

# UNIVERSITY GRANTS COMMISSION

## MINOR RESEARCH PROJECT

### “Financial Analysis of Urban Co-operative credit banks in Nashik District”

#### An Executive Summary

##### **Introduction:**

The Urban co-operative credit banks have good opportunity for micro economic benefits but as they are controlled by political leaders, they tend to show rigidity for profits. These banks suffer with NPA burden, High Liquidity options which actually put pressure on profits.

##### **Origin of the Research Problem**

UCCBs mainly try to satisfy the management body by allocating funds and loans without any fundamental security there by creating liquidity in the transactions some of the UCCBs have NPAs worth 40% of the total turnover, which definitely puts pressure on banks performance. So understanding these problems and trying to get solutions to these is the main aim of the project.

##### **Interdisciplinary Relevance**

The cost analysis, through the annual financial report and financial statements, checking various deposits, savings loan dispersion and system adopted in debit and credit creations will be undertaken by the commerce department students of the college, who are part of this project. These solutions will get a boost not only to UCCB but also the Apex banks who finance them.

##### **Review of Research and Development in the Subject:**

Financial analysis study have shown useful guidance to the banks in controlling the pressure on profits, controlling NPA burdens and also maintaining proper liquidity ratio in the banks.

##### **International Scenario**

India has emerged as the strongest banking system in the world. RBI's Regulations and control over the system is good. Internationally, weak financial systems have caused many setbacks to economy of countries. Today also the recession, currency problems, bailout of essential sectors in Europe is still going on.

## **National Scenario**

In India UCCB's have great role to play in building micro financing. India has the largest unorganized trader, labour and services sector. Soc micro financial abilities will definitely solve the major problems of people in these sectors.

## **Significance of the study**

The study in mainly to guide the UCCB's through proper analysis of deposit mobilization quality of lending, capital adequacy analysis, liquidity analysis, earnings performance analysis. and ratio management also enables the banks to set up a proper analytical frame work used in the process of financial accounts, financial statements are therefore the starting point of bank financial appraisal.

## **Its potential contribution to knowledge in the field of social relevance or national importance.**

This study of Ratio Analysis of UCCBs in North Maharashtra is more helpful & useful for improving the effective banking transactions, reduce NPA and providing effective finance to micro segments in the society. It is also helpful to implement their financial transactions as per the RBI norms, so that banks will extend their finance & working capital.

## **Objectives**

1. To enable the banks to minimize the NPA.
2. To adopt proper analytical framework used in the process of financial accounts.
3. To make use of micro financial skills to enhance customer base and profitability.
- 4 To reduce adjustments in financial statements at the year end and false profit projections.
5. To make UCCB's most useful & effective micro financing units in India.
6. To maintain standard Ratio management as per the RBI's norms.

## **Methodology**

The project will select the 25% best performing UCCB's and 25% poor performing UCCB's out of 44 UCCBs and their financial analysis will be made. Then

comparative study and outcome of performance analysis will be understood. (25% Best performing and 25% poor performing UCCB's units are selected)

### **Conclusion :**

Conclusion of poor performing & best performing Urban Co-operative Credit Banks in Nashik district during the year 2009-10 to 2014-15 are as follows -

### **Share Capital :**

Minimum and maximum share capital of (pp) UCCBs is Rs.23 and Rs. 94 Lacks respectively.

At the end of March 2015 total share capital of (pp) UCCBs of Nashik district is Rs. 302 Lacks.

Average share capital of (pp) UCCBs in Nashik district Rs. 60 lacks in this period.

Average growth rate of share capital of (pp) UCCBs is only 5%. Standard growth rate of share capital is 20%.

Actually we found that there is no growth in share capital of (pp) UCCBs during this period as per standard growth rate. As per RBI norms.

### **Deposits :**

Minimum and maximum deposits of (pp) UCCBs is Rs.117 and Rs. 1185 Lacks respectively.

At the end of March 2015 total deposits of (pp) UCCBs of Nashik district is Rs. 5859 Lacks.

Average deposits of (pp) UCCBs in Nashik district Rs. 1172 lacks in this period.

Average growth rate of deposits of (pp) UCCBs is only 31%. Standard growth rate of deposit is 25%,

Actually we found that only 40% (pp) UCCBs growth in deposits is seen as per standard rate while 60% (pp) UCCBs average growth of deposits is less than standard rate.

### **Advances :**

Minimum and maximum advances of (pp) UCCBs is Rs. 70 and Rs. 1183 Lacks respectively.

At the end of March 2015 total advances of (pp) UCCBs of Nashik district is Rs. 2917 Lacks.

Average advances of (pp) UCCBs in Nashik district Rs. 583 lacks in this period. Average growth rate of advances of (pp) UCCBs is only 28%. Standard growth rate of advances is 20%. 20% (pp) UCCBs growth rate of advances is 20%, 20% (pp) UCCBs growth rate of advances is upto standard while 80% (pp) UCCBs growth rate of advances is below standard.

**Working capitals :**

Evaluating growth in working capital is more effective parameter of UCCBs performance.

Minimum and maximum working capital of (pp) UCCBs is Rs.175 and Rs. 2102 Lacks respectively.

At the end of March 2015 total working capital of (pp) UCCBs of Nashik district is Rs. 5417 Lacks.

Average working capital of (pp) UCCBs in Nashik district Rs. 1083 lacks in this period. Average growth rate of working capital of (pp) UCCBs is only 30%.

**Overdues :**

Minimum and maximum overdues of (pp) UCCBs is Rs.3 and Rs. 17 Lacks respectively.

At the end of March 2015 total overdues of (pp) UCCBs of Nashik district is Rs. 48 Lacks.

Average overdues of (pp) UCCBs in Nashik district Rs. 10 lacks in this period.

**NPA :**

Minimum and maximum NPA of (pp) UCCBs is 15% and 26% respectively.

At the end of March 2015 total NPA of (pp) UCCBs of Nashik district is 13%.

Average NPA of (pp) UCCBs in Nashik district 5% in this period.

**RBI Rate :**

40% (pp) UCCBs get B+ rate from RBI at the end of March 2015.

20% (pp) UCCBs get B rate from RBI at the end of Mare 2015.

20% (pp) UCCBs get C rate from RBI at the end of Mare 2015.

20% (pp) UCCBs get C+ rate from RBI at the end of Mare 2015.

**Share Capital :**

Minimum and maximum share capital of (bp) UCCBs is Rs.346 and Rs. 4633 Lacks respectively.

At the end of March 2015 total share capital of (bp) UCCBs of Nashik district is Rs. 7760 Lacks.

Average share capital of (bp) UCCBs in Nashik district Rs. 1552 lacks in this period.

Average growth rate of share capital of (bp) UCCBs is only 10%.

Standard growth rate of share capital is 20%, actually we found that there is no growth in share capital of (bp) UCCBs during this period as per standard growth rate. As per RBI norms.

**Deposits :**

Minimum and maximum deposits of (bp) UCCBs is Rs.9208 lacks and Rs. 140144 Lacks respectively.

At the end of March 2015 total deposits of (bp) UCCBs of Nashik district is Rs. 137296 Lacks.

Average deposits of (bp) UCCBs in Nashik district Rs. 27459 lacks in this period.

Average growth rate of deposits of (bp) UCCBs is only 11%.

Standard growth rate of deposit is 25%, actually we found that only 60% (bp) UCCBs growth in deposits is seen as per standard rate while 40% (bp) UCCBs average growth of deposits is less than standard rate.

**Advance :**

Minimum and maximum advances of (bp) UCCBs is Rs.6290 and Rs. 94403 Lacks respectively.

At the end of March 2015 total advances of (bp) UCCBs of Nashik district is Rs. 149308 Lacks.

Average advances of (bp) UCCBs in Nashik district Rs. 29862 lacks in this period.

Average growth rate of advances of (bp) UCCBs is only 1%.

Standard growth rate of advances is 20%. 40% (bp) UCCBs growth rate of advances is 20%, 40% (bp) UCCBs growth rate of advances is upto standard while 60% (bp) UCCBs growth rate of advances is below standard.

**Working capital :**

Evaluating growth in working capital is more effective parameter of UCCBs performance.

Minimum and maximum working capital of (bp) UCCBs is Rs.10340 and Rs. 1810665 Lacks respectively.

At the end of March 2015 total working capital of (bp) UCCBs of Nashik district is Rs. 1925485 Lacks.

Average working capital of (bp) UCCBs in Nashik district Rs. 385097 lacks in this period.

Average growth rate of working capital of (bp) UCCBs is only 16%.

**Overdues :**

Minimum and maximum overdues of (bp) UCCBs is Rs.1 Lacks and Rs. 17 Lacks respectively.

At the end of March 2015 total overdues of (bp) UCCBs of Nashik district is Rs. 32 Lacks.

Average overdues of (bp) UCCBs in Nashik district Rs. 7 lacks in this period.

**NPA :**

Minimum and maximum NPA of (bp) UCCBs is 1% and 8% respectively.

At the end of March 2015 total NPA of (bp) UCCBs of Nashik district is 8%.

Average NPA of (bp) UCCBs in Nashik district 2% in this period.

**RBI Rate :**

40% (bp) UCCBs get B+ rate from RBI at the end of March 2015.

20% (bp) UCCBs get B rate from RBI at the end of March 2015.

40% (bp) UCCBs get 1 rate from RBI at the end of Mare 2015.

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**Projected Submitted To - University Grants Commission**  
**Savitribai Phule Pune University**

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Mr./Ms./Prof./Dr. S. K. Subhakar of M.G. College, Maharashtra Group, Dist. Nashik has participated / presented a paper titled A study of relation between growth of share Capital and Membership of G-99 bank's group in Pune District in the National Conference on Business Management and Information Technology: Challenges & Strategies for Global Competitiveness (NCBMIT-2012) 15th December 2012.

  
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ISSN No. : 0976-8262

Vol. - III, Issue - I, January - December 2013

# KHOJ

JOURNAL OF INDIAN MANAGEMENT  
RESEARCH AND PRACTICES

Special Edition

## CONFERENCE PROCEEDING

National Conference on Business Management  
& Information Technology :  
Challenges & Strategies for Global Competitiveness  
(NCBMIT - 2012)

15<sup>th</sup> December 2012



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## A study of relation between growth of Share Capital and Membership of Urban Cooperative Bank's growth in Pune District

Dr. S. K. Wadekar<sup>1</sup>, Deepali Ashok Pujari<sup>2</sup>

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### ABSTRACT:-

Urban co-operative banks play a very significant role in the Indian banking sector. Due to highly competitive and globalized business environment, the urban co-operative bank has been changed and working as professional. Increasing political hindrance in co-operatives has also affected the strong growth of the cooperative organization. In order to make the management of these banks professional and managing the affairs of these banks on scientific lines, there are several institutions which are directly or indirectly connected involved in imparting education and training to all levels of management. In view of the financial sector reforms, Urban Co-operative Banking Sector acts as to make them self-reliant and self-supporting. In Pune district there are fifty four UCB's cross the business of fifty cores. The purpose of this paper examines the growth of the urban cooperative banks in Pune District

### Key words:-

political hindrance, self-reliant institution, Real Time Gross Settlement System, multi-layered regulatory, non-disruptive exit.

### 1. INTRODUCTION

Urban cooperative bank have been organized to help the middle class and the weaker section of the community. The government gave importance to organization of credit agriculture credit cooperatives. Financial assistance and managerial help were provided to the agricultural credit co-operative on a large scale. The urban co-operative bank were expected to grow on their own accords. Such circumstances posed both a challenge and an opportunity for the urban cooperative bank to grow and stand as voluntary and self-reliant institution.

As the urban middle class have been under the grip of money lenders, agencies like Urban cooperative banks can give relief to such population. Small traders, businessmen, artisans and self-employed people can also improve their income by means of getting loans for production purpose. Unemployment in urban areas could be reduced by means of encouraging self-employment schemes.

As at end-March 2011, there were 1,645 UCBs operating in the country, of which majority were non-scheduled UCBs. Moreover, while majority of the UCBs were operating within a single State. In recent years, the integration of cooperative banks with the financial sector has increased following the inclusion of UCBs in Indian Financial Network (INFNET) and Real Time Gross Settlement System (RTGS) from November 2010.

An analysis of performance of the UCB sector according to assets, deposits and Advances size were further confirmed that there was a concentration of business in favour of UCBs with larger asset size.

### 2. CURRENT SCENARIO OF THE URBAN COOPERATIVE BANK

During the period 1991-2004 the UCB sector witnessed substantial growth possibly encouraged by the liberalized policy environment in post-reform period.

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Alongside, a number of entities in the UCB sector became weak and unviable, eroding public confidence and posing systemic risk to the sector. Keeping in view the heterogeneity of this sector, the Reserve Bank proposed a multi-layered regulatory and supervisory approach specifically aimed at revival and strengthening of UCBs in its vision document for UCB sector, 2005. In the vision document the Reserve Bank propose demerger/amalgamation of viable entities within the sector and non-disruptive exit of the unviable ones. In the recent years there has been a decrease in total number of UCBs as an outcome of the ongoing consolidation process in this sector.

UCBs are classified into four categories, viz., grade I, II, III and IV based on their financial performance in terms of certain parameters like CRAR, net NPAs and history of profits/loss. UCBs categorised as grade I and II are considered as financially stronger than that of grade III and IV. As at end-March 2011, there were 54 UCBs operating in the Pune District.

### 3. OBJECTIVE OF THE STUDY:-

The present paper focus on the Capital and Membership of selected cooperative bank in Pune district.

1. To study the growth of the paid up capital of co-operative bank.
2. To study the trend of membership.
3. To find out the relation between the paid up capital Capital and Membership.

### 4. HYPOTHESES FOR THE STUDY

1. There is significant difference between the growth of the Capital of Cooperative bank.
2. There is significant difference between the growth in Membership of Co-operative bank.
3. There is significant difference between the growth of the Capital and Membership of Co-operative bank.

### 5. RESEARCH METHODOLOGY

The present study adopts an analytical and descriptive research design. The data of the sample has been collected from the annual report and balance sheet of the banks.

#### A) SAMPLE DESIGN

The study is done with special reference to Urban Cooperative banks in Pune district. The technique of "Convenience sampling" is being adopted for the study. Eight cooperative banks are chosen as sample size for

the study.

#### B) TIME PERIOD OF THE STUDY:-

For the study the period from 2001-2010 is taken.

#### C) TOOL USED FOR ANALYSIS:-

The statistical technique used in study is Correlation.

#### 6. ANALYSIS AND INTERPRETATION:-

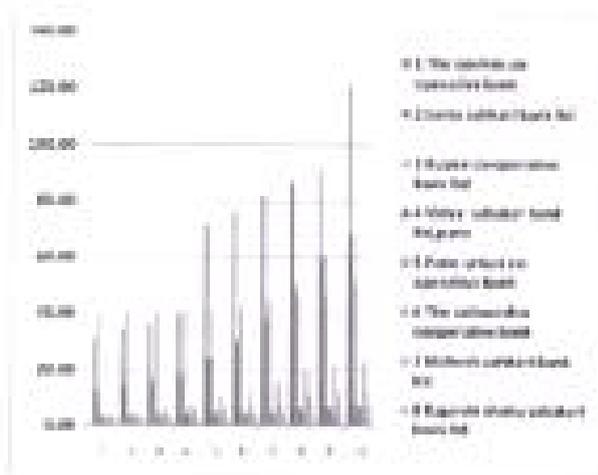
##### a) Share Capital:-

Share capital is one of the primary sources of internal capital in urban cooperative banks. Share capital occupies an important place among the owned funds. Owned funds of urban banks can be strengthened by means of increasing the share capital, because reserve cannot be increased easily.

**STATEMENT SHOWING THE GROWTH OF SHARE CAPITAL OF SELECTED UCIB'S IN PUNE DISTRICT (Table 1)**

SERNO	NAME OF BANK	2001-2002	2002-2003	2003-2004	2004-2005	2005-2006	2006-2007	2007-2008	2008-2009	2009-2010	2010-2011
1	The eastern co-operative bank	31.50	34.37	37.00	39.75	42.09	46.04	51.87	56.91	61.92	121.11
2	Janta sabkari bank ltd	12.09	14.98	16.47	18.54	24.29	30.6	37.31	50.19	60.86	68.60
3	Rajawade co-operation bank ltd	40.49	40.65	40.98	41.45	42.19	43.09	44.81	46.06	46.06	50.93
4	Vidya sabkari bank (td) pune	3.21	4.01	4.46	4.73	5.23	5.48	5.57	6.35	7.18	8.28
5	Pune urban co-operative bank	2.4	2.76	2.98	3.31	3.57	4.16	4.51	5.07	5.25	6.48
6	The viharwad cooperative bank	3.3	4.76	6.47	7.89	10.13	12.7	16.14	19.32	21.91	23.33
7	Mahesh sabkari bank ltd	4.27	4.41	4.73	5.57	6.32	7.63	8.87	10.08	11.76	12.94
8	Rajawade shahu sabkari bank ltd	2.19	2.52	2.75	3.06	3.39	3.87	4.71	5.33	5.67	6.89
	share capital total	89.54	108.44	118.92	124.3	137.31	154.17	173.89	178.3	200.71	208.28

**GRAPH SHOWING THE GROWTH OF SHARE CAPITAL OF SELECTED UCIB'S IN PUNE DISTRICT**



**INTERPRETATION**

Share capital of urban co-op. bank has increased during the period from 2001-2010 Increase in the share capital ensured the success and sound functioning of selected urban co-op banks in Pune District. Particularly the growth of Cosmos bank, Janta Sabkari bank and Rajawade co-op-bank is remarkable. The total share capital of all

these selected banks increased though there was fluctuation in the growth rates. Some of the main factors for this increase could be the spirit of devotion and sincerity among the officers and the staffs of the bank, Computerization and Up gradation of Technology, customer satisfaction, Various types of services provided. One of the means of raising share capital contribution of members is to link their borrowing with the share capital.

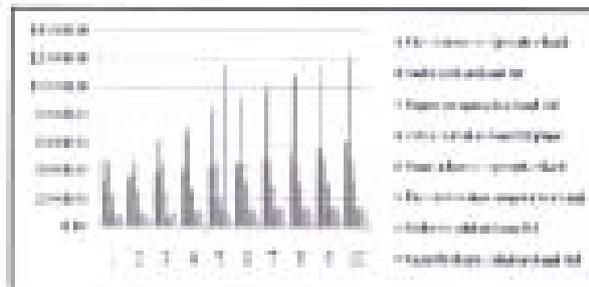
**b) Membership**

Membership is open to everyone over the age of 18 and gives you a share in the profits, a say in how businesses are run and access to products and services from the Co-operative Group. As a member they are part of something genuinely good that is about creating value for its members rather than making profits for large shareholders. The Co-operative Membership invests in the communities we live in and takes its responsibilities to the society.

**STATEMENT SHOWING THE GROWTH OF SHARE CAPITAL OF SELECTED UCBS  
IN PUNE DISTRICT (Table 2)**

Sl. No.	NAME OF BANK	2001 - 2002	2002- 2003	2003- 2004	2004- 2005	2005- 2006	2006- 2007	2007- 2008	2008- 2009	2009- 2010	2010- 2011
1	The zeevan co-operative bank	32385	39910	38919	40863	42969	45566	50473	53251	56160	60968
2	Janta sahakar bank ltd	48344	55999	62985	70606	82083	93892	11705	108948	115584	123169
3	Rupree co-operative bank ltd	41947	49950	44421	44917	45442	46798	47250	48952	48512	50257
4	Vidya sahakar bank ltd pune	23564	25637	27697	27975	19825	30940	30840	31083	31953	33626
5	Pune urban co-operative bank	11375	11834	6724	12268	12405	13628	12827	13995	13376	13917
6	The vidhwanth cooperative bank	8471	9250	9943	10729	115537	12549	13413	14807	15368	15822
7	Mahesh sahakar bank ltd	10399	10471	10831	11542	12452	13362	14001	14379	14769	14678
8	Rajawade shaha sahakar bank ltd	7565	6586	12138	7147	7986	8169	8752	9051	9204	9732

**GRAPH SHOWING THE GROWTH OF MEMBERSHIP OF SELECTED UCBS IN PUNE DISTRICT**



**INTERPRETATION**

The membership is increased due to long term borrowers are increased in the bank. There was steady growth rate in membership of selected bank and sometimes it reduced in percentage due to change in policy regarding lending and transfers. Member get tax benefit on the dividend on equity capital this is one of the reason that after repayment of loan amount the loan issuer still remain in bank as member or equity shareholder.

**c) CORRELATION COEFFICIENT**

The progress of the urban cooperative bank consists a detailed and systematic assessment of its selective variables like share capital and membership.

**Pearson's Correlation Coefficient, r**

Correlation is a technique for investigating the relationship between two quantitative, continuous variables. Correlation tells you that as one variable changes, the other seems to change in a predictable way.

**1. Karl Pearson's Co-Efficient of Correlation:**

Of the several mathematical method of measuring correlation, the Karl Pearson's method, popularly known as Pearsonian co-efficient of correlation, it most widely used in practice. The Pearsonian co-efficient of correlation is denoted by the symbol r.

The Correlation co-efficient between some of the variables like Membership, Share Capital of the UCBS can be studied through the method of Karl Pearson's co-efficient of correlation.

**STATEMENT SHOWING THE CORRELATION BETWEEN SHARE CAPITAL, and MEMBERSHIP OF SELECTED UCB'S IN PUNE DISTRICT (Table 3)**

S.N.	NAME OF BANK	Total capital for 10 years (in crores)	Total member of 10 years (in Numbers)
1	The coomes co-operative bank,	674.66	457384
2	Janta sakhari bank ltd.	135.79	984956
3	Rapur co-operative bank ltd.	436.79	462846
4	Vidya sakhari bank Solapur	15.51	282548
5	Pune urban co-operative bank	41.44	125844
6	The vishwavidhar cooperative bank	128.11	121593
7	Mahesh sakhari bank ltd	77.28	126854
8	Rajarshi shaha sakhari bank ltd.	41.37	85861
		r	<b>0.64410304</b>

**INTERPRETATION:-**

Since the calculated value of correlation is 0.644 is  $> 0.75$  and  $> .5$  the growth of the Capital increase as the Membership of Co-operative bank increases. Hence it is concluded that the change in one variable creates a corresponding change in the other.

**7. CONCLUSION:**

There is significant difference between the growth of the Capital of Cooperative bank and Membership of Co-operative bank. Membership, Share Capital are showing a significantly and undisturbing trend through the application of statistical tools applied in the study. Therefore it may be concluded that the UCB's are the road of progress. This also clear that, the UCB's is enjoying a predominant position in the banking

Industry.

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2013-14 19

# International Seminar on

## Ethics and Corporate Social Responsibility: Emerging Issues and Challenges

This is to certify that Dr. S.K. Wadkar  
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has participated and presented the paper entitled A Study of Human  
Resource Management in Institutions of Higher Education  
at the International Seminar on Ethics and Corporate Social Responsibility:  
Emerging Issues and Challenges held on 08<sup>th</sup> March, 2014, at Hotel  
Aurora Towers, Camp, Pune. (MS) India.

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## A STUDY OF HUMAN RESOURCE MANAGEMENT IN INSTITUTIONS OF HIGHER EDUCATION

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### Introduction

Today, global wealth is concentrated less and less in factories, land, tools, and machinery but more and more in human resources of the world. The knowledge, skills, and resourcefulness of people are increasingly critical to the world economy. Human capital in the United States is now estimated to be at least three times more important than physical capital. A century ago, this would not have been the case.

Human Resource Management (HRM) is a relatively new approach to manage people in any organization. In this approach, people are considered the key resource. It is concerned with the human dimension in management of an organization. Since an organization is a body of people, their acquisition, development of skills, motivation for higher levels of achievements, as well as ensuring maintenance of their level of commitment are all significant activities. These activities fall in the domain of HRM. Human Resource Management is a process, which consists of four main activities, namely, acquisition, development, motivation, as well as retention of human resources.

Human resource management means management of people at work. HRM is the process which links people with organizations and helps both people and organization to achieve each others goal. Various policies, processes and practices are designed to help both employees and organization's to achieve their goals. Human resource management is branch of management that deals with people at work; it is concerned with the human dimensions of management of the organization. As organization consists of people, therefore acquiring these, developing their skills, providing them motivation in order to attain higher goal and ensuring that the level of commitment is maintained are the important activities. Human resource constitutes of all the management decisions responsible for relationship between organization and employees.

HRM is the field of management which plans, organizes, controls the functions of procurement, development, maintenance and utilization of the work force.

Developing the management of human resources is becoming a key challenge in higher education institutions worldwide. Complex academic communities need appropriate career management procedures, as well as national policies, which support the institutions in recruiting, motivating and keeping qualified staff.

### Statement of the Problem

Higher education has given ample proof of its stability over the centuries and of its ability to change and to induce change and progress in society. Owing to the scope and pace of change, society has become increasingly knowledge-based in that higher learning and research now act as essential components of cultural, socio-economic and environmentally sustainable development of individuals, communities and nations. Faculty quality is generally accepted as the most important determinant of the overall quality of a higher education institution. "A study of Human Resource Management in Institutions of Higher Education" is a topic proposed for in-depth investigation for the reasons stated below:

Higher education institutions are charged with formation of human capital through teaching, building knowledge base through research and knowledge development, and dissemination and use of knowledge by interacting with the knowledge users. Higher education is becoming increasingly competitive in terms of students, staff and resources. Recruitment and retention of efficient staff, mainly academic, is a main problem in the institutions imparting instructions in general, technical and professional education.

Management staff (Rectors and Deans) naturally holds a key role in the development, strategic positioning and reorientation of higher education institutions. Therefore, the management of this particularly critical human resource is of high importance to the success of institutions and indeed for the modernization of the higher education system as a whole.

The study identifies some problematic issues in relation to the lack of open competition for senior positions in management, their often politicized selection or appointment, the lack of adequate and transparent selection criteria, the lack of relevant training opportunities and the different kinds of political pressures that management staff may be subject to. However, also some interesting examples of good practices can also be found, underlining the increased will to achieve transparency and to select the effectively best candidates able to support the strategic goals of the institutions and their modernization.

### Relevance of the study

Human Resource Management has a place of great importance. According to Peter F. Drucker, The proper or improper use of the different factors of production depends on the wishes of the human resources. Hence, besides other resources human resources need more development. Human resources can increase cooperation but it needs proper and efficient management to guide it.

The study of Human Resource Management is important in three aspects:

1. **Personal aspect-** This is concerned with manpower planning, recruitment, selection, placement, transfer, promotion, training and development, layoff and re-employment, remuneration and incentives to motivate and retain people, and improvement in quality of higher education.
2. **Welfare aspect-** It deals with working conditions and amenities such as canteens, crèches, rest and lunch rooms, housing, transport, medical assistance, education, health and safety, recreation facilities etc.
3. **Institutional relations aspect-** This covers union-management relations, joint consultation, collective bargaining, grievance and disciplinary procedures, settlement of disputes, etc.

### Objectives of the Study

1. To study the concept of HRM
2. To study the HRM practices in aided and unaided institutions of Higher Education.

### Working Definitions to be used

**Human Resource Management-Gary Desler:** "The policies and practices involved in carrying out the people or human resources aspects of a management position, including recruiting, training, making and appraising."

The international definition of tertiary (post school) education divides it into two parts. Type A (Higher Education) and Type B (Further Education). A higher education qualification at degree level takes a minimum of three years to complete, more typically four. It will have a theoretical underpinning, it will be at a level which would qualify someone to work in a professional field and it will usually be taught in an environment which also includes advanced research activity.

### Relevant literature on the study:

1. **Perceived Implementation of Human Resources Management (HRM) Practices and Demographic Variables of Employees in Private Higher Education Institutions.** Dr. Laly Balalal (2020). The research used the descriptive-correlation method. Attempt of the researcher to find out the perception of the respondents on the extent of implementation of the following HRM practices such as: recruitment and placement, training and development, performance appraisal, compensation and benefits and employee relations and the issues and challenges encountered in the implementation of these practices. In the research, the respondents were also asked on their perception of the effectiveness of the HRM in their institutions. Correlational method was used in finding out the relationship between the different HRM practices and the demographic variables of the respondents. The study also found out the relationship between the following: Perception on the extent of implementation of HRM practices and the issues/challenges encountered in the implementation of these practices; Perception of on the extent of implementation of HRM practices and the extent by which HRM is implemented effectively; and The issues/challenges encountered in the implementation of HRM practices and the extent by which HRM is implemented effectively.
2. **Human Resource Management in Public Higher Education in the Tempus Partner Countries** (Sara 2013). The study is qualitative from a content and methodological point of view. First of all, it addresses a topic which has never been directly tackled before within the framework of the 27 year-old Tempus programme. Secondly, it covers the different categories of staff working in higher education institutions, not limiting its scope only to academics and thus emphasizing the prominent role of other categories of staff. Moreover, it is based on a combination of sources of information, ranging from data collected at national level, to data collected from

individuals currently experiencing reform Processes with ongoing Tempus projects. It complements previous studies, by demonstrating once again the potential of the Tempus programme to support innovative activities in higher education. The conclusions of this survey will be explored in 2012 / 2013 through a series of regional seminars to be organized in the Tempus Partner Countries, in order to stimulate debates and exchange experiences on the topics at stake.

1. Meet Jaiid (Patna November 8,2012) Education must empower human resources: PATIA Deputy chief minister Sushil Kumar Modi, while inaugurating the 41st conference of Council of Board of School Education on Wednesday, said the nation required an education system that would empower human resources. He said, "Technical and vocational courses would reduce unemployment and help in economic development of the nation." Education minister P K Shukla said a three-member committee was formed to suggest methods for the betterment of basic education system in the state.

### Data Analysis and Interpretation

Higher education institutions have a critical role in supporting knowledge-driven economic growth strategies and the construction of democratic, socially cohesive societies. Tertiary education assists the improvement of the institutional regime through the training of competent and responsible professionals needed for sound macroeconomic and public sector management. Its academic and research activities provide crucial support for the national innovation system. And tertiary institutions often constitute the backbone of a country's information infrastructure, in their role as repositories and conduits of information (through libraries and the like), computer network hosts, and Internet service providers. In addition, the norms, values, attitudes, and ethics that tertiary institutions impart to students are the foundation of the social capital necessary for constructing healthy civil societies and cohesive cultures—the very bedrock of good governance and democratic political systems.

### Enrollment and Teacher Development in Selected Countries

Region and country	Combined primary- and secondary-level gross enrollment ratio (percent)		Tertiary-level students per 1,000 population		Proportion of women in tertiary education (percent)	Share of female teachers (percent)	
	Female	Male	Female	Male		Secondary	Tertiary
<b>Africa</b>							
Botswana	93	90	5.5	6.8	47	63	28
Madagascar	57	51	1.6	1.9	45	—	29
South Africa	40	47	15.6	15.9	48	64	17
<b>Asia</b>							
Cambodia	68	66	0.3	1.7	36	27	17
China	95	98	3.8	6.1	—	36	—
India	62	61	4.8	7.8	36	—	—
Indonesia	78	85	8.1	15.2	35	43	—
Egypt	68	69	25.9	16.9	62	54	—
Yemen, Rep.	34	30	1.1	7.2	13	—	—
<b>Latin America</b>							
Brazil	—	—	11.7	10.1	53	—	18
Colombia	89	87	18.2	17.1	52	48	28
Guatemala	87	85	8.9	10.2	48	62	11
<b>Industrial countries</b>							
Austria	102	104	28.2	31.3	48	55	24
New Zealand	108	105	49.9	46.1	58	57	40
United States	99	100	18.4	18.2	56	56	39

— Not available. a. Proportion of the population age 11–17 attending primary or secondary school.

Gender differences in tertiary enrollments are particularly marked in the Arab world, in some countries of Sub-Saharan Africa, and in South Asia. In the Republic of Yemen, for instance, the female enrollment ratio in tertiary education is only 1 percent of the eligible age cohort, as against 7 percent for men. In Bangladesh female students represent 24 percent of the student population in public universities; gender disparities are even stronger in the country's private universities, where only 17 percent of all students (and less than 1 percent of all teachers) are female. In some countries where male and female enrollment ratios were once relatively equal, as was the case in Russia in the early

1990s, gender inequalities increased slightly. There are gender disparities among countries within the same region. Over the past two decades only a few countries (Argentina, Chile, Jordan, Kuwait, Panama, Uruguay, and Venezuela) have managed to move toward a higher female-to-male ratio while expanding overall tertiary enrollment. Women are clearly underrepresented in the teaching profession in many countries. Worldwide, female teacher representation is approximately 30 to 50 percent lower at the tertiary than at the secondary level. Women are also less likely to have access to management positions than men. In Indonesia in 1996 women occupied only 2 percent of rector's positions in tertiary education and 5 percent of dean's positions, even though their share of tertiary-level enrollment was 35 percent and they accounted for 24 percent of academic positions at public universities. In Bangladesh the proportion of female instructors at the tertiary level is estimated at a mere 4 percent of the teaching staff. The proportions of female teaching staff at tertiary institutions in East Asia are also low: China, 20 percent; Indonesia, 18 percent; Japan, 22 percent; Korea, 34 percent; Malaysia, 22 percent; and Singapore, 31 percent (World Bank 2001a). In the United States only 25 percent of the women teaching in the fields of science, engineering, and technology are tenured full-time professors, as against 38 percent of the male faculty members in the same fields. Many only 6 percent of full professors are women. In Brazil women make up 20–25 percent of researchers in the natural sciences; in health sciences women are at parity with men, at about 53 percent. Caution must be exercised when looking at improved female enrollment rates. Such statistics often conceal the concentrated presence of women in degree programs preparing for low-income professions. In fact, "gender streaming" can be observed in all regions, even in Latin America, where women are overrepresented in the humanities and in

vocational and commercial/secretarial schools and underrepresented in science and engineering departments. In Japan women make up only 4.8 percent of the Ph.D. students in physics and 7.1 percent of those in engineering. In many countries, marriage, sexual harassment poses a major additional obstacle to the advancement of female education, even though, for obvious reasons, there is little evidence on this topic in the research literature. Lodging can be a barrier for women. Tertiary education institutions are typically located in urban areas, limiting access for rural students and even more so for female students, since families may be less inclined to permit daughters than sons to live outside the home in mixed-gender environments in urban areas. Many countries have addressed this constraint by providing boarding facilities segregated by gender, with adequate space to accommodate over greater numbers of women. Tunisia addressed gender equity issues by building smaller campuses in locations around the country and in remote areas to provide higher education within commuting distance, obviating the need for students to live away from their families. But access is not the only determinant of equity at the tertiary level. Recent household survey data from Argentina illustrate that even open access

tertiary education systems can be deceptive from an equity standpoint. Despite the appearance of democratic access for all secondary education graduates, academic outcomes are strongly influenced by socioeconomic origin. Only a fifth of the students from the poorest two quintiles who enter as first-year students under Argentina's free open-access policy actually graduate from public universities. By contrast, there are relatively few failures among students from the richest quintile in most countries where public tertiary education is free: public expenditures at this level represent regressive social spending in that the proportion of university students from upper- and middle-income families is higher than their share in the overall population. In Rwanda, for example, 15 percent of the overall public budget for education goes to just 0.2 percent of the students at the tertiary level. In Indonesia and Jordan students from the richest quintile receive, respectively, 50 and 39 percent of total public expenditures on tertiary education.

Although there are exceptions, the quality and relevance of research, teaching, and learning have tended to decline in public tertiary education institutions in developing countries. Many universities operate with overcrowded and deteriorating physical facilities, limited and obsolete

library resources, insufficient equipment and instructional materials, outdated curricula, unqualified teaching staff, poorly prepared secondary students, and an absence of academic rigor and systematic evaluation of performance. Similar conditions can be found in many of the

new private universities and other tertiary institutions that have emerged in many countries, especially in those that lack a formal system for licensing or accrediting new institutions. In the formerly socialist countries of Eastern Europe and Central Asia, drastic reductions in public funding are jeopardizing the quality and sustainability of existing programs and even the survival of entire institutions. In many countries the poor quality of teacher training programs has detrimental effects on the quality of learning in primary and secondary education. Weak secondary education and scientific literacy, in turn, do not arm high school graduates with the necessary skills for successful tertiary-level studies. Many universities in developing nations function at the periphery of the international scientific community, unable to participate in the production and adaptation of knowledge necessary to confront their countries' most important economic and social problems. Although few countries have exhaustive data to document the depth of the problem systematically, in countries where information is available the situation is alarming. For example, in 1995 a task force on higher education in the Philippines concluded, after reviewing information on critical education inputs and the results

of professional expectations for the 1,316 existing tertiary education institutions, that only 9 universities and 2 colleges in the country were comparable in quality to international institutions. In India highly regarded programs such as those of the Indian Institutes of Technology exist side by side with scientific and technical programs of poor quality and relevance. Even Russia, once a world leader in advanced science and technology fields such as theoretical physics, nuclear technology, and space technologies, has seen a collapse of its R&D sector. As reported in a recent OECD publication, in Russia "financial crises, decaying equipment, unemployment and higher wages in other sectors drove large numbers of researchers ..... away from science and technology"

### Conclusion:

To successfully fulfil their educational, research, and informational functions in the 21st – century, Higher education institutions need to be able to respond effectively to changing education and training needs, adapt to a rapidly shifting higher education landscape, and adopt more flexible modes of organization and operation. This chapter looks at the challenges and at how tertiary institutions are responding to the multifaceted demands placed on them, including the need for a lifelong-learning model of education. It examines the emergence of new types of tertiary education institutions in the context of a borderless market and outlines the ways in which institutions are transforming themselves to respond to evolving educational needs, new forms of competition, and changing information and communication technologies.

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