utkal University

Utkal University, established in the year 1943, is the seventeenth oldest University in India. Its present campus at Vani Vihar is located on a sprawling 399.9 acre area in the heart of Bhubaneswar beside the National Highway No.5, connecting Kolkata and Chennai. The foundation stone of the campus was laid by Dr. Rajendra Prasad, the first President of India, on 1st January 1958, and the campus was inaugurated by Dr. S. Radhakrishnan, the second President of India, on 2nd January 1963. A teaching-cum-affiliating university, Utkal University at present has twenty-seven Post-Graduate

Departments located in its campus for studies and research in the disciplines of Science, Humanities, Business Administration, Social Sciences, Law and Commerce. The total number of students in the P. G. Departments of the campus at Vani Vihar is about 3,000. Utkal University is the largest affiliating university in the country having 338 affiliated general colleges including 13 Autonomous Colleges, 73 Professional Colleges, 7 Law Colleges and 4 Medical Colleges.

ACADEMIC STAFF COLLEGE

The UGC–Academic Staff Colleges are nodal institutions to impart orientation and refresher course training to academic staffs established in Universities as autonomous entities and designated within the University for Staff development purposes and totally funded by UGC. A high level standing committee consisting of eminent academicians and senior staff college directors is created by UGC; advices establishment, strengthening and monitoring of academic staff colleges from time to time. They draw all possible resources available in the parent University as well as academic resources from other universities and institutions within the State and also from other states as need be. They have functional freedom within the framework of UGC guidelines. The UGC has listed functions of ASCs in their guidelines as follows:

Formulate a programme of orientation along the broad guidelines given

- Identify resource persons in various fields of specialization for running the Orientation programmes and refresher courses, and familiarize such resource Persons with the philosophy and guidelines for the courses;
- Set up a documentation-centre-cum-library for reference and source materials Necessary for the courses;

- Produce specially designed material required for effective implementation of the courses;
- Organize, monitor and evaluate the courses for teachers;
- Create a culture of learning and self-improvement among teachers so that it becomes an integral part of the educational system at the tertiary level;
- Organize orientation programmes for senior administrators, heads of departments, principals, deans and other decision-makers to familiarize them with the philosophy of orientation intended to facilitate reform in higher education through appropriate modification of the management systems at various levels;
- Provide opportunities for teachers in service to exchange experience with their peers and to mutually learn from each other;
- Provide a forum for serving teachers to keep themselves abreast of the latest advances in various subjects;
- Provide opportunities to further widen their knowledge and to pursue research studies;
- Provide an introduction to new methods and innovations in higher education

So that the participants can in turn develop their own innovative methods of Instruction;

- Bring out publications relevant for enhancing the teaching and research capabilities of teachers; and
- Conduct capability enhancement programmes for academic staff so as to strengthen the teaching-learning environment

Functional aspects of Academic Staff Colleges

Academic Staff Colleges are guided by an Academic Advisory Committee. Every year, the UGC invites proposals for programmes from ASCs, based on merits and strengths of the university the number of programmes to be conducted in that year are allotted. The NIEPA, New Delhi (National University for Educational Planning and Administration) was involved in monitoring the activities of ASCs in initial years of the scheme. The trainees of the ASC programmes are called participants and trainers are called resource persons. The idea is that both the sides benefit from mutual sharing of knowledge and learning becomes a process of understanding and refinement (Singh,1997). The expenses of participants (their travel, stay, etc.); resource persons (travel, hospitality etc) and other incidental expenses for arranging programmes are totally funded by government through UGC. The University Grants Commission in the year 2007 instructed all the Universities having Academic Staff Colleges to make regular appointments to the teaching and non-teaching staff putting an end to adhocism in staff appointments, which was impacting negatively. Each Academic staff College is supported by three core staff (teaching staff) members viz., Professor-Director, Associate Professor and Assistant Professor; and nine non-administrative staff members. In Xth Five Year plan all ASCs are provided with funds for Computer lab to impart Information and Communicative skills to the participants and Hostel facilities (in XIth Plan) for the participants and resource persons.

In the initial stages only staff of government colleges and universities was encouraged to attend the programme of ASCs. However, in view of rapid expansion of private institutions, this development programmes facility is extended to private colleges also private institutions, the

government has linked university's affiliation with faculty participation from private colleges in ASC programmes. Participation in Orientation programme and Refresher course is mandatory for career advancement of College and University teachers for their career advancement. In recent pay revision Professors and Associate Professors are also encouraged with incentives to attend short term Professional Development programmes of Academic Staff Colleges .

UGC-ASC-UTKAL UNIVERSITY

The academic staff college of Utkal university started its journey during July 1987 under the directorship of Prof. V.V.Shastry, the then Director of adult education .By learning you will teach, by teaching you will learn '-with this maxim in mind ,ASC -Utkal has attempted to rejuvenate teacher participants through 188 refresher courses and 54 orientation programmes. Eminent personalities from the world of economics, media, bureaucracy, technocracy and NGO are invited to interact and motivate participants from places like Delhi, west Bengal, Northeast and different corners of Orissa.

Objectives of the study

The study aims at the following:

1. To study the gap (if any) between expected and actual training practices conducted by the UGC-ASC of Utkal university.
2. To find out whether such training programmes is enabling in Human Capital Development of the academic staff of the university.

Method

The study focussed on Utkal University. The data was collected during October-December,2014. The demographic data about the survey and the responses is represented below in the table1.

Table1: Number of staff sample

Departments	Distributed	Returned	Invalid	Valid
Analytical and Applied Economics	4	3	0	3
Ancient Indian History, culture and Archaeology	4	2	0	2
Biotechnology	1	1	0	1
Botany	4	1	0	1
Business Administration	5	3	0	3
Chemistry	3	2	0	2
Commerce	7	5	0	5
Computer Science and Application	2	1	0	1
English	2	1	0	1
Geography	2	2	0	2
Geology	4	4	0	4
History	2	2	0	2
Law	1	1	0	1
Library and information science	3	2	0	2
Mathematics	3	2	0	2
Odia	2	2	0	2
Personnel Management & IR	3	2	0	2
Philosophy	2	1	0	1
Physics	3	1	0	1
Political Science	2	1	0	1
Psychology	1	1	0	1
Public administration	3	3	0	3
Sanskrit	1	1	0	1
Sociology	3	0	0	0
Statistics	2	2	0	2
Zoology	2	1	0	1
TOTAL	71	47	0	47
Percentage (%)	100	66.19	0	100

Procedure

The participants in the study were Heads of the Departments, Professors, Readers and lecturers of 27 Post Graduate Departments of Utkal University.

Research questions

Three primary research questions were developed to decide the efficacy of the training programs in Utkal university. 1) Is the training program conducted by ASC meets the expectation of employees training requirement or there is a gap? 2. If there is a gap then, how vast is the gap? 3. Finally, whether such training programs is enabling in development of Human Capital of the university?

Finding the gap

Each sample was given a questionnaire and a cover letter seeking their voluntary cooperation in the survey. The letter assured the respondents of their anonymity. Completed questionnaires were directly returned to the researcher. In some cases interview schedule technique was adopted to get the actual responses.

Measures

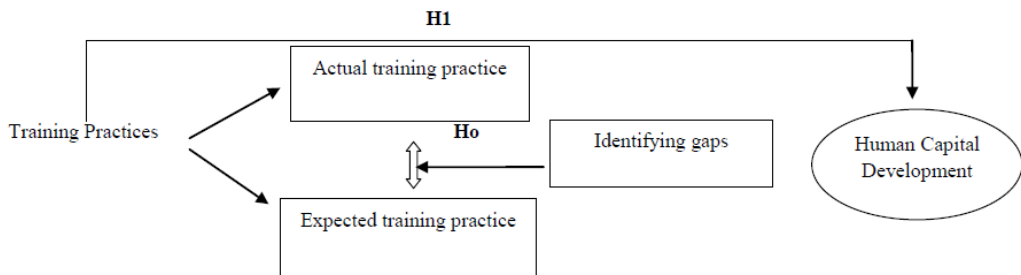
The statements presented in the questionnaire were structured based on the findings of the secondary data collected from the establishment section of the university. Following this 14 statements relating to the university training practices conducted by ASC was developed to which the subjects responded on a five point likert scale where 1 representing "Not at all" and 5 "To a larger extent". To measure the gap between the actual and expected the sample was instructed to indicate the extent to which the statements describes the way training practices are conducted (IS NOW) in the left column and Secondly use the right column to indicate to what extent the statements describe the way training practices ought to be conducted to promote Human Capital Development (SHOULD

BE). The statement 1 to 13 describes the first objective whereas the 14th statement

addresses the requirement of the second objective.

The hypothesized model

Figure1: A gap analysis model showing the association between training practices and Human Capital Development



Hypothesis formulation

Hypothesis 1

Ho: There is no gap between the actual and expected training practices conducted by ASC of the university

The model shares the logic that if there is no gap between the actual training practice and expected training practices then training practices are effective. The lesser the gap the more effective the training is and on the contrary more the gap less effective the training is.

Ha: There exists a gap between the actual and expected training practices.

Hypothesis 2

H1: The training program conducted by the university is having a significant impact on the development of the Human Capital.

Training as an important HR practice has a significant impact on development and performance of the employees. I, therefore extend the model to address the relationship between training practices and the human capital development of the university employees. Thus, there is a positive relationship between training and Human Capital Development.

III. DATA ANALYSIS AND RESULTS

To test the null hypothesis responses No.1 to No.13 were tested using a t-test comparison of means. The output data was obtained using the MS Excel 2007 data analysis tool for *t-test: paired two sample for means is as presented below:*

Table1: t-Test: Paired Two Sample for Means

TRAINING PRACTICES&H CD(14 items)	t-stat value	t- Critical value(two tail)obtained at 0.05significance level
1.The university employees are given training for better performance	7.531735721	2.014103359
2.The Academic Staff College conducts Refresher courses regularly	6.425396041	2.012895567
3.The refresher courses are very objective and useful	7.0550881	2.012895567
4.Course content of the training are	6.359722628	2.014103359

updated in view of changing need and technology		
5.The university sends/allows to attend the orientation and refresher courses conducted by other universities	11.44381 292	2.012895567
6.The university reimburses TA & registration fee for teachers attending such programs	11.97721 204	2.012895567
7.The training material designed by ASC enables better implementation of courses	7.951437 11	2.012895567
8. The university pays/grants Travel expenses Registration fee and per diem to attend conferences abroad.	11.18292 362	2.012895567
9.Employees normally go through various training programs every year at regular intervals	9.643627 532	2.012895567
10.Success of training is measured by capacity utilization of the human capital	17.33961 326	2.014103359
11.The methods of training adopted in University are quite effective.	2.793767 063	2.012895567
12.In university, there is a process of frequently assessing individual future training needs	14.66684 363	2.012895567
13.You are encouraged to acquire new skill and knowledge.	11.46716 228	2.014103359
14.To what extent	13.36173	2.012895567

the training programs have enabled the development of the human capital of this university	902	
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As it can be seen from the *table1* for every parameter the calculated t-statistics value is greater than the t-critical value, hence the null hypothesis that is there is no gap between actual and expected training practices at 0.05 significance level is hereby rejected and the alternative hypothesis is accepted. A vast and significant gap exists between the values for statement No.5,6,8,10,12&13 .

It is also evident from the same table that there exists a significant gap between the *t-stat* and *t-critical* value at 0.05 significance level it can be concluded that the hypothesis that the training program is having a significant impact on the Development of Human Capital is also rejected.

IV. CONCLUSION

The result of this opinion study indicates that in university the employees are given training for better performance and that the ASC conducts training program for the teaching staff regularly. The trainees find the course content very objective and useful. The course content of the training is also updated regularly in view of changing need and technology. The training materials designed by ASC are also very useful in implementation of courses. The staff agrees that the training programs adopted is effective. To make the training program more effective university should follow a thorough training need analysis process and employees should get opportunity to participate more and more in orientation and refresher program conducted by other universities. The training practices are having an impact on the development of Human Capital to a moderate extent.

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