CHAPTER- I

INTRODUCTION
Chapter No: I

Introduction

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Management of Human Resources: Issues and Challenges

Human factor has moved into the center of business in the recent years. Never before has the contribution of human resource to the success of business been subjected to so much of debate and discussion. This situation has developed as a result of some fundamental changes that have taken place, the most important of which is the pervasive and intensive competition that organizations are facing today. Human being is an intelligent, creative, artistic and a reactive resource. It has got a wonderful potential to do incredible things. In the present competitive world, management of human resource has been a matter of crucial determination of success of any industrial, commercial or governmental organizations. Dynamic employees are essential for any organization that would like to be dynamic and growth oriented (Rao, 1997). Therefore better management of human resource has been more earnestly felt as a vital, in recent decade than before. Also socio economic environment has been is swiftly changing world over; and a favorable attitude is being built up towards globalization of the economy.

Presently the sprit of competition is sky high, only tough competitors can survive under these rapid changes. Every organization has a dream to face this situation and emerge as victorious, but it is not as easy as one could imagine. But a collective struggle, and a desire to work altogether for transformation is essential. Bit by bit approach never helps in this cause, this, too, is an occasion to think, plan and set strategies to reach the goal. Organization can achieve its victory through an appropriate policy regarding, improvement, better coordination and use of its human resource. Every manager especially HRD executive has an immediate task to instruct, guide and develop
the workforce, to bring behavioural and attitudinal change in them by resorting to a viable tool of employee development through training. Training therefore is deep rooted in every human activity, and it is as old as human society itself. Whenever man thought to create, doing, and mastering the technique of production or manufacturing, looked more towards training. Training has been associated with learning and mastering technique. Success of any firm, organization and activities largely depends upon its trained human resource.

Industrial / Non-industrial organizations have felt a need of revitalization and reset their strategy of management of human resource at work. This has emerged in recent years as a strategic and important job. Better handling of human resource has earnestly been felt as a vital need in recent decade than before. This inevitability has shaped a possibility for the several organizations, both in domestic and overseas, to view people as an excellent resource and their competency building to successful functioning of organization, is apt and most imperative part of their job (Rao, 1997). Several organizations in the earlier period, due to their anxiety towards better results, task orientation, and return, neglected human being. However this apathetic attitude is no more helpful to them, and further they do not neglect and view this prospective resource in isolation, and do not maintain distance. This has thus, paved the way towards better management of human resource.

Most noteworthy fact of modern-day is that it is an era of rapid transformation, ever increasing competition, fast moving and complex world of latest technology. The changes have compelled industries, to think of and to adapt themselves to the changing needs by building confident plan to provide requisite skill and knowledge to its entire workforce to make them suitable to the changing conditions.
In view of people being recognized as a strategic resource, its management has become a basic or fundamental job of every organization. To bear this responsibility of effective management of human resources at work, Personnel Management as a management of human resource at work emerged earlier, followed by gradually new and innovative techniques like HRM, HRD, OB, etc which occupied the attention of many progressive organizations in recent years.

Human being, as always, has been at the center of every activity. Consequently no organization can deny nor achieve its goals without proper employment and synchronization of its human resource. Competent authorities of corporate organisation have to pay greater attention to the issue of human resource development. Managers in this endeavor are expected to play a remarkable role, to instruct and guide their workforce, influence their behaviour and motivate them to contribute to achieve the organizational goals. Hence, it is precise time for them to initiate the rapid changes in the management practice to view employees with care and understanding (Chhabra, 2000). International Labour Organisation at its 1975 session conference, adopted convention and recommendation to encourage member countries to create work as more humane, and to pay attention for betterment of the condition of the worker (ILO, 1979). Since every human being has potential to do remarkable things and to enable him to understand, develop and utilize his/her potential, organisation should provide them a development climate as well as opportunities. Therefore, with a view to focus attention of the organisation to develop this potential resource, which was neglected in the past, the HRD movement has started.
Advent of Industrial Revolution:

Change is the law of nature, change is certain and occurs in every system of society. Society is not static in nature, it constantly changes, likewise the changes have also taken place in the domestic system of production as well. Domestic system of production does not remain the same for long time. Industrial revolution occurred between (1760-1840). It transformed the whole agrarian society into an industrial society. Industrial revolution had its impact on the pre-industrial society of India. This laid to the foundation of modern industries in India, which took place during (1850-1870). The machines replaced handmade occupation and a totally new system of economy called as 'factory system' emerged. The factory system contributed for use of machinery and mechanical power and brought with it several other concepts like Rationalization, Mechanization, Scientific Management, Automation etc. It also called for the specialized skill and knowledge to work on the particular job, and contribute to the large-scale production of the organization. Thus the industrial revolution helped the invention of machines, and development of steam power, reduced the burden of hard work of muscle to machine, and augmented the wealth and power to the nation.

Despite the fact that the factory system contributed several utilities to the society, the dilemma of labourers, who were working in industries, their condition, was deplorable. They were mere factors of production in the entire production process. Therefore it is no wonder that labour was considered same as other material resources. He was exploited with long hours of working, paid low and meager wages for the hard labour sold to the organization, and he was always made to work in very poor and defective working condition. The employers of the organization were interested more in their self-advantage, profit
making rather than the betterment and welfare of their workforce. Just about this period a progressive initiative started growing to think about the worst, exploitative state of affairs faced by the working class in industries and to bring some improvement and change in the life of them.

Singh and Miranda (1986) state regarding the need as how the formal system of training was started after the outbreak of Industrial revolution. Occupations, in traditional Indian society were determined on the basis of one's own birth. Thus, a warrior's son automatically went into the defense services. A farmer or potter's son would do work like his father. However, with the onset of the industrial revolution, these rigid occupational boundaries were broken down. The Textile mills put the handloom weavers out of business and these weavers were forced to search for jobs within the new occupation set up. Likewise the skills of many other artisans were also rendered redundant.

At this stage, one's occupation began to depend on extraneous factors, like the proximity of a particular mill or factories to one's own village. Thus, irrespective of whether one was a skilled potter or weaver, if a Textile mill was set up within the vicinity of the village, all those who needing to earn a livelihood were employed by the mill to work on the automated loom. Thus, the need for formal training of these labour was necessitated.

**Strategy of Human Resource Management: Early Experiments/in Personnel Management**

Personnel Management as a part of general management pertains to the task of management of human resource at work, since the early part of the last century. Some attentions with miniature note began
overseas and in India, which provided new dimension to task of management of people at work. Development of scientific management and social awakening in the West at the end of 19th century were the main causes for the growth of Personnel Management. This term originated in U.S.A and later gained popularity world over. Actually with the development of big organization and mounting labour problem left no choice but to think of ways and means of overcoming the same. This lead to the appointment of a staff line officer to assist the top executive to maintain the industrial peace and protect the interest of the workers. In U.K and in the U.S.A private entrepreneurs provided voluntary labour welfare facilities (Kudchikar, 1990). In Britain, welfare officers were appointed in industry, to work to secure welfare facilities to the workers in industry (Verma, 1998). The development of personnel management in India was as late as in 1920 when labour welfare activities were initiated by some Indian business enterprises, like Tata Group, British India Corporation, Calico Mills, Empress Mill, etc, and appointed labour welfare officer to look after the interest of the working people and of the enterprises in relation to the human problem, After the end of the First World War in India, Royal commission on labour was appointed in 1929 which recommended for appointment of labour officer, to deal with the recruitment of labour, and to settle their grievances. In the 1930's the cotton textiles Industry in Bombay, and the Jute Industry in Calcutta pioneered the appointment of labour officer, these officer, made in charge of looking after the welfare functions in Industry. The Sir Sorabji Tata graduate school of Social Work was founded in 1936 in Bombay. This was the first postgraduate institute for the training of professional workers. The next significant landmark in this direction was, appointment of welfare officers in Indian industries. This has became binding according to the Factories Act of 1948, if fixed number of employees were employed, in the
organization. Later in 1951 the rules to this act laid down in detail prescribing the duties, qualification etc. of the welfare officer. The impetus to the growth of Personnel Management came in 1960's when Personnel Officer was appointment in industry.

Personnel Management is described as a child of "Scientific Management". Over the last 45 years or so, the scope of Personnel Management has expanded throughout the world, new techniques and styles of managing the human resource have been developed as a result of research studies and experience of the personnel who are in the field. Now the task of Personnel Manager is not just confined to the performance of traditional roles, like recruitment and selection, of the employees, but now it has extended to the other premier areas like, employee welfare, and handling of employees grievances. In order to meet the growing needs of the personnel managers education and proper training and development of the personnel, has thus become very important aspect. Therefore, to help them in this endeavour to look after the personnel function appropriately, several management institutes and universities and other bodies have started offering management education and training to the young professionals both in India and abroad. In India many premier management institutes were started to train executives in the field of personnel management viz: Indian Institute of Management, XLRI and many other management institutes.

The two institutions of practicing Personnel Management, namely, the Indian Institute of Personnel Management and the National Institute of Labour Management were setup. These institutions were merged to form a new institution under the name of National Institute of Personnel Management (NIPM). NIPM, has its headquarters, at Calcutta, it has launched a post-graduate programme in Personnel
Management and conducts several other programmes to professionalise Personnel Management in India. Thus Personnel Management has developed as a new field of managing human resource at work. Procurement of adequate manpower to the organization, to man the different jobs, falls under the scope of the personnel management. It endeavors to keep adequate manpower in the organization, to train, develop and achieve high-quality production and revenue to the organization.

**Functions of Personnel Management**

Personnel Management performs three different functions like, Managerial, Operative and Advisory they are as under. (Chabbra, 2000)

**Personnel Functions.**

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<tr>
<th>(A) Managerial</th>
<th>(B) Operative</th>
<th>(C) Advisory</th>
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<tr>
<td>1) Planning</td>
<td>1) Employment</td>
<td>1) Advise to top management</td>
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<td>2) Organizing</td>
<td>2) Training &amp; Development</td>
<td>2) Advice to dept. heads.</td>
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<td>3) Directing</td>
<td>3) Remuneration</td>
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<td>4) Controlling</td>
<td>4) Working condition</td>
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<td>5) Motivation</td>
<td>6) Personnel Records</td>
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<td>7) Industrial Relationship</td>
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<td>8) Separation</td>
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Management of people at work now needs adequate knowledge and conviction. In this connection, an unstinted conviction to humanise the very management itself must stir the mind of the every manager of today. This is the reason why in the recent decade the new concepts like HRM/ HRD have became the focus of attention of managers all over the world.
Personnel Management and HRD A Comparison.

Personnel Management and HRD, in a close sense are different from each other. Ahuja (1998) has brought out the difference between HRD and Personnel Management. An individual cannot be viewed in isolation, he is a constituent part of the social system, therefore many employers have tailored their outlook, and taking into consideration that industry can prosphere only if the labour force is in high spirits and satisfied. To consider employee as human resource the swing moved from Personnel Management to HRD.

Tripathi (1997) states the difference between Personnel Management and HRD. The function of Personnel Management is routine, maintenance oriented and administrative, whereas HRD is continuous process of developing people at work. Personnel management functions were more seen as independent function and its sub functions were also seen as independent, whereas HRD is viewed as a sub system of large system.

Personnel function is reactive. It responds to the demands of the organization as and when they arise, whereas HRD is proactive. It is not merely to meet the present needs, where as it anticipates future needs, and acts on them in advance in a continuous and planned way. Personnel function earlier viewed as, exclusive responsibility of the personnel manager, whereas, HRD is the concern and responsibility of all managers, to develop human potential at various levels.

Personnel function aims at increasing the people's efficiency whereas the emphasis of HRD is building right type of culture in the organization. Personnel function however, mainly confine to salary, economic rewards, job simplification and job satisfaction as important motivations. HRD emphasises on the importance of higher needs in
motivating individuals. It considers informal organisation autonomous work groups, job enrichment, job challenge and creativity as the main motivating forces.

The importance of Personnel Management was very widely recognized in industrial and non-industrial set up both in India and abroad. The growing importance of personnel management was visualized, as it has grown as an important field of specialization of management and alongwith this the eagerness and willingness of line manager to carry the responsibility of performing many personnel function is a point worth noting. However, personnel functions were confined to recruitment, salary administration, and industrial relation and these were regarded as necessary functions to carry. But in recent years many organisation have realized that human resource is the most valuable and important resource than any other resources, and that its proper management can help the organization to maximise the utilization of other resources. Thus this change in attitude to view people not merely as labour but as a human resource has paved way for the development of Human Resource management.

**Human Resource Development: A New Revolution of Employees' Development.**

HRD relates to develop people to grow with organizational commitment. Michael (1997) states in a logical sense that HRD matches organizational need for human resource and the individual desire for a career development. It enables employee to achieve best of his potential, to attain a total all-round development. It also tries to ensure decorum of employment, and opportunity for teamwork. Nair et.al. (1990) appropriately feel that human being is an important part of organizational resource, it helps to achieve higher level of production
and profit to the organisation. In view of the greater convenience and contribution, which people can render to the organization, awareness to the development of human resource at work is vital. Rao (1996) reflects that people are most valuable and outstanding resource of every organisation. The essential function which industry is compelled to do is to adopt to new strategies to praise and recognise and appreciate human being especially the employees at bottom level of hierarchy, this would boost up their morale to work enthusiastically, to achieve the organisation goal. Krisnhamurthy (1999) while acknowledging the above view states that a few business organisation were set up in the eighties of the last century both in India and in the U.S.A. were spectacularly flourishing, due to the reason like long term one man rule, and also due to the absence of attention to human element and employees attitude by themselves to accept orders and tolerating abusive and unfair treatment of their employers. But this scenario has swiftly undergone a change from the 'eighties'. The reason for the soft attitude towards workers was, off late, precise realisation that labour i.e., human being is most important and also an extremely active factor in the firm. Therefore employers mind-set has changed as soft and favorable towards their blue-collar employee. Further the reason for change in the attitude of employers from rigid to the soft is that, people especially labour is nowadays better educated, technically trained, have mechanical and operational skills and conscious about their rights and privileges. He is a knowledge worker.

Achievement of better integration, development of teamwork, management of conflict, and to get hold of commitment of all employees of the organisation has turn out to be an inevitable thing in recent years. Because the commerce/business organisation world over abide in their mind about cutting edge and crossover and return and regain
market glory which is a vital remedy for them. Rao (1997) has endorsed this view and states that those organization which have skilled, happy, devoted and self-motivated people are likely to do better than an organization that scores low on these. Employees attainment of competency, skills, and capability, does not happen on their own, without all the way through initiation of their respective organization. Moreover high-quality results to the firm is achieved possibly by the people who need to change themselves, to feel optimistic, arrange themselves mentally, work hard and do it by innovative skills and techniques. Yet employees deal with technological matters in their regular work. These technical matter by nature are awfully complex, difficult and not very easy to understand unless being demonstrated by other. The system of imparting such understanding and insights are attempted, and infused into the mind of employees through the system of training. Therefore it is an important sub system of HRD and vital instrument of employee development. The fact is the Pre-entry education of an employee when he joins new to the job sometimes may not be adequate enough to help him perform his job accurately. His performance may became very poor and may disturb the chain of production. Furthermore inadequate skill and knowledge of such newly inducted employee may also contribute to wastage and loss to the organisation, because of this reason, post-entry training becomes obvious.

Although every employee before he joins an organization may have specific skills and knowledge to perform his job better but what he precisely requires is a better exposure to the training. If he is not evidently convinced as to what he has to do and how to do it, he is not in a position to discharge his duty as expected. Thus, providing them required training has became very much essential, and became an integral part of HRD.
Presently most of the people who enter the workforce of an organisation are better educated, having better skills, their standard of living is fairly good when compared to their previous counterparts. In addition to this, sophisticated machinery and equipment are available at his workplace, and his interest are better protected by various labour legislations. These favorable reasons necessitate organization to place employee development on high agenda of its expansion plan.

Mortis (1998) feels that when employers are expected to serve their outside customers better, what is required is that employer themselves need to serve employee well, respect them, treat them well, give them a free hand in the discharge of their duties. Attempt should be to keep them as happy and satisfied and look upon employees as a first customer. Latif (1997) views that men in industry are acknowledged to be the most complex material to be handled, more ticklish and more subtle than the most highly complex machine. This has created a need to view labour as human resource and improvement of its quality is essential in an era of development in technology, communication, widespread computer application, and change in business environment. These strategies have made the task of managing business operation as more complex and critical. The issues of development of human potential, reduction of cost of production, improvement of productivity and development of whole organization, has occupied premier place in the corporate world. HRD is most widely spoken and discussed term in the corporate world, as the traditional personnel management has found to be little inadequate to meet the new challenges.
HRD- Semantics:

HRD is a movement of recent origin, and a process of employee development. It enable employees to gain better potential, knowledge, and it promotes dignity of his employment and thus provides an opportunity of teamwork, personal and career development. Michael (1997) states that HRD as a process relate to seek change in employee in his attitude, perception, and behaviour in such a way that he could maximise his contribution to help his organisation to reach goal. HRD is a continuous process, of helping employee in a planned way to help them to acquire capabilities and to build up organizational climate where teamwork and collaboration can contribute to achieve the organizational goal. (Rao, 1997).

HRD is a process and a systematic and planned method of improving quality of human life. Tripathi (1997) mentions that it is a system of developing in a continuous planned way the competencies of individual employee, group, team, and total organization to achieve organization goal. Krishna et al. (1997) opines that HRD is a process of imparting and equipping the human being with the improved performance, capabilities competencies skill and attitude, so as to achieve increased productivity, and production of quality goods and services. Achieving change in the attitude, and preparing them as developmental mind, and inculcating in them a sense of identifying with the organization have became an imperative need. Rao (1990) further explains that HRD is a continuous process to ensure the development of employee competencies dynamism, motivation, and effectiveness in a systematic and planned way. Subba Rao (1996) rightly stated that HRD is a technique related to improve, mould, change and develop the skill, knowledge, creative ability, aptitude, attitude, value, commitment etc. Munjal (1989) relates HRD with
development of human resource, and enable employees to acquire new capabilities, required for the achievement of the corporate as well as individual goal.

Human Resource Development is thus a continuous process to ensure the development of employee competencies, dynamism, motivation, and effectiveness in a systematic way. HRD with this splendid and novel idea has developed into the most popular term in the management literature of present day.

**HRD Methods or Mechanisms.**

Every systematic and ceremonial approach to develop the competencies and motivation of individual in an organization and edifice the organizational climate by humanizing the above process can be called as HRD method. [HRD methods were also known as instruments, technique or sub systems]. Tripathi (1990) has mentioned various HRD methods, as follows:

1) Man Power Planning
2) Performance appraisal and feedback
3) Training Education and development.
4) Potential appraisal and promotion.
5) Career development and planning
6) Compensation and Rewards
7) Organization development technique
8) Role analysis and role development
9) Quality of work life and Employee welfare
10) Participative device
11) Data storage and Research
12) Industrial Relations.
Whereas Pareek (1991) has stated six HRD systems and they are:

1) Appraisal System.
2) Career System,
3) Training System
4) Work System,
5) Cultural System,
6) Self-Renewal System.

Rao (1990) gives as many as eighteen systems and they are:

1) Role analysis and development exercises
2) Performance planning
3) Performance analysis and review
4) Performance counseling and interpersonal feedback
5) Induction training
6) Training
7) Job rotation
8) Potential appraisal and development
9) Career planning and development
10) Self-renewal and institution building exercises
11) Stress audit and stress management
12) Organization development exercises
13) Personal growth laboratories and worker education programmes
14) Quality circles
15) Task forces
16) Weekly and monthly meetings
17) Managerial learning networks
18) Other unconventional development exercises
Rao (1990) opines that there are many instruments that can be used to facilitate HRD. These instruments may be called subsystems or aids. Each instrument or subsystem focuses on some aspects of HRD. To have a comprehensive HRD, many of these instruments may be needed to use simultaneously. The methods outlined are not exhaustive. Any systematic or formal way of facilitating competency, motivation and climate development could be considered an HRD instrument.

**History of HRD**

HRD as a specialised term in management text has emerged as an independent or a part of some other department in industrial and non-industrial organization during the later part of 20th century. However, the attempt at development of human resources was dated back to the ancient days, this is evident through the pages of the history. Ramswami (1996) states that the instances of identifying significance of human being, as a resource, found during ancient days, which was traced in the great Epic of India in ‘Mahabharath’. In Shanthi Parva, Bishma’s discussions with Pandava’s along with Krishna, The grand old sire lying on the bed of arrows in the battle field of Kurukshethra, after several days of discussions, he passed the great secret of fabulous interest that, and there is nothing superior other than a man”. Kautilya’s ‘Arthasastra’ states that there existed a sound base for systematic management of resources as early as the 4th century B.C. The government then took an active interest in the operation of public and private sector enterprises and provided systematic procedures for regulating employer and employee relationships. Elsewhere, human resources in organizations received management’s attention much earlier. As early as 1800 B.C. itself minimum wage rate and incentive wage plan were included in the
Babylonian code of Hammurabi. It is also appropriate to make a mention, a 7th century A.D. Chinese saying stated by Chung Tzu, which emphasis the need for the development of human resources as:

If you wish to plan for a year,
Sow seeds,
If you wish to plan for a ten years,
Plant a tree,
If you wish to plan for a lifetime,
Develop man.

Thus, it has been crystal clear that human being is an imperative and key resource as acknowledged since early period. Human Being has got fantastic abilities to manoeuvre and make amazing and outstanding things, the civilization around us is the proud creation of him only, consequently amidst of all other resources, human being has been a very important resource.

Presently the term HRD used in the management text in formal sense, appeared when 'Nadlerlen' was the first person who use this term first time. The term HRD was first evolved in his class discussion at the George Washington University, in the U.S.A. and he was the one who first used the term formerly in the 1969, at the ASTD. According to him there was coldness and even resistance to this term. Next year he used this term again while chairing the ASTD group session later it started picking up well only after the mid 1970's (Rao, 1990).

In the year 1980, the training and development journal and the American society for Training and development (ASTD), conducted an evaluation survey of the best-known works on HRD published between 1970-79, of the 45 works that have been identified as best known works on HRD. 25 deal with training, 14 pertain to organization
development, three are the general works. During 1979 the ASTD conducted survey of educational institutions providing academic preparation in HRD. Their survey revealed that at least 19 schools had separately defined curricular in HRD of these 5 schools offered a degree at the bachelor level and offered a certificate programme and one offered a masters degree. Since then HRD has became a very popular term in the USA. Human resource development has achieved significant position in modern day. The economic and industrial success of some of the advanced countries is certainly due to their better system of handling and making use of their human resource.

Japanese for instance have built their formidable economic strength largely by creating a climate in which, organization emphasises shared value, collective achievement and continuous development of human resource through systematic and effective HRD system. Thus it is due to this Japan was able to convert ordinary people into extraordinary performers. An effective HRD system has evolved in various industries and in many other organizations as well. HRD is not only ensuring realization of present performance but also long term survival and growth of the organisation (Krishna, 1996).

**HRD in India**

Last two decades of previous century have seen the continuous increase in the awareness in the development of human resources. The escalating recognition and importance of human resource can be felt in the form of separate ministry, known as Ministry of Human Resource Development, set up at the union level, by government of India in 1987. Thereafter development of human resource has been given significant importance in the VII and VIII Five Year Plans of our country. National HRD Network, Academy of HRD were started in recent years. This
indicates the growing strengths of HRD in India (Pandey, 1991). HRD in India has a varied development history, Larsen and Toubro is the first organization in India to formerly introduce the HRD in 1995. The main object of which, was to facilitate the growth and the development of managers in the organization in a planned way. The reason to set up the HRD System is first and foremost to help managers to get hold of new capability, so that they will be able to perform the existing role better. Thus, HRD has been gaining reputation and growing in strength in different dimension (Rao, 1990).

Some of the organizations have done considerable work in setting up of HRD system in their organization. Tripathi, (1997) has rightly stated that some of the organizations have responded to the need of settings up of HRD systems in their organization and some of these organization which started HRD system mentioned by him are:

State Bank of India,
Bank of Baroda,
Larsen and Toubro,
Voltas,
Crompton and Greaves,
Indian Oil Corporation,
Steel Authority of India,
Bharat Heavy Electrical
Indian Telephone Industry etc.

Rao (1997) states that the term HRD has become very popular in the last decade and especially in the last five years. Many organizations have either started new HRD departments or have appointed HRD managers or at least have strengthened their personnel department to look after the HRD functions. It has thus became very popular term in
the corporate world. HRD has shot up on the corporate firmament as a bright star, thanks to the boost given to the concept by the government of India, which brought in the term to pack together the whole host of measures calculated to improve the quality of human resources for the nation as a whole (Bhushan, 1997). The concept is wide as it has spread to the field like, education, health, welfare, and everywhere, and bears on efficiency and quality of life. HRD is a comprehensive term, which relates to develop employee with the requisite skill, quality, and a good understanding of self and of the organization, development of right attitude, motivation and spirit of right performance for the betterment of whole organization. All this is possibly attained through comprehensive training programmes from time to time. HRD with this splendid and novel idea has developed into the most popular term in the management literature.

Training as A Sub System of HRD: - Semantics and Issues

Training is deep rooted in every human activity, and it is as old as human society itself. Whenever man has thought to create, doing, and mastering the technique of production or manufacturing, he has looked more towards training. Training has been associated with learning and mastering technique. Success of any firm, organization and activities largely depend on Training. All types of jobs require some type of training for their efficient performance. Employee's talent is not fully productive without training. The need for systematic training has increased by rapid technological changes, which create new jobs and eliminate old ones. New jobs require some kind of skill, which may be developed in old employees only by providing them proper training.

Training is a process, which is very much associated with thinking, feeling and willing unless these three aspects do go together it
is really difficulty to relish the true taste of training. Several people attempted in the past to give a definition of wider approval, and thus define it. The Dictionary meaning of the word training implies: instruction and discipline in a particular art, profession or in occupation. It means training relates to make a trainee closely controlled in pursuit of doing his work, updating knowledge to avoid obsolescence, enhancing professional creativity.

Training in the Oxford American desk dictionary, implies: to teach (a person, animal, oneself etc) a specified skill and mastering it through practice. Training relates to learning, than teaching, because teaching is wider in nature. Hence it is a link between trainer and trainee, one teaches and other learns and adopts it in practice. SubbaRao et.al. (1996) consider this as process relate to teaching. It helps an individual to learn and apply skill, knowledge, improve ability and attitude for the performance of job. The proper success of training depends upon active listening and learning skill and knowledge, put forward by a careful application in their work. Consequently training is at all times a means to an end but not an end in itself.

The prevalent tendency about training is it is by and large, thought of whenever need arises, when immediate and urgent goals are to achieve. York (1996) articulated similar view by stating: training aspires to realize short-term specific organizational goal. There are certain situation in an organization which create spontaneous need of training, for instance, when new machinery is installed, new technology, new products, are introduced or new recruitment made or employees in bulk are internally transferred between different production units/ workshops to other departments. Situations of this kind create a spontaneous need of training. Thus, training becomes inevitable to achieve pressing aspiration within a shorter period of time.
Goel et al. (1988) endorsed similar view stating it, as a process which pertains principally to improve competence, knowledge, mind-set and skill for the performance of task within shorter period of time. What is mainly important is to just finish the task but finish it especially within shorter episode of time.

Success never comes without necessary infrastructure and the good quality of human resource at work. Both are very much essential. When someone feels that people are essential at work, but without giving them the necessary equipment, tools, raw material and proper guidance, and if any one of these is missing, it can cause obstacle and contribute to organization failure. Therefore everything including, trained manpower is very much essential. Jangam (1983) rightly feels, training is training of hand, head and heart, training imparts skill to use hand, to work competently, impart knowledge so that head think, and build positive attitude so that heart feels, and with this individual capacity to produce more surely goes up. As stated earlier, adaptation of learnt knowledge depends naturally upon individual attitude, this however naturally differ between human being, because Human beings are heterogeneous resources, and their behavior, attitude, perceptions differ from man to man. Therefore proper guidance and motivation is essential to people.

Simon et al. (1970) state that training is a conscious effort concentrated to improve person’s skill and understanding and development of belief and values. In addition to the skill development, it is also very important to strengthen his belief and value system. Sharma, (1993) feels similarly, says that building individual attitude and value will help him to build positive image, he takes pride and enthusiasm in doing his function. Right belief and value system are essential to every one, as most of our employees come from rural
background, with little education and their horizon of understanding is also very low, therefore changing their attitude and beliefs is very essential.

Training is an organised activity, it includes several steps. Conduct of training programme requires to pass through different stages like, it begins from need identification, preparation of training calendar, budget estimation, deputation of trainees to undergo training, evaluation and follow-up. These are being very vital steps in the conduct of any training programme. In any case when any of these steps are not adequately followed, this will greatly affect training utilities and the expected results do not occur. Training is an organized procedure for increasing skill and knowledge of people for a definite purpose.

Workforce in most organization consists of many employees who differ in age, education, and experience attitude and interest. Therefore training is required to all categories of employees. Prasad et.al. (1994) mentions that employees differ in their basic interest some are very intelligent but not hard working, while others may be hard working but lack intelligence. It is not wise enough to concentrate more on those who lack intelligence, but also important to concentrate on intelligent employees and inducing them to work hard, so that everybody contributes to reach the organizational goal.

Production of quality goods is a concern of every organisation because in modern days emphasis is more on production of quality goods and quality product can alone help organisation to capture the market to its side. Ali (1997) has aptly mentioned that manufacture of quality products has been a global concern. The manufacturer world over have been trying their best to provide better and excellent quality
products for their customers. This new trend which rules the market affairs has induced the organisation to pay attention to prepare their people to produce the quality products.

Training serves many advantages both to the organisation and to the employee. To make a mention few of those premier benefits namely, it helps to achieve skill development of employee, it enables him to perform his job satisfactorily, it helps to sustain production of quality goods with durability and also helps in the better handling of tools and equipments, promote safety and minimize accidents. It also influences to bring change in the interest, attitude, motivation and morale of employee.

The training calendar of many organizations includes wide range of training topics suiting to the requirement of various categories of employees of the organisation from top to bottom. Training programmes are conducted for senior executives, managers, supervisors, and also to the workmen. Training topics relate to skill and knowledge development, topics of management practices, marketing, technical information, technology, and quality and general topics, as well. Also most of the organizations look forward to see that their employees would develop and improve their personal and technical qualification. Organizations help them by sponsoring them to premier institutions to undergo training. This would help them to improve their academic and technical qualification, and also their skill and knowledge. This facility is largely offered to the supervisory and managerial personnel than to the workman.

Training has become a far more important activity than before, especially in recent years. Earlier, training was conducted mainly to fulfill the mandatory requirement or to take kudos from the
management. Training programmes earlier were of such nature that, if a few employees were absent due to the problem of alcohol or due to any other reason, training classes were conducted combining both alcoholic and non-alcoholic groups, instead focusing upon erring employees. This sometime would de-moralize aptitude and the interest of sincere employees. Therefore sentiment and impact of the training programme would not be viewed very seriously. But now the whole scenario has changed. Lot of importance has been attached to this significant aspect. The stress is on now to identify training needs accurately. It is like a capsule to the ailing person or a remedy to overcome once own weakness. Thus deficiencies can now be aptly overcome through conduct of training programme more in systematic sense.

Use of skill metrics to identify the training needs is more in vogue. It is used to identify properly the level of skill efficiency of the employees, and this scale is graded as A+, B+, C+, anything after the C or C- are considered to be as poor performance and thus attention is concentrated on those employees, to help them to improve their performance, if it is very poor, and are helped until they improve and show the positive results.

Trainer has a very vital role to play in the whole conduct of training programme to impart right kind of training to the trainees. He has to act like a Doctor to administer the proper drugs to cure the ailment of the patient and help him to relieve from the pain and agony. Likewise a trainer has to be of a similar caliber to help the trainee to receive what they want to gain from the training. A trainer has to correctly spot the need of trainees and their ability to understand, digest and reproduce the knowledge obtained. He must go down to the level of the trainees and impart them skill and knowledge in a manner
and in a language understood by them. Therefore, trainer's preparedness, his involvement, and spirit of imparting correct knowledge to the trainees will make entire training programme a splendid success.

Training topics are of wide-ranging nature like it relate to both skill and behavioral development topics like leadership and self development, quality and productivity improvement, house keeping and workplace cleanliness, safety and accident prevention, first aid firefighting, effluent treatment, water and energy conservation, productivity enhancement, business promotion, personality development, time management, yoga and fitness for all, supervisory development programmes, training for trade union leaders, etc. Therefore now there is a shift in the conduct of training programmes from traditional and routine topics to new and innovative, which are quite relevant and can inspire the employees, particularly those who are in the bottom of the organization ladder to became inspired and committed to their work. As stated earlier, there is a shift in the conduct of training for operator from routine training topic to the topics of the present day need. Over the years skill development training was the only training programme, which was mainly emphasized and offered to the operator category by most of the managements.

Training- Retrospect

History of training dates back to the ancient days. Ancient society adopted it since olden days to enable its people to learn the skills and gain mastery over it, which was necessary to lead their life. Thus training is as old as society itself. Ghosh (1996) mentioned that human being when began to amassing knowledge at the very beginning of the stone age, he invented tools, weapons, clothing, shelter, and language.
etc. He planned method to impart it to others, through the process of learning from experienced person. As a result training developed into a vital means of imparting skill and knowledge to other. Training has been a common feature even in other activities as well. It is seen as inevitable in the field of military. In ancient days, Acharya Dronyacharya of Mahabaratha was known as a best trainer, under whose training many wished to be trained in the art of archery and warfare. During those days to learn art of horse riding, archery, swordplay etc., was considered as mandatory for Kshatriya princes, and kings who learnt it from experienced trainer.

Sharma et.al. (1993) opined that training of some kind or other is a universal phenomenon, in all the activities and stages of life. For instance the human child starts learning from his early childhood till his old age. Child is constantly trained in modes of belief, etiquette, and conduct, this learning is imparted by the family, and other groups, to which child belongs. Astonishing historical monuments of great artistic beauty and excellence, found in the different parts of the world, like Taj Mahal, Great wall of China, Pyramid of Egypt, etc., are adequate and authentic evidences that thousands of people must have worked on those projects, which could not have been accomplished without training and without the transfer of knowledge and skills from one person to another or from one person to many people (Ghosh, 1996). With the advancement of time and outbreak of the industrial revolution in England 1750–1850, created need for formal training. Industrial revolution brought revolutionary change in the socio-economic sphere, with the start of the factory system; production was started on a large scale. Industries were set up all over the world after 1850. In India, Textile Mills in Bombay started functioning from 1851, and Jute Mills in Calcutta from 1854. As a result factories were established in every
corner of the country and this paved a way for the training, which was necessary in view of inadequate skill possessed by the workforce.

Pandit Jawaharlal Nehru's, famous axiom that the "wealth of a nation lies in the skill of its people", has led to the recognition of technical training as an important function. The first appearance of formal training department in India, came with public sector institution set up in the 1950s and 60s, for training of technical personnel. Consequently Training in formal sense in Indian industry emerged and which is now more than 50 years old (Vardhan, 1996).

The craftsmen-training scheme

The craftsmen training scheme was introduced by the government of India in 1950 to ensure a steady flow of skilled workers in different trades for the domestic industry, to raise quantitatively and qualitatively the industrial production through systematic training and to reduce unemployment among the educated youth by providing them employable training, to cultivate and nurture a technical and industrial attitude in the minds of the younger generation. The scheme, the most important in the field of vocational training, has been shaping craftsmen to meet the existing as well as future manpower need, through the vast network of ITIs in various states/union territories in the country. With a view to ensure and maintain uniformity in the standards of training all over the country, the National Council for Vocational Training, an advisory body, was set up by the government of India in the year 1956. The council has been entrusted with the responsibilities of prescribing standards and curricula for Craftsmen Training, advising the Government of India on the overall policy and programmes, conducting all India trade tests and awarding national trade certificates. The headquarters of the council is in New Delhi. Its
objectives include functioning as a central agency to advice the government of India in framing the training policy and coordinating vocational training throughout India.

National Apprenticeship Training Scheme was introduced in the Second Plan period, but as a result of unwillingness of industrialist in accepting the apprentices, the scheme could not work properly. Therefore, in order to regulate the practical programme in industry, the government passed the Apprentice Act, 1961. The Act applies to the public as well as private sector industries. Now, every trade in which training is to be imparted will be designed by the central government. in consultation with the central apprenticeship council. (DGE&T-Craftsmen Training Scheme 1995). The Directorate of Employment and Training, Government of India, has maintained a large number of training centers. These training centers provide facilities for training both in the engineering and non-engineering trades (Saxena, 1972).

Central Board for workers education

Another outstanding attempt that came through the initiative of Government of India with a purpose to train workers of both organized and unorganized sectors. Central Board for Workers Education (CBWE) is an organization founded by the Ministry of Labour, govt. of India on 16th September 1958 with its Head Quarters at Nagpur (Maharastra) having a network of 48 Regional Centres and 15 sub-regional centers in the country which organised activities relating to workers, education at regional and unit/ enterprise / village levels. There are four zonal offices at Delhi, Calcutta, Madras and Bombay to monitor and supervise the training activities of the regional centers in their respective zone (Chavan, 1992).
Total Quality Management (TQM) or ISO-9000

Total Quality Management (TQM) or ISO-9000. There is no simple answer to this question, but there is no doubt that having “ISO-9000” without having also inculcated attitude and behavior changes in the organization’s performance. As with all change, preparing and developing people to behave differently is the most important, and yet the most frequently underestimated factor, in making a different to the quality of organizational performance, there is much to do beyond ISO-9000 (Aneja, 1996).

Training like tax has been levied on the willing and un-willing alike. In fact some countries have made it a tax or at least an expenditure strongly encouraged. French law for example, requires factories in some industries to spend a fixed percentage of their budget on personnel training or forfeit any unspent amount in taxes; the purpose behind this policy is the equitable spread of the costs of upgrading the work force in general (Lynton and Pareek, 1990).

There are a number of professional bodies relating to develop competencies of personnel and relate to handle the training function. Indian Society for Training and Development, an oldest professional body aims at HRD particularly training. Annual conferences are held to provide a lot of information on development relating to HRD. A Post Graduate diploma in training and development is also conducted, through distance education mode. Short duration programmes are also conducted from time to time, A journal Indian Journal of Training and Development is also published six times in a year. It has about 4000 members from across the country spread over 32 chapters. It is also affiliated to the International Federation of Training and Development
Therefore training in the 20th century has been more extensively taken up to build employees competencies as per changing need. The Apprenticeship Act 1961, triggered off setting up of this function in the private sector as well. Supervisory and management training followed suit in the sixties and seventies. Behavioral training programme ruled the roost in the eighties. In the Nineties there was a shift towards training for building specific job competencies and integrating it with performance appraisal system. The emphasis is on making training a purposeful tool for achievement of objectives by the industries. Training has been a necessary activity, organization have no choice to bypass it, but just to choose any one of the good methods of training to empower, and inspire its workforce.

Training is helpful to an employee. It not only provides necessary skill for doing a job, but also creates opportunity for job advancement. A trained employee is a big asset to an organization. Skill learnt in the course of training helps him towards better performance of his job. Training makes an employee competent and productive. The need for training in an organization emerges due to the following reason:

**Technological change**

Technology in the contemporary era has been changing rapidly. In order to keep pace with changing technology, organization can respond to this by organizing the training programme to make the internal HR as competent to learn and understand and adapt to the change.
Quality consciousness:

Customers these days are very much conscious about the quality of the goods they purchase. The organizations have more responsibility in this regard, to produce the quality goods with long-term durability at the competitive prices. In view of the quality movement, which already has gained universal value and appreciation, the quality standards are fixed. Those Organization desiring to declare themselves as quality company should obtain quality certificate from the international organization by fulfilling the quality standard fixed by them. Getting those quality certificates has become necessary or mandatory for organization, this need is successfully attained through the training activities.

Productivity enhancement:

Productivity is a key to success and growth and the word productivity was coined in 1776. Productivity denotes efficiency: an effort to save time, energy, power, and money and materials, to achieve high production. Productivity is a means to elimination of all kinds of waste, reduction in the cost of production etc. Behavioral scientists identify productivity as an attitude of mind, mentality of progress. Effective training programme is a right approach to this need.

Stable workforce:

Training creates a feeling of confidence in the mind of the workers, it gives them a job security this may also help them to solve the labour problems.

Increased Safety:

Trained workmen have better knowledge of handling the machines and equipment. They also use various safety equipment, therefore they are less prone to the accidents.
Better management:

Training is an effective instrument of planning and control, it develop skill in employee and makes them competent for the future and prepares them for the promotion. It helps in reducing cost of supervision, wastages and industrial accidents it also helps to increase productivity and quality. Training is inevitable. Training and development need is most urgent for reasons like, downsize of the workforce. Multiskill development phenomena have already acquired a specialized place in both sectors of the economy. This obviously necessitates the existing workforce to be trained, and in view of this the training has became necessary these days.

Training Objectives

Training programme includes the following objectives namely: (Chabbra, 2000)

- To help all employees both young and experienced to meet the present and future obligation of the job and of the organization.
- To impart systematic techniques and new skills to the employees, so that they can learn the work quickly, and apply them in their job.
- To impart new entrant the basic knowledge and skills of doing a job to prepare him to perform his job nicely.
- To prepare employees for new and higher level task.
• To assist employees to function more effectively in their present position by exposing them to the latest concept in information and technical fields.

• To build up a second line of competent employees and prepare them to shoulder and to take new responsible position.

• To bring change in the attitude of the workmen towards his co-workmen, supervisor and towards whole organization.

• To make workforce competent to handle material, machine and equipment and thus to check wastage of the time and resources.

• To reduce the accidents by promoting the safety and use of the safety devices.

**Assessment of Training Need**

Training is a continuous process to enhance skill, knowledge and right attitude of an employee. Therefore the assessment of training need are required to be arrived at systematically on the basis of performance of employees and through analysis of organization and requirement of job. Design of a training programme, training method, and contents of the course need to be determined or planned on the basis of identified training need. Training need must be relevant to overcome lacuna in the performance of job.
Training Plan Flow Chart

Establish Philosophy and setting objectives.

Identification of training needs and setting objectives

Organization analysis

Task analysis,

Man analysis

Designing training programmes scheduling
   Facility, faculty, content and method.

Programme budget and cost effectiveness

Gain top management’s acceptance and commitment.

Implement training programme

Evaluate results

Identify performance measures where feasible.

(Monappa, 1997)
Various issues related to training are:

- Place of training in the organization.
- Determination of training need.
- Identification of relevant people in the organization who actually need training.
- Deputation of trainees to the training programme.
- Trainer and his role in imparting the relevant information and understanding, participants in the training programme.
- Teaching and Training aid.
- Training evaluation.
- And lastly the follow-up. Are the relevant steps in the training programme.

HRD Executives have this task of guiding and training their employees. The initiative of training the workforce lies at the management end. But the responsibility and commitment of training definitely lies on both the sides. Training in an industry has to be like a forum where all participant employees are to be bought to a common forum to share their thoughts, to mutually interact, support, understand and cooperate with each other.

Methods of Training

On the Job Training or Training Within the Industry

On the job training takes place on the job where an employee is regularly working. It is a very easy, simple and contributing method of training. The popularity of this method is it is very commonly used and having a wider acceptance both by the workers and management.
Therefore Under this method the employee is placed on the job and is told how a job may be performed. Employee is instructed by the skilled fellow worker or by the supervisor or by the qualified instructors. This enables him to learn his job through observation and by practice. It is also known as learning by doing. It is most economic in nature because, no additional facilities or persons are required during training. It imparts practical knowledge: Trainee learns more things on the actual equipment under actual working condition.

**On The Job Training: Types Include**

**Job Rotation:** It is a good method of equipping employee with multiple skills, as attainment of multiple skill has assumed greater significance in view of downsizing of manpower of the organization. Therefore equipping existing employee with multiple skills has become necessary. Under this system an employee has to move from one job to another after a certain period of interval. Trainee learns particular operational skills and technique of a job. This type of training is adopted in the bank and other establishments and used in industry as well.

**Coaching:** Under this method immediate supervisor trains employee, he provides required information helpful to perform duties, this is also known as Internship and apprenticeship method.

**Internship type of training:** It is applied to managerial personnel. It gives the wide knowledge of different jobs. Apprenticeship method is used in case of crafts and other technical fields and trade. It gives skills requiring long periods of practice.

**Job instruction training:** Under this method trainer has to explain to trainee how to perform the job, give instruction in pertinent knowledge and skills of job and allows the trainee to do it. Trainers thereafter appraise performance of trainee and provide up-to-date information in
and correct the trainee just in case performance is missing. This method is suitable for preparing the supervisors to train operatives. It requires skilled trainers. This type of training involves four steps viz.

Step 1: Preparation of trainee for instruction. This step involves to put trainee at ease i.e. freedom from pain. Give the general description of such duties and responsibilities and find out what he already knows about the job. Place the employee in correct position.

Step 2. Presentation of the instruction: This includes telling and showing the employee each step of the job. Stress key point of each step and job. Giving the essential information clearly and completely.

Step 3. Try out the performance: This step includes correcting the errors. Trainee has to show that he has understood the instruction.

Step 4. Follow-up: This step involves, check frequently, encourage the questions and clear the doubt.

Committee assignments: Under this a group trainees are given and asked to solve the actual problem. The entire group of trainees has to solve the problem collectively.

Off-the-Job-Training: Under this method trainee is separated from the job. It means that trainee has to devote whole time for learning the material related to his future job performance. In this method, trainee has an opportunity for expression of his opinion. Off the Job-training methods are as follows:

Vestibule training: Under this method actual work conditions are explained in classroom. A detail explanation is given to the employee with equipment, materials, files used for the performance of the job. This technique helps the trainee to concentrate on learning the new skill. Theoretical training is given in the classroom. This type of
training is used for clerical, bank tellers, inspectors, typists, machine operators etc.

**Lecturer Method:** It is the oldest and simplest method of training. Under this method, instructors give knowledge to a group of trainees in the form talk. The instructors have to explain the facts, concepts or principles and theories and the ways to understand and solve the problems.

**Role-Play:** under this method, participant (trainee) has to play role on certain aspects. It is a method of human interaction, which involves realistic behaviour in the imaginary situations. Generally the background information is provided to the employee (Participants). The participants are expected to make critical evaluations of the given alternatives. They are arranged in groups in role-play, each advocating one of the alternative courses of action. The role players are simply informed the situation and of respective roles they have to play. The idea of role-playing training involves action doing and practice.

**Conference Method:** Under this method the participants have to discuss the common subject matter with each other. Conference is nothing but a meeting; such meetings are conducted in accordance with an organized plan. During the conference group of people who pose the ideas, examine and share the facts, ideas and data, test the assumptions, and participants jointly apply their minds and draw the conclusions. Such conclusions help to improve the job performance.

**Group Discussion or Seminar:** Generally in seminar, one or more trainee prepares the paper on a subject selected in consultation with the person in charge of the seminar. The trainees read their papers and other members (participants) are allowed to raise the questions and discussion.
Case Studies: The case is a set of data written or oral description and summary of such data presents issues and problems and trainee have to find out solutions for such problem. Generally when the trainees are given cases to analyze, they have to identify the problem and ways of solutions. This method of training is practice in the decision-making. It is also known as learning by doing.

Programmed Instruction: in this method the subject matter to be learnt is offered in the form of question, fact, and problem. The trainee has to utilize the information going in series and trainee has to answer questions or fill in the blanks.

Incident Method: Paul Pigors developed this method. It aims at to develop the trainee in the areas of intellectual ability, practical judgment and social awareness. Under this method each employee is developed in a group process. Incidents are prepared on the basis of actual situations, which have happened, in different organizations. Each employee in the training group is asked to study the incident and to make short-term decisions in the role of a person who has to cope with the incident in the actual situation. Later, each member takes the group interaction and decisions. Thus, this method is similar to a combination of case method and in basket method.

Sensitivity Training: The main objective of sensitivity training is the Development of awareness of and sensitivity of behavioral patterns of oneself and others. This development results in the increased openness with others, greater concern for others, increased tolerance for individual differences, less ethnic prejudice, understanding of group processes, enhanced listening skills, increased trust and support. The role played by the trainee here is not a structured one as in role-play. It is a laboratory situation where one gets a chance to know more about
himself and the impact of his behavior on others. It develops the managerial sensitivity, trust, and respect for others. One of the limitations of sensitivity training is that it extracts a huge emotional cost from the manager.

**Simulation:** Under this technique the situation is duplicated in such a way that it carries a closer resemblance to the actual job situation. The trainee experiences a feeling that he is actually encountering all those conditions. Then he is asked to assume a particular role in the circumstances and solve the problems by making a decision. He is immediately given a feedback of his performance.

One of the limitations of this method is that it is very difficult to duplicate the situation to the extent of making the trainee feel the pressures and realities of actual decision-making on the job. The very fact that the trainee knows that it is an artificial situation prevents him from experiencing all that he experiences in real job situation.

**Distinction Between Training and Education**

<table>
<thead>
<tr>
<th>Specific Area</th>
<th>Training</th>
<th>Education</th>
</tr>
</thead>
<tbody>
<tr>
<td>1) Scope</td>
<td>It is always specific narrow and related to the job</td>
<td>It is always broad and general</td>
</tr>
<tr>
<td>2) Duration</td>
<td>It is short in duration</td>
<td>It is a long duration</td>
</tr>
<tr>
<td>3) Results</td>
<td>It results are quick and achievable within, shorter Span of period.</td>
<td>It is long in duration, its results &amp; dividends are going to came only in the long run</td>
</tr>
<tr>
<td>4) Nature</td>
<td>It is by nature applied &amp; practical</td>
<td>Education is pure and theoretical.</td>
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(Baligar, 1997).
Distinction Between Trainings and Development

Training relates to imparting specific skills for a specific objective the relative amount of training required undergoes changes with the nature of tasks and responsibilities in organizational settings. As one moves high in the organizational hierarchy the amount of training usually declines and the amount of education enhances. Therefore, non-managerial personnel require more job or trade related skills than managerial personnel.

However, progressive thinkers do not limit the term to development to managerial personnel only but development is viewed as essential for all personnel irrespective of what level they are working in Administrative hierarchy.

<table>
<thead>
<tr>
<th>Specific Aspects</th>
<th>Training</th>
<th>Development</th>
</tr>
</thead>
<tbody>
<tr>
<td>1) Learner</td>
<td>It is meant for Non-Managerial Personnel especially to operators.</td>
<td>It is meant for managerial personnel.</td>
</tr>
<tr>
<td>2) What is learned</td>
<td>Technical &amp; mechanical Operations.</td>
<td>Theoretical conceptual (Ideas)</td>
</tr>
<tr>
<td>3) Why such</td>
<td>Specific job related purpose.</td>
<td>General Knowledge purpose.</td>
</tr>
<tr>
<td>4) Duration of learning.</td>
<td>For a shorter period</td>
<td>For a longer period</td>
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</table>

Thus development is a broad term. It includes both training and education. Its aim is to improve the overall personality of an individual. The term Development is mostly used for the executives. (Baligar, 1997).

Significance of The Study

Human resource is a useful resource of every organization, it has a majestic and wonderful capacity to produce excellent and outstanding works. Organization would be lucky if it possesses, dedicated and active human resource. In view of wonderful abilities human being has added a new dimension to the management of people at work. HRD, is
a system of developing in a continuous and planned way the 
competencies of individual employee, the group and the total organization to achieve organizational goals. The primary objective of any organization is to produce a quality product or to provide service, which should meet the well-defined needs, satisfy customer expectations. The organization also needs to maintain desired quality at minimum cost by efficient utilization of its technological, human and material resources. Indian economy is embarking upon liberalization has thrown open new challenges for Indian industry in terms of competition, both within and outside the country, necessitating production of quality goods at lowest possible cost. Needless to say, technology has a major role in changing the complexion of industry. In any case, the emerging trends have not only tuned the spotlight on India, for investments in industry and technology, but have made the industries to make investment in their human resources. The dimensions of ingredients like natural resources, capital, technology, and human resources coupled with the liberalized environment, have made industries a prime of investments to develop their human resources

Importance of training to industrial employees cannot and should not be overlooked by the management. Management has no choice of whether training should be given to employees or not, but the choice is that of the method. If no systematic programme of training is established, the worker will learn by trial and error on the job, which is rather costlier. The management should therefore evolve a systematic programme of training workers, which will help the management in turn.
The tailpiece

The present study makes a sincere and humble effort to find out the importance given to training, determination of training need, its effectiveness in terms of building competencies of employee, its utility, training method, role of trainer, evaluation techniques etc. This study also makes an effort to know the understanding of employees regarding HRD, and related technique of employee development, employee motivation, and involvement in the implementation of HRD pursuits and to make an enquiry regarding the change in the attitude among employees. There are a score and odd questions posed in this direction. Answers to these questions, it is hoped, may help the concerned to stop and stare before taking a right step.