

An Evaluation of Training & Development Programmes of Personnel Policies of Moser Bear India Limited

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Abstract

Training & Development Programmes are designed to improve knowledge, skills, and attitude and, thus the individual to be more effective in his present job or prepare him for a future assignment. However, individual's growth should not be taken as an end. From the point of view of an organisation, individual growth is a means to organisational effectiveness. The primary concern of an organisation is to exist to persist. The viability depends on the efficiency that an organisation achieves in meeting its goals and, thus retains its market share, in this context the objective of training can be summarised as follows. People are not satisfied if they continue to work in the same position for long. Mobility is a fact of life. One of the objects of training is to provide an employee as opportunity to climb up the promotional ladder. There are two ways to do this. One, people with potential can be identified and sent to appropriate training programmes to prepare them for future positions. The other could be to train them for the next level and wait for the opportunity to absorb them. So, a technician can be provided training to become an engineer. Whether training is for post-identification or pre-identification, it plays a significant role in the growth of individual employees. Another variation of this could be that an employee is promoted and then sent for training. In all cases, it helps an organisation to have trained manpower available and when needed. In this research paper we will study various programmes of Training & Development like Induction, Competency Development, Brainstorming, Task Analysis, Man Analysis, Problem clinic and Simulation and then evaluate Training & Development in Moser Bear India Limited.

Keywords: Training & Development Programmes.

Introduction

There are three areas of training—technical skills and knowledge, knowledge of organization and external systems, and conceptual and interpersonal skills. He suggests that the emphasis on these three must vary according to the level of the employee. The workers' training should focus on technical skills and knowledge followed by conceptual and interpersonal skills, and knowledge of organization and external systems. In the case of supervisors, conceptual and interpersonal skills should be emphasized followed by technical skills and knowledge, and knowledge of organization and external environment. As far as managers are concerned, the sequence is the same as that for supervisors except that the order of knowledge of organization and external environment, and technical skills and knowledge is interchanged. Many organisations are realising the need of having people who can innovate, think ahead, and provide new directions. This is a new area which is gaining significance because of need to move in different and newer area of growth. Organisations which have stagnated for long, need to identify certain individuals who are creative and show potential for innovation and send them to special training programmes designed to realise the new competencies. These programmes do not necessarily meet the job related requirements but are designed to induce certain special talents. Programmes on creativity, innovativeness, and the life are now offered by many agencies.

Objectives of the Study

1. To study the different methods of Training and development
2. Evaluation of training and development in Moser Baer India Limited.

3. To submit final report after observations and findings to the management of Moser Baer India Limited to uplift human resource status in the company.

Methodology

Both primary and secondary data is used for the purpose of analysis. For primary data the researcher has made extensive use of survey method in this study. He visited MBIL on several occasions. And secondary data is taken from Annual report of MBIL, journals, research papers and various books.

Review of Littrature

"Training programmes: evaluation of trainees' expectations and experience" by Chimote, Niraj Kishore (2012), the main purpose of this study is to find out how a training programme can be evaluated from the perspective of trainee employees to test its effectiveness. "Training and Development: A study of Employees' attitude on Training In Vellore District Cooperative Bank" by Rajendran Karuppannan (2012) reveals that training has an important role to play and it is expected to inculcate positive changes in knowledge, skills and attitudes. The term 'training' indicates the process which is involved in improving the aptitudes, skills and abilities of the employees to perform specific jobs. Training helps in updating old talents and developing new ones. 'Successful candidates placed on the jobs need training to perform their duties effectively'. (Source: Aswathappa, K. Human resource and Personnel Management, New Delhi: Tata Mcgraw-Hill Publishing Company Limited, 2000, p.189) The principal objective of training is to make sure the availability of a skilled and willing workforce to the organization. In addition to that, there are four other objectives: Individual, Organizational, Functional, and Social.

Methods of Tranning and Development Programmes

Tranning and development programmes are very important in both Private Sector as well as Public Sector undertakings. Employees aware about new ideas and techniques by these type of tranning & development programme. Some important methods of tranning and development programmes are as under:-

Induction

Training constitutes a significant step in the induction of the individual in to the company's way of life. What is the company's culture? How does structure function? What are role relationships? What are policies and rules of organisation? What are degrees of freedom, or limits of behaviour? These have to be inculcated in a new employee so as to help his to adjust to the organisation. The socialisation process as induction training is called, helps the individual to blend his personality with the organisation. Dayal points out that the socialisation process also helps, an individual (employee) to know more about himself, his hopes, aspirations, and inclinations. Organisation, thus, have to provide induction training to all employees entering the organisation to help them settle down. While most induction programmes are usually of short duration

extending up to 7-10 days, a different induction programme is management/executive trainee scheme which extends from 6 months to 2 years. The basic idea is to take relatively young people and expose them to the various departments and functions of the organisatin to help them to know the organisation better.

Updating

A significant objective of training is to prevent the obsolescence of the employees by updating their skills and knowledge. The jobs that employees have been doing are not static. They change, sometimes, without the necessary awareness. For example, introduction of computers has changed jobs substantially. The industrial technology is also changing fast. The changes that have taken place in the last five years are many times more than the technological changes that have taken place in the last 25 years. The rate of changes is fast. To keep pace with the changing technology, organisations adopt mechanisation, automation, and electronic data processing. Some of these require skills that may not be available to existing employees.

Competency Development

In another study on the objectives of management development in Moser Baer India Limited, the researcher collected data from 7 units on the executive training schemes. He found that in majority of the cased the main objective of such training was individual development and growth followed by improving skills and knowledge, meeting organisational needs, and attitudinal change in that order.

Identifying Training Needs

Identifying training needs is a process that involves establishing areas where individuals (employees) lack skill, knowledge, and ability in effectively performing the job and also identifying organisational constraints that are creating roadblocks in the performance. McGhee and Thayer have proposed a model of training needs identification. It consists of three components.

Organisational Analysis

It involves a comprehensive analysis of organisational structure, objectives, culture, processes of decision-making, future objectives, and so on. The analysis would help identify deficiencies and mechanisms that would be needed to make adjustments in those deficiencies. This analysis begins with an understanding of short-term and long-term goals of the organisations, as a whole, and for each department specifically. This would help to identify what capacities are needed to fulfill these goals. Generally three requirements have to be considered.

1. Do we have adequate number of people to fulfill organisational objectives?
2. Do these people posses required skills and knowledge?
3. Is the organisational environment conducive to facilitate activities that would help achieve its goals?

A number of mechanisms can be used to answer the above three questions. An organisation

can do an attitude survey, look at its performance closely, observe the behaviour of the people, assess its public image, keep a close watch on such indicators as accidents, absenteeism, wastage, turnover, morale, motivation, etc.

Task Analysis

This involves a detailed analysis of various components of jobs, and how they are performed. Analysis of tasks would indicate whether tasks have changed over period of time and whether employees have adequate skill in performing these tasks. For almost all jobs there are some standards, though in some cases these standards may be more concrete than others. The blue collar jobs are more clearly defined. Same, however, may not be true for white collar jobs or jobs at higher levels in the hierarchy. But with all jobs an expectation is attached. The task analysis helps in looking at these expectations closely to see if the employees have the necessary skills to fulfill these expectations.

Man Analysis

The focus is on individual (employee), his skills, abilities, knowledge, and attitude. Of the three, this is a more complex component because of difficulties in assessing human contribution. Generally such indicators as production data, meeting deadlines, quality of performance, personal data such as work behaviour, absenteeism, late-coming, provide input for man analysis. Data on these indicators can be collected through records, observations, meeting with employee and others who work with him. However, as mentioned earlier, it is one of the difficult areas because of complexity of human nature and the interlinkages of human performance with other aspects of work.

Analysis of Equipment

Change in equipment or modification of existing machines and equipment calls for new skills and abilities. An analysis of changing technology, therefore, becomes a handy mechanism to identify the kind of training that would be required for example, a number of organisations in India are now getting into electronic data processing and use of personal computer. Training is needed to handle these equipments. In fact, a large number of organisations have found computer training as a new area and are offering short and long term courses.

Brainstorming

It is a helpful way to determine training needs specially of a group. The technique consists of involving professionals with different backgrounds, assigning them a task (generally phrased as 'how to') and fixing a time limit. At the end of the time limit, the ideas generated are closely scrutinised to see what kind of training would help them in performing tasks. The variety of backgrounds in brainstorming sessions is of significance because it facilitates different views.

Problem Clinic

In this case a homogeneous group meets informally to discuss a common problem and develop a solution. So, a group of engineers can get together and discuss a problem (say machine maintenance) which is bothering all of them. Their solution would

help in identifying the nature of training that would facilitate better machine maintenance.

Simulation

Simulation or business games are useful techniques to identify training needs. Some structured exercises are developed and individual or teams are asked to compete with each other on these exercises. The exercised require the possession or lack of certain skills like problem solving, communication, information-processing, and so on. Performance, on these games, highlights areas where training may be useful.

Johnson has listed few more techniques for identifying training needs. These are analysis of activity, analysis of problems, analysis of behaviour, analysis of organisation, performance appraisal, buzzing, card sort, committees, conference, consultants, etc.

A number of studies on the identification of training needs in India are available. Some of them deal with the general framework while others are specific company based studies.

On the basis of results, the researcher suggested that training for personnel managers should be directed towards attitudes and beliefs underlying managerial philosophy and their interrelatedness. As for as identifying training needs by the company is concerned, Moser Baer India Limited considers the following factors–

1. Level and rapidity of technological and administrative changes.
2. Level of individual and group performance.
3. Changing organizational structure.
4. Perceived organizational in balances.

At the individual level, the person himself identifies the need for training and records it or the appraisee discusses the individual's training needs in view of his deficiencies on the job. Since Moser Baer India Limited uses the MbO system, this process helps a great deal in making training useful to both the employees and the organization. Studies on the identification of training needs thus emphasise not only the organizational analysis but job and individual role analysis as well. It is also useful to note that many studies emphasise the need for training in human resources management. The researcher suggests that clues for training needs can also come from a number of written sources. He lists 10 sources for identifying training needs. Some of them are highlighted below.

Articles

Articles published in journals or magazines often indicate individual company's experience with personnel utilizations and the ways organizations improve productivity. Such individual experience could be a good source of learning from the experiences of others.

Books

Knowledge in training and development is increasing at a faster speed today than before. Many books are published every year on training and they provide useful sources in learning newer techniques developed in identifying training needs.

Case Studies

In an attempt to find solutions to specific problems people often show gaps in understanding. These can become useful themes for training.

Complaints

All organizations receive complaints. An analysis of these complaints may help identify areas needing training.

Crisis

Crisis face such situations in organizations provide useful data for preparing people to not only face such situations but learn to avoid them in future.

Factual Data

Factual information on such aspects as absenteeism, wastage, turnover, machine breakdown, sales, and the like also open avenues to identify what can possible be done to improve upon them.

Grievances

Formal grievances are important sources to identify training needs.

Reports

Often reports submitted by many departments provide useful clues on what is lacking or what should be reinforced.

Rumours and Grapevine

Taken seriously, they provide useful feedback on the total activity of an organization and may often identify gaps in various areas of organizational functioning.

Suggestions

A number of organizations are very particular about suggestions and take them very seriously. Since suggestions have a base in experience they provide useful clues for training needs.

A more direct approach for identifying training needs used by Moser Baer India Limited . Instead of going to HRM department, they approached section heads and senior managers of 13 units of Moser Baer India Limited . Their study revealed five contents of training that were identified by a very large majority of respondents. These were cost consciousness, loss control, marketing, sanitation and hygiene, and operations and maintenance of utilities.

Training Methods in Moser Baer India Limited

A variety of training methods are available and used by training agencies and organizations. The choice of a method or a mix of methods is a function of a number of considerations.

1. The purpose of training is an important consideration in the choice of methodology. Knowledge can be provided by traditional methods of training like lectures, and discussions. Skills and attitudes have to be developed by experiential methods of training like in-basket, T-group, etc.
2. The nature of contents often determine the nature of methodology. A concept can be clarified through a lecture while the operation of machine may best be demonstrated.
3. The level of trainees in the hierarchy of the organization also determines the nature of methodology. In fact, techniques like in-basket, management games, etc., are designed for

managerial levels and hence cannot be effective at workers level.

4. Finally, all organizations have to be concerned with cost factors. Cost considerations have to be taken into account while deciding on methods of training. However, cost consideration should not override the quality consideration.

A brief discussion on some of the most prevalent methods of training is provided below.

Lectures

As the name indicates it refers to a presentation by the trainer on ideas, concepts, theories, and issues. The method focuses on transmission of knowledge. It entails maximum active role by the trainer and little overt activity by the participants. This method is very useful when concepts, theories, instructions, and procedures have to be imparted. It is economical, as a large number of people can be trained at one time saving cost in terms of man hours and money. However, its major disadvantage is that it does not provide for active participation on the part of trainees, and hence one does not know the extent of take-home learning. The participants do not get to share the experiences of other participants, hence learning is limited to what the trainer has to say.

On-The-Job Training Method

The learning that takes place is centered around the job. The trainee used the machines and tools that he will uses once the training is completed. The learning takes place in surroundings where he will, in future, be working at his regular tasks. He works with his future supervisors and peers and acquaints himself with day-to-day operations. Job rotation, brainstorming sessions, and syndicate techniques are some of the methods that would come under this category. Job rotation refers to one of the techniques of job enrichment. At the initiative of the management tasks are rotated across employees. Rotation provides exposure to variety of tasks and broad bases the understanding of the trainees. Brainstorming, as indicated earlier, involves professionals with different backgrounds who are given a common problem to solve. Since various expertise are involved, it helps in pooling the various points of views and constructing solutions to solve the problem. Syndicate method involves a group of people who pool ideas, examine and share facts, test assumption, and draw conclusions, all of which contribute to improve job performance. It is a planned conference and, therefore, one major requirement is that all participants have the necessary background and knowledge to take an active and meaningful role in the conference.

Simulation Methods

In this category real-work instances are taken for training to take place. Some of the examples (of methods) which fall under this category are role playing, case method, management games, etc. Role playing is one method where action is involved. Learning takes place when individuals try to improve their job performance by actually doing something about the day-to-day job problems. A hypothetical or real situation is created where each person plays his

or somebody else's role. Case method is another type where an actual situation is written for discussion. Each participant of the training programme is asked to read it and then discuss and analyse the situation. The purpose of the method is not to find one solution but many dealing with the situation, each of which is equally plausible given all the facts that are available in the case. This method provides the trainees practice in problem-solving and decision-making. Another type of training method under this category is management games which uses simulation of a business situation for learning. Here the trainees are divided into teams belonging to the management of competing organizations. After the simulation, operating and policy decisions are taken, and processed. Thereafter, the implications are fed back.

Experiential Methods

The prime objective of this methodology is to integrate knowledge and theory with experience and practice. The assumption is that changes in behaviour cannot come by knowledge alone and, hence, practice in human relations creates an atmosphere for change in behaviour. This is achieved by focusing during training on such things as ability to listen to others, ability to communicate, ability to diagnose the problem correctly, learning to give and receive constructive feedback, and understanding complexities of group dynamics. As pointed out, sensitivity training is a powerful tool in bringing out attitudinal changes. However, the trainer has a very significant role to play in it. Without his careful handling of group processes, the whole exercise may turn out to be a chaos without any learning benefit.

Programmed Instructions

Programmed instructions are based on certain behavioural laws, particularly those that relate to principles of reinforcement. Reinforcement, in simple terms, means rewarding a correct response and punishing a wrong response. Thus, one important feature of programmed instructions is that it provides immediate feedback on whether the participant has answered correctly or not. To facilitate this the instructions are designed in such a way that all future learning depends on acquisition and retention of previous learning. First, basic understanding is provided. Subsequently, questions are designed based on this basic learning. If the response is correct he goes to the next stage. If it is not he is asked to go back and start again. The instructions are nothing but carefully planned sequential knowledge which moves from simple to complex levels. The major advantage of this method is that the trainee can adjust his learning at a pace and rate suitable to him. Today, a number of programmed books are available in such fields as Science, Statistics and Computers. They preserve several advantages of face-to-face learning by use of printed pages and without the need of a tutor.

Training Administration in Moser Baer India Limited

Training administration basically refers to converting training needs into contents, types of training programmes, location of training programmes, choice of faculty and participants, and general

administration. These issues deal with the design and development of training programmes.

Training Contents

Training contents have purposely been discussed in this section because mid-course corrections in nature, focus and scope of contents may require changing course requirements while the training is on. Contents of training are very much influenced by the purpose and need for training. So if refresher training for engineers is planned the contents would predominantly be related to the technical aspects of the job. On the other hand, if human relations skill is the focus, the contents would centre around interpersonal competences social ability, superior-subordinate and peer relationship, sensitivity to feelings, etc. Sometimes after the training programme has started the trainer might feel as a result of experience sharing that the contents should be modified, diluted or made more comprehensive. That is why it is suggested that irrespective of the focus the most appropriate contents would be those that are closest approximation to actual job performed by the employee. Simulation of job or a part thereof provides the most relevant training contents.

Training Programmes

The researcher lists four type of standard training programmes. They are induction training, supervisory training, technical training, and management development training programme.

Induction Training

Wherein a new recruit is introduced to the organization, condition of services, rules of behaviour, etc. In addition, it is also given to familiarize a new entrant with the job. Examples are induction during probation and the under-study system. The training during probation is to familiarize with job and work environment. The under-study system is prevalent in Government undertakings, where a person works with his prospective senior officials as understudy for a period of time before he takes over.

Supervisory Training

Supervisors are trained for technical skills, leadership qualities, for handling machines and men. In India, The National Productivity Council (NPC) and the Central Labour Institute, Bombay have done significant work in this area.

Technical Training

This type of training programme helps in inducting new entrants to the operational requirements of the unit and in improving the skills of existing employees for promotions, etc.

Management Development

This type of training is for managers. These training programmes emphasise attitude and values, conceptual knowledge, analytical abilities and decision-making skills. The purpose is to equip managerial personnel for management roles.

Implementation of Training Plan

After all the necessary home work is done, the trainer is now faced with the real task of implementing the training plans. Implementation involves choice of participants, whether they should be sent to an external programme or should the

organization offer an in-company programme. The decision of sponsoring an external programme or organizing an in-company programme should look at such issues as availability of relevant programmes, number of people to be trained, duration for which they could be taken off the job, timings of training programmes, and cost. Often in-company programmes with external faculty are preferred because a large number of people can be trained in short period at lower cost. But, by the same token in-plant training has the disadvantage of pulling the trainees away from training to meet emergencies at the plant office.

The researcher highlights the following problems in the implementation of training programmes in Private Sector. These problems relate to faculty, participants, and administration. As far as problems of faculty are concerned, most organizations do not seem to have a regular faculty on payroll. Senior managers take sessions which are single company experience without much research base. They disturb the training sequences by postponing or canceling classes because of on-the-job problems. Sometimes there are problems with the credibility of such trainers, particularly if they come from ranks despite the fact that they may be competent. The participants are like 'day students' and as soon as the day's training is over they go to work. This does not give them time to consolidate their learning. Availability of officer to be trained, expectations of participants from training, back home environment to experiment with some ideas after training is over, are some of the administrative problems of training. Another study conducted by the Administrative Staff College of India identifies lack of seriousness on the part of sponsored officers, lack of discussion with superiors on training, and different expectations from training, as major problems of training. The nature of physical facilities and general comfort of the participants make substantial difference in training effectiveness. Size of the class is also important. If participation is an important criteria for effective training, the environment also has to be conducive for this. Seating arrangement plays an important role. A typical class room ecology where every participant faces the trainer does not generate effective participation. A semi-circular, round table, or rectangular seating arrangement is favourable. Placing the name cards in front of each participant facilitates communication and identification of an individual by name

Training Evaluation in Moser Baer India Limited

Evaluation of training effectiveness is the most critical phase in not only assessing the quality of training imparted but also to see what future changes in training plan should be made to make it more effective. The training evaluation consists of an evaluation of various aspects of training immediately after the training is over and judging its utility to achieve the goals of the organization. While the first may be easy to evaluate, the second poses complications. The effect of training on performance to achieve organizational objectives is difficult to

isolate because performance is a function of complex forces and motives.

Immediate Evaluation

It refers to reactions of the participants as to how have they found a particular training programme. This is usually done at the end of the last session where participants are asked to fill a form. The form contains information on the objectives of the programme and how well they were achieved during the training period. It also seeks information on contents, reading material, presentation, trainers' mannerisms, and relationship with other participants. This could be done as an overall rating or it could be session by session rating on these contents. In addition, participants are also requested to indicate their experience with classroom, boarding, and lodging facilities and provide suggestions to improve upon it. Since participants may be apprehensive and feel embarrassed in giving their free and frank opinion, they are usually given the option not to disclose their identity. The purpose of seeking this information is to get ideas and identify weak segments in the total training programme and to improve upon the problem areas if the programme is to be offered again. The use of a form (structured or otherwise) facilitates tabulation and analysis and helps in identifying weak areas.

Importance of Training

Training is the most important part of every business concern. Without proper training neither employee nor organisation can grow. We can say that success of an enterprise requires that everyone performs at his optimum level. Training, to a large extent, can help achieve this level. Evaluation of the utility of training deals broadly with four questions.

1. Whether a given training programme has actually brought about the desired modification in behaviour or not?
2. Whether training has a demonstrable effect on the performance of the task or achievement of organizational goals?
3. Whether the present method of training is the most superior one to achieve the desired result?
4. Whether the cost of training commensurates with achievement in the performance of the job?

Several methods have been tried out to test whether changes/improvements have been brought about by training or not. These methods consist of observation of behaviour on the job after one has gone through the training; evaluation by superiors, peers and subordinates; self-evaluation by the person; and qualitative and quantitative improvements in his output.

Conclusion

It may be pointed out here that the qualitative and quantitative improvement in the output is a difficult indicator. Changes in output are a function of a host of variables, some known, others unknown. At a given time, isolating the effect of training on output becomes a very slippery proposition. Because of this, some researchers have tried to test the effect of training on performance by the use of a control group where two matches groups are identified and their performance is measured before and after training. Of

these one group goes to the training programme, while the other does not. Changes in performance in the post-measure are taken as indicators of learning. The attitudes and perceptions of the top management play a major role in the effective utilization of training. Unless they are prepared to accept and allow innovations and experimentation by the employee who have just completed training, it may have no value whatsoever and might demotivate and frustrate them. Training should not be considered a paid holiday to reward some employees. That is why it is necessary to analyse the training needs and clarify the purpose of the training at the very beginning. The training effectiveness deals with the issues whether formal training programmes contribute to the development of job related skills, eventually leading to greater effectiveness. The researcher points out that the training effectiveness is dependent on two considerations. Firstly, trainers are fully responsible for training. If the employees do not show results the trainer should be held accountable for it. Secondly, training per se is not the answer to the problems. Training effectiveness depends on the kind of atmosphere and culture that is prevalent back home.

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