



FRAMEWORK FOR IMPLEMENTING HUMAN RESOURCE DEVELOPMENT PROGRAMMES IN HIGHER EDUCATIONAL INSTITUTIONS

¹Vinaya Kumar H.M, ¹Mahatab Ali, K. M & ²Sujay Kumar, S.

¹Department of Agricultural Extension, UAS, GKVK, Bangalore, Karnataka, India

²Marketing Officer, Mangalore Chemicals and Fertilizers, Chikkamagalore, Karnataka India

ABSTRACT

Human Resource Development (HRD) is one of the frameworks for improving and developing the human capital. This framework includes any training, career development, evaluation feedback, or tuition assistance that facilitates the continual improvement; all of these development efforts can be as formal as classroom training or as informal as constant communication. Human Resource Development focuses on improving knowledge, skills, and abilities. The HRD can focus on teaching the necessary knowledge to succeed on the job, more specific abilities that help to accomplish any task or responsibility or personal and skills that improve communication and efficiency. The implementation process for Human Resource Development activities and efforts needs to be carefully mapped out. The first stage of this process is assessing the needs and what areas could use for development to better serve the needs. The next step is designing the HRD program with the intended benefits, such as learning objectives, behavioral changes and performance improvements in mind. The final aspect of implementing the HRD program is the ongoing research, monitoring, evaluation and development program. Human resources often develop strategies and structure policies, processes, standards and systems that enforce the methods developed in a variety of disciplines. There are several key functions that human resources management often performs: Recruitment--involves selection and resourcing, Development of design and progressive strategies, change and performance management, behavior change and conduct improvement, progress monitoring, compensation and other rewards, training and development. The implementation of such functions may be conducted by the human resources department alone, or through coordinated efforts with other divisions. A manufacturing skills course of study will result in decreased down time and increased output. Human resources management seeks to accomplish its goals through the proper alignment of qualified individuals and the capacities of the exiting pool of the individuals. A well-thought-out and well-run HRD plan will achieve measurable positive outcomes of the institutions.

KEYWORDS: Human Resource Development, Recruitment, Training, Rewards.

INTRODUCTION

To be successful in the current rapidly-changing world, we need to maximize the productivity of all of our resources -- physical, financial, information, and human. (1) Physical resources: We've made major investments in updating our physical equipment, so we can compete with state-of-the-art production tools and facilities. (2) Financial resources: Sure, we're really capital intensive. But that's the nature of our production businesses. The money will follow our ideas, our successes, and our productivity. (3) Information and knowledge resources: we have our work cut out for us -- to continue attracting capital in competition with other institutions; we need to be as good as they are in accessing the new world of information. It's time to join the Internet. (4) Human resources: This is the leverage point! Here's where we can make significant differences in our lives, our careers, and our individuals. Further the achievement of sustained and equitable development remains the greatest challenge facing the human race. The world has progressed in many unique ways and directions in the last three decades. It has developed technologically, economically and industrially. It is also richer in terms of human capabilities, facilities and quality of living, Improvements in education, communication, technology and markets

have made the world a global village. These decades of development indicate the vast potential for creating a world of order, security and well-being. The major development challenges that world has to face is to ensure that the fruits of development reach the neediest through equitable distribution of resources, opportunities and benefits and to develop human capabilities and address the challenges of development i.e. political, economic and social. These challenges have to be met through the adoption of human resource development strategies.

CONCEPT AND IMPLEMENTING

People make things happen. If people have to make things happen, they need a set of 'circumstances' to make them happen. However, it is the people that create, circumstances that can help them and others to make things happen. **HRD is the process of enabling people to make things happen.** It deals both with the process of competency development in people and creation of conditions (through public policy, programmes and other interventions) to help people apply these competencies for their own benefit and for that of others. The HRD is a set of systematic and planned activities designed to provide its members with the necessary skills to meet current and

future demands. Human Resources Development is a combination of Training and Education that ensures the continual improvement and growth the individual. Adam Smith states, "The capacities of individuals depended on their access to education". HRD is the medium that drives the process between training and learning. HRD is not a defined object, but a series of processes, "with a specific learning objective". HRD is the structure that allows for individual development, potentially satisfying the individuals' goals. The HRD framework views individual, as an asset whose value will be enhanced by development, "Its primary focus is on growth and development...it emphasizes developing individual potential and skills". HRD can be in-room group training, tertiary or vocational courses or mentoring and coaching with the aim for a desired outcome that will develop the individual's performance. Training will allow the individual to complete a task within their field today. Education and training will develop the individual to become a tradesman or a professional in the future. A successful HRD program will prepare the individual to undertake a higher level of work, "organized learning over a given period of time, to provide the possibility of performance change". HRD is the framework that focuses on the competencies at the first stage, training, and then developing through education, to satisfy the individuals' career goals and value to their present and future. HRD can be defined simply as developing the most important section of human resource by, "attaining or upgrading the skills and attitudes of individual at all levels in order to maximize the effectiveness". Individual education and development is a tool and a means to an end, not the end goal itself".

The implementation process for HRD activities and efforts need to carefully map out

- (1) The first stage of this process is assessing the needs of individual and areas of development to better serve the needs.
- (2) The next step is designing the HRD program with the intended benefits, such as learning objectives, behavioral changes and performance improvements in mind.
- (3) The final aspect of implementing the HRD program is the ongoing research, monitoring and evaluation.

Needs Assessment phase

HRD interventions are used to address some need or gap. A need can be either a current deficiency or a new challenge that demand a change in the new way. Identifying needs involves examining an individual, its environment, job tasks and the performance. That information can be used to: (1) Establish priorities for expending HRD efforts. (2) Define specific training and HRD objectives. (3) Establish evaluation criteria

Design Phase: The second phase of the training and HRD process involves designing the HRD program or intervention. If the intervention involves some type of training or development program, the following activities are typically carried out during this phase: (1) Selecting the specific objectives of the program. (2) Developing an appropriate lesson plan for the program. (3) Developing or acquiring the appropriate materials. (4) Determining who will deliver the program. (5) Selecting the most

appropriate method or methods to conduct the program. (6) Scheduling the program. The design phase also involves selecting and developing the content of the program. This means choosing the most appropriate setting for the program (e.g., on the job, in a classroom, online or some combination), the techniques used to facilitate learning (such as lecture, discussion, role play, simulation), and the materials to be used in delivering the program (such as workbooks, job aids, web-based or web-enhanced materials, films, videos, Microsoft power point presentations, etc.)

Implementation phase

The goal of the assessment and design phases is to implement effective HRD programs or interventions. This means that program or intervention must be delivered or implemented using the most appropriate means or methods (as determined in the design phase). Delivering any HRD program generally presents numerous challenges, such as executing the program as planned, creating an environment that enhances the learning, and resolving problems that may arise.

Evaluation Phase

Program evaluation is the final phase of the training and HRD process. This is where the effectiveness of HRD intervention is measured. This is an important but often underemphasized activity. Careful evaluation provides on individual's reaction to the program, how much they learned, whether they use what they learned back and whether the program improved the effectiveness. To make better decisions about various aspects of HRD effort, such as: (1) Continuing to use a particular technique or vendor in future programs. (2) Offering a particular program in the future. (3) Budgeting and resource allocation. (4) Using some other HR or any approach to solve the problems.

ACCOUNTING FRAMEWORK FOR EDUCATIONAL INSTITUTIONS

Accounting Framework is concerned with general purpose financial statements (hereafter referred to as 'financial statements'). Such financial statements are prepared and presented at least annually and are directed toward the common information needs of a wide range of users. These users have to rely on the financial statements as their major source of financial information and cannot prescribe the information they want from an organisation. The general purpose financial statements should, therefore, be prepared and presented with their needs in view. It is often argued that since profit is not the objective of educational institutions, the accounting framework, which is relevant for business entities is not appropriate for educational institutions. With a view to recommend suitable accounting system for educational institution, it would be imperative to understand the major ingredients of an accounting framework. An accounting framework primarily comprises the following:

(a) Elements of financial statements basically comprising income, expenses, assets and liabilities The framework aims to identify the items that should be considered as income, expenses, assets and liabilities by educational institution, for the purpose of including the same in the financial statements by defining the aforesaid terms. Assets are resources controlled by an entity from which future

economic benefits or service potential is expected to flow to the entity. It may thus be noted that the definition of 'asset' would remain the same whether an entity is a business enterprise or an educational institution, in so far as expectation of the future economic benefits is concerned. In other words, what is considered as an asset by a 9 commercial entity e.g., Land, Building, Furniture and Equipment etc., would be considered as an asset by an educational institution also. However, in case of an educational institution, certain items which may not have future economic benefits but have service potential would also be considered as assets. The other elements of financial statements, viz., income, expenses and liabilities, will also remain the same for educational institution as in commercial entities.

(b) Principles for recognition of items of income, expenses, assets and Liabilities These principles lay down the timing of recognition of the aforesaid items in the financial statements of educational institution. In other words, these principles lay down when an item of income, expense, asset or liability should be recognised in the financial statements. There is no difference in the application of the recognition principles to commercial entities and educational institutions. For example, the timing of the recognition of a grant as an income in the financial statements of an organisation does not depend upon the purpose for which the organisation is run. A grant is recognised as income in the financial statements, under accrual basis of accounting, when it becomes reasonably certain that the grant will be received and that the organisation will fulfil the conditions attached to it. Thus, a commercial entity and an educational institution would both follow the aforesaid criteria for recognition of grant as income. Similarly, principles for recognition of other incomes, expenses, assets and liabilities would be the same for commercial entities and educational institutions.

(c) Principles of measurement of items of income, expenses, assets and Liabilities These principles lay down at what amount the aforesaid items should be recognized in the financial statements. Ordinarily, the same principles of measurement would be applicable in case of educational institution as those for commercial entities. In so far as the measurement principles are concerned, the same principles are relevant to a not-for-profit organisation as well as to a commercial entity. For example, depreciation of an asset represents primarily the extent to which the asset is used during an accounting period by an organisation. Thus, whether an asset, such as a photocopying machine, is used by an educational institution or a commercial entity, the measure of charge by way of depreciation depends primarily upon the use of the asset rather than the purpose for which the organisation is run, i.e., profit or not-for-profit motive. Accordingly, the measurement principles for income, assets and liabilities should be the same for commercial entities and not for-profit organisations such as educational institutions.

(d) Presentation and disclosure principles these principles lay down the manner in which the financial statements are to be presented by educational institution and the disclosures to be made therein. In so far as presentation of financial statements is concerned, educational institution generally follow what is known as 'fund based accounting'

whereas the commercial entities do not follow this system. This is because educational institution may be funded by numerous grants, donations or similar contributions, which may or may not impose conditions on their usage. In other words, the use of some funds may be restricted by an outside agency such as a donor or self-imposed by the organisation. It, therefore, follows that the financial statements of educational institution should reflect income, expenses, assets and liabilities in respect of such funds separately so as to enable the users of financial statements such as the contributors, to assess the usage of the funds contributed by them. However, it may be noted that fund based accounting is relevant primarily for the purpose of presentation of financial statements and not for the purpose of identification, recognition and measurement of various items of income, expenses, assets and liabilities. It may be concluded from the above paragraphs that while the identification, recognition and measurement of elements of financial statements are sector neutral, the presentation of financial statements may differ among the two sectors, viz., for-profit sector and not-for-profit sector. Similarly, disclosure principles may also differ. The accounting framework discussed above would apply to all categories and types of educational institution. However, the books of account to be maintained by various educational institutions may depend upon the nature of activities and/or programmes carried on by them.

LEARNING, EDUCATION, TRAINING

Learning is a process of gaining knowledge, skills, or attitudes through formal or informal means. Education is a process involving others as facilitators of learning. These others may be subject matter experts, instructional designers, or deliverers of instruction. Training is a learning process directly tied to specific situational results. In the case of training, the focus is usually based on improving individual and group behavior and performance. Beginning with the end in mind, let's examine the results desired from training. (1) Reaction -- evaluates the training program itself. (2) Learning -- focuses on changes in the participants. (3) Behavior or performance -- deals with the transfer of the learning. (4) Outcomes or results -- is the impact of the training on the productivity and profitability of the organization. While education tends to focus on the first two of these, training should be evaluated by the last two -- on the transfer of learning to the success of the organization.

Training can be useful in many ways to help people function more effectively in team environments, including: (1) Communication: People must learn how to communicate effectively in teams and between teams across the entire institution. Individuals must use communication to resolve and manage conflicts, and to air and resolve grievances and complaints. (2) Team management and functioning: Managing projects, setting goals, clarifying roles, and solving problems in teams are skills that must be developed. New skills must be developed if teams are to operate effectively and efficiently. (3) Leadership development: Team leaders and upper management need to learn how to act as role models for team operation, and how to promote the active building, leadership and management of teams. (4)

Personal development: Individuals need help in overcoming fears about the loss of job security and independence, and to learn how to continue to make individual contributions within team structures. Interpersonal skills need to be developed, especially with respect to group problem solving. (5) Career Development: There is an increasing need for individuals to take charge of the development of their own learning and careers for a variety of reasons: There is increasing rate of change of our institutions and in the knowledge and skills we need to perform our jobs. Career ladders are rapidly shrinking or disappearing as reinstitutions lead to flatter structures. There is an ever-increasing need for us to keep learning to keep up with the rapid growth in knowledge and the rate of change of our workplace environments. And, involvement in one's own development fosters greater commitment to the process than other-directed activities.

CONCLUSION

Human capital is a precious commodity that plays a vital role within institution and contributes directly to their success or failure. The most successful institutions are those that motivate, train and monitor their workforce to function as the backbone. HRD, or human resource development, is a systematic process in which individuals and groups are trained to acquire new competencies to make them more self-reliant and improve their effectiveness in the realization of institutional goals. HRD can give you the tools you need to manage and operate your institutions. Everything -- production, management, marketing, sales, research & development, you-name-it -- everything may be more productive IF individual are sufficiently motivated, trained, informed, managed, utilized and empowered.

REFERENCES

- Elwood F. Holton and James W. Trott, Jr., (1996) Trends toward a Closer Integration of Vocational Education and Human Resources Development, *Journal of Vocational and Technical Education*, Vol. 12, No. 2, p7
- Gilley, J.W. and Eggland, S.A., (1989) *Principles of Human Resource Development*, Addison-Wesley, NY., p. 5.
- James, R. and Hailey, J., (2007). *Capacity Building for NGOs: Making it work*, INTRAC, UK.
- Kelly D, (2001), Dual Perceptions of HRD: Issues for Policy: SME's, Other Constituencies, and the Contested Definitions of Human Resource Development, <http://ro.uow.edu.au/artspapers/26>
- McLagan and Patricia A., (1989) Models for HRD Practice. *Training and Development Journal*, vol 6, pages 49-59.
- PSO (2004). *Monitoring and Evaluation of Capacity Building: Policy and instruments: a PSO manual*. PSO, The Hague.
- Ranking of universities and higher education institutions for student information purposes: report 2009:27 R
- Watson, D. (2006). *Monitoring and Evaluation of Capacity and Capacity Development: A theme paper prepared for the study 'capacity, change and performance*