8.1 Human Resource Planning
8.2 Recruitment and Selection
8.3 Training and Development
8.4 Promotion and Transfer
8.5 Retirement
8.6 Organization Relationships
8.7 Recommendations.
8.1 Human resource planning:

The first step in the development of a firm's HRM is to acquire the human resources to operate the organisation. It is one of the crucial steps in the establishment and growth of the organisation. HRP is the process of forecasting an organisation's future demand for, and supply of the right type of people in the right number. The HRM department can carry out its recruitment process only after HRP is completed.

Coleman defines HRP as, "the process of determining manpower requirement and the means for meeting those requirements in order to carry out the integrated plan of the organisation."

Stainer defines HRP as, "Strategy for the acquisition, utilisation, improvement and preservation of an enterprise's human resources. It relates to establishing job specifications or the quantitative requirements of the job determining the number of personnel required and developing sources of manpower.

Importance of HRP

(1) Future Personnel Needs:

No management can function effectively without planning. Planning ensures that everything is done systematically and correctly. HRP ensures that there is sufficient human resource in the organisation. It helps in finding out whether there is surplus human resource or there is a deficit of human resources in the organisation.

(2) Coping with the change:

HRP enables an enterprise to cope with the changes in competitive forces, markets, technology, products and government regulations. Such changes may demand change in job content, skills, number of employees and the type of employees.

(3) International Strategies

International expansion strategies depend upon HRP. The departments ability to fill key jobs with the foreign nationals and the re-assignment of employees
from within or across national borders is a major challenge facing international business. All this depends upon the effective use of HRP.

(4) Foundation for Personnel Functions:

HRP provides important information regarding recruitment, selection, transfer promotion and layoff.

(5) Increasing Investments in Human Resources:

HRP helps in identifying the skills, capabilities, and talents of the human resources in the organisation. If the employees are not fulfilling the basic requirements then HRP identifies whether training is required or not. If training is required than how much to invest in training is decided by the HRP.

Responsibility of HRP:

The responsibilities of Human Resource Department regarding HRP are as follows.

(1) To assist, counsel the operating management to plan and establish objectives.

(2) To collect and summarize data in total organisational terms and to ensure consistency with the long-range objectives.

(3) To monitor and measure performance against plan and keep the top management informed about it.

(4) To provide the research necessary for effective manpower and organisational planning.

Prevailing practices regarding Human resource Planning can be concluded in table 8.1
Table 8.1: Human Resource Planning

<table>
<thead>
<tr>
<th>Sample</th>
<th></th>
<th>84</th>
<th></th>
<th>120</th>
<th></th>
<th>47</th>
<th></th>
<th>55</th>
<th></th>
<th>47</th>
<th></th>
<th>11</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Content / Position</td>
<td>Office Director</td>
<td>Education Officer</td>
<td>Finance and Accounting Administrative Officer</td>
<td>General Service Officer</td>
<td>General Administrative Officer</td>
<td>Other (Driver and Worker)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>N</td>
<td>%</td>
<td>N</td>
<td>%</td>
<td>N</td>
<td>%</td>
<td>N</td>
<td>%</td>
<td>N</td>
<td>%</td>
<td>N</td>
<td>%</td>
<td>N</td>
<td>%</td>
</tr>
<tr>
<td>82</td>
<td>97.60</td>
<td>101</td>
<td>84.20</td>
<td>47</td>
<td>100.00</td>
<td>44</td>
<td>80.00</td>
<td>43</td>
<td>91.50</td>
<td>10</td>
<td>90.90</td>
<td></td>
<td></td>
</tr>
<tr>
<td>79</td>
<td>94.00</td>
<td>90</td>
<td>75.00</td>
<td>46</td>
<td>97.90</td>
<td>31</td>
<td>56.40</td>
<td>35</td>
<td>74.50</td>
<td>11</td>
<td>100.00</td>
<td></td>
<td></td>
</tr>
<tr>
<td>71</td>
<td>84.50</td>
<td>72</td>
<td>60.00</td>
<td>34</td>
<td>72.30</td>
<td>22</td>
<td>40.00</td>
<td>26</td>
<td>55.30</td>
<td>10</td>
<td>90.90</td>
<td></td>
<td></td>
</tr>
<tr>
<td>64</td>
<td>77.40</td>
<td>49</td>
<td>40.80</td>
<td>35</td>
<td>74.50</td>
<td>28</td>
<td>50.90</td>
<td>32</td>
<td>68.10</td>
<td>10</td>
<td>90.90</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

1) There will be a survey on the HR who will retire in the Dept. of Education.
2) There was a survey on transfer.
3) The procedure has been set up to use the manpower of the Dept. of Education.
4) There was an analysis and contemplation on the amount and the type of HR required by the organization.

Source: (Table no.: 3.1, 3.3, 3.5, 3.7, 3.9, 3.11)

(Item no.: 11, 12, 14, 16)
Table 8.1 shows the Human Resource Planning.

(i) Out of 84 respondents from office Directors,
82 respondents (97.60 %) responded that there will be a survey on the HR who will retire in the Dept. of Education.
79 respondents (94%) responded that there was a survey on transfer.
71 respondents (84.50 %) responded that the procedure has been set up to use the manpower of the Dept. of Education.
64 respondents (77.40 %) responded that there was an analysis and contemplation on the amount and type of HR required by the organization.

(ii) Out of 120 respondents from Education Officers,
101 respondents (84.20 %) responded that there will be a survey on the HR who will retire in the Dept. of Education.
90 respondents (75 %) responded that there was a survey on transfer.
72 respondents (60 %) responded that the procedure has been set up to use the manpower of the Dept. of Education.
49 respondents (40.80 %) responded that there was an analysis and contemplation on the amount and type of HR required by the organization.

(iii) Out of 47 respondents from Finance and Accounting Administrative Officers,
47 respondents (100 %) responded that there will be a survey on the HR who will retire in the Dept. of Education.
46 respondents (97.90 %) responded that there was a survey on transfer.
34 respondents (72.30 %) responded that there has been a procedure to use the manpower of the Dept. of Education.
35 respondents (74.50 %) responded that there was an analysis and contemplation on the amount and the type of HR required by the organization.

(iv) Out of 55 respondents from General Service Officers,
44 respondents (80 %) responded that there will be a survey on the HR who will retire in the Dept. of Education.
31 respondents (56.40 %) responded that there was a survey on transfer.
22 respondents (40 %) responded that there has been a procedure to use the manpower of the Dept. of Education.
28 respondents (50.90 %) responded that there was an analysis and contemplation on the amount and the type of HR required by the organization.

(v) Out of 47 respondents from General Administrative officers;
43 respondents (91.50 %) responded that there will be a survey on the HR who will retire.
35 respondents (74.50 %) responded that there was a survey on transfer.
26 respondents (55.30 %) responded that the procedure has been set up to use the manpower of the Dept. of Education.
32 respondents (68.10 %) responded that there was an analysis and contemplation on the amount and the type of HR required by the organization.

(vi) Out of 11 respondents from Others employees (Driver and Worker);
10 respondents (90.90 %) responded that there will be a survey on HR who will retire.
11 respondents (100 %) responded that there was a survey on transfer.
10 respondents (90.90 %) responded that procedure has been set up to use the manpower of the Dept. of Education.
10 respondents (90.90 %) responded that there was an analysis on the amount and the type of HR required by the organization.

Thus, from the above findings, it can be concluded that almost all the respondents of all the positions are satisfied with the systematic and scientific HRP conducted by the Dept. of Education.

Most of the employees in the Department of Education are satisfied with the Human Resource Planning. There is a systematic planning to search for personnel. The Department of Education carries out activities such as work analysis for the purpose of recruitment and selection of the employees. There is a systematic procedure to use the manpower in the Department of Education.
All the employees do not agree that the Department of Education studies on the objective and the planning of the organization. There is a difference of opinion among the employees that the result from the study on the objective and the planning of the organization has been implemented in setting the future HR information.

8.2 Recruitment and Selection:

Recruitment is the process of searching for prospective employees and stimulating them to apply for jobs in the organization. The aim is to acquire applicants with the exact qualification to fill in the vacancies.

Selection is a process of choosing a few among those who have been attracted. Selection process is a series of step for securing relevant information about the applicant. The purpose of selection process is to determine whether an applicant meets the qualification for a specific job and to choose an applicant who is most likely to perform well in that job.
Table 8.2: Recruitment and Selection

<table>
<thead>
<tr>
<th>Sample</th>
<th>84</th>
<th>120</th>
<th>47</th>
<th>55</th>
<th>47</th>
<th>11</th>
</tr>
</thead>
<tbody>
<tr>
<td>Content / Position</td>
<td>Office Director</td>
<td>Education Officer</td>
<td>Finance and Accounting Administrative Officer</td>
<td>General Service Officer</td>
<td>General Administrative Officer</td>
<td>Other employees (Driver and Worker)</td>
</tr>
<tr>
<td>N</td>
<td>%</td>
<td>N</td>
<td>%</td>
<td>N</td>
<td>%</td>
<td>N</td>
</tr>
<tr>
<td>1. Proper Criteria has been framed to consider HR with the right qualifications for recruitment.</td>
<td>69</td>
<td>82.10</td>
<td>59</td>
<td>49.20</td>
<td>39</td>
<td>83.00</td>
</tr>
<tr>
<td>2. There is any other consideration in selecting required persons to fill in the vacant position.</td>
<td>63</td>
<td>75.00</td>
<td>73</td>
<td>66.80</td>
<td>47</td>
<td>100.00</td>
</tr>
<tr>
<td>3. The HR in the Dept. of Education resumes the duties as per their knowledge and ability.</td>
<td>67</td>
<td>79.80</td>
<td>85</td>
<td>70.80</td>
<td>43</td>
<td>91.50</td>
</tr>
<tr>
<td>4. A standard has been set up for the selection procedure.</td>
<td>62</td>
<td>73.80</td>
<td>64</td>
<td>53.30</td>
<td>37</td>
<td>78.70</td>
</tr>
<tr>
<td>5. Use of knowledge and ability, or appropriate character of a person as a mean in the selection.</td>
<td>61</td>
<td>72.60</td>
<td>75</td>
<td>62.50</td>
<td>42</td>
<td>89.40</td>
</tr>
</tbody>
</table>

Source: (Table no.: - 3.13, 3.16, 3.19, 3.22, 3.25)  
(Item no.: - 6, 7, 8, 9, 10)
It can be observed from the table:

(i) out of 84 respondents of office directors, 69 respondents (82.10 %) responded that most times proper criteria has been framed to consider HR with the right qualifications for recruitment.

63 respondents (75 %) responded that if necessary other criteria are taken for consideration in selecting required persons to fill in the vacant position.

67 respondents (79.80 %) responded that most times the HR in the Dept. of Education resumes the duties as per their knowledge and ability.

62 respondents (73.80 %) responded that most times a standard is set up for the selection procedure.

61 respondents (72.60 %) responded that the Dept. of Education used knowledge, ability or appropriate character of a person as a means in selection.

Thus, it can be said that most of the respondents from office Directors are satisfied with the recruitment and selection procedure of the Dept. of Education.

(ii) Out of 120 respondents of Education Officer,

59 respondents (49.20 %) responded that most times proper criteria has been setup to consider HR with the right qualifications for recruitment.

73 respondents (60.80 %) responded that most times there is any other consideration in selecting required persons to fill in the vacant position.

85 respondents (70.80 %) responded that the HR in the Dept. of Education resumes the duties as per their knowledge and ability.

64 respondents (53.30 %) responded that a standard has been set up for the selection procedure.

75 respondents (62.50 %) responded that the Dept. of Education used knowledge, ability or appropriate character of a person as a means in the selection.

Thus, it can be highlighted that only 49.20 % respondents have agreed that proper criteria is framed to consider HR with the right qualifications for recruitment.

(iii) Out of 47 respondents of Finance and Accounting Administrative Officer,
39 respondents (83 %) responded that proper criteria has been framed to consider HR with the right qualifications for recruitment.
47 respondents (100 %) responded that there is any other consideration in selecting required persons to fill in the vacant position.
43 respondents (91.50 %) responded that the HR in the Dept. of Education resumes the duties as per their knowledge and ability.
37 respondents (78.70 %) responded that a standard has been set up for the selection procedure.
42 respondents (89.40 %) responded that the Dept. of Education uses knowledge, ability or appropriate character of a person as a means in the selection.
It can be expressed that almost all the respondents are satisfied with the recruitment and selection procedure conducted by the Dept. of Education.

(iv) Out of 55 respondents of General Service Officers:
38 respondents (69.10 %) responded that proper criteria has been framed to consider HR with the right qualifications for recruitment.
41 respondents (74.50%) responded that there is any other consideration in selecting required persons to fill on the vacant position
45 respondents (81.80%) responded that the HR in the Dept. of Education resumes the duties as per their ability and knowledge.
36 respondents (65.50%) responded that a standard has been set up for the selection procedure.
45 respondents (81.80%) responded that there is use of knowledge and ability or appropriate character of a person as a means in the selection procedure.
Thus, it can be observed from the table and the explanation that the General Service Officers are of the view that the Dept. of Education conduits the recruitment and selection procedure is a systematic and scientific way.

(v) Out of 47 respondents of General Administrative Officers.
26 respondents (55.30%) responded that proper criteria has been framed to consider HR with the right qualifications for recruitment.
23 respondents (48.90%) responded that there is any other consideration on selecting required persons to fill in the vacant position.

30 respondents (63.80%) responded that the HR in the Dept. of Education resumes the duties as per their knowledge and ability.

24 respondents (51.10%) responded that a standard has been set up for the selection procedure.

21 respondents (44.70%) responded that there is use of knowledge, ability or appropriate character of a person as a means in the selection.

The explanation shows that in item no.2 and item no.4, the response has been less than 50%.

(vi) Out of 11 respondents for Others employees (Driver and Worker), there has been a 100% response for all items.

This shows that all the respondents are fully satisfied with the recruitment and selection procedure conducted by the Dept. of Education.

There is a systematic and scientific Recruitment and selection procedure in the Department of Education.

Most of the Employees agree that there is proper criteria framed for the recruitment. A standard has been set up for the selection procedure, the Dept. of Education uses the knowledge and ability or appropriate character of a person as a means of selection.

But most of the employees do not agree that there was a definition on the details of the work with the qualification of the operator, In their opinion the Department of Education does not provide clear indication on the qualification and skills of persons required.

8.3 Training And Development

Training is the most important function that directly contributes to the development of human resources. Development of human resources is in the interest of an organization as well as the persons working in an organization. Training and managerial development are the most vital tools of human resources development that help employees in doing job in a correct, effective and efficient manner and acquiring new capabilities required for achievement of organizational and individual goals.
Table 8.3: Training and Development

<table>
<thead>
<tr>
<th>Sample</th>
<th>84</th>
<th>120</th>
<th>47</th>
<th>55</th>
<th>47</th>
<th>11</th>
</tr>
</thead>
<tbody>
<tr>
<td>Content / Position</td>
<td>Office Director</td>
<td>Education Officer</td>
<td>Finance and Accounting Administrative Officer</td>
<td>General Service Officer</td>
<td>General Administrative Officer</td>
<td>Other (Driver and Worker)</td>
</tr>
<tr>
<td>N</td>
<td>%</td>
<td>N</td>
<td>%</td>
<td>N</td>
<td>%</td>
<td>N</td>
</tr>
<tr>
<td>1. Acquired new working skill.</td>
<td>62</td>
<td>73.80</td>
<td>76</td>
<td>63.30</td>
<td>36</td>
<td>76.60</td>
</tr>
<tr>
<td>2. HR in the Dept. of Education work with more quality.</td>
<td>61</td>
<td>72.60</td>
<td>57</td>
<td>47.50</td>
<td>23</td>
<td>48.90</td>
</tr>
<tr>
<td>3. HR in the Dept. of Education acquired better knowledge and attitude about the Dept. of Education.</td>
<td>72</td>
<td>85.70</td>
<td>69</td>
<td>57.50</td>
<td>34</td>
<td>72.30</td>
</tr>
</tbody>
</table>

Source: (Table no.: 4.1, 4.4, 4.7, 4.10, 4.13, 4.16)  
(Item no.: 3, 6, 8)
I can arrive at the following findings by observing table 8.3:

(i) Out of 84 respondents of office directors;
   - 62 respondents (73.80%) responded that they acquired new working skill through training.
   - 61 respondents (72.60%) responded that the HR in the Dept. of Education can work with more quality.
   - 72 respondents (85.70%) responded that HR in the Dept. of Education acquired better knowledge and attitude about the Dept. of Education.
   Thus, it can be said that most of the officer Directors believed that they were benefited through training.

(ii) Out of 120 respondents of Education Officers;
   - 76 respondents (63.30%) responded that they acquired new working skill.
   - 57 respondents (47.50%) responded that HR in the Dept. of Education can work with more quality.
   - 69 respondents (57.50%) responded that HR in the Dept. of Education acquired better knowledge and attitude about the Dept. of Education.
   It can thus be highlighted that only 47.50% believed that HR can work with more quality after training, while most of them agreed that they acquired new skills, better knowledge and attitude.

(iii) Out of 47 respondents of Finance and Accounting Administrative Officer;
   - 36 respondents (76.60%) responded that they acquired new working skills.
   - 23 respondents (48.90%) responded that HR in the Dept. of Education can work with more quality.
   - 34 respondents (72.30%) responded that HR in the Dept. of Education acquired better knowledge and attitude about the Dept. of Education.
   It can be considered that there is a similarity in the opinion of Finance and Accounting Administrative Officer and Education Officer that it happens only sometimes, the HR in the Dept. of Education can work with more quality.
(iv) Out of 55 respondents of General Service Officers:
23 respondents (41.80 %) responded that they acquired new skills.
29 respondents (52.70 %) responded that HR in the Dept. of Education can work with more quality.
34 respondents (72.30 %) responded that HR in the Dept. of Education acquired better knowledge and attitude about the Dept. of Education.

It can thus be expressed that only 41.80 % believed that they acquired new working skills.

(v) Out of 47 respondents of General Administrative Officers:
32 respondents (68.10 %) responded that they acquired new working skills.
28 respondents (59.60 %) responded that HR in the Dept. of Education can work with more quality.
27 respondents (57.40 %) responded that HR in the Dept. of Education acquired better knowledge and attitude.

(vi) Out of 11 respondents of Other employees (Driver and Worker):
5 respondents (45.50 %) responded that they acquired new skills.
6 respondents (54.50 %) responded that HR in the Dept. of Education can work with more quality.
6 respondents (54.50 %) responded that HR in the Dept. of Education acquired better knowledge and attitude.

Thus, it can be concluded that there is similarity in the opinion of General Service Officers and Other employees (Driver and Worker) regarding the fact that they sometimes acquire new working skills through training and development.

Training and Development is very scientific and systematic in the Department of Education. Most of the employees are enthusiastic from the word "training". They agree that training increases academic knowledge and social experience, to acquire new working skill, to gain self-confidence.
8.4 Promotion And Transfer:

Promotion is an essential process in HRM. Promotion is an advancement of an employee. There is an increase in responsibilities, status, pay or salary, better working conditions.

Transfer is the moving of an employee from one job to another, it is a lateral movement of an employee, not involving promotion or demotion. There is no change in responsibilities, duties, skills or pay.
Table 8.4: Promotion and Transfer

<table>
<thead>
<tr>
<th>Sample</th>
<th>84</th>
<th>120</th>
<th>47</th>
<th>55</th>
<th>47</th>
<th>11</th>
</tr>
</thead>
<tbody>
<tr>
<td>Content / Position</td>
<td>Office Director</td>
<td>Education Officer</td>
<td>Finance and Accounting Administrative Officer</td>
<td>General Service Officer</td>
<td>General Administrative Officer</td>
<td>Other (Driver and Worker)</td>
</tr>
<tr>
<td>N</td>
<td>%</td>
<td>N</td>
<td>%</td>
<td>N</td>
<td>%</td>
<td>N</td>
</tr>
<tr>
<td>1. The result of the working evaluation and the personal history of that person has been used in the consideration for a promotion.</td>
<td>77</td>
<td>91.70</td>
<td>83</td>
<td>69.20</td>
<td>42</td>
<td>89.40</td>
</tr>
<tr>
<td>2. The promotion of a HR is done through his own knowledge and talent, such through the criterion of an examination.</td>
<td>75</td>
<td>89.30</td>
<td>75</td>
<td>62.50</td>
<td>46</td>
<td>97.90</td>
</tr>
<tr>
<td>3. The system of seniority and experience have been used to consider a promotion for HR in the Dept. of Education.</td>
<td>62</td>
<td>73.80</td>
<td>81</td>
<td>67.50</td>
<td>31</td>
<td>66.00</td>
</tr>
</tbody>
</table>

Source: (Table no.: -6.1, 6.3, 6.5, 6.7, 6.9, 6.11)  
(Item no.: - 4, 6, 9)
It can be observed from Table 6 that,

(i) Out of 84 respondents of Office Directors;

77 respondents (91.70%) responded that the Dept. of Education most times used the result of the working evaluation and the personal history of that person for a promotion.

75 respondents (89.30%) responded that the promotion of a personnel is done through his own knowledge and talent such through the criterion of an examination.

62 respondents (73.80%) responded that the system of seniority and experience have been used to consider a promotion for HR in the Dept. of Education.

This shows that almost all the respondents from Office Directors are satisfied with the promotion and transfer procedure conducted by the Dept. of Education.

(ii) Out of 120 respondents of Education Officer,

83 respondents (69.20%) responded that the result of working evaluation and the personal history of that person has been used in the consideration for a promotion.

75 respondents (62.50%) responded that the promotion of HR is done through his own knowledge and talent.

81 respondents (67.50%) responded that the system of seniority and experience have been used to consider a promotion for HR in the Dept. of Education.

This highlights that almost all the respondents believe that there is a systematic promotion and transfer in the Dept. of Education.

(iii) Out of 47 respondents of Finance and Accounting Administrative Officers;

42 respondents (89.40%) responded that the result of the working evaluation and the personal history of that person has been used in the consideration for a promotion.

46 respondents (97.90%) responded that the promotion of HR is done through his own knowledge and talent, such through the criteria of an examination.

31 respondents (66%) responded that the system of seniority and experience have been considered for the promotion of HR in the Dept. of Education.
This expresses that the finance and accounting administrative officers are satisfied with the scientific promotion and transfer procedure in the Dept. of Education.

(iv) Out of 55 respondents of General Service Officers;
34 respondents (61.80 %) responded that the result of the working evaluation and the personal history of that person has been used in the consideration for a promotion.
40 respondents (72.70 %) responded that the promotion of HR is done through his own talent and knowledge.
37 respondents (67.30 %) responded that the system of seniority and experience have been used to consider a promotion for HR in the Dept. of Education.
This shows that the General Service Officers are of the opinion that there is systematic promotion and transfer.

(v) Out of 47 respondents of General Administrative Officer.
38 respondents (80.90 %) responded that the result of the working evaluation and the personal history of that person has been used for promotion.
34 respondents (72.30 %) responded that the promotion of HR is done through his own knowledge and talent.
18 respondents (38.30 %) responded that the system of seniority and experience have been used to consider a promotion for HR.
It can be expressed that most of the respondents from General administrative officers do not agree with the system of seniority and experience used to consider for the promotion of HR.

(vi) Out of the 11 respondents of Other employees (Driver and Worker),
6 respondents (54.50 %) responded that the result of the working evaluation and the personal history of that person has been used for promotion.
6 respondents (54.50 %) responded that the promotion of HR is done through his own knowledge and talent.
3 respondents (27.30%) responded that the system of seniority and experience have been used to consider a promotion for HR.

This shows that like the General administrative officers, other respondents also do not agree with the system of seniority and experience used to consider for the promotion of HR.

The employees of the Department of Education are not dissatisfied with the Promotion and Transfer Policies.

But they suggest that the policies can be better even. They respond that priority is not always given to the present personnel before outside recruitment policies are not clear, the plan on training and development is not used before promotion.

The Dept. of Education has considered the result of working evaluation and the personal history for promotion. The promotion of HR is done through his own talent and knowledge. The systems of seniority and experience have been used to consider a promotion for HR.

8.5 Retirement

Employees retire from service on attaining the age of superannuating. Some organizations may have a policy to reappoint professionals and others who possess skills for a limited duration at a time. All contractual appointments terminate after the expiry of the period of contract. The normal retirement benefits such as provident fund, pension and gratuity as applicable accrue and become payable to the employee on retirement. Some organizations extend certain employee benefits like medical facilities to the employee and their families even after retirement. Usually retiring employees are bid farewell appropriately with a party, gift and a mention in the house journal. Organizations are also providing liberal incentives for people to have before reaching the age of superannuating when they are faced with the situation of surplus staff. Employees may opt to retire voluntarily to avail the benefits of such schemes and possibly pursue a second career or self-employment. Such a scheme is referred to as voluntary retirement or the golden handshake scheme. Most such schemes have not evoked the desired response from organizational point of view. Several complain that not with standing the limits they put and the care they exercise good people
are leaving. Also, unless they address themselves to the basic question of overstaffing, the problem may record after a few years.

The civil servant retires on a definite age of 60 or 65 years, because the age would decrease the efficacy of the work. While the disable refers to a person who is crippled and can no longer operate in his service efficiently and properly. For this type of discharge, the organization can estimate about the approximate number for each year, the number of replacement, and the pension fund.
### Table 8.5: Retirement

<table>
<thead>
<tr>
<th>Sample</th>
<th>Office Director</th>
<th>Education Officer</th>
<th>General Administrative Officer</th>
<th>General Service Officer</th>
<th>Finance and Accounting Administrative Officer</th>
<th>Education Officer</th>
<th>Office Director</th>
</tr>
</thead>
<tbody>
<tr>
<td>84</td>
<td>51.20</td>
<td>51.20</td>
<td>61.70</td>
<td>49.10</td>
<td>31.90</td>
<td>5.20</td>
<td>51.20</td>
</tr>
<tr>
<td>120</td>
<td>45.50</td>
<td>48.30</td>
<td>49.10</td>
<td>47.30</td>
<td>39.80</td>
<td>4.70</td>
<td>45.50</td>
</tr>
<tr>
<td>47</td>
<td>52.00</td>
<td>61.70</td>
<td>49.10</td>
<td>47.30</td>
<td>39.80</td>
<td>4.70</td>
<td>52.00</td>
</tr>
<tr>
<td>55</td>
<td>47.30</td>
<td>49.10</td>
<td>47.30</td>
<td>45.50</td>
<td>45.50</td>
<td>4.70</td>
<td>47.30</td>
</tr>
<tr>
<td>11</td>
<td>5.20</td>
<td>51.20</td>
<td>49.10</td>
<td>47.30</td>
<td>45.50</td>
<td>5.20</td>
<td>5.20</td>
</tr>
</tbody>
</table>

1. The Dept. of Education should render good assistance to HR who have retired.
2. The Dept. of Education have good criteria and method in helping HR who have retired.

Source: (Table no.: 7.1, 7.3, 7.5, 7.7, 7.9, 7.11)
Table 8 highlights the position of retirement. I can observe the following findings from the table.

(i) Out of the 84 respondents of office Directors;
38 respondents (45.20 %) responded that the Dept. of Education should render good assistance to HR who have retired.
43 respondents (51.20 %) responded that the Dept. of Education have good criteria and method in helping HR who have retired.
This shows that most of the respondents of office Directors do not agree that good assistance is rendered to the HR who have retired.

(ii) Out of 120 respondents of Education Officers;
58 respondents (48.30 %) responded that the Dept. of Education should render good assistance to HR who have retired.
45 respondents (37.50 %) responded that the Dept. of Education have good criteria and method in helping HR who have retired.
It can be expressed that most of the respondents do not agree that good assistance is rendered and the Dept. of Education does not have good criteria and method in helping HR who have retired.

(iii) Out of 47 respondents from Finance and Accounting Administrative Officers;
15 respondents (31.90 %) responded that the Dept. of Education should render good assistance to HR who have retired.
Only 14 respondents (29.80 %) responded that the Dept. of Education have good criteria and method in helping HR who have retired.

(iv) Out of 55 respondents from General Service Officers;
27 respondents (49.10 %) responded that the Dept. of Education should render good assistance to HR who have retired.
It can be observed from the table that only 26 respondents (47.30 %) responded that the Dept. of Education have good criteria and method in helping HR who have retired.
(v) Out of 47 respondents from General Administrative Officers;
29 respondents (61.70 %) responded that the Dept. of Education should render
good assistance to HR who have retired.
22 respondents (46.80 %) responded that the Dept. of Education have good criteria
and method in helping HR who have retired.

(vi) Out of 11 respondents from Other employees (Driver and Worker);
8 respondents (72.80 %) responded that the Dept. of Education should render good
assistance to HR who have retired.
5 respondents (45.50 %) responded that the Dept. of Education have good criteria
and method in helping HR who have retired.

Thus, from the above explanation, it can be said that most of the respondents are of
the opinion that the Dept. of Education does not have good criteria and method in helping
HR who have retired.

Most of the employees are satisfied with the Retirement policies. The Dept. of
Education pays remuneration for those who have retired. The Dept. of Education renders
good assistance for the personnel who have retired. The Dept. of Education have good
criteria and method in helping the retired employees.

8.6 Organizational Relationship

Every organization looks forward to accomplish the goal oriented work, and need
collaboration from all units. The management will group up the units and interlock them into
a big group. So that they will not be isolated, and can render cooperation for the efficacy as
a whole, while each unit still remain independent. The organization has a systematic feature,
with various related segments, as aforementioned. These segments are always related with
each other. The effects of these segments is most essential in the organizational behavior
analysis. Hence, the interrelationship of these segments has stronger significance than the
operation of each unit, or each segment.
Table 8.6: Relationships within the organization

<table>
<thead>
<tr>
<th>Sample</th>
<th>84</th>
<th>120</th>
<th>47</th>
<th>55</th>
<th>47</th>
<th>11</th>
</tr>
</thead>
<tbody>
<tr>
<td>Content / Position</td>
<td>Office Director</td>
<td>Education Officer</td>
<td>Finance and Accounting Administrative Officer</td>
<td>General Service Administrative Officer</td>
<td>General Administrative Officer</td>
<td>Other (Driver and Worker)</td>
</tr>
<tr>
<td>N</td>
<td>%</td>
<td>N</td>
<td>%</td>
<td>N</td>
<td>%</td>
<td>N</td>
</tr>
<tr>
<td>1. In your Dept. of Education, groups have been set up to take responsibility in the function.</td>
<td>38</td>
<td>45.30</td>
<td>57</td>
<td>47.50</td>
<td>19</td>
<td>40.40</td>
</tr>
<tr>
<td>2. Personnel in the group assist each other in the work.</td>
<td>65</td>
<td>77.40</td>
<td>50</td>
<td>41.70</td>
<td>17</td>
<td>36.20</td>
</tr>
<tr>
<td>3. People group up according to their abilities in your Dept. of Education.</td>
<td>56</td>
<td>66.70</td>
<td>56</td>
<td>46.70</td>
<td>25</td>
<td>53.20</td>
</tr>
</tbody>
</table>

Source: (Table no.: 7.13, 7.15, 7.17, 7.19, 7.21, 7.23)  
(Item no.: 1, 2, 3)
Table 1 highlights the relationship within the organization.

Following observations can be made from the table.

(i) Out of 84 respondents from Office Director,
38 respondents (45.20 %) responded that in the Dept. of Education, groups have been set up to take responsibility in the function.
65 respondents (77.40 %) responded that personnel in the group assist each other in the work.
56 respondents (66.70 %) responded that people group up according to their abilities in the Dept. of Education.

(ii) Out of 120 respondents from Education Officers,
57 respondents (47.50 %) responded that groups have been set up to take responsibility in the function.
50 respondents (41.70 %) responded that Personnel in the group assist each other in the work.
56 respondents (46.70 %) responded that people group up according to their abilities in the Dept. of Education.

(iii) Out of 47 respondents from Finance and Accounting Administrative Officers,
19 respondents (40.40 %) responded that groups have been set up to take responsibility in the function.
17 respondents (36.20 %) responded that personnel in the groups assist each other in the work.
25 respondents (53.20 %) responded that people group according to their abilities in the Dept. of Education.

(iv) Out of 55 respondents from General Service Officers,
31 respondents (56.40 %) responded that groups have been set up to take responsibility in the function.
20 respondents (36.40 %) responded that personnel in the group assist each other in the work.
26 respondents (47.30 %) responded that people group up according to their abilities in the Dept. of Education.

(v) Out of 47 respondents from General Administrative Officers,
33 respondents (70.20 %) responded that groups have been set up to take responsibility in the function.
19 respondents (40.40 %) responded that personnel in the group assist each other in the work.
26 respondents (55.30 %) responded that people group up according to their abilities.

(vi) Out of 11 respondents from Other employees (Driver and Worker),
8 respondents (72.70 %) responded that groups have been set up to take responsibility in the function.
6 respondents (54.50 %) responded that personnel in the group assist each other in the work.
6 respondents (54.50 %) responded that people group up according to their abilities.

Thus from the above explanation, it is clear that most respondents from Office Director, Education Officer and Finance and Accounting Administrative Officers, agree that groups have not been set up to take responsibility in the function.

Most respondents from Education Officers, Finance and Accounting Administrative Officers, General Service Officers, General Administrative Officers, believe that Personnel in the group do not assist each other in the work.

There is a harmonious relationship among the employees and the employees in the Dept. of Education.

To maintain good relationships, groups have been set up to take responsibility, Personnel assist each other in work. People group up according to their talent. There is conflict only during the working hours.
8.7 **Recommendation:**

1. 28 respondents out of 84 (33.30 %) at the office director position suggested that there should be a fore planning on the human resource. The researcher therefore suggests that the Department of Education should plan the human resources well in advance.

2. 65 respondents out of 120 (31.70 %) at the Education Officer level suggested that the Dept. of Education should survey the need for manpower. It can be suggested that if the Department of Education wants to improve its Human Resource planning procedure, it should survey and find out how many manpower is actually required in the Department.

3. 17 respondents out of 47 (36.20 %) at the Finance and Accounting Administrative Officer level suggested that there should be a fore planning of the human resources. It can be recommended that for the proper functioning of the Human Resource Planning, it is necessary that there should a planning of human resources.

4. 33 respondents out of 55 (60 %) at the General service officer level recommended that the procedure to use the manpower has to be set up in the Dept. of Education. The researcher suggests that proper procedure should be framed for the proper use of the Human Resource in the Department.

5. 20 respondents out of 47 (42.50 %), Finance and Accounting Administrative Officer Suggested that the personnel resume has to be updated. It can be suggested that the personnel resume should be updated so that any information regarding the human resource in the dept is easily available and it is not outdated.

6. 43 respondents out of 84 (54.80 %) at the Office Director level suggested that there should be a consideration for men with new ideas and good quality to join the Dept. of Education. The researcher suggests that it would be better if the new employees selected are dynamic, knowledgeable and have new Ideas.

7. 59 respondents (49.20 %) out of 120 Education officers recommended that there should be a clear indication on the qualification and other skills of persons required by the Dept. of Education. It can be suggested that when the Dept. of Education issues the notice for promotion, it should clearly state the skills, knowledge and the qualification needed for the purpose.
8. 8 respondents (17%) out of 47 Finance and Accounting Administrative Officers suggested that training should increase the academic knowledge. The researcher therefore suggests that the Dept. of Education should encourage the employees to join the training, which will increase their academic knowledge.

9. 11 respondents of the General Service Officers recommended that the training should be imparted to increase their standard and output. The researcher suggests that the Dept. of Education should be imparted such that it increases their output and efficiency.

10. 21 respondents of the General service officers suggested that the policies should be clear for promotion and transfer. It can be suggested that the policies should be clear and understood by the employees.

11. 19 respondents of the General Administrative Officers recommended that the plan on training and development should be used before promotion. The researcher suggests that before promotion is given to the employees, training should be imparted to them. This will enhance their skills, knowledge and capacities.