chapter -V
CHAPTER-V

HUMAN RESOURCE DEVELOPMENT (HRD)

The present chapter makes an attempt to analyse the HRD practices and the analysis of respondents on various aspects of HRD implemented in the organisation.

People make organisations grow, and in order to facilitate that organisations should also make their people grow continuously.\(^1\) William James of Harvard University estimated that employees could retain their jobs by working at mere 20-30 per cent of their potential. He believes that if these employees were properly motivated, they could work at enhanced level of 80-90 per cent of their capabilities.\(^2\) Thus an employee can be motivated to work more and improve his output. HRD processes may be implemented for the benefit of both employer and employee.

Gone are the days when training was considered as the only tool to develop an employees skill. Now limitations of training are wide realised by the organisations and this is why in order to develop new climate of skill development they started exploring other means and mechanism. Now, almost every big and even medium and small size of organisation maintains a HRD department as per there means and requirements.

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The Concept of HRD

Human resource development is a newly emerging field of study. Although development of human beings has been in existence in some form or other since the beginning civilization. A planned and systematic approach to HRD in the corporate sector emerged in the later half of the 20th century. In the past, training was the only planned way of developing human resources. But now HRD has emerged as an interdisciplinary and integrated approach to the development of human resources.

The concept of HRD was formally introduced by Leonard Nadler in 1969 in a conference organised by the American Society for Training and Development. HRD, according to Nadler refers to "those learning experiences which are organised, for a specific time and designed to bring about the possibility of behavioural change."

HRD is imperative to any organisation that wants to be dynamic and growth-oriented or to succeed in a fast-changing environment. Organisations can grow and become dynamic only through the efforts of human resources. Personnel policies can keep the morale, and motivation of employees high but, these efforts are not enough to make the organisation dynamic and to take it in new directions.

In simple words, HRD is an organised learning experience aimed at matching the organisational need for human resource with the individual need for career growth and development. It is a system and process involving organised series of learning activities.
designed to produce behavioural changes in human beings in such a way that they acquire desired level of competence for present or future role.

According to Prof. T.V. Rao the best known Indian HRD expert, "HRD is a process in which the employees of an organisation are continually helped in a planned way to:

(a) Acquire or sharpen capabilities required to perform various functions associated with their present or expected future roles.

(b) Develop their general capabilities so that they may be able to discover their own inner potentialities and exploit them to full for their own and organisational development purpose, and

(iii) To develop an organisational culture where superior subordinate relationships, teamwork and collaboration among different sub units are strong and contribute to organisational wealth (or professional well-being) and motivation and pride of the employees.³

On the basis of definition the following features of HRD may be identified:

(i) Human resource development is a planned and systematic approach to the development of people. it is not a fragmented or piece meal approach but a total system of interacting elements designed to improve the total personality.

(ii) Human resource development is a continuous process of developing the competencies, motivation, dynamism and effectiveness of employees. It is based on the belief that there is no end to the development of an individual and learning continues throughout life.

(iii) Human resource development is an interdisciplinary concept. Experts belonging to different disciplines tend to adopt a compartmentalised approach to HRD. But HRD involves confluence of ideas from many sciences. Sociology provides new insights in the growth and development of human system through the study of families, communities and other groups. Psychology provides explanation of human behaviour in terms of perception motivation, morale, etc. It provides instruments for use in selection, induction, training, counselling, etc. of employees. Anthropology focuses on traditions, kinship, culture, etc. which is helpful in conflict management, intercultural relationships, etc. Political science provides conceptual base for proper status politics etc. Economics and management also contribute to HRD in their own ways.

(iv) Human resource development has both micro and macro aspects. At the micro level, HRD is concerned with improving the skills, attitudes and behaviour of employees in organisational settings for the benefit of both the individual and the organisation. At the macro level, HRD involves improving the quality of life of people in a country.
Development of people is done by providing the right environment wherein the individual may grow to his fullest stature and realise his fullest potential. HRD is part of educational and developmental planning for nation's welfare.

HRD is a process not merely a set of mechanisms and techniques. The techniques like performance appraisal, counselling, training and organisation development are used to initiate, facilitate and promote this process. The process has no limit and, therefore, the techniques have to be reviewed and revised periodically.

**Objectives of the HRD**

Following are the main objectives of the HRD.

1. To provide a comprehensive framework and methods for the development of human resource in an organisation.

2. To generate systematic information about human resources for purposes of manpower planning placement, succession planning and the like.

3. To increase the capabilities of an organisation to recruit, retain and motivate talented employees.

4. To create a climate that enables every employee to discover, develop and use his/her capabilities to a fuller extent in order to further both individual and organisational goals.

**Need and Significance of HRD**

Every organisation that wants to become dynamic and growth
oriented or to succeed in a fast changing environment, needs HRD. Organisations can become dynamic and grow only when employee capabilities are continuously acquired, sharpened and used. HRD plays a vital role in the success and growth of an organisation in the following ways:

1. HRD improve the capabilities of people by making them better aware of the skills required for job performance and by improving clarity about performance standards. HRD strengthens executive skills.

2. HRD improves communication system in the organisation. Every member better understands the expectations of other members from his role.

3. HRD helps an organisation in procuring the right people at the right time and in making their effective use.

4. HRD improves employee commitment to the organisation due to greater objectivity in the administration of rewards. Contributions of employees are valued and rewarded in a better way.

5. HRD provides an opportunity of continuous and all round growth of employees through succession planning and career planning.

6. HRD improves collaboration and teamwork. Employees become more open and trust each other.

7. HRD improves problem solving and adaptation skills of employees. They become more innovative, proactive and risk taking. Resistance to change is reduced.
8. HRD generates a lot of useful data which facilitate human resource planning and control. HRD ultimately leads to higher productivity, lower costs and successful growth in the organisation. Organisations which make their people grow continuously themselves grow and succeed better.

**HRD in Indian Industry**

HRD processes might have existed to some extent in India earlier, but a professional outlook to HRD began only in 1970s. Larsen and Toubro is perhaps the first company in India to design and implement an integrated HRD system in the 1970s. Later on, this professional outlook to HRD spread to other organisations. The first workshop of HRD was held in 1979. Since then, several workshops and seminars have been held. A centre for HRD was established in the Xavier Labour Relations Institute (XLRI), Jamshedpur. A National HRD Network has also been established in 1985. Now several public and private sector organisations have HRD departments and HRD managers. Some of these organisations are given below:

**Leading Organisations which have implemented Integrated HRD Systems**

<table>
<thead>
<tr>
<th>Private Sector</th>
<th>Public Sector</th>
</tr>
</thead>
<tbody>
<tr>
<td>Larsen &amp; Toubro</td>
<td>Bharat Heavy Electricals</td>
</tr>
<tr>
<td>Asian Paints</td>
<td>Indian Oil Corporation</td>
</tr>
<tr>
<td>Ashok Leyland</td>
<td>Steel Authority of India</td>
</tr>
<tr>
<td>Crompton Greaves</td>
<td>State Bank of India</td>
</tr>
<tr>
<td>Voltas</td>
<td>Bank of Baroda</td>
</tr>
</tbody>
</table>
(ii) **HRD and The Organisation**

In every organisation HRD department exists without having a regard to the size. However, HRD is more focused in bigger organisations. For smaller organisation budget may be constraint in their full scale establishment but inspite of this personnel department may take activities of HRD in its Agenda.

Even in a small organisation, however, somebody is providing learning experiences for new employees. It may be a very brief on-the-job experience, the coaching of one employee by another, or a supervisor telling an employee to read the manual that comes with some newly arrived equipment.

Irrespective of the size of an organisation, if we look around we will probably discover more HRD in operation than we think of. Some HRD activities are conducted without a specific managerial decision, or even without the knowledge of management. Even these clandestine HRD operations can contribute to the success of the organisation.4

(iii) **Training**

Training is the process of increasing the knowledge and skills for doing a particular job. It is an organized procedure by which people learn knowledge and skill for a definite purpose. The purpose of training is basically to bridge the gap between job requirements and present competence of an employee. Training is

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aimed at improving the behaviour and performance of a person. It is a never ending or continuous process. Training is closely related with education and development but needs to be differentiated from these terms. Training is a planned programme designed to improve performance and bring about measurable changes in knowledge, skills, attitude and social behaviour of employees for doing a particular job. Today training has an additional job of facilitating change.

Modern technological improvements which brought drastic changes in work situations have a profound effect not only upon the size but also on the pattern of human force in industries. They require more and more skilled and technical persons to develop effective collaboration between human resources and technical changes. This calls for change in the existing pattern of human force. Thus the enlargement of the share of the skilled personnel in total employment and decline in the ratio between higher grade and lower grade employees is the result of technological advancements.

A number of technological changes have taken place in Indian Railways too. Extension of electric and diesel traction with the introduction of high capacity diesel and electric Locomotives resulted in carrying larger traffic in less time at reduced cost. Track is being maintained with automatic "on track tie trampers". The implementation of modern telecommunication facilities resulted in speedy communication and better collection of data. Research Designs and Standards Organization (R.D.S.O.) of Indian railways have developed a high degree of technological base. These capital
intensive and technological advancements generally require huge capital commitments. And these capital-intensive and labour saving devices resulted in tremendous growth of technical and higher skilled personal and slow rate of increase in semi skilled and unskilled employees in Indian Railways.

**Importance of Training**

Training helps to improve the level of performance. Trained employees perform better by using better method of work. Improvements in manpower productivity in developed nations can be attributed in no small measure to their educational and industrial training programmes. In formal training, the best methods are standardized and taught to employees. Uniformity of work methods and procedures helps to improve the quality of product or service. Training employees are less likely to make operational mistakes.

A systematic training programme helps to reduce the time and cost involved in learning. Employees can more quickly reach the acceptable level of performance. They need not waste their time and efforts in learning through trial and error. Trained employees make more economical use of materials and machinery. Reduction is wastage and spoilage together with increase in productivity help to minimize cost of operations per unit. Maintenance cost is also reduced due to fewer machine breakdown and better handling of equipments. Plant capacity can be put to the optimum use.

Well-trained employees tend to be self reliant and motivated.
They needness guidance and control. Therefore, supervisory burden is reduced and the span of supervision can be enlarged. Trained personnel adopt the right work methods and make use of the prescribed safety devices. Therefore, the frequency of accidents is reduced. Health and safety of employees can be improved.

Proper training can develop positive attitudes among employees. Job satisfaction and morale are improved due to rise in the earnings and job security of employees. Training reduces employee grievances because opportunities for internal promotion are available to well-trained personnel. Training enlarges the knowledge and skills of the participants. Therefore, well-trained personnel can grow faster in their career. Training prevents obsolescence of knowledge and skills, trained employees are a more valuable asset to any organisation. Training helps to develop people for promotion to higher posts and to develop future managers.

In a rapidly changing environment, the need for training for people to reach peak performance in their jobs, hardly needs any emphasis. "The rate of technology and managerial obsolescence is growing at an exponential rate. It is no longer considered valid to discuss if training is necessary. The debates are more on how to conduct training and how to make it more effective and enduring."5 In fact, training and development is a necessary part of organisational life, because no system of recruitment and selection is so flaw-less that it yields a body of employees who can (a)

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immediately perform the tasks for which they are hired, and (b) acquire new skills as needed.\(^6\) An organisation's most valuable form of capital is a well-educated and well-trained workforce and realising this, many organisations in India, belatedly at least, are committing themselves to the training and development of their workforce and executives.\(^7\)

**Objective of training**

The main objectives of a training may be defined as follows:

\(\Rightarrow\) to impart to new entrants the basic knowledge and skills required for efficient performance of definite tasks.

\(\Rightarrow\) to assist the employees to function more effectively in their present positions by exposing them to the latest concepts information and techniques and developing the skills they would require in their particular fields.

\(\Rightarrow\) to build up a second line of competent officers and prepare them to occupy more responsible positions.

\(\Rightarrow\) to broaden the minds of senior managers through interchange of experience with in and outside so as to correct the narrow outlook caused due to over specialization.

**Training in Small Industry**

In a small scale unit, the owner has the responsibility for

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\(^7\) Nazimuddin Ahmed (1987, January 26- February 8). *Speaking of Executive Development Business India*, 83-84.
developing and conducting the training programmes, aimed at providing opportunities for employees to acquire job-related skills and knowledge. All such programmes should aim at improving employee knowledge and skills so that they can keep themselves abreast of many changes that take place in competing sectors. If the owner is able to provide continuous training to his employees, it prepares the employees to assume more challenging tasks and enables them to grow vertically. This, in turn, would result in higher employee morale and greater production.

Unfortunately, many small business owners tend to overlook training function and take too much for granted. The costs involved seem to be too prohibitive. They also resent the consequent dislocation to their production schedules. Some times, the fear that trained would not stay on the jobs for long, also acts as a deterrent. Again, after receiving training, employees may demand more wages and if it is negative, may quit the jobs. Such psychological fears and emotional objections have prevented many a small business owner from undertaking systematic training programmes for their employees.

Training and development programmes are necessary in any organisation for improving the quality of work of the employees at all levels, particularly in a world of fast changing technology, changing values and environment.

Training is a short-term process utilising a systematic and

organised procedure by which non-managerial personnel acquire technical knowledge and skills for a definite purpose. It refers to instructions in technical and mechanical operations like operations of some machine. It is designed primarily for non-managers. It is for a short duration and it is for a specific job-related purpose.

Development is a long-term educational process utilising a systematic and organised procedure by which managerial personnel get conceptual and theoretical knowledge. In other words it refers not to technical knowledge or skills in operation but to philosophical and theoretical educational concepts. It involves broader education and its purpose is long-term development.

(iv) Need for Training and Its Assessment

(i) Employment of inexperienced and new labour requires detailed instructions for effective performance on the job.

(ii) People have not only to work, but work effectively with the minimum of supervision, minimum of cost, waste, and spoilage and to produce quality goods and services.

(iii) Increasing use of fast changing techniques in production and other operations marques training into newer methods for the operatives.

(iv) Old employees need refresher, training to enable them keep abreast of changing techniques and the use of sophisticated tools and equipment.

(v) Training is necessary when a person has to move from one

job to another because of transfer, promotion or demotion.

**Assessment of Training Needs**

The basic aim of training is to induce a suitable change in the individual concerned. It can be useful in improving the transformation process that takes place in the organization in terms of processing of inputs to outputs. Therefore, training needs have to be related both in terms of the organization's demand and that of individual's. For example, diversification of product line in the organization may require new technology or create jobs with different characteristics. If the organization wants that the new jobs are to be handled by the existing employees, it requires to train the its personnel suitably. There may be numerous such situations and the organization will have to identify the training needs of its employees. There may be various formal and informal methods through which training needs of employees may be ascertained such as views of line personnel, performance records, analysis of difficulties involved in job performance, and views of training manager. McGhee and Thayer have proposed a model for identifying training needs of employees. This model includes organization analysis, task analysis, and man analysis.

Training is an essential input in providing learning opportunities to employees of an organisation to enable them to optimally contribute towards meeting the short and long term objectives of the organisation. Thus, all the activities pertaining to training must be related to the specific needs of both the organisation and the individual employees. The specificity with
which training needs are stated will be for effectiveness of the training effort as it will assist in evaluating firstly, the extent to which the skills required for a particular task or role have been acquired and utilised in improving one's performance, and the extent to which the individual interests, aspirations and potentials have been met and realised for ensuring job satisfaction and employee growth.¹¹

Adhocism in the choice of training programmes and in formulating training strategies are likely to cause more frustration than satisfaction among organisation members as they may not be able to utilize their newly acquired learning on their jobs. Hence, there is a need to develop realistic plans for training and development of employees, execute them and following them up with continuous monitoring and evaluation. The first phase in the planning process is the identification of specific training and development needs which involves the following:

**(v) Methods of Training**

As a result of research in the field of training, a number of programmes are available. Some of these are new methods, while others are improvements over the traditional methods. The training programmes commonly used to train operate and supervisory personal are discussed below. These programmes are classified into on-the-Job and off-the-Job Training Programmes.¹²


On-the-Job Training Methods

This type of training, also known as job instruction training, is the most commonly used method. Under this method, the individual is placed on a regular job and taught the skills necessary to perform that job. The trainee learns under the supervision and guidance of a qualified instructor. On-the-job training has the advantage of giving first hand knowledge and experience, under the actual working conditions. On-the-job training methods include job rotation, coaching, job instruction or training through step-by-step and committee assignments.

(a) Job Rotation

This type of training involves the movement of the trainee from one job to another. The training receives job knowledge and gains experience from his supervisor or trainer in each of the different job assignments. Though this method of training is common in training managers for general management positions, trainees can also be rotated from job to job in workshop jobs. This method gives an opportunity to the trainee to understand the problems of employees on their jobs and respect them.

(b) Coaching

The trainee is placed under a particular supervisor who functions as a coach in training the individual. The supervisor provides feedback to the trainee on his performance and offers him some suggestions for improvement. Often the trainee shares some of the duties and responsibilities of the coach and relieves him of his burden.
(c) **Job Instruction**

This method is also known as training through step by step. Under this method, trainer explains the trainee the way of doing the job, job knowledge and skills and allows him to do the job.\(^{13}\) The trainer appraises the performance of the trainee, provides feedback information and corrects the trainee.

(d) **Committee Assignments**

Under the committee assignment, groups of trainees are given assignment and asked to solve an actual organisational problem. The trainees solve the problem jointly. It develops team work.

**Off-the-Job-Methods**

Under this method of training, trainee is separated from the job situation and his attention is focussed upon learning the material related to his future job performance. Off-the-job training methods are as follows:

(a) **Vestibule Training**

In this method, actual work conditions are simulated in a classroom. Material, files and equipment which are used in actual job performance, are also used in training. This type of training is commonly used for training personnel for clerical and semi-skilled jobs. The duration of this training ranges from days to a few weeks.

(b) **Role Playing**

It is defined as a method of human interaction that involves

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\(^{13}\) Holley, William, H. and Jennings, Kenneth M. *Personnel Management*, CBS College.
realistic behaviour in imaginary situations. This method of training involves action, doing and practice. The participants play the role of certain characters, such as the production manager, mechanical engineer, superintendent, maintenance engineer, quality control inspector, foreman, worker and the like. This method is mostly used for developing interpersonal interactions and relations.

(c) Lecture Method

The lecture is a traditional and direct method of instruction. The instructor organizes the material and gives it to a group of trainees in the form of a talk. To be effective, the lecture must motivate and create interest among the trainees. An advantage of lecture method is that it is direct and can be used for a large group of trainees.

(d) Conference or Discussion

It is a method in training the clerical, professional and supervisory personnel. This method involves a group of people who pose ideas, examine and share facts, ideas and data, test assumptions, and draw conclusions, all of which contribute to the improvement of job performance. Discussion has the distinct advantage over the lecture method as the discussion involves two-way communication and hence feedback is provided. The participants feel free to speak in small groups. The success of this method depends on the leadership qualities of the person who leads the group.

(e) Programmed Instruction

In recent years this method has become popular. The subject-matter to be learned is presented in a series of carefully
planned sequential units. These units are arranged from simple to more complex levels of instruction. The trainee goes through these units by answering questions or filling the blanks. This method is expensive and time consuming.

**(vi) Evaluation of Training**

In order to assess the extent to which training programmes have achieved the purposes for which they are designed, it is necessary to evaluate various activities that have culminated in the implementation of the training package. Such an evaluation exercise would provide relevant information not only about the effectiveness of training but also about the future design of other training programmes. It is through the process of evaluation that training specialists can monitor the training programmes and update, modify and innovate in future training programme. The evaluation of the outcome and consequence of training also provides useful data on the basis of which relevance of training and its integration with other functions of management can be established.  

Employee development, which involves improving and increasing the abilities of employees, is required for the success of organisations. Development begins with the orientation programme and continues to change. When there is a Personnel Departments the responsibility for planning and implementing formal employee development programmes usually is delegated to


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it. Otherwise, employee development is conducted informally by various individuals and groups.

The primary activities involved in employee development are orientation, training in job skills, and cultivation of managerial skills. Other activities related to employee development are evaluating performance, counselling and communicating organisational policies and procedures.

(vii) Training in Small Industry:

In small scale unit, the owner has the responsibility for developing and conducting the training programmes, aimed at providing opportunities for employees to acquire job-related skills and knowledge. All such programmes should aim at improving employee knowledge and kills so that they can keep themselves abreast of many changes that take place in competing sectors. If the owner is able to provide continuous training to his employees, it prepare the employees to assume more challenging tasks and enables them to grow vertically. This, in turn, would result in higher employee morale and greater production.

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(viii) HRD in Dairy Industry

Development function has to do with increasing of skill, knowledge, behaviour and infusing the result kind of attitude. HRD function remained largely a neglected area in initial years of both the units. They were confined mostly to deputing some higher level to places like Anand, Erode, Bombay, Bangalore and Hyderabad. These activities were meant for cattle rearing, increasing the yield in milk, dairy technology aspects such as preserving milk, aseptic
packaging, quality control and marketing of milk products. There was neither a cogent policy nor regular training activity in these organisations at the stage.

But during the last decade or so the HRD activity has received importance. It has been realised that the activities must be organised on the basis of need and in a systematic way at all levels of employees. In general HRD is regarded as an integral aspect of the personnel department and the department is entrusted with the responsibility of organising HRD function.

The HRD activities of Amul dairy are organised in a three tier system- village level, unit level and federation level. Villages form the grass root level of the co-operative milk societies. The membership of the villagers is mobilised and they are encouraged to become members of the society. They constitute an important aspect of dairy industry in the sense that the milk is supplied by them for processing at the district level. The farmers are given guidance about the cattle rearing. They are also educated on various aspects of dairy technology like fodder for the cattle, maintenance of their health, promotion of hygiene, increase in milk yield and their role in the organisational set up co-operative societies. In this regard a good number of training programmes are organised for the farmers aiming at their participation and qualitative improvement in their contribution for effective functioning of society. A manager is appointed for this purpose who along with his supporting staff goes to the rural areas and organize the training programmes at this level.
At the district level where the milk processing units are located attention is paid to cover both managerial as well as non-managerial employees under various training programmes. As regards the non-managerial employees, on the job-training becomes the key aspect. As soon as an employee is hired, he is placed under the guidance of a supervisor, his performance on the job is closely supervised and monitored by the supervisor. The employee is given feedback about his performance and if necessary coaching is given to overcome his deficiencies and improve his performance.

In AMUL dairy a training centre is established where the supervisors, technical staff, clerks, workers, helpers and dairy attendants are given training. This is mostly in the nature of off-the-job training. If expertise in the organisation in the unit is not adequate they can bring outside expert to train. It is noticed that an employee is given training not only in the narrow area of his job but also helped to acquire skills and knowledge in the related traits of the job. By this the concept of multiskilling is applied and an employee, after receiving his training, is able to perform the jobs of related trades. The researcher found that the efforts of the centre, though appreciable are not adequate and they need to be further strengthened.

It is also the practice of the units to send the employees to premier centres of dairy industry in the country for advanced training by utilising the services of different experts.
At the state level where the federation operates, it is not uncommon for the units to depute administration staff to Hyderabad where training is offered in different aspects of effective management of co-operative as well as different aspects of industrial relations like grievance redressal, workers participation in management, communications, leadership development, productivity improvement etc. Through discussions with various functionaries in the dairy units, the researcher got the impression that a congenial HRD climate needs to be created in the units. For his purpose the total support of the top management as well as the co-operation of the staff at the middle level is needed.

Table 5.1 reveals that a number of training programmes were arranged at various places, specifically at Vijayawada, Hyderabad, Bangalore, Bombay, Madras, Ahmedabad, Anand, Erode, Baroda and Allahabad. The training programmes arranged also vary in its purpose and include animal insemination, animal husbandry, co-operative training, short-course on dairy development, input training for organisation and society, motivation for women, quality control training, internal training, cooperative management training extension at NDD insitution-building development, dairy office management, HRD course, operation and maintenance as aseptic filling machines, in plant training, English training, first-aid training, power maintenance, APS, tinseemers and dairy technology. The tenure of programmes vary from one week to two years as per nature and requirements of the programme.
Table 5.1
Training Programmes with the Place and Duration

<table>
<thead>
<tr>
<th>S.No.</th>
<th>Programme</th>
<th>Place</th>
<th>Period</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Animal Insemination</td>
<td>Ahmedabad</td>
<td>110 days</td>
</tr>
<tr>
<td>2.</td>
<td>Animal Husbandry</td>
<td>Anand</td>
<td>2 Months</td>
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<tr>
<td>3.</td>
<td>Co-operative Training</td>
<td>Bombay</td>
<td>11 days</td>
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<tr>
<td>4.</td>
<td>Short-course on Dairy Development</td>
<td>Bangalore</td>
<td>3 Months</td>
</tr>
<tr>
<td>5.</td>
<td>Input Training for Organisation and Society</td>
<td>Anand Erode</td>
<td>1 Month</td>
</tr>
<tr>
<td>6.</td>
<td>Motivation for Women</td>
<td>Erode</td>
<td>2 Month</td>
</tr>
<tr>
<td>7.</td>
<td>Quality Control Training</td>
<td>Bangalore</td>
<td>1 Month</td>
</tr>
<tr>
<td>8.</td>
<td>Internal Training-Vijaywada</td>
<td>KDMPCU Ltd.</td>
<td>1 Month</td>
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<tr>
<td>9.</td>
<td>Co-operative Management training</td>
<td>Anand</td>
<td>1 Month</td>
</tr>
<tr>
<td>10.</td>
<td>Extension at NDD Institution Building Development</td>
<td>Erode</td>
<td>15 days</td>
</tr>
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<td>11.</td>
<td>Quality Control Training (at a period of joining)</td>
<td>KDMPCU Ltd.</td>
<td>1 Month</td>
</tr>
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<td>12.</td>
<td>Dairying Office Management</td>
<td>Hyderabad</td>
<td>21 days</td>
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<tr>
<td>13.</td>
<td>HRD Course</td>
<td>Hyderabad</td>
<td>2 or 3 months</td>
</tr>
<tr>
<td>14.</td>
<td>Operation and Maintenance as Aseptic Filling Machine</td>
<td>Baroda</td>
<td>40 days</td>
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<tr>
<td>15.</td>
<td>IDDB</td>
<td>Allahabad</td>
<td>2 years</td>
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<tr>
<td>16.</td>
<td>In Plant Training</td>
<td>Bangalore</td>
<td>1 month</td>
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<tr>
<td>17.</td>
<td>English raining</td>
<td>Hyderabad</td>
<td>20 days</td>
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<tr>
<td>18.</td>
<td>First-aid Training-Vijayawadea</td>
<td>KDMPCU Ltd.</td>
<td>3 months</td>
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<td>20.</td>
<td>APS</td>
<td>Baroda</td>
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<td>21.</td>
<td>Tinseemers</td>
<td>Madras</td>
<td>1 week</td>
</tr>
<tr>
<td>22.</td>
<td>Dairy Technology</td>
<td>Hyderabad</td>
<td>3 months</td>
</tr>
</tbody>
</table>
Table 5.2
Training Organised by Organization

<table>
<thead>
<tr>
<th>Response</th>
<th>Frequency</th>
<th>Percent</th>
<th>Cumulative per cent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>81</td>
<td>26.5</td>
<td>26.5</td>
</tr>
<tr>
<td>No</td>
<td>224</td>
<td>73.5</td>
<td>100.0</td>
</tr>
<tr>
<td>Total</td>
<td>305</td>
<td>100.0</td>
<td></td>
</tr>
</tbody>
</table>

The table 5.2 indicates that majority (73.5%) of the total number of respondents have not received any training organised by the organisation of their working while nearly 26.5% of the respondents received training.

Table 5.3
Vocational Training for employee wards

<table>
<thead>
<tr>
<th>Response</th>
<th>Frequency</th>
<th>Percent</th>
<th>Cumulative per cent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>21</td>
<td>6.9</td>
<td>6.9</td>
</tr>
<tr>
<td>No</td>
<td>284</td>
<td>93.1</td>
<td>100.0</td>
</tr>
<tr>
<td>Total</td>
<td>305</td>
<td>100.0</td>
<td></td>
</tr>
</tbody>
</table>

Table 5.3 reveals that only a very small percentage of the wards of respondents received vocational training and an overwhelming majority of respondents replied in negative of having received any vocational training. This situation shows the lack of interest or lack of training facility for the workers.
Table 5.4
Training and Development Programmes for Employee

<table>
<thead>
<tr>
<th>Response</th>
<th>Frequency</th>
<th>Percent</th>
<th>Cumulative per cent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Excellent</td>
<td>5</td>
<td>1.6</td>
<td>1.6</td>
</tr>
<tr>
<td>Good</td>
<td>22</td>
<td>7.2</td>
<td>8.8</td>
</tr>
<tr>
<td>Average</td>
<td>64</td>
<td>21</td>
<td>29.8</td>
</tr>
<tr>
<td>Poor</td>
<td>214</td>
<td>70.2</td>
<td>100.0</td>
</tr>
<tr>
<td>Total</td>
<td>305</td>
<td>100.0</td>
<td></td>
</tr>
</tbody>
</table>

Table 5.4 indicates about the opinion of employees regarding existing training and development opportunities. Majority of the employees (70.2%) expressed their dissatisfaction and opined that these opportunities are poor. Another 21% of them rated them as average while only 7.2% and 1.6% respectively rated them as good and excellent.

Table 5.5
Opportunities to Make Use of the Skills Learned

<table>
<thead>
<tr>
<th>Response</th>
<th>Frequency</th>
<th>Percent</th>
<th>Cumulative per cent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Excellent</td>
<td>6</td>
<td>1.97</td>
<td>1.97</td>
</tr>
<tr>
<td>Good</td>
<td>42</td>
<td>13.77</td>
<td>15.74</td>
</tr>
<tr>
<td>Average</td>
<td>140</td>
<td>45.90</td>
<td>61.64</td>
</tr>
<tr>
<td>Poor</td>
<td>117</td>
<td>38.36</td>
<td>100.0</td>
</tr>
<tr>
<td>Total</td>
<td>305</td>
<td>100.0</td>
<td></td>
</tr>
</tbody>
</table>

Table 5.5 reveals view of the respondents regarding opportunities of using the skills learnt in the training. 45/9% of the
respondents rate this opportunity as average, while another 38.36% find it as poor. 13.77% of the respondents rate it as good while only 1.97% find them excellent.

(ix) Performance Appraisal

The performance appraisal system is an organisation is designed involving both the organisation and the personnel to improve their capabilities. The elements of performance management include: purpose, content, method, appraiser, frequency and feedback. The appraisal process involves determining and communicating to an employee how he or she is performing the job and establishing a plan of improvement. The information provided by performance appraisal is useful in three major areas: compensation, placement and training and development.16 Appraisal helps to identify those with a potential for greater responsibility; and assists in deciding on an equitable compensation system. The methods of performance appraisal include rating scale, critical incident, marking methods and management by objectives. Several common errors have been identified in performance appraisal. Leniency occurs when rating is grouped at the positive end instead of being spread throughout the performance scale. The central tendency occurs when all or most employees are ranked in the middle of the rating scale. The halo effect occurs when a manager allows his or her general impression of an employee to influence judgment of each separate item in the

performance appraisal. A sound appraisal system involves assessing employee performance on a regular basis. Performance appraisal can be done by superiors who rate subordinates and self-appraisal. A suitable performance appraisal system has to be designed keeping in view the culture and requirements of an organisation.

**Performance Appraisal for Non-Managerial Employees**

In both dairies, for non-managerial employees the performance will be assessed by the immediate supervisor in terms of regularity in duties, the tenor and alertness in his work, spirit of team work, working relations with fellow employees, obedience to the authorities, responsibility in his duties, his abilities and potentialities.

**Performance Appraisal for Managerial Employees**

There are different systems of performance appraisal for different cadres of managerial personnel. For general manager/managing director and senior managers the self-appraisal system is adopted.

The General Manager/Senior Managers will assess their performance by themselves in terms of targets, accomplishments, constraints, utilisation of capacities, strong points, shortcomings and suggestions. Self-appraisal format is prepared including the above components which is to be filled in by the General Manager/Senior Managers.
Performance Appraisal by the Reporting Authority

In this system the performance of the managerial personnel will be assessed by the reporting authority in terms of accomplishment, administration, thinking and relationships. There is a four-point merit rating namely "A"- outstanding, "B"- Very good, "C"- Average, "D"- Unsatisfactory for each of the components of the performance appraisal. The format prepared for performance appraisal is to be filled in by the reporting authority.

(x) Potential Appraisal

The senior manager will assess the potentialities of subordinate managerial personnel in terms of their knowledge of work, initiative, judgment and common sense, expression, acceptance of responsibility, ability to get things done, resourcefulness, capacity for further development, ability to develop and train others, ability for planning, organising, and capacity for handling people, cooperation, sociability and character. There are four points of merit rating namely outstanding, very good, average and unsatisfactory. For each of the above components there is a format for potential appraisal. The format prepared for the potential appraisal includes the above components and it is to be filled in by the reporting authority.

The respondents were asked about their views on the criteria-both performance and behavioural traits-used for assessing the performance.
Table 5.6
Criteria of Performance Appraisal

<table>
<thead>
<tr>
<th>Response</th>
<th>Frequency</th>
<th>Percent</th>
<th>Cumulative per cent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Excellent</td>
<td>2</td>
<td>0.7</td>
<td>0.7</td>
</tr>
<tr>
<td>Good</td>
<td>63</td>
<td>20.7</td>
<td>21.4</td>
</tr>
<tr>
<td>Average</td>
<td>60</td>
<td>19.6</td>
<td>41.0</td>
</tr>
<tr>
<td>Poor</td>
<td>180</td>
<td>59.0</td>
<td>100.0</td>
</tr>
<tr>
<td>Total</td>
<td>305</td>
<td>100.0</td>
<td></td>
</tr>
</tbody>
</table>

Table 5.6 reveals that majority of the respondents (59%) feel that criteria of performance appraisal is poor as it does not give much significance to the performance of the workers. According to them the system gives more emphasis on behaviour trait rather the performance trait. The existing criteria above do not attach much importance to the quantity and quality aspect of the working. Similarly initiative and attitude also do not have bearing on the existing appraisal system. Only 0.7%, 20.7% and 19.6% respectively rates the system as excellent good and average.

The performance appraisal system should be open and transparent and must be objectively done. One way of promoting this is that employees must have the intention for filling the criteria for appraisal. After the appraisal, another aspect is that a post-appraisal interview is to be held in which the appraisal and appraisee discuss the results and the appraise is rendered consulting to improve performance keeping these aspects in view the respondents were asked about their views.
Table 5.7

Transparency and Objectivity of the Appraisal System

<table>
<thead>
<tr>
<th>Response</th>
<th>Frequency</th>
<th>Percent</th>
<th>Cumulative per cent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Excellent</td>
<td>4</td>
<td>1.3</td>
<td>1.3</td>
</tr>
<tr>
<td>Good</td>
<td>48</td>
<td>15.7</td>
<td>17.0</td>
</tr>
<tr>
<td>Average</td>
<td>75</td>
<td>24.6</td>
<td>41.6</td>
</tr>
<tr>
<td>Poor</td>
<td>178</td>
<td>58.4</td>
<td>100.0</td>
</tr>
<tr>
<td>Total</td>
<td>305</td>
<td>100.0</td>
<td></td>
</tr>
</tbody>
</table>

Table 5.7 reveals that a very big number of respondents (178) feel that the transparency and objectivity of the appraisal system is poor. Out of whole lot of respondents (75) 24.6% find the system as average where as another 15.7% rate it as good. A meagre 1.3% feel that the system is excellent. Thus these figures hint at an expectation of modification in the existing system.

Though the management realise importance of developing its human resources but the efforts of attaining professionalism in this regard are yet to take shape. At present same training programmes are repeated and that too in a disconnect manner. There is no continuity in this type of training programmes. the view of respondents are obtained in this regard.

As stated earlier the management has realised the importance of developing its human resources. But its thinking has to take concrete shape and attain professionalism. I conducts same training programme but not on a continuing basis. The respondents were asked about their views in this respect.
Table 5.8
Making Use of Appraisal Results for Employee Development

<table>
<thead>
<tr>
<th>Response</th>
<th>Frequency</th>
<th>Percent</th>
<th>Cumulative per cent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Excellent</td>
<td>7</td>
<td>2.3</td>
<td>2.3</td>
</tr>
<tr>
<td>Good</td>
<td>56</td>
<td>18.4</td>
<td>20.7</td>
</tr>
<tr>
<td>Average</td>
<td>50</td>
<td>16.4</td>
<td>37.1</td>
</tr>
<tr>
<td>Poor</td>
<td>192</td>
<td>62.9</td>
<td>100.0</td>
</tr>
<tr>
<td>Total</td>
<td>305</td>
<td>100.0</td>
<td></td>
</tr>
</tbody>
</table>

As revealed in table 5.8 the majority of the respondents (62.9%) feel the efforts as poor while another 16.4% of the respondents feel these efforts as average 18.4% of respondents rate these efforts as good while another 2.3% find them excellent. It appears that the management neither identify the training need of the employee nor they use it for promotion etc.

Table 5.9
Response on Self-appraisal

<table>
<thead>
<tr>
<th>Response</th>
<th>Frequency</th>
<th>Percent</th>
<th>Cumulative per cent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>60</td>
<td>19.8</td>
<td>19.8</td>
</tr>
<tr>
<td>No</td>
<td>245</td>
<td>80.2</td>
<td>100.0</td>
</tr>
<tr>
<td>Total</td>
<td>305</td>
<td>100.0</td>
<td></td>
</tr>
</tbody>
</table>

Table 5.9 reveals that while asking about self appraisal systems implementation, 19.8% of the respondents numbering 60 replied in affirmation. Majority among such employees was constituted from managerial category (51). Only 9 out of them where from non managerial
category. Out of those who did not prefer self appraisal system includes
on 2 employees belonging to the managerial category. Thus it can be
inferred that almost an overwhelming majority of non managerial
category preferred appraisal by superiors.

**Career Planning and Development**

For effective HRD the corporate growth plans are not to be kept as a secret. These plants are made known to the employees. This is because the HRD philosophy assumes that people work better when they are trusted and they see meaning in what they are doing. So all staff know at least broadly the plans of the company.\(^{17}\)

Such knowledge is also used for preparing the employees for change wherever such change is planned. The employees themselves facilitate the change. Sometimes before the change is introduced it is discussed at various levels. This also increases employee commitment.

To cope with the growing demands of the organisation the company continuously faces challenges to keep the talent readily available. Also at the individual level every employee would like to know the possibility of his own growth and career opportunities. This is done by every senior in helping his junior to plan his career. All seniors have more information about the growth, plans of the company and it is their responsibility to pass this on to their juniors and assist them in planning their careers in the company. Sometimes the planning may not become a reality, but they are all aware that if it does become a reality, but they are all aware that if it does become a reality they are prepared to do a good job in their new roles.

Career Planning and Development in Dairy Industry

As per the units under study, career planning and development is not paid much attention. Partly the nature of industry is such that opportunities for individual growth in terms of promotions are very limited. The management also does not appear to have any policy in this regard. It is observed that among the non-managerial employees, they hardly get any chance even after serving a long time instances are not lacking where employees joined in a particular job and stagnate in the same position for decades. For example if a dairy attendant joins as such he has to entire in the same job even after putting over 20 years of service. If a person joins as a clerk in the grade of junior assistant he will at best become a senior assistant after many years of service. The employees at the junior level are allowed one additional annual increment to compensate partly for the lack of promotional opportunities. The researcher in the course of discussion with employees has observed that there is widespread dissatisfaction on this count.

The managerial employees are better in this respect. Managers working in production department, quality control and animal husbandry appear to enjoy some opportunities to get promotions and to climb the managerial ladder. Opportunities are open to these managers only to become either general manager/ managing director.