Research Paper
Impact Factor: 4. 695
Peer Reviewed & Indexed Journal

IJMSRR
E- ISSN - 2349-6746
ISSN -2349-6738

STATUS REVIEW OF HUMAN RESOURCE MANAGEMENT PRACTICES IN PRIVATE ENGINEERING INSTITUTES

Mrs. Amruta Ballal* **Dr. Niyaj S. Sheikh****
** Ph.D Scholar, RTM Nagpur University.*
***Assistant professor, PhD supervisor- RTM Nagpur University.*

Abstract
In today's era most of the private Engineering & other technical Institute have issues such as Institutional culture, Technological advancement, Global Markets, Competitive advantage, Student Satisfaction, revenue and expenses, various student requirements and necessity for efficient employees with a universal attitude insightful every part of the Institute. Effective man power is vital as it is the institutes main performer in accomplishing goals and delivering educational service. Hence the researcher is pursuing with this topic.

The present study is the status review based on secondary data related to human resource management practices in engineering & other technical institutions.

Keyword: HRM, Private Engineering Institutions, Institution Culture.

Introduction

Human Resource Management (HRM) is that perform among a corporation that focuses on enlisting of, administration of, and given that way for those who add the organization. HRM is additionally deals with problems associated with individuals like reimbursement, renting, concert supervision, business growth, security, healthiness, profits, worker motivation, communication, administration, and coaching. HRM could be a strategic and comprehensive approach to managing individuals and also the work culture and atmosphere. Effective HRM permits staff to contribute effectively and fruitfully to the general company direction and also the execution of the company's aims and purposes. Human supply Development (HRD) suggests that to develop obtainable hands through appropriate ways like coaching, encouragements, relocates and chances for profession growth. HRD functions produce a team of well-trained, economical and able administrators and assistants. Such group comprises a very important plus of associate degree enterprise. One organization is completely different from another in the main thanks to the individuals (employees) operating in this. In line with Peter F. Druker, "the wealth, if not the endurance of some company depends on the concert of its administrators of future." The human being resource ought to be nurtured and used for the good thing about the organization.

Key HRM Practices

Description, enlisting, Compensation, coaching and Development, Performance Appraisal, Promotion and Reward, Career designing, Promotion, career designing, transfer, compensation, operating condition and facilities.

Objectives

1. To present the status review of technical education
2. To provides insights into human resource management practices in Engineering & Technical Institution

Technical Education

Technical education plays a vital role in human resource development of the country by creating skilled man power & improving the quality of life. HR is the back bone of Institute. Land, employee, capital etc are used effectively with the help of Human Resource activities. Human Resource develops talent and sharps hidden caliber of manpower, in order that the objectives of staff in addition as Institute may be met along and located fruitful output. The fitting of Indian organizations of Technology, Indian organizations of administration and Indian organizations of Science streams was a serious step within the development of technical education within the country. The standard of education of those institutes has managed to vary the outlook of Republic of India most that this ancient country that was earlier glorious for yoga and mediation is currently glorious for laptop engineers. However, it doesn't mean that the challenge of constructing technical education accessible to the agricultural people and alternative underneath enlarged sectors of the civilization has been beat. History of conveyance formal technical education in Republic of India may be copied back to middle nineteenth century, though it got momentum in twentieth century with the established of formation of technological teaching board of the mid University Board of schooling (CABE) during 1943; groundwork of Sergeant description during 1944 as well as arrangement of All India Council of technological Education (AICTE) during 1945. Through the kingdom achieving self-government during 1947, the event of technical education had become a serious concern for the govt. of democracy of Bharat to look the fresh disputes and go the

nation onward. So as to take care of the quality of technological culture, a legal power- The entire Republic of India Council for Technical Education (AICTE) - was established in 1945. AICTE is accountable for planning, preservation plus formulation of standards as well as sets, excellence guarantee through certification, funding in priority areas, observation and analysis, maintaining parity of certification and awards and making certain organized and incorporated growth and organization of technological culture within the country.

Technical Courses In India

Diploma, Degree, Master degree is the parts of Technical education in India. All the Technical courses in India are approved by AICTE. Engineering, Master of Computer Application (MCA), Pharmacy, Architecture, Master of Business Administration (MBA), Applied Arts, Hotel Management and Catering Technology are known as technical education in India.

Institutes Offering Technical Education In India

The number of Technical Institutes in India is huge in numbers and all are approved by AICTE and affiliated to University. The number of AICTE permitted colleges offers degree in engineering courses in India are - 4, 39,689. In India more than 1200 Institutes offer diploma courses, more than 60 offers Hotel and Catering Technology Management. 25 institutes approved by AICTE offers diploma courses in Architecture. More than 1000 institutes offer master of Computer Application. AICTE also approves the institutes to offer the Master of Business Administration courses. AICTE also approved the institutes to offer, Master of Engineering or Master of Technology, Architecture. To increase the Hotel business and attract the tourists the AICTE also approves the institutes to offer courses like Hotel Management, Catering Technology. For some institutes the AICTE gives approval to offer applied arts courses. Given the importance of technical culture in the further development of the country, the Indian Government is taking interest to develop more institutes in the row of IITs, IISCs and IIMs. The Indian Prime Minister was given an improvement plan to establish all IITs IISCs and IIMs to develop and extend the quality of technical education in India. Many private institutes approved by AICTE and few foreign technical institutes are providing the potential to technical education accessible to all regions of society including remote areas in India with the quality of education. Human Resources Developments are devoted to scientific improvement, progress in technology and also financial growth of the nation through development of human resources. It was based on the principle, “Think worldwide and Act locally” and to remain the endeavored, so that country welfare are made compulsory to dishevel with and surrounded in the universal goals of civilization. To provide teaching and learning of again and again high stands through adaptable programmes and innovative that was responsible to the rising and current needs of the society. Human Resource Management practices and kind of workforce help to attain Institutes competitiveness. Human Resource Management is the Institutional function that enhances creativeness, rapidity, innovation, elasticity and effectiveness of the workforce to transform them into Institutional assets. Human Resource Management is now highly recognized as a strategic lever for the Institute in creating value. Chandrapur & Gadchiroli district is known for engineering education rather it is engineering education hub. There are 3 Private Engineering Institutes are offering various Engineering Courses like B.E.(Electronics), B.E. (E&TC), B.E.(Computer Science), B.E. (I.T.), B.E.(Civil), B.E.(Electrical), B.E.(Production), B.E. (Automobile), B.E.(Mechanical), B.E.(Instrumentation) & which are approved by AICTE , New Delhi and Directorate of Technical Education of Maharashtra Government & Gondwana University , Gadchiroli. Engineering is a broad discipline surrounding wide range of a wealth of information & skills with the development in technology, the engineers’ prerequisite today is not to covenant with complex mathematical problem but to think logically and increase solutions to various engineering issues through information technology. The scope of institute of engineering works with a vision of transforming its students into inspired, skilled and professional engineers. The importance of the courses now is to develop craftsmanship and skills to meet a Engineering & Technical level of excellence and knowledge. Engineering Colleges works with a visualization of transforming there alumina addicted to capable, professional and enthused engineers. The Engineering colleges aim to transport not presently the uppermost excellence of technical education to their students through an learning oriented, interactive environment, the latest infrastructure, advanced laboratories and well qualified, enthusiastic employees with the innovative, holistic and learning set of existence skill that was brush up students to face the industry in the years to approach.

Status Review

Various literature reviews conveys that institutions of technical education normally spend large on consumption rather than investment. The expenses on salary, wages, stationery & expenses on regular affairs are increasing whereas investment in infrastructure, laboratories, equipments and libraries and on practical research are reducing and rarely happens. Human capital formation should be the target of Engineering & Technical educational institutions and for achieving it, the Engineering & Technical institutions should invest in and for quality & senior human beings, rather than spending on consumption.

Review of contemporary literature provides that the major players in Engineering & Technical education are the government, private management, politicians, teachers, students, parents, and the society by and large. But no-one is performing in the manner that high quality Engineering & Technical education demands. Worthwhile efforts are missing from all the stakeholders. A large number of teachers have entered the teaching profession without having the qualifications and the essential qualities and it creates hurdles on the road of human resources formation in Engineering & Technical education.
It is also understood that there has not been significant investment in human resources in Engineering & Technical education and what we witness and experience is all about the unreliable theories of expenditure. The casualty in the expenditure-investment theory is quality human resources. The stakeholders must be bothering about investment in human resources rather than listening to the expenditure part on Engineering & Technical education.

The regulatory bodies like AICTE & UGC are playing vital role. They are framing the rules & regulations in order to provide quality education.

Conclusion

The regulatory bodies like AICTE & UGC are trying to improve quality but they unable to offer much needed solution for better human resource management practices. The human resource management practices adopted by the private engineering & technical institutions are not supporting quality manpower. Most of these institutions are running for profit at the cost of quality. In order to ensure quality education, authorities must ensure that proper human resource management practices are followed at private engineering & technical institutions.

References

1. S. S. Verma, 2010, "Problems Emerging in Technical Education", the Indian Journal of Technical Education, Vol.32, No.2, pp. 87-92.
2. S. Shekhar, A. Arora, V. P. Promod, 2010, "Customer view Analysis of the Financial Resources in Indian Engineering Education- a QFD Approach", the Indian Journal of Technical Education, Vol.32, No.2, pp. 55-66.
3. Sindhu R., K.G. Viswanadhan, 2008, "Methodology for Course Development for an Engineering Cource", the Indian Journal of Technical Education, Vol.31, No.4, pp. 52-59.
4. Suram S. Verma, P. K. Jain, Sarabjit Singh, 2008, "Industry and Institute Interaction: A Sliet Experience", the Indian Journal of Technical Education, Vol.31, No.4, pp. 31-35.
5. Stamatis Paleocrassas, Kostas Tsiantis, Vassilis Dimitropoulos, Stavros Pagkalos, Giorgios Pavlidis, Alexis Nikolopoulos, and Xenia Tsaliagou, 2010, "Reforming TVET Teachers' Professional Development in Greece: A Needs- Based Policy", International Journal of Vocational Education and Training, Vol.17, No.2, pp.84-100.
6. T. Marchant, 1999, "Strategies For Improving Individual Performance and Job Satisfaction at Meadowvale Health", Journal of Management Practice, Vol. 2 No. 3, pp. 63-70.
7. Azad, J.L, (1978), Financing of Higher Education in India, Bombay, p.99. University Press, Bombay.
8. Amrik Singh. (1985), Redeeming Higher Education, Essays on Educational Policy, Ajantha publications, New Delhi, p.131.
9. Walter W.C. Mahon, (2000), Investments in Higher Education, University of Illinois, Laxington Books, D.C. Health Company, p.261.
10. www.aicte.org.in.
11. www.dte.org.in