CHAPTER – V

Findings, Discussions and Conclusion
5.0 INTRODUCTION

5.1 OBJECTIVES OF THE STUDY

5.2 HYPOTHESES OF THE STUDY

5.2.1 Hypotheses Related to HRD Climate
5.2.2 Hypotheses Related to HRD Training
5.2.3 Hypotheses Related to HRD Performance Appraisal
5.2.4 Hypothesis Related to HRD Practices

5.3 METHODOLOGY

5.4 GENERAL PROFILE

5.5 FINDINGS OF THE STUDY

5.5.1 Findings Based on HRD Statements
5.5.2 Findings Based on HRD Scores

5.6 HYPOTHESES RELATED FINDINGS

5.6.1 Hypotheses Related Findings Based on Factor Analysis for HRD Climate
5.6.2 Hypotheses Related Findings Based on HRD Scores for HRD Climate Level
5.6.3 Hypotheses Related Findings Based on Factor Analysis for HRD Training
5.6.4 Hypotheses Related Findings Based on HRD Scores for HRD Training
5.6.5 Hypotheses Related Findings Based on Factor Analysis for HRD Performance Appraisal
5.6.6. Hypotheses Related Findings Based on HRD Scores for HRD Performance Appraisal
5.6.7 Hypothesis Related Findings on HRD Practices

5.7 LINKAGES BETWEEN ADULT EDUCATION/WORKERS EDUCATION AND HRD

5.8 DISCUSSIONS AND CONCLUSIONS

5.9 SUGGESTIONS AND IMPLICATIONS

5.9.1 For Policy Makers
5.9.2 For HRD Professionals and Other Corporate Leaders
5.9.3 For HRD Educators and Programmers

5.10 RECOMMENDATIONS FOR FURTHER RESEARCH
5.0 INTRODUCTION

This study is related to "Study on Human Resource Development Practices among Workers in Dalmia Cement Factory of Tiruchirappalli District, Tamil Nadu". The human resource, the most crucial constituent within an organization is constantly being challenged by the changing process of Human Resource Development. The need for having right number of workers of relevant categories and utilizing them efficiently assumes special significances. Hence, Human Resource Development is most needed in a country like India not only for development of industrial and commercial sectors but also in manufacturing sectors. This study is made in a view to prepare a profile of human resource development practices at Dalmia Cements Ltd., Tiruchirappalli by the way of analyzing the socio-demographic and organizational factors, which would influence the human resource development practices in Dalmia Cements Ltd.

5.1 OBJECTIVES OF THE STUDY

The objectives of the study are:

- To study the various human resource development practices through which various human resource development activities are being performed in Dalmia Cements Ltd., Tiruchirappalli.

- To find out the effectiveness of the human resource development climate of the organization in the study area.

- To find out the human resource development training effectiveness of the organization in the study area.

- To study the human resource development performance appraisal of the organization in the study area.
5.2 HYPOTHESES OF THE STUDY

5.2.1 Hypotheses Related to HRD Climate

Hypothesis - 1
There will be no significant variation among the personal variables like age, caste, educational background, nature of the labour, seniority and monthly income and HRD climate of the selected respondents in the study area.

Hypothesis – 2
There will be no significant difference between personal variables like rural/urban background and type of family and the HRD climate of the selected respondents in the study area.

Hypothesis -3
There will be no significant relationship between personal variables like age, educational background, nature of the labour, seniority and monthly income and HRD climate of the selected respondents in the study area.

Hypothesis – 4
There will be no significant association between personal variables like rural/urban background and type of family and the HRD climate of the respondents in the study area.

5.2.2 Hypotheses Related to HRD Training

Hypothesis - 5
There will be no significant variation among the personal variables like age, educational background, nature of the labour, seniority and monthly income and HRD training of the selected respondents in the study area.
Hypothesis - 6
There will be no significant difference between personal variables like rural/urban background and type of family and the HRD training effectiveness of the selected respondents in the study area.

Hypothesis - 7
There will be no significant relationship between personal variables like age, educational background, nature of the labour, seniority and monthly income and HRD training effectiveness of the selected respondents in the study area.

Hypothesis – 8
There will be no significant association between personal variables like rural/urban background and type of family and the HRD training effectiveness of the respondents in the study area.

5.2.3 Hypotheses Related to HRD Performance Appraisal

Hypothesis - 9
There will be no significant variation among the personal variables like age, caste, educational background, nature of the labour, seniority and monthly income and HRD performance appraisal of the selected respondents in the study area.

Hypothesis – 10
There will be no significant difference between personal variables like rural/urban background and type of family and the HRD performance appraisal effectiveness of the selected respondents in the study area.

Hypothesis -11
There will be no significant relationship between personal variables like age, educational background, nature of the labour, seniority and monthly income and HRD performance appraisal of the selected respondents in the study area.
Hypothesis – 12
There will be no significant association between personal variables like rural/urban background and type of family and the HRD performance appraisal of the selected respondents in the study area.

5.2.4 Hypothesis Related to HRD Practices

Hypothesis – 13
There will be no significant relationship between the HRD practices like HRD climate, HRD training and HRD performance appraisal scores of the selected respondents in the study area.

5.3 METHODOLOGY

The methodology used for the present study is based on survey method. It consists of both independent and dependent variables amongst the selected respondents in the study area, which are already presented in detail in chapter III. It is the most popular method to gather primary data. The primary data collected from the selected respondents in the study area through a standardized questionnaire, which is converted into interview schedule. The pre-tested structured interview schedule is used which is specially used for the purpose of this study with the help of simple random sampling technique. The sample consists of 235 respondents (workers in Dalmia Cement factory) who are working in the Dalmia Cement factory of Tiruchirappalli district in Tamil Nadu. The collected samples is compiled, processed, analyzed and has been converted into standard scores, tabulated with the help of statistical tools such as frequency distribution, using descriptive and inferential statistics, further the data has been be analyzed by using the appropriate statistical techniques such as ‘t’ test, ANOVA, Factor Analysis and Chi-Square Test with the help of statistical package (SPSS), for testing the hypotheses and finding out the relationship, association, variation and the various factors influencing HRD practices in the industry are also undertaken.
5.4 GENERAL PROFILE

- Most of the respondents (60%) belong to the age group of 36 – 45 years of age and about 34 % of the respondents belong to the age group of 46 years and above and only a few respondents (6.4%) belong to the age of below 35 years.

- All the respondents, (100%) are male respondents and married (100%) respondents.

- Majority of the respondents i.e. about 77% belong to the Hindu religion, about 21% belong to Christian and remaining 3% belong to Muslim religion.

- Most of the respondents (61%) belong to the BC community, 18% of the respondents belong to MBC, 12.3% of the respondents belong to SC/ST and a very few number of the respondents belong to OC or FC community.

- Most of the respondents (58.7%) are having their educational qualification at secondary level i.e., studied upto X std. , about 21% of the respondents have qualified in ITI trade, followed by 8.1 and 7.7% studied upto higher secondary and primary level respectively. Only a few respondents are illiterates (1.3%) and others are graduates and above (3.4%).

- Majority of the respondents (59.6%) are semi-skilled, 35.7% are skilled and only a few (4.7%) of the respondents are unskilled labourers.

- Most of the respondents (57%) are middle level (11-20 yrs) years employees, 31.5% of the respondents are working at senior level (21 yrs and above) and only 11.5% are junior level (below 10 years) employees.

- Almost equal amount of respondents are residing in rural (56.2%) and urban (43.8) background.
• About 81% of the respondents are getting their income between the range of Rs. 7001/- to Rs. 9000/-, 10.6% of the respondents are getting a monthly income of Rs. 5001/- to Rs. 7000/-, only a few respondents are getting the income of below Rs. Rs. 5000/- (5.5%) and Rs. 9001/- and above (3%) respectively.

• Majority of the respondents (62%) belong to nuclear family and remaining (38%) belong to the Joint family.

• Majority of the respondents (71.1%) are having a family size of 4 - 6 members, only 17.4 % and 11.5 % of the respondents are having a family size of 7 and above and 1-3 members respectively.

• 48.5% of the respondents have got their present job by other means. 19.6% of the respondents have got their present job through the employment office, 11.5 % of the respondents have got their present job by working in contract, earlier in the same industry, 10.2% of the respondents have got their present job through the father’s retirement, 6% and 4.3 % of the respondents have got their present job through friends and seeing the notice board at the industry’s office.

5.5 FINDINGS OF THE STUDY

5.5.1 Findings Based on HRD Statements

• By taking the weighted average of all the statements, ranks are given to all the items. The statements 3jf - “Team spirit is of high order in this organization”, 24 - “When employees are sponsored for training, they take it seriously and try to learn from the programmes they attend” and 19 - “Employees are encouraged to experiment with new methods and try out creative ideas” are ranked as 1st, 2nd and 3rd respectively and these statements are mostly preferred by all the respondents, while statements 5 – “The top management is willing to invest a considerable part of their time and other resources to ensure the employees development”, 14 – “People in this organization do not have any fixed mental
impressions about each other” and 15 – “Promotion decisions are based on the suitability of the promotee rather than on favouritism”, are ranked 27th and statement 21 – “Weaknesses of employees are communicated to them in a non-threatening way” as 28th rank are least preferred by the respondents.

By taking the weighted average of all the statements, rank is given to all the items. The statements 14 – “Those who are sponsored for the training programmes take the training seriously”, 1- “Induction to training is given adequate importance in this organization” and 5 – “Norms and values of this company are clearly explained to new employees during induction” are ranked as 1st, 2nd and 3rd respectively and these statements are mostly preferred by all the respondents while statements 25 - “There is a well-designed and widely shared training policy in the company”, 6 - “Senior executives/ officers take interest and spend time with new staff during the induction training” and 15 - “Employees in this organization participate in determining the training they need” are least preferred by the respondents and these are ranked as the 20th, 21st and 22nd respectively.

By taking the weighted average of all the statements rank is given to all the items. The statements 1 – “The executive appraisal system in this organization provides an opportunity for each appraisee to have a clear understanding of what is expected from him by his reporting officer during the performance year”, 2 – “The appraisal system helps each appraisee and appraiser to have a clear joint understanding of each appraisee’s job” and 3 – “The appraisal system helps managers to plan their performance well” are ranked as 1st, 2nd and 3rd respectively and these statements are mostly preferred by all the respondents while statements 6 and 12 – “The appraisal system encourages the appraiser and appraisee to have a common understanding of the factors affecting the performance of the appraisee” and “The appraisal system aims at strengthening appraiser-appraisee relationships through mutuality and trust”, are ranked 19th and the statements 20 – “Discussions on key performance areas/key result
areas/tasks/targets between appraiser-appraisee pairs is very educative to appraisees and appraisers” and 18 — “Line managers generally spend time and discuss with their sub-ordinates about their performance” are least preferred by the respondents and these are ranked as the 20th and 21st respectively.

5.5.2 Findings Based on HRD Scores

✓ Majority of the respondents (53.6%) said that the HRD climate level is excellent in the Dalmia Cements. 37.4% of the respondents revealed that the HRD climate level are good, 6.8 % of the respondents told that the HRD climate level are average and minimum i.e., only 2.1% of the respondents indicate that the HRD climate level are poor.

✓ Majority of the respondents (51.1%) said that the HRD training effectiveness level is good in the Dalmia Cements. 37.4% of the respondents revealed that the HRD training effectiveness level are excellent, 10.2 % of the respondents told that the HRD training effectiveness level are average and minimum i.e., only 1.3% of the respondents indicate that the HRD training effectiveness level are poor.

✓ Majority of the respondents (43.4%) said that the HRD performance appraisal effectiveness level is good in the Dalmia Cements. 27.2% of the respondents revealed that the HRD performance appraisal effectiveness level is average, 24.3% of the respondents told that the HRD performance appraisal effectiveness level is excellent and minimum i.e., only 5.1% of the respondents indicate that the HRD performance appraisal effectiveness level are poor.
5.6 HYPOTHESES RELATED FINDINGS

5.6.1 Hypotheses Related Findings Based on Factor Analysis for HRD Climate

- There is no significant variation among the personal variables like age, caste, educational background, nature of the labour, seniority and monthly income and HRD climate of the selected respondents in the study area.

- There is no significant difference between personal variables like rural/urban background and type of family and the HRD climate of the selected respondents in the study area.

5.6.2 Hypotheses Related Findings Based on HRD Scores for HRD Climate Level

- There is no significant relationship between personal variables like age, caste, educational background, nature of the labour, seniority and monthly income and HRD climate of the selected respondents in the study area.

- There is no significant association between personal variables like rural/urban background and type of family and the HRD climate of the respondents in the study area.

5.6.3 Hypotheses Related Findings Based on Factor Analysis for HRD Training

- There is no significant variation among the personal variables like age, educational background, nature of the labour, seniority and monthly income and HRD training of the selected respondents in the study area.

- There is no significant difference between personal variables like rural/urban background and type of family and the HRD training effectiveness of the selected respondents in the study area.
5.6.4 Hypotheses Related Findings Based on HRD Scores for HRD Training

- There is no significant relationship between personal variables like age, educational background, nature of the labour, seniority and monthly income and HRD training effectiveness of the selected respondents in the study area.

- There is no significant association between personal variables like rural/urban background and type of family and the HRD training effectiveness of the selected respondents in the study area.

5.6.5 Hypotheses Related Findings Based on Factor Analysis for HRD Performance Appraisal

- There is no significant variation among the personal variables like age, caste, educational background, nature of the labour, seniority and monthly income and HRD performance appraisal of the selected respondents in the study area.

- There is no significant difference between personal variables like rural/urban background and type of family and the HRD performance appraisal of the selected respondents in the study area.

5.6.6 Hypotheses Related Findings Based on HRD Scores for HRD Performance Appraisal

- There is a significant relationship between personal variables like age, educational background, nature of the labour, seniority and monthly income and HRD performance appraisal of the selected respondents in the study area.

- There is a significant association between personal variables like rural/urban background and type of family and the HRD performance appraisal of the selected respondents in the study area.
5.6.7 Hypothesis Related Findings on HRD Practices

- There is a significant relationship between the HRD practices like HRD climate, HRD training and HRD performance appraisal scores of the selected respondents in the study area.

5.7 LINKAGES BETWEEN ADULT EDUCATION/WORKERS EDUCATION AND HRD

Life-long education is required for the multiple development of our country. Life-long education aims at social awareness, family life expectation, and professional self-sufficiency and adult-literate. Since knowledge is growing fast every day, every hour and in every sphere of life, it is desirable for everyone to try and update his knowledge. Adult population can use knowledge for personal advancement and for the good of the community. There are various ways for the development of human resources in a country (i) formal education, from primary to secondary to the level of higher education, (ii) technical and professional education (iii) informal training and adult education programmes (iv) improvement of health status of working population through health and medical help programmes and improvement in nutrition (v) self-development by taking formal correspondence courses and learning through informal contacts and (vi) migration.

Human resource development improves the efficiency of the worker and propels motivation. An efficient worker is an asset because he utilizes his knowledge, skills and abilities for realizing his potentialities in economic activity and contributes his maximum to production. A motivated worker is duty-minded, punctual in attendance, well-disciplined in discharging his work load, displays adjustment and understanding to promote team work, adheres to rules and regulations in governing his job, co-operates with the management, conforms to the code of conduct, possesses willingness to work. Universities can no longer isolate themselves from the society. If it is admitted that education is a primary need of each individual, the educational system and the
universities will have to broaden their functions to the dimensions of the society as a whole.

Several proposals have been put forward for involving universities in adult literacy programmes. First, all undergraduates should spend a year in national service before being admitted to the first degree course. The scheme would release more than a million workers for community service. Secondly, mobilization of student power during vacations; thirdly, arranging adult literacy classes around each university and each college; and finally, universities should extend various Open University techniques to meet the needs of neo-literates and adult education workers. These measures have been implemented in certain universities and colleges without proper co-ordination. An adult is an experienced person who faces several challenges in life. If we teach them the universal laws, both the teacher and education become enemies to him. An adult worker getting wage blow the statutory minimum for certain hours of work may be helped to secure the minimum wage through conciliatory measures. In short, what the adults need should be given, that is called education. Only through giving, the co-operation of adults for education can be obtained.

The person who is responsible for the development of supervisor and managers must be not only an educator, but also an adult educator. All adult is an experienced person who faces several challenges in life. The needs of adult should be determined. Through the adult literacy programmes, the people will learn the dignity of work. The continuation of adult education is imperative because the learners forget what they learned and the training given in the adult education centre will be wasted. Therefore, continuing education should be given to them. A country’s strength and wealth depends upon its adult populations because they possess the resources for production. Any effort to develop the economy has to take into account that the vast human resources remain utilized for want of necessary knowledge and skills. It is therefore, essential to establish necessary infrastructure for adult and continuing as workers.
In today's emerging knowledge societies, the capacity of labour, industries, firms and individuals to adjust to change, improve productivity and capitalize on technological innovation depends in large measure on the skills of the adult population. Improving the skills available can be made through the investment in adult education. Human resource development is a part of adult education or vice-versa as both are concerned with adults as learners. In both the focus is on the learner as an adult. In HRD the learner is the work force and in most cases is employed and the learning is provided by the employer. In adult education the learner, almost invariably, is a voluntary learner with no specific age criterion.

According to Malcolm Knowles, (1990), adult learners differ from child learners in several ways:

- Adults want to learn.
- Adults learn most effectively when they have an inner motivation. They will resist material forced on them, or that which is only vaguely described as being "good for them to know."
- Adults will learn only what they need to learn.
- Lessons must be relevant and have immediate effects. Adults want to see how lessons relate to authentic situations and real solutions to problems.
- Adults learn by comparing past experience with new experience.
- When learning new material, most adults need to see how it fits in with (or is different from) what they already know.
- Adults need immediate feedback concerning their progress.
- Adults want to know how they are doing all along the way. Feedback is very beneficial, both in recognition for work well done and guidance when improvement is needed.
- Adults want their learning to be practical.
- Adult interest soars when training is built around a clearly defined challenge, rather than hypothetical situations.
- Adults try to avoid failure.
- Adults are much less open to trial-and-error than children. Many adults will resist trying something new if it involves the risk of making an error and feeling foolish as a result.
Figure 5.1 is a schematic representation of the Model of Linkage between Workers Education and HRD Practices. Present study is made on HRD Practices among Workers in Dalmia Cement Factory of Tiruchirappalli District, Tamil Nadu and it was found that all the three practices are good in the study area. If all these practices are carried out in a proper way it leads to career development, good labour relations, rewards and promotion, compensation and termination, skills improvement and team work which in turn leads to organizational success/ development and individual development. The objectives of the Central Board of Workers Education is to train workers of the organized, unorganized, rural and informal sectors which in turn provide them leadership development, rural workers awareness, quality of life improvement through informal or formal education which leads to organizational success/ development and individual development. Thus, HRD can be linked with the workers educations as both are related to adult workers and leads to organizational development and human resource development.
Fig. 5.1 Model of Linkage between Workers Education and HRD Practices

HRD PRACTICES – WORKERS

- HRD Climate
- HRD Training
- HRD Performance Appraisal

• Career Development
• Good Labour Relations
• Rewards and Promotion
• Compensation and Termination
• Skills Improvement
• Team work

ORGANIZATIONAL SUCCESS/DEVELOPMENT
INDIVIDUAL DEVELOPMENT

• Leadership Development
• Worker's Awareness
• Quality of Life Improvement

Workers Climate
Workers Training
Workers Performance Appraisal

Organized Sector

CENTRAL BOARD OF WORKERS EDUCATION
5.8 DISCUSSIONS AND CONCLUSIONS

The present study on HRD practices among workers in Dalmia Cement Factory of Tiruchirappalli District, Tamil Nadu, has revealed the researcher to be an elaborated and meaningful discussion and conclusion through observation and interpretation of data and also by comparing the literature with that of the findings made through survey method with the help of standardized interview schedule in the study area.

Most of the respondents (60%) belong to the age group of 36 – 45 years of age and about 34% of the respondents belong to the age group of 46 years and above and only a few respondents (6.4%) belong to the age of below 35 years. This indicates that age is taken as main factor in Dalmia Cements. As young, the workers would be more energetic, get interest in doing work and they can stay for long hours to do the work for the organizational success. Daniel Z. Ding and Syed Akhtar, (2001), examined the effects of an organization's contextual variables on the choice of Human Resource Management (HRM) practices to secure, nurture, reward and retain managerial employees. Results indicated that ownership and the strategic role of the human resource function were key variables in explaining an organization's choice of HRM practices. Age and size of the organization had limited effects. Compared with cost and quality strategies, the innovation strategy affected HRM practices, both directly and indirectly, indicating the increasing dynamism of the Chinese economy in its move towards a market orientation.

Majority of the respondents i.e. about 77% belong to the Hindu religion, about 21% belong to Christian and remaining 3% belong to Muslim religion, but the caste doesn’t play a major role in development of HRD practices of Dalmia Cements of Tiruchirappalli District of Tamil Nadu.

Most of the respondents (61%) belong to the BC community, 18% of the respondents belong to MBC, 12.3% of the respondents belong to SC/ST and a very few number of the respondents belong to OC or FC community. Community also doesn’t
have much impact on the HRD training and performance appraisal but plays a significant role in HRD climate of the Dalmia Cements of Tiruchirappalli District of Tamil Nadu.

Most of the respondents (58.7%) are having their educational qualification at secondary level i.e., studied upto X std., about 21% of the respondents have qualified in ITI trade, followed by 8.1 and 7.7% studied upto higher secondary and primary level respectively. Only a few respondents are illiterates (1.3%) and others are graduates and above (3.4%). As most of the respondents (workers) joined in this factory by their fathers job, the educational level is mediate level in the Dalmia Cements. But as the regular training is given to the employees after joining the job, level of education doesn’t play an important role in developing the HRD practices of Dalmia Cements of Tiruchirappalli District of Tamil Nadu.

Majority of the respondents (59.6%) are semi-skilled, 35.7% are skilled and only a few (4.7%) of the respondents are unskilled labourers. As most of the workers in the study area are skilled, it plays a significant role in the HRD practices of Dalmia Cements of Tiruchirappalli District of Tamil Nadu.

Most of the respondents (57%) are middle level (11-20 yrs) employees, 31.5% of the respondents are working at senior level (21 and above) and only 11.5% are junior level (below 10 yrs) employees. Due to the low percent of junior employees working in Dalmia Cements, these types of workers are playing an important role in the factory.

Almost equal amount of respondents are residing in rural (56.2%) and urban (43.8%) background. The Dalmia Cements is located between the rural and urban locality, so the workers belong to both the rural and urban area. This doesn’t have an impact on the HRD practices of Dalmia Cements of Tiruchirappalli District of Tamil Nadu.
About 81% of the respondents are getting their income between the range of Rs. 7001- Rs. 9000 , 10.6% of the respondents are getting a monthly income of Rs. 5001 - Rs. 7000, only a few respondents are getting the income of below Rs. 5000 (5.5%) and Rs. 9001 and above (3%) respectively. Monthly income is based on the experience. Less experienced get less income compared to that of the more experienced. This also plays an important role in the HRD practices of Dalmia Cements of Tiruchirappalli District of Tamil Nadu.

Majority of the respondents (62%) belong to nuclear family and remaining (38%) belong to the Joint family. The type of family doesn’t have an impact on the HRD practices of Dalmia Cements of Tiruchirappalli District of Tamil Nadu.

Majority of the respondents (71.1%) are having a family size of 4 - 6 members, only 17.4 % and 11.5 % of the respondents are having a family size of 7 and above and 1-3 members respectively. The size of the family doesn’t have an impact on the HRD practices of Dalmia Cements of Tiruchirappalli District of Tamil Nadu.

This study shows that majority of the respondents (53.6%) said that the HRD climate level is excellent in the Dalmia Cements. 37.4% of the respondents revealed that the HRD climate level is good, 6.8 % of the respondents told that the HRD climate level are average and minimum i.e., only 2.1% of the respondents indicated that the HRD climate level is poor. The HRD climate in the study area is excellent as the executives give more importance to the workers and their feelings. The present study also says that there is a significant variation among the personal variables like caste, nature of labour (skilled, semi-skilled and unskilled workers) and seniority, (senior, middle and junior level workers) and HRD climate of the selected respondents in the study area whereas there is no significant variation among the personal variables like age, educational background, monthly income and family size and HRD climate of the selected respondents in the study area. This indicates that the caste groups, the skilled, unskilled and semi-skilled labourers, the middle level, senior level ahd junior level employees make a significant impact on the HRD climate. Nystrom’s, (1993),
suggested that an organization's prevailing culture also affects important outcomes, such as organizational commitment and performance. Abraham's study shows that it is good that HRD climate rather than HRD practices by themselves are responsible for organizational performance. Thus, literature suggests that HR practices of an organization contribute to the development of HRD climate. David E. Guest, (1997), said that there is a growing body of evidence supporting an association between what are termed high performance or high commitment Human Resource Management (HRM) practices and various measures of organizational performance.

The present study shows that there is no significant difference between personal variables like rural/urban background and type of family and the HRD climate of the selected respondents in the study area and also there is no significant association between personal variables like rural/urban background and type of family and the HRD climate of the respondents in the study area. This type of variables doesn't have any impact on the HRD practices amongst workers.

There is a significant relationship between personal variables like nature of the labour, (skilled, semi-skilled and unskilled workers) and seniority, (senior, middle and junior level workers) and HRD climate of the selected respondents in the study area whereas there is no significant relationship between personal variables like age, caste, educational background, monthly income and family size and HRD climate of the selected respondents in the study area. Especially in the time of quickly ageing workforce, it is of the utmost importance to ensure that people remain valuable human resources, at later stages in their careers as well. In order to keep up with the competition, individual employees, including older ones, have to be able to change jobs whenever necessary. Of course, this has consequences for the desired HRD-activities by employees. They need to constantly enlarge their employability to an equal extent as their younger colleagues, which cannot be accomplished by merely engaging in co-incidentally occurring learning opportunities on the job. It requires more planned efforts to invest in transferable skills and knowledge.
Yadapadithaya, P. S., and Jim Stewart, (2003), compared with India, more training is done in Britain, more movement to delegating responsibilities or involving line managers in Training and Development in Britain, there seems also to be more focus on and involvement of individual employees in Britain. From the table 4.50, it is observed that 51.1% of the respondents said that the HRD training effectiveness level is good in the Dalmia Cements. 37.4% of the respondents revealed that the HRD training effectiveness level is excellent, 10.2% of the respondents told that the HRD training effectiveness level is average and minimum i.e., only 1.3% of the respondents indicated that the HRD training effectiveness level is poor. Kenneth R. Bartlett, (2002), the researcher found that perceived access to training, social support for training, motivation to learn, and perceived benefits of training are positively related to organizational commitment. The relationship between perceived access to training opportunities and the affective form of organizational commitment is moderated by job satisfaction but not job involvement. HRD as a combination of training, career development, and organizational development offers the theoretical integration need to envision a learning organization, but it must also be positioned to act strategically throughout the organization, Marsick and Watkins, (1994). McLagan, (1989), reported that HRD is an integrated use of training and development, career development and organizational development to improve individual and organizational effectiveness. McLagan, (1983), reported that training and development is identifying, assessing through planned learning-helping to develop the key competencies which enable individuals to perform current or future jobs. Frank M. Horwitz, Victoria Browning, Harish Jain and Anton J. Steenkamp, (2002), reported that human resource practitioners in South Africa see the most important workplace challenges as performance improvement, employment equity, training and development and managing trade union expectations.

There is a significant variation among the personal variables like nature of the labour, (skilled, semi-skilled and unskilled workers) and seniority, (senior, middle and junior level workers) and monthly income and HRD training effectiveness of the selected respondents in the study area whereas there is no significant variation among
the personal variables like age, caste, educational background and family size and HRD training effectiveness of the selected respondents in the study area. The nature of labour, seniority and monthly income plays a major role in developing HRD practices amongst workers and in turn lead to the individual as well as organizational success. Patrick M. Wright, Blaine McCormick, W. Scott Sherman and Gary C. Memahan, (1999), examined the impact of Human Resource (HR) practices (selection, training, compensation and appraisal) and participation on the financial performance of US petro-chemical refineries. Survey results from HR and operations respondents indicate that appraisal and training were significantly related to workforce skills and that training and compensation were marginally related to workforce motivation.

There is a significant relationship between personal variables like nature of the labour (skilled, semi-skilled and unskilled workers) and seniority, (senior, middle and junior level workers), and HRD training effectiveness of the selected respondents in the study area whereas there is no significant relationship between the personal variables like age, caste, educational background, monthly income and family size seniority and HRD training effectiveness of the selected respondents in the study area.

There is no significant difference between personal variables like rural/urban background and type of family and the HRD training effectiveness of the selected respondents in the study area.

The present study shows that majority (43.4%) of the respondents said that the HRD performance appraisal level is good in the Dalmia Cements. 27.2% of the respondents revealed that the HRD performance appraisal level is average, 24.3% of the respondents told that the HRD performance appraisal effectiveness level is excellent and minimum i.e., only 5.1% of the respondents indicate that the HRD performance appraisal level is poor. Kuvaas and Bard, (2006), the relationship between performance appraisal satisfaction and work performance, however, was both mediated and moderated by employees' intrinsic work motivation. The form of the moderation revealed a negative relationship for employees with low intrinsic motivation and a
positive relationship for those with high intrinsic motivation. According to Winston and Creamer, (1997), performance appraisal can be viewed as the process of assessing and recording staff performance for the purpose of making judgments about staff that lead to decisions. Performance appraisal should also be viewed as a system of highly interactive processes which involve personnel at all levels in differing degrees in determining job expectations, writing job descriptions, selecting relevant appraisal criteria, developing assessment tools and procedures, and collecting interpreting, and reporting results.

There is a significant variation among the personal variables like nature of the labour and seniority and HRD performance appraisal of the selected respondents in the study area whereas there is no significant variation among the personal variables like age, caste, educational background and family size, monthly income and HRD performance appraisal of the selected respondents in the study area.

There is a significant relationship between personal variables like monthly income, nature of the labour and seniority and HRD performance appraisal of the selected respondents in the study area whereas there is no significant relationship between personal variables like age, caste, educational background and family size and HRD performance appraisal of the selected respondents in the study area.

There is a significant association between rural/urban background and the HRD performance appraisal of the selected respondents in the study area whereas there is no significant association between type of family and the HRD performance appraisal of the selected respondents in the study area.

There is no significant difference between personal variables like rural/urban background and type of family and the HRD performance appraisal of the selected respondents in the study area. In general, HRD is Pawan S. Budhwar and George Boyne, (2004), compared Human Resource Management (HRM) practices in Indian public and private sector organizations. The statistical results show a number of
similarities and differences in the HRM systems of Indian public- and private-sector organizations. Against the established notion, the results of this study reveal that the gap between Indian private and public sector HRM practices is not very significant. Moreover, in a few HR functional areas (for example, compensation and training and development), Indian private sector firms have adopted a more rational approach than their public sector counterparts. Watkins, (1989), recorded that HRD is the field of study and practice responsible for the fostering of a long-term, work-related learning capacity at the individual, group and organizational level of organizations. As such, it includes but is not limited to training, career development and organizational development. Ghebregiorgis, Fitsum, Karsten and Luchien, (2006), examined the challenges and prospects of Human Resource Management (HRM) in a developing-country context. However, evidence also reveals that the concept and knowledge of HRM practices, such as training, recruitment, compensation, employee participation, performance appraisal and reward systems, are in place with some indicators of local influence.

Efforts put into HRD practices can enlarge the range of jobs. This will most likely lead to a flexible and motivated work force that intends to use increased flexibility to the benefit of the organisation or department. From the study it appeared that HRD Practices lead to better perspectives for the organizational success. The individual managers and their superiors have to be encouraged to take a modern training and performance appraisal methods. More precisely, employees at all levels of the organisation have to become familiar with the ideas of modern methods. Formal training is the only way of developing competences; other informal ways of learning should not be neglected and should be acknowledged. Starting from general, competence profiles and tools are the right approach provided that they are adapted to the organizational context, using a participatory approach that allows for understanding and ownership of the stakeholders involved in the process.

Training functionaries in various departments and at various levels that HRD can become a reality. It is therefore important to strengthen HRD training and research
institutions. For a large country like India it is obvious that there have been a number of local, regional and national institutions. It is also recommended that the existing system of technical manpower information system should be widened and deepened in its coverage to ensure detailed manpower planning, in relation to emerging requirement. Improvements have to be equally qualitative as well. Employees need to be endowed with the capacity to move from one skill to another as each one becomes obsolete, and to develop the cognitive, analytical and inter-personal skills required to work in a modern organization and as the economy progresses from one level of development to another. Availability of cheap unskilled labour will attract low cost, low skilled, high volume businesses. But higher value-added activities are attracted by the quality of the available workforce. A HRD strategy requires a sharing of responsibilities amongst the government, employers and employees.

Admittedly, the sharing of responsibilities is affected by several circumstances such as the current quality of human resources, the levels and quality of education and the skills levels of the workforce. There is a need to take these circumstances into account in adapting them to any particular industry. Training and development of employees must be viewed as an integral part of an employee's overall human resource management strategy. The strategy should be one which links selection, recruitment, training, career planning and development, performance appraisal, pay for performance and skills, and employment security. However, the state has an overall responsibility to provide training facilities and to promote an environment conducive to training. Identifying current and anticipating future, skills needs should be the collective responsibility of the government, employers and employees. Close interaction amongst these parties is essential if training policies are to be correctly formulated, training delivered in the most effective way, and if incentives are to be extended to employers to provide training.

Modern companies have started recognizing the value of a good relationship between the management and its workers. It is accepted that this relationship has a direct result on productivity and success of the organisation. Manpower is today treated
as the most valuable resource for an organization. The recognition of this class has opened a vast area for Human Resource Development or HRD professionals. HR is all about training and helping employees to give a better performance. Today, HRD includes everything from manpower planning, recruitment, training, industrial and labour relations, performance appraisals, promotions and dismissals, to personnel employment, relocation, etc. HRD is the method to invest in the working class. It may not bring instant profits that will be visible in the balance sheets, but there would be more productivity, and fewer conflicts or crisis situations in the long run. HRD is a people related activity and interaction with people is the key word. Good communication skills and an understanding of the particulars of human resource management is a must. HRD is the right field for those who like people and interpersonal interactions. It offers everything in a person which is needed in a career, from top management posts to job satisfaction.

The present economic and environmental trend suggests that the next decade will witness the emergence of significant HRD issues and problems. With positive action, foresight, and skill, the HRD function can carve out a useful and powerful niche in the corporate world of this decade through effective assistance in strategy formulation and implementation. Lastly, HRD is not merely a tool for organizational effectiveness but a potent instrument of achieving the much-needed socio-economic transformation of third world countries like ours. HRD for workers in the new context can help tackle the perennial problems of poverty, illiteracy and technological backwardness. Reorienting HRD towards the workers, however, requires a major transformation in the attitudes, behaviours and roles of management and employee unions. In order to effectively implement the career planning / succession planning, team building, job rotation/re-deployment etc, tools and techniques like training, planning, performance/ potential assessment, role analysis, counselling have to be developed properly.

The development process of human resources can be total and effective only when the training and development function oriented. The trainer should have
commitment towards development, co-ordinating skills and cost conscious. These are the roots for HRD process to be successful. The HRD tree will bear fruits (corporate goals) only when all the sub-systems, techniques, tools are properly used as per the requirements of the business. Training and development functions as the root will feed the techniques and tools of HRD for achieving the corporate goals. HRD for workers have failed in a few organizations because climate for self-development and learning has not created, HRD philosophy has not been properly articulated and disseminated and HRD functions has been viewed in isolation. HRD process should be viewed as a holistic approach of the organizational strategy to develop the workforce for achieving the corporate breakthrough.

The basic assumption underlying HRD is that most people joining organizations have inherent desires to continuously improve the quality of their lives, to learn more, and to be better performers in future. To meet these expectations, the organizations need to adopt positive practices to identify the development needs and to bridge the possible gaps on a continuous basis. To get the best out of this process, in a non-threatening manner, the organization should be able to evolve a conducive, positive culture. This would certainly call for reorientation in approaches to HRM and HRD policies and practices. One of the most important tasks for organizations, which are interested in this reoriented approach to HRM and HRD, is to develop an organizational philosophy in the area of human resource. An organizational philosophy regarding HRM is an important link for employees to understand the organization and for the organization to communicate effectively with the employees. In other words, it is the broad set of organizational beliefs and values concerning people. A broad 'umbrella philosophy' based on the renewed understanding of human behaviour will ensure that the various policies and systems in HRM area are meaningfully linked to each other and HRD gets an important position within the comprehensive HRM.

Our country needs HRD professionals who can feel or think positively for its growth. This kind of attitude is generally normal when one is in a highly safe working environment of business of any kind. Human resources in our country were effective in
educating self-development in one way. This gives a better impression that country will grow to face challenges especially in the context of subjective HRD. The youth of business world was willing to learn new things to forget the past. This is the right opportunity to help the country’s business people by working as a human resource management instead of getting into the rut of regular managerial functions. Education has given the professional, the concepts and the experience. Work experience has given texture knowledge of professional which could be termed as an experienced professional. But in our country people have not taken it very seriously. They thought that they can give the guidelines to their employees. The positive trend is needed badly by a country man today. Feeling positive and working conditions are always helping even the senior professional to utilize their knowledge and skill in real terms. Indeed, today liberalisation has helped companies to see the big ocean instead of being small frogs where they were earlier and acquainted with small ponds. A new approach for HRD profitability and positive feelings in country is required. Now as it is becoming favourable, it may help the company positively for to upgradation and avoiding risk facts. Currently this concept of particularly belonging to race of HRD is taking solid ground and companies are also realizing that they need to contribute definitely to the returns on the investment and even on the workers time and energy.

5.9 SUGGESTIONS AND IMPLICATIONS

5.9.1 For Policy Makers

➢ The lack of adequate awareness in few countries among governments and employers or both about the critical role of HRD in development and their roles in such development is, to say the least, surprising. Gender inequality and the consequent unfavourable opportunities for women in education, training and upward mobility are critical issues in some countries. Therefore, employers and their organizations should act as catalysts in raising awareness of the importance of HRD of the entire human resources of a country and the need to plan well ahead to be ready to move up from one level of economic development to another.
Formulate and execute a plan of action for HRD at the national level. India is currently commencing of the Eleventh Five year Plan. It would be appropriate at this juncture to incorporate the strategies of HRD effectively in the core programmes of the Plan. For such an approach to be feasible, it is necessary to establish a requisite mechanism and identify an agency for drawing up policies and programmes of HRD. Such an agency should have the right to negotiate with the Planning Commission for overall allotment to HRD and should have considerable pay in deciding such sectoral allocations out of the total funds earmarked or provided for HRD programmes.

The aim of this final section is to identify practical implications in HRD practices. The findings of this study can have generated knowledge to be used in the day-to-day reality of organisations.

HRD practitioners and policy makers may benefit from the gained knowledge about the link between employees’ perceptions with regard to the HRD practices.

Training and performance appraisal practices are good but organisations must explicitly pay attention to provide workshops on career planning and on other HRD practices.

Organizations may formulate and execute new HRD practices including present practices. Attention should be paid to individual’s mutual wishes, obligations and facilities with regard to training, HRD climate and performance appraisal.

Generally speaking, the government should invest in the provision of the general skills necessary for employees to develop multi-skills and to be trained in enterprise-specific skills. The general skills training provide the capacity to adapt to changing skills requirements.
5.9.2 For HRD Professionals and Other Corporate Leaders

- The results of this study indicate that training, performance appraisal and HRD climate in the future will become more integrated with other types of practices. This means that HRD professionals will have to be able to effectively link diversity training to other types of training such as management development, new employee orientation, team building, and so on. Therefore, HRD professionals will have to be able to plan, develop, implement, and evaluate diversity training even when they may not be directly delivering this specific type of training.

- HRD professionals need to understand the role of both processes in the success of HRD practices. This also implies that they need to have knowledge and skills to develop and implement the needs assessment and evaluation processes. Specifically, this means that HRD professionals need to know how to plan data collection, identify sources of information, develop data collection instruments, analyze information gathered, and report findings. The most important thing would be to make use of the information gathered to improve HRD practices.

- The more company-specific skills should be undertaken by the employer. This does not imply an absence of government responsibility. The problems of training for small enterprises may dictate a need for government to institute training facilities for them.

- Employers are in a position to provide incentives for employees to develop skills through a pay system which rewards them for acquisition of skills. Thus the current decade has witnessed an increasing resort by employers to skill-based pay systems, though they are largely confined to industrialized countries.
5.9.3 For HRD Educators and Programmers

➢ In addition, to be fully prepared to deal with the increasing demographic changes reflected in the diverse workforce, employees specializing in HRD should be enhanced with various components of improving themselves and the organization.

➢ Industries with HRD practices need to modify their strategies and add diversity components to the practices. For instance, the HRD employees have to be educated on the variety of various other practices except the present practices.

➢ Human Resource Development practices that have been largely needed to make efforts to recruit not only diverse employees but also diverse faculty. HRD department leaders will have to make efforts to bring different perspectives to their HRD departments.

5.10 RECOMMENDATIONS FOR FURTHER RESEARCH

➢ Despite the rapid growth of training programmes, little research has been conducted to assess their impact. It is important to measure the impact and effectiveness of this work in order to identify strengths and weaknesses and make improvements.

➢ Experimental research on the effectiveness of human resource development practices in the adult education departments, JSS, SRC can be made by the researchers.

➢ The issue for employers (and for employees and economies) goes beyond the need to upgrade the skills of the current workforce. It is also necessary to equip future entrants to the workforce with the requisite education which makes them 'trainable' for emerging and constantly changing skills requirements.

➢ There are very few empirical studies available on HRD instruments or subsystems. Unlike the west, even leading Indian organizations do not have management research interests. As a result, they continue to use HRD systems.
more on the basis of their conviction rather than on any empirical evidence. Organization should spend at least a small part of their time and other resources to study the changes in their HRD variables.

➢ There are very few empirical studies on HRD and there is a great scope as well as need for systematic research on HRD sub-systems, processes and outcomes. Very little work has been reported on the impact of HRD subsystems in generating HRD processes or HRD outcomes and organizational effectiveness. There is an increasing awareness of the need for researches in HRD along with the increased adoption of HRD systems in organizations.

➢ Whatever little researchers are available are survey researcher studying perceptions of employees and are done mostly by HRD staff of the companies. Very few outside management researchers have attempted to study HRD variables.

➢ Scientific studies on the manner in which HRD subsystems like performance appraisal, review discussions, counseling, job-rotation, training, communications and OD interventions contribute to competency development.

➢ There is an urgent need for HRD researcher to study the nature of public systems (governments departments, service institutions like universities, colleges and hospitals) to identify the HRD needs and design HRD systems for these organizations. This is a very important sector and HRD researchers should not neglect this.

➢ Organizations have a wealth of information on HRD. They should be open to the researchers from management institutions to conduct studies and contribute to the field of professional management. Simultaneously academic institutions should think of encouraging executives to participate in research programmes via in-service doctoral programmes for executives, collaborative research projects, sponsors research projects and the like in this field. With a little guidance from academic institutions a lot of new things can be discovered and shared by the practicing managers.