

# Need for Internal Reformation of Apply Innovative Technologies to Train Teaching and Non-Teaching Staff for NAAC Accreditation in Colleges of Nagpur District

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## Abstract:-

In this research article the researcher present Need for Internal Reformation of Apply Innovative Technologies to Train Teaching and Non-Teaching Staff for NAAC Accreditation in Colleges of Nagpur District

This paper present interpretation of data collected from 15 NAAC accredited colleges in 5 districts of Nagpur District. For the study purpose responses from 150 (10 from each college) teaching staff, 120 (8 from each college) non-teaching staffs have taken. Hence, data is collected from total 870 respondents in NAAC accredited colleges in Nagpur District.

## I. INTRODUCTION

Learning organizations are essentially service providers but they are also work places for their employees. So, learning organizations cannot remain unaffected by the changes taking place world over. Education is today looked on as a business world over, including India and the competition is getting stiff. In this competitive scenario, management of human resources in universities is just as challenging as it is in any other organization. The human resource management strategies of an organization influence the way in which its employees work as well as how the organization itself works. Higher Education Organizations undergo fundamental changes due to globalization, growing competition for funding and staff as well as increasing institutional autonomy. These changes are linked to new responsibilities requiring greater managerial and leadership competences. Despite the high expenditures of higher education organizations on their staff a systematic application of strategic planning, managing and developing of human resources is only poorly established.

HRD activities strive towards activities that advance staff member's competencies so they have the skills to assume tasks aligned with the strategic direction of the university. If the strategic direction is not clear or HRD activities are not in alignment with the strategy, HRD activities become inefficient and useless, even if they are excellent. Therefore, it is crucial to understand the role of higher education and the current flow of their change to figure out what role career development should play in learning organizations.

Learning organizations are by their very nature organizations for HRD since they teach students and scientific employees, and lectures in each discipline can be related to individual skills. This strongly implies that all the contents in HEIs can be related to individual skills and HRD. Moreover, in the changing world of work, the distinction between academic and vocational/practical work becomes blurred.

Hence, in the backdrop of above information present study attempted to find out the current scenario of Human Resource development of NAAC accredited learning organizations in Nagpur District. This will enable to find out scope for improvement of HRD policies of NAAC accredited educational organizations. This will help in improving the quality of education provided by these organizations to their students. Thus, this study is significant for improvement and betterment of learning quality of learning organizations in Nagpur District of Maharashtra.

**Table 1:** Opinion of teaching staff about management use new technologies for training

Management use new technologies for training	Frequency	Percent
Yes	133	88.7
No	17	11.3
<b>Total</b>	<b>150</b>	<b>100.0</b>
<b>Chi Square Value</b>	<b>116.036</b>	

Degrees of Freedom (df)	1
Significance	0.000

**Table 1** opinion of teaching staff about management use new technologies for training. It is evident from the information that according to 88.7% teaching staff management use new technologies for training. Furthermore 11.3% teaching staff do not feel that management use new technologies for training. The chi square statistics shows that at df 1 and significant level 0.000 the chi square value is 116.036, which means that there is significant difference in opinion about management use new technologies for training, high percentage of teaching staff feels that management use new technologies for training.

**Table 2:** Opinion of non-teaching staff about management use new technologies for training

Management use new technologies for training	Frequency	Percent
Yes	117	97.5
No	3	2.5
<b>Total</b>	<b>120</b>	<b>100</b>
<b>Chi Square Value</b>	<b>108.300</b>	
<b>Degrees of Freedom (df)</b>	<b>1</b>	
<b>Significance</b>	<b>0.000</b>	

**Table 2** opinion of non-teaching staff about management use new technologies for training. It is evident from the information that according to 97.5% non-teaching staff management use new technologies for training. Furthermore 2.5% non-teaching staff do not feel that management use new technologies for training. The chi square statistics shows that at df 1 and significant level 0.000 the chi square value is 108.300, which means that there is significant difference in opinion about management use new technologies for training, high percentage of non-teaching staff feels that management use new technologies for training.

**Table 3:** Opinion of teaching staff regarding satisfaction with HRM Department or Committee and its work procedure

Satisfaction with HRM Department or Committee	Frequency	Percent
Yes	114	76.0
No	36	24.0
<b>Total</b>	<b>150</b>	<b>100.0</b>
<b>Chi Square Value</b>	<b>78.125</b>	
<b>Degrees of Freedom (df)</b>	<b>1</b>	
<b>Significance</b>	<b>0.000</b>	

**Table 3** illustrates opinion of teaching staff regarding satisfaction with HRM Department or Committee and its work procedure. It is evident from the information that 76.0% teaching staff are satisfied with the HRM Department or Committee and its work procedure. Furthermore, 24.0% teaching staff are not satisfied with the HRM Department or Committee and its work procedure. The chi square statistics shows that at df 1 and significant level 0.000 the chi square value is 78.125, which means that

there is significant difference in satisfaction of the teaching staff with the HRM Department or Committee and its work procedure, high percentage of teaching staff are satisfied with the HRM Department or Committee and its work procedure.

**Table 4:** Opinion of non-teaching staff regarding satisfaction with HRM Department or Committee and its work procedure

Satisfaction with HRM Department or Committee	Frequency	Percent
Yes	112	93.3
No	8	6.7
<b>Total</b>	<b>120</b>	<b>100</b>
<b>Chi Square Value</b>	<b>97.855</b>	
<b>Degrees of Freedom (df)</b>	<b>1</b>	
<b>Significance</b>	<b>0.000</b>	

**Table 4:** illustrates opinion of non-teaching staff regarding satisfaction with HRM Department or Committee and its work procedure. It is evident from the information that 93.3% non-teaching staff are satisfied with the HRM Department or Committee and its work procedure. Furthermore 6.7% non-teaching staff are not satisfied with the HRM Department or Committee and its work procedure. The chi square statistics shows that at df 1 and significant level 0.000 the chi square value is 97.855, which means that there is significant difference in satisfaction of the non-teaching staff with the HRM Department or Committee and its work procedure, high percentage of non-teaching staff are satisfied with the HRM Department or Committee and its work procedure.

## II. CONCLUSION

It is evident from result (Table-1) that according to significantly (Chi Square- 116.036; df-1;  $p < 0.05$ ) high percentage (88.7%) of teaching staff, management use new technologies for training. (Table-2) also illustrates that according to significantly (Chi Square- 108.300; df-1;  $p < 0.05$ ) high percentage (97.5%) of non-teaching staff, management use new technologies for training. It is evident from result (Table-3) that significantly (Chi Square- 78.125; df-1;  $p < 0.05$ ) high percentage (76.0%) of teaching staff satisfied with the HRM Department or Committee and its work procedure. (Table-4) also illustrates that significantly (Chi Square- 97.855; df-1;  $p < 0.05$ ) high percentage (93.3%) of non-teaching staff satisfied with the HRM Department or Committee and its work procedure.

## III. REFERENCES

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