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5.   **KEYWORDS**: Abstract must be followed by a list of keywords, subject to the maximum of five. These should be arranged in alphabetic order separated by commas and full stops at the end.

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7.   **HEADINGS**: All the headings should be in a 10 point Calibri Font. These must be bold-faced, aligned left and fully capitalised. Leave a blank line before each heading.

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9.   **MAIN TEXT**: The main text should follow the following sequence:

INTRODUCTION

REVIEW OF LITERATURE

NEED/IMPORTANCE OF THE STUDY

STATEMENT OF THE PROBLEM

OBJECTIVES

HYPOTHESES

RESEARCH METHODOLOGY

RESULTS & DISCUSSION

FINDINGS

RECOMMENDATIONS/SUGGESTIONS

CONCLUSIONS

SCOPE FOR FURTHER RESEARCH

ACKNOWLEDGMENTS

REFERENCES

APPENDIX/ANNEXURE

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- Bowersox, Donald J., Closs, David J., (1996), "Logistical Management." Tata McGraw, Hill, New Delhi.
- Hunker, H.L. and A.J. Wright (1963), "Factors of Industrial Location in Ohio" Ohio State University, Nigeria.

CONTRIBUTIONS TO BOOKS

- Sharma T., Kwatra, G. (2008) Effectiveness of Social Advertising: A Study of Selected Campaigns, Corporate Social Responsibility, Edited by David Crowther & Nicholas Capaldi, Ashgate Research Companion to Corporate Social Responsibility, Chapter 15, pp 287-303.

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- Schemenner, R.W., Huber, J.C. and Cook, R.L. (1987), "Geographic Differences and the Location of New Manufacturing Facilities," Journal of Urban Economics, Vol. 21, No. 1, pp. 83-104.

CONFERENCE PAPERS

- Garg, Sambhav (2011): "Business Ethics" Paper presented at the Annual International Conference for the All India Management Association, New Delhi, India, 19–22 June.

UNPUBLISHED DISSERTATIONS AND THESES

- Kumar S. (2011): "Customer Value: A Comparative Study of Rural and Urban Customers," Thesis, Kurukshetra University, Kurukshetra.

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- Garg, Bhavet (2011): Towards a New Natural Gas Policy, Political Weekly, Viewed on January 01, 2012 http://epw.in/user/viewabstract.jsp

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A PRAGMATIC EXPLORATION OF HRD CLIMATE PRACTICES IN STATE AND CENTRAL UNIVERSITIES

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ABSTRACT

The reforms in education sector is imposing rapid pressures on the employees of education sector as a whole and in particular the employees of the Universities. To perform and excel in the present competitive world, demands posed on the employees of the universities is colossal. The present study is carried in the prestigious State and Central Universities of north India to analyze the prevailing HRD climate to which the employees are exposed to. The study attempts to identify the perception of employees towards the existing setup of the HRD facilitators and mechanisms operational in these universities. The sample is based on 300 employees who include teaching and non-teaching officers from two state and two central universities of north India. Further based on the responses of the employees of these universities the present study comes out with a set of policies and procedures in the form of suggestion so as to improve HRD climate in these Universities. Further in the study it is seen the HRD climate existing in these universities differs significantly.

KEYWORDS

HRD Climate, Universities, OCTTAPACe.

INTRODUCTION

The significance of humans in operating an organization is being considered and recognized so long. Organizations have been providing people/employees working for them, the necessary requisites for work. They have a propensity to motivate their employees by providing them the salaries and the modest comforts at work in regulation to satisfy them. In earlier times, the organizations gave little attention to the welfare of the people working for them, were only concerned in providing the necessary optimal working conditions. The conventional concept of human resource management was based on much narrower spectrum of human motivation supported up by salary and other monetary benefits. Human resources plays significant role in shaping the future of the organization, as to achieve superior performance and long term effectiveness. It becomes imperative that human resources are exposed to elaborative development programmes through formulating and implementing better human resources development procedures and policies. This leads to conversion of human liabilities into assets (valuable human resource) in the organization. Thus, the human resource development forms to be most important and essential requisite for development and growth of the organization.

The concept of human resource development is of recent origin. It was first used in 1969 in American Society for Training and Development Conference. After being formally used in USA, the term HRD gained impetus and the area of HRD became of much concern to the researchers, academicians and organizations throughout. As evident from researches Human resources are the energies, skills, talent and knowledge of people which should be potentially applied to production of goods and services in the organization. To arrive at better services, the human resources need to be groomed accordingly through a well designed HRD system. The human resources development system stages, a crucial role in achieving the organizational goals through channalized and scientific development of an employee (human resource). The organization needs to focus and identify the needs, potential and capabilities of employees, and in consonance to these factors provide them the adequate opportunities to grow in due course of time through a well designed HRD mechanism/system. The proper HRD, implementations can prove to be highly effective for achieving the individual and organizational objectives.

HRD may be defined as a development of people by providing them the desired environment, wherein an individual grows exceptionally well by recognizing his fullest structure and potentiality and results into accomplishment of organizational objectives and goals. Narayanan (1990), argues that HRD attempts to enable people to overcome productive potential so that they are able to contribute to the ethical and harmonious growth of the society. This all tends to fulfill the individual needs and wants besides leaving a feeling of pleasure. Rao (1982) envisages HRD as integrated system aimed at generating positive climate/environment, in an organization in the form of various components of HRD i.e. the climate of mutuality, trust and openness in the organization. The HRD is a planned and continuous process in which employees are helped to acquire and sharpen their capabilities to perform functions associated with the present and expected future. The HRD aims to develop general capabilities of individuals and exploit their inner potential to the fullest for their own and organizational development.

HRD is hence, associated with organizational culture in which superior-subordinate relationship, team work and interrelation among individuals and sub-units are strong. All these factors are found to contribute to the professional well-being, motivation and self-importance of an employee in an organization. HRD is concerned with creating a climate of work culture, productive efficiency, and integration. HRD enables to build the capabilities of an individual, secondly preparing the individuals for a change in the future. Lastly it helps in improving productivity with quality development keeping organizational goals and global competition in view. The focus of HRD should be to build a positive climate by addressing work culture, behavioural changes, productive efficiency quality and amalgamation. Human resource development therefore leads to skill development, knowledge acquisition, attitudinal and behavioural changes as demanded by the organizational setup. HRD not only develops individuals but it develops groups and teams together which make things to happen in an organization. Therefore, the ultimate goal of HRD is to develop overall competencies among individuals, groups and teams in accordance with the changing scenario. Thus HRD forms to be a continual and never ending methodical process.

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HRD CLIMATE

HRD tends to accomplish certain specified objectives in terms of development of an individual continuously by recognizing and developing the potential and skills of an individual in regard of his present, future expected roles, positive development of boss-subordinate affiliation (dyadic), development of teams, team work, inter-term collaboration and development positive environment and health of an organization as a whole. To achieve mentioned objectives, HRD system, uses certain specified HRD tools in order to create a positive climate termed as HRD climate around in order to dapper its employees and attain high level of organizational effectiveness. HRD Climate is thus, a perception of the employees towards the procedures, policies and practices followed by the organization in order to achieve the ultimate organizational goals. HRD Climate creates a positive work environment in which the employees are subjected to work, and are made better performers. The HRD Climate is attained through HRD tools or instruments that tend to create a congenial environment in an organization for employees. The outcome of these HRD tools if implemented as required is reflected as such in an organization. The reflection and perception towards the outcome of the implementation of HRD instruments is referred to as HRD climate.

The main objective of HRD is the development of individuals, exploiting employees to their maximum potential, and ends up with the accomplishment of the individual and the organizational goals besides attaining a proper HRD climate. To attain a congenial HRD climate, a proper HRD instruments/tools needs to be adopted and practiced by the organization.

THE PRESENT STUDY

The literature pertaining to human resource development (HRD) reveals that human resources are given most importance, as it proves to be the dynamic medium for major development and progress of organizations all over. In other words the organizations have realized that the success or the failure of their enterprise is highly dependent on the human resources available to it. Pareek and Rao (1992), argue that the main concerns of human resource management are the development of people, their competencies, and the process of development of the total organization. This stress on human resources has compelled the world to increase the application of varied principles of human resources development in the organization. The quality of human resource is of immense importance in the service sector and particularly in the Universities which acts as catalysts in developing humans. Today's students in the Universities are tomorrows preachers, the education system over the years have academically changed in India throughout. Receiving higher education has nowadays become an aspiration of almost every student passing intermediate in India. The universities cater to almost every segment of the society and play a significant role in developing the nation as a whole by providing the better workforce for better tomorrow. Therefore educational enterprises require optimal utilization of human capabilities available to the system, in form of teachers and the allied staff. To develop and come to the expectation level at individual and national level there needs to be a continual, periodic assessment and review in the universities so as to provide them (teachers and supporting staff) congenial environment. They need to acquire new skills, up gradation of existing skills (high ethical values) and better climate so as to impart it accordingly besides academic knowledge. Imparting knowledge to student pertaining to subject mater is not only part of teaching, but it is his duty to make their product, the assets of tomorrow by developing them socially, morally and ethically. To do that and reach to the expectations, it is imperative that Universities are provided with the better working climate, so that they perform their duties efficiently and effectively. This elucidates that 'education is HRD', meaning that both sides are equal in function and valued. Education provides an individual adequate skill, knowledge, etc, while HRD is viewed as a co-operative function. According to Dare (1996) a strategic blend between the two (education and HRD) can enhance the effectiveness of both (education system and HRD system) and we can move towards resolving the dual problem of reforming the education system and thus restructuring the HRD system. It is the education system especially the Universities who cater to the organizational demands besides the social demands` in providing them the better human resources to run their organizations systematically. To deliver in consonance with demands posed, it is imperative that university employees work in coordination with their supporting staff. The present study has been taken up to access the HRD climate prevalent in the Universities. To check the HRD climate of the Universities, a proper research methodology is used, so as to arrive at a more authentic and reliable findings.

OBJECTIVES OF THE STUDY

The main objectives of the study are as per following:
1.   to explore the HRD climate as perceived by the employees of the universities
2.   to compare and contrast HRD climate accessible in different state and central universities;
3.   to analyze the perception of university employees towards different dimensions of the HRD climate;
4.   to formulate certain policies and procedures in form of suggestions for improving the HRD climate in state and central Universities

HYPOTHESES

1.   The overall HRD climate as perceived by the employees of the universities is poor
2.   The HRD climate of central universities is significantly better than the HRD climate of state universities

METHODOLOGY

To study the HRD `climate in Indian universities, two state and two central universities were taken up for the study. These universities include Jawaharlal Nehru University and Jamia Millia Islamia, central universities from Delhi and University of Kashmir and University of Jammu, the state universities from Jammu and Kashmir. Around 308 employees belonging to these universities were taken as sample respondents belonging to teaching and non-teaching cadre selected through random sampling. The teaching staff includes all the three cadres, while the non- teaching includes the administrative officers including section officers, Assistant Registrars, Deputy Registrars and equal ranks.

To measure HRD climate in Universities a instrument developed by Rao (1989) comprising of 38 statements is used. These thirty eight statements are categorized as General Climate, OCTAPACE Culture and HRD Mechanism. The general climate deals with the importance given by the management to the human resource development in general. The OCTAPACE deals with the level to which openness, confrontation, trust, autonomy, pro-activity, authenticity, collaboration and experimentation are valued and promoted in the organization. Further in present study team spirit an important constituent of HRD facilitators is studied separately thus instead of OCTAPACE culture OCTTAPACE Culture is studied. HRD mechanisms deals with measuring the extent to which the components of general climate and the OCTTAPACE culture are put into practice in organization, and the seriousness of the management in implementing these components or HRD mechanisms. The questionnaire of Rao uses five point likert scale. To make intrepreation easier, the mean score is converted into percentage mean scores by applying a formulkae given by Rao (1986; 1991)

%age Score = (Mean score- 1) x 25

As per guidelines provided this is done on an assumption that a mean score of one represents 0% existence of that factor in an organization while two represents 25%, three 50% and so on.

ANALYSIS OF HRD CLIMATE

The HRD climate in state and central universities was analyzed on the bases of 38 statement questionnaire. The table 1 reveals that thirteen items of HRD climate have scored a percent mean score of less than 50% suggesting that perception on these items is poor. Further least is scored on item no 1 suggesting that there is least informal emotional support provided to the employees by the top management. In contrast twenty five items have scored have percent mean score of more that 50% with item no 24 followed by item no 38 scoring high, ranking 1 and 2 respectively. It portrays that employees within the universities have reasonably good agreement with the importance given to training and job rotation in the universities. The overall HRD climate prevalent in the universities was seen to 3.07 on a five point likert scale with a standard deviation of 0.77 and percentage score of 51.75. This suggests that HRD climate in universities as a

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whole is just an average and steps need to be taken in order to improve the climate in the universities. Within the universities is was evident as seen from table 2 that existing HRD climate in state universities is far below average scoring a mean of 2.93 and % mean of 48.3 as compared to central universities where is HRD climate is favourable with a score 3.17 and % mean of 54.3 at significance level of .01. In context with the sixteen items of HRD climate a significance difference was found in the employees of central universities and the state universities, with the staff of central universities more satisfied. In case of the rest of the items no significant difference was found in the perception of employees suggesting scope for further development on these items.

TABLE 1: HRD CLIMATE IN UNIVERSITIES (N=308)

Item No	Mean Score	Std. Dev.	%Mean Score	Rank
1	2.68	1.11	42.0	38
2	3.11	1.10	52.8	15.3
3	3.03	1.19	50.8	23.3
4	3.13	1.08	53.3	14
5	2.94	1.14	48.5	30
6	3.09	1.12	52.3	19.5
7	2.90	1.16	47.5	33.5
8	3.04	1.11	51.0	22
9	3.29	1.10	57.3	5
10	3.06	1.09	51.5	21
11	3.30	1.13	57.5	3.5
12	3.20	1.10	55.0	7.5
13	2.87	1.09	46.8	35
14	3.17	1.23	54.3	10
15	2.84	1.21	46.0	36
16	3.01	1.12	50.3	26.5
17	3.10	1.22	52.5	18
18	3.03	1.10	50.8	23.3
19	2.95	1.22	48.8	28.5
20	3.14	1.12	53.5	12.5
21	3.11	1.20	52.8	15.3
22	2.95	1.10	48.8	28.5
23	2.72	1.14	43.0	37
24	3.37	1.12	59.3	1
25	3.01	1.22	50.3	26.5
26	3.09	1.23	52.3	19.5
27	3.15	1.12	53.8	11
28	3.18	1.09	54.5	9
29	3.24	1.08	56.0	6
30	2.90	1.22	47.5	33.5
31	2.92	1.18	48.0	32
32	3.30	1.14	57.5	3.5
33	3.11	1.19	52.8	15.3
34	2.93	1.11	48.3	31
35	3.14	1.15	53.5	12.5
36	3.20	1.21	55.0	7.5
37	3.03	1.09	50.8	23.3
38	3.32	1.12	58.0	2
Overall HRD Climate	**3.07**	**0.77**	**51.75**	

Note: Rank 1 assigned highest mean score value and rank 38 assigned to lowest mean score value. Mean score 1.00 signifies not at all present, 2.00 rarely present, 3.00 sometimes present, 4 mostly present and 5 always present (Ideal condition)

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TABLE 2: ITEM WISE PERCEPTION OF EMPLOYEES TOWARDS HRD CLIMATE IN STATE AND CENTRAL UNIVERSITIES

Item Nos	Central Universities (N=176)			State Universities(N= 131)			Z Value	Sig.
	Mean Score	Std. Dev.	%Mean Score	Mean Score	Std. Dev.	%Mean Score		
1	2.80	1.03	45.0	2.51	1.19	37.8	2.23	.02
2	3.20	1.02	55.0	2.99	1.19	49.8	1.60	.10
3	3.15	1.16	53.8	2.86	1.22	46.5	2.07	.03
4	3.23	1.01	55.8	3.00	1.16	50.0	1.79	.07
5	3.09	1.07	52.3	2.75	1.21	43.8	2.53	.01
6	3.17	1.06	54.3	2.98	1,19	49.5	1.42	.16
7	3.02	1.03	50.5	2.74	1.30	43.5	2.05	.04
8	3.10	1.02	52.5	2.96	1.23	49.0	1.02	.31
9	3.30	0.95	57.5	3.27	1.28	56.8	0.26	.80
10	3.18	0.92	54.5	2.90	1.26	47.5	2.15	.03
11	3.43	1.03	60.8	3.13	1.22	53.3	2.28	.02
12	3.25	1.00	56.3	3.13	1.22	53.3	0.92	.36
13	2.98	0.93	49.5	2.71	1.25	42.8	2.15	.03
14	3.27	1.19	56.8	3.05	1.27	51.3	1.55	.12
15	3.07	1.14	51.8	2.54	1.25	38.5	3.79	.01
16	3.09	1.05	52.3	2.92	1.20	48.0	1.29	.20
17	3.30	1.10	57.5	2.82	1.31	45.5	3.33	.01
18	3.10	0.99	52.5	2.93	1.22	48.3	1.36	.18
19	3.15	1.07	53.8	2.68	1.35	42.0	3.32	.01
20	3.18	1.05	54.5	3.10	1.21	52.5	0.58	.56
21	3.27	0.98	56.8	2.89	1.42	47.3	2.63	.01
22	3.01	0.98	50.3	2.87	1.24	46.8	1.07	.28
23	2.77	1.09	44.3	2.65	1.21	41.3	0.88	.38
24	3.28	1.07	57.0	3.50	1.17	62.5	1.67	.09
25	3.06	1.12	51.5	2.95	1.35	48.8	0.71	.48
26	3.18	1.16	54.5	2.95	1.30	48.8	1.59	.11
27	3.28	0.96	57.0	2.98	1.29	49.5	2.29	.02
28	3.31	0.92	57.8	3.00	1.26	50.0	2.39	.01
29	3.31	0.90	57.8	3.14	1.28	53.5	1.38	.17
30	3.22	1.11	55.5	2.47	1.23	36.8	5.46	.01
31	3.09	1.08	52.3	2.69	1.26	42.3	2.84	.01
32	3.43	1.03	60.8	3.12	1.25	53.0	2.26	.02
33	3.19	1.10	54.8	3.02	1.29	50.5	1.23	.22
34	3.08	1.02	52.0	2.72	1.20	43.0	2.78	.01
35	3.14	1.04	53.5	3.14	1.28	53.5	0.01	.99
36	3.23	1.10	55.8	3.15	1.34	53.8	0.61	.54
37	3.06	0.92	51.5	2.98	1.29	49.5	0.59	.56
38	3.29	0.99	57.3	3.35	1.28	58.8	0.41	.68
Overall HRD Climate	3.17	0.68	54.3	2.93	0.85	48.3	2,52	.01

To assess the climate for the implementation of HRD in Universities, the study further studied the three dimensions of HRD climate, firstly the General Climate, HRD Facilitators or OCTTAPACE Culture and HRD Mechanisms. The General climate comprises of the belief of top management towards implementation of HRD, overall perceived superior subordinate relationship, personnel policies of the universities and the commitment of the line management in developing the employees through HRD climate. OCTTAPACE culture, deals in openness, collaboration, trust, team spirit, authenticity, pro-activity, autonomy, confrontation and experimentation. Finally the use of HRD mechanisms prevalent in the universities was assessed.

I. GENERAL CLIMATE

The top management attitude towards HRD climate in the universities was reasonably on the lower side as evident from table 3 with a mean score of 2.93 and %age mean score of 48.3. The attitude of the top management towards HRD in the central universities was found to be more positive as compared to the state universities as reflected from table 4 (Significance level .02) .

TABLE 3: OVERALL CREDENCE OF TOP MANAGEMENT TOWARDS HRD CLIMATE IN STATE AND CENTRAL UNIVERSITIES

Dimension	Mean	SD	%Score	Rank
Item 1	2.68	1.11	42.0	5
Item 2	3.11	1.10	52.8	1
Item 5	2.94	1.14	48.5	3
Item 13	2.87	1.09	46.8	4
Item 37	3.03	1.09	50.8	2
Overall Belief	2.93	0.87	48.3	

TABLE 4: TOP MANAGEMENT BELIEF IN HRD IN STATE AND CENTRAL UNIVERSITIES

Dimension	Central universities N= 176			State Universities N=131			Z Value	Sig
	Mean	SD	%Score	Mean	SD	%Score		
Item 1	2.80	1.03	45.0	2.51	1.19	37.8	2.23	.02
Item 2	3.20	1.02	55.0	2.99	1.19	49.8	1.64	.10
Item 5	3.09	1.07	52.3	2.75	1.21	43.8	2.53	.01
Item 13	2.99	0.93	49.8	2.71	1.25	42.8	2.15	.03
Item 37	3.06	0.92	51.6	2.98	1.29	49.5	0.59	.56
Overall Belief	3.03	0.77	50.8	2.79	0.96	44.8	2.33	.02

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This reflects that management in the central universities provides least emotional support to the employees as compared to state universities (item no 1, the top management in state universities is found to be reluctant in utilizing the potential of employees as compared to central universities for a particular task (item no 13). Further as reflected from tables 3 and 4 top management is seen to spend considerable amount of time in developing the employees as compared to the state universities (item no 5). In both the universities equal prudence is given by top management in treating employees as important human resources (item 2) and ensuring employee welfare (item 37). Within the universities it is seen that superior subordinate relationship was found to be average, but more prominent in central universities when compared to state universities. This suggests an affirmative relationship in (formal and informal communication) between head of the departments/ officers and the subordinates in central universities in comparison to state universities (tables 5 and 6)

TABLE 5: OVERALL PERCEIVED SUPERIOR- SUBORDINATE RELATIONSHIP

Dimension	Mean	SD	%Score	Rank
Item 3	3.03	1.19	50.8	7.5
Item 6	3.09	1.12	52.3	6
Item 20	3.14	1.12	53.5	5
Item 28	3.18	1.09	54.5	4
Item 29	3.24	1.08	56.0	2
Item 31	2.92	1.18	48.0	9
Item 32	3.30	1.14	57.5	1
Item 35	3.20	1.21	55.0	3
Item 36	3.03	1.19	50.8	7.5
Overall Perception	3.13	0.84	53.3	

TABLE 6: OVERALL PERCEIVED SUPERIOR- SUBORDINATE RELATIONSHIP ACROSS UNIVERSITIES

Dimension	Central universities N= 176			State Universities N=131			Z Value	Sig
	Mean	SD	%Score	Mean	SD	%Score		
Item 3	3.15	1.16	53.8	2.86	1.22	46.5	2.07	.03
Item 6	3.17	1.06	54.3	2.98	1.19	49.5	1.42	.16
Item 20	3.18	1.05	54.5	3.10	1.21	52.5	0.58	.56
Item 28	3.31	0.92	57.8	3.00	1.26	50.0	2.39	.01
Item 29	3.32	0.90	58.0	3.14	1.28	53.5	1.38	.17
Item 31	3.09	1.08	52.3	2.69	1.26	42.3	2.84	.01
Item 32	3.43	1.03	60.8	3.12	1.25	53.0	2.26	.02
Item 35	3.14	1.04	53.5	3.10	1.30	52.5	0.27	.79
Item 36	3.23	1.10	55.8	3.15	1.34	53.8	0.61	.54
Overall Perception	3.22	0.763	55.5	3.01	0.930	50.3	2.08	.03

The perception of the employees of central universities in response to state universities was seen to be more adequate, thus seem to influence employees of central universities moderately as reflected from tables 7 and 8

TABLE 7: OVERALL PERCEPTION TOWARDS PERSONNEL POLICIES IN UNIVERSITIES

Dimension	Mean	SD	%Score	Rank
Item 4	3.13	1.07	53.3	3
Item 11	3.30	1.12	57.5	2
Item 15	2.84	1.21	46.0	4
Item 38	3.31	1.12	57.8	1
Overall Perception	3.14	0.81	53.5	

TABLE 8: OVERALL PERCEIVED PERSONNEL POLICIES ACROSS STATE AND CENTRAL UNIVERSITIES

Dimension	Central universities N= 176			State Universities N=131			Z Value	Sig
	Mean	SD	%Score	Mean	SD	%Score		
Item 4	3.23	1.01	55.8	3.00	1.16	50.0	1.79	.07
Item11	3.43	1.03	60.8	3.13	1.22	53.3	2.28	.02
Item 15	3.07	1.14	51.8	2.54	1.25	38.5	3.79	.01
Item 38	3.29	0.99	57.3	3.35	1.28	58.8	0.41	.68
Overall Perception	3.25	0.72	56.3	3.00	0.90	50.0	2.60	.01

Further the tables 9 and 10 reflect that line management relationship among the employees of the universities, it is seen to be equally agreed upon in the state and the central universities. This depicts that the officers in the line management are equally committed towards the welfare and the development of the employees and tend to be more supportive in helping everybody around.

TABLE 9: OVERALL PERCEIVED LINE MANAGEMENT RELATIONSHIP

Dimension	Mean	SD	%Score	Rank
Item 7	2.90	1.16	47.5	4
Item 8	3.04	1.11	51.0	3
Item 9	3.29	1.10	57.3	1
Item12	3.20	1.10	55.0	2
Overall Perception	3.11	0.83	52.8	

TABLE 10: OVERALL PERCEIVED LINE MANAGEMENT RELATIONSHIP ACROSS STATE AND CENTRAL UNIVERSITIES

Dimension	Central Universities N= 176			State Universities N=131			Z Value	Sig
	Mean	SD	%Score	Mean	SD	%Score		
Item 7	3.02	1.03	50.5	2.74	1.30	43.5	2.05	.04
Item 8	3.10	1.02	52.5	2.96	1.23	49.0	1.02	.31
Item 9	3.30	0.95	57.5	3.27	1.28	56.8	0.26	.80
Item12	3.25	1.00	56.3	3.13	1.22	53.3	0.92	.36
Overall Perception	3.16	0.73	54.0	3.02	0.93	50.5	1.44	.15

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Thus the general climate in the universities is seen to be of average nature scoring a mean of 3.07 and %age mean score of 51.8 as reflected from table 11 and least is scored on the belief of top management towards HRD climate scoring a mean of 2.92. Moreover the general climate is seen to vary significantly in state and central universities as evident from table 12. The general climate is more congenial for HRD implementation in central as compared to state universities.

TABLE 11: EXISTING GENERAL CLIMATE IN THE UNIVERSITIES

Components of General Climate	Mean	SD	%Score	Rank
Top Management Belief	2.92	0.17	48.0	4
Superior subordinate relationship	3.13	0.84	53.3	2
Line Management	3.10	0.83	52.5	3
Personnel policies	3.14	0.81	53.5	1
Overall Perception Towards General Climate	3.07	0.75	51.8	

TABLE 12: OVERALL EXISTING GENERAL CLIMATE ACROSS STATE AND CENTRAL UNIVERSITIES

Components G. Climate	Central universities N= 176			State Universities N=131			Z- Value	Sig
	Mean	SD	%Score	Mean	SD	%Score		
Top Management Belief	3.03	0.77	50.8	2.79	0.96	44.8	2.33	.02
Boss subordinate relationship	3.22	0.76	55.5	3.01	0.93	50.4	2.08	.03
Line Management	3.16	0.737	54.0	3.02	0.93	50.5	1.44	.15
Personnel policies	3.25	0.72	56.3	3.00	0.90	50.0	2.60	.01
Overall Perception	3.16	0.66	54.0	2.95	0.84	48.8	2.35	.02

II. HRD FACILITATORS/OCTTAPACE CULTURE

The HRD Facilitators act as a lubricant in improving and enhancing HRD climate as whole and general climate in particular through proper implementation of HRD mechanisms. These HRD facilitators are described as openness, confrontation, trust, team spirit, autonomy, pro-activity, authenticity, collaboration and experimentation. Openness is unprompted expression of feelings and thoughts unprovoked, Confrontation deals with entering or facing inconvenience with positive mind set, Trust is maintaining concealment towards what is being shared formally as well as informally in an organization. Team Spirit deals with zeal to work together and accept positive as well as negative together. Authenticity means taking people at face value, Pro-activity deals with initiatives tactical moves to address uncertainties, Autonomy is delegation to handle tedious jobs, collaboration is seeking and taking help readily and experimentation deals with creativity, innovations, giving things a bigger eye.

The table 13 reflects the existing OCTTAPACE culture in the universities which is found to be in the middle scoring a mean of 3.06 and a % mean score of 51.5. This depicts that it needs to be improved significantly. While taking a look on the components of OCTTAPACE, Autonomy, Confrontation and experimentation score least, thus making it prominent that employees in the universities are not delegated authority(Autonomy), tend to hesitant in discussing issues with positive frame of mind (Confrontation) and finally the employees are not allowed to take initiatives of the own (Pro-activity) .To assess the existence of HRD facilitators further in state and central universities it is seen that the OCTTAPACE prevalent in central universities is far better than that of state universities depicting that the employees in central universities are more open in comparison to state universities employees are seen to differ significantly at p=.05 on all the components of HRD facilitators (Table 14).

TABLE 13: PERCEPTION OF EMPLOYEES TOWARDS HRD FACILITATORS (OCTTAPACE) IN UNIVERSITIES

HRD Facilitators(HF)	Sub-components	Mean	SD	% Score	Rank
Openness (O)	Item 9	3.28	1.10	57.0	3
	Item 10	3.06	1.09	51.5	
	Item 11	3.30	1.12	57.5	
	Item 30	2.89	1.21	47.3	
Score on O		3.13	0.81	53.3	
Collaboration (CL)	Item 9	3.28	1.10	57.0	2
	Item 20	3.14	1.11	53.5	
Score on CL		3.21	0.89	55.3	
Trust (TR)	Item 27	3.15	1.12	53.8	1
	Item 32	3.29	1.14	57.3	
Score on TR		3.22	0.98	55.5	
Team Spirit (TS)	Item 9	3.28	1.10	57.0	6
	Item 10	3.06	1.09	51.5	
	Item 18	3.03	1.09	50.8	
	Item 23	2.71	1.14	42.8	
	Item27	3.15	1.12	53.8	
	Item 33	3.11	1.18	52.8	
	Item 34	2.92	1.11	48.0	
Score on TS		3.04	0.82	51.00	
Authenticity(AU)	Item 18	3.03	1.09	50.8	4
	Item 21	3.11	1.19	52.8	
Score on AU		3.07	0.95	51.80	
Pro-activity P	Item 11	3.30	1.12	57.5	5
	Item 19	2.95	1.21	48.8	
	Item 30	2.89	1.21	47.3	
Score on P		3.05	0.96	51.30	
Autonomy (AM)	Item 19	2.95	1.21	48.8	8.5
	Item 31	2.91	1.17	47.8	
Score on AM		2.93	1.04	48.30	
Confrontation (CN)	Item 22	2.95	1.10	48.8	8.5
	Item 34	2.92	1.11	48.0	
Score on CN		2.93	0.96	48.30	
Experimentation (E)	Item 7	2.90	1.15	47.5	7
	Item 19	2.95	1.21	48.8	
	Item 25	3.01	1.22	50.3	
Score on E		2.95	0.97	48.80	
Total Score on HF		3.06	0.79	51.50	

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TABLE 14:PERCEPTION OF EMPLOYEES TOWARDS HRD FACILITATORS (OCTTAPACE) IN STATE AND CENTRAL UNIVERSITIES

HRD Facilitators(HF)	Sub-components	Central Universities		State Universities			Z Value	Sig.
		Mean	SD	Mean	SD	% Score		
Openness (O)	Item 9	3.30	0.95	3.27	1.28		0.26	.80
	Item 10	3.18	0.92	2.90	1.26		2.15	.03
	Item 11	3.43	1.03	3.13	1.19		2.28	.02
	Item 30	3.22	1.11	2.47	1.23		5.46	.01
Score on O		3.28	0.75	2.94	0.85		3.63	.01
Collaboration (C)	Item 9	3.30	0.95	3.27	1.28		0.26	.80
	Item 20	3.18	1.05	3.10	1.21		0.58	.56
Score on C		3.23	0.80	3.18	0.99		0.52	.52
Trust (Tr)	Item 27	3.28	0.96	2.98	1.17		2.29	.02
	Item 32	3.43	1.03	3.12	1.25		2.29	.02
Score on Tr		3.35	0.86	3.05	1.12		2.60	.01
Team Spirit (TS)	Item 9	3.30	0.95	3.27	1.28		0.26	.80
	Item 10	3.18	0.92	2.90	1.26		2.15	.03
	Item 18	3.10	0.99	2.93	1.22		1.36	.18
	Item 23	2.77	1.09	2.65	1.21		0.88	.38
	Item27	3.28	0.96	2.98	1.17		2.29	.02
	Item 33	3.19	1.10	3.02	1.29		1.23	.22
	Item 34	3.08	1.02	2.72	1.20		2.78	.01
Score on TS		3.13	0.72	2.92	0.93		2.12	.03
Authenticity(AU)	Item 18	3.10	0.99	2.93	1.22		1.36	.18
	Item 21	3.27	0.98	2.89	1.42		2.63	.01
Score on AU		3.19	0.78	2.91	1.13		2.42	.01
Pro-activity P	Item 11	3.43	1.03	3.13	1.19		2.28	.02
	Item 19	3.15	1.07	2.68	1.35		3.32	.01
	Item 30	3.22	1.11	2.47	1.23		5.46	.01
Score on P		3.26	0.88	2.76	0.99		4.64	.01
Autonomy (AM)	Item 19	3.15	1.07	2.68	1.35		3.32	.01
	Item 31	3.43	1.03	3.12	1.25		2.26	.02
Score on AM		3.11	0.95	2.69	1.11		3.58	.01
Confrontation (CN)	Item 22	3.01	0.98	2.87	1.24		1.07	.28
	Item 34	3.08	1.02	2.72	1.20		2.78	.01
Score on AM		3.04	0.88	2.79	1.05		2.22	.02
Experimentation (E)	Item 7	3.02	1.03	2.95	1.35		3.32	.01
	Item 19	3.15	1.07	2.68	1.35		3.32	.01
	Item 25	3.06	1.12	2.95	1.35		0.79	.48
Score on E		3.07	0.87	2.79	1.09		2.47	.01
Total Score on HF		3.19	0.71	2.89	0.87		3.16	.01

III. HRD MECHANISMS

Research studies reveal that there are many HRD instruments that can be used to facilitate implementation of HRD in universities. Infect, the HRD mechanisms practiced by the organizations differentiate one organization from another. The important HRD mechanisms include **Performance Appraisal System** a process that involves communicating to the employees how well the person concerned is performing his duties in an organization assigned, **Potential Appraisal** a sort of exposing and developing latent positive abilities of an individual in order to occupy the higher positions in an organization., **Career Planning** which helps the employees to plan their career in an organization, in accordance to their capabilities, potential in relation to organizational requirements, and their inclination towards a particular trait, **Performance Rewards** an important task of HRD system is rewarding employees for their performance besides salaries and other monetary benefits. The effective and efficient reward systems designed by the organizations helps in motivating people to work effectively and makes them to contribute significantly for achieving the organizational goals. **Feed-back** it refers to communicating the individual of how his/her performance is regarded by the management , **Counseling** a process of discussing issues related to the employees and their associated work in the organization, **Training i**s a process that involves the acquisition of skills, concepts, roles and attitude in order to increase the effectiveness of employees doing a particular job, **Acceptance to Initiatives** where in employees are given license to work without having to wait for instructions developed and trained to take initiatives, **Employee Welfare** it constitutes the working environment and the conditions provided by the organization to the employees is an important factor contributing to the employee-satisfaction, their performance and finally **job rotation** it means work rotation forms to be an important instrument for improving the efficiency of the employees at work. By rotating the work, the employees feel much more interested in performing their job effectively. Tables 15 and 16 reflect the perception of employees towards HRD mechanisms in universities. It seen from the table 15 that employees are not satisfied with potential appraisal with mean of 2.99 followed by the reward system and feed-back and counseling in the universities scoring as mean of 2.98 each followed by Acceptance to initiatives scoring mean of 2.94. This suggests that the employees in the universities are not developed to a greater extent, are not developed to take initiatives and are not provided the proper feedback. On rest of the components of HRD mechanisms the employees are seen to show moderate agreement. Further the overall HRD mechanism is seen to be more prevalent in the central universities (Mean of 3.15) as compared to state universities (Mean of 2.96) as evident from the table 16.

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TABLE 15: EXISTING USE HRD MECHANISMS IN STATE AND CENTRAL UNIVERSITIES

Components	Subcomponents	Mean	SD	% Score	Rank
Performance Appraisal System (PAS)	Item 14	3.17	1.22	54.3	
	Item 17	3.09	1.21	52.3	4
	Item 35	3.13	1.14	53.3	
Overall Score on PAS		3.13	0.97	53.3	
Potential Appraisal (PO)	Item 13	2.86	1.08	46.5	
	Item 16	3.01	1.12	50.3	7
	Item 17	3.09	1.21	52.3	
Overall Score on PO		2.99	0.95	49.8	
Career Planning (CP)	Item 35	3.13	1.14	53.3	
	Item 36	3.19	1.20	54.8	2
Overall Score on CP		3.16	1.06	54.0	
Rewards (R)	Item 15	2.84	1.21	46.0	
	Item 16	3.01	1.12	50.3	8.5
	Item 17	3.09	1.21	52.3	
Overall Score on R		2.98	1.03	49.5	
Feed-Back and Counseling(FBC)	Item 20	3.14	1.11	53.5	
	Item 21	3.11	1.19	52.8	8.5
	Item 22	2.95	1.10	48.8	
	Item 23	2.71	1.14	42.8	
Overall Score on FBC		2.98	0.89	49.5	
Training (T)	Item 24	3.73	1.11	68.3	
	Item 25	3.01	1.22	50.3	3
	Item 26	3.08	1.22	52.0	
Overall Score on T		3.15	1.01	53.8	
Acceptance to Initiatives(AI)	Item 7	2.90	1.15	47.5	
	Item 16	3.01	1.12	50.3	10
	Item 19	2.95	1.21	48.8	
	Item 30	2.89	1.21	47.3	
Overall Score on AI		2.94	0.90	48.5	
Employee Development (ED)	Item 8	3.03	1.11	50.8	
	Item 14	3.17	1.22	54.3	5
	Item 17	3.09	1.21	52.3	
	Item 21	3.11	1.19	52.8	
	Item 22	2.95	1.10	48.8	
Overall Score on CP		3.07	0.84	51.8	
Employee Welfare(EW)	Item 37/ Overall Score on EW	3.02	1.09	50.5	6
Job Rotation (JR)	Item 38/ Overall Score on JR	3.31	1.12	57.8	1
Overall Score HRD Mechanism		3.07	0.81	51.8	

TABLE 16: EXISTING HRD MECHANISMS IN UNIVERSITIES(STATE AND CENTRAL)

Components of HRD Mechanisms	Sub-Components	Central Universities			State Universities			Z Value	Sig.
		Mean	SD	% Score	Mean	SD	% Score		
Performance Appraisal System (PAS)	Item 14	3.27	1.19	56.8	3.05	1.27	51.3	1.55	.12
	Item 17	3.30	1.10	57.5	2.82	1.31	45.5	3.33	.01
	Item 35	3.14	1.04	53.5	3.14	1.28	53.5	0.01	.99
Overall Score on PAS		3.23	0.88	55.8	3.00	1.07	50.0	2.01	.04
Potential Appraisal (PO)	Item 13	2.98	0.93	49.5	2.71	1.25	42.8	2.15	.03
	Item 16	3.09	1.05	52.3	2.92	1.20	48.0	1.29	.20
	Item 17	3.30	1.10	57.5	2.82	1.31	45.5	3.33	.01
Overall Score on PO		3.12	0.84	53.0	2.82	1.07	45.5	2.72	.01
Career Planning (CP)	Item 35	3.14	1.04	53.5	3.14	1.28	53.5	0.01	.99
	Item 36	3.23	1.10	55.8	3.15	1.34	53.8	0.61	.54
Overall Score on CP		3.18	0.95	54.5	3.14	1.19	53.5	0.34	.73
Rewards (R)	Item 15	3.07	1.14	51.8	2.54	1.25	38.5	3.79	.01
	Item 16	3.09	1.05	52.3	2.92	1.20	48.0	1.29	.20
	Item 17	3.30	1.10	57.5	2.82	1.31	45.5	3.33	.01
Overall Score on R		3.15	0.93	53.8	2.76	1.05	44.0	3.36	.01
Feed-Back and Counseling(FBC)	Item 20	3.18	1.05	54.5	3.10	1.21	52.5	0.58	.56
	Item 21	3.27	0.98	56.8	2.89	1.42	47.3	2.63	.01
	Item 22	3.01	0.98	50.3	2.88	1.28	47.0	1.07	.28
	Item 23	2.77	1.09	44.3	2.65	1.21	41.3	0.88	.38
Overall Score on FBC		3.05	0.81	51.3	2.88	0.99	47.0	1.69	.09
Training (T)	Item 24	3.28	1.07	57.0	3.50	1.17	62.5	1.67	.09
	Item 25	3.06	1.12	51.5	2.95	1.35	48.8	0.71	.48
	Item 26	3.18	1.16	54.5	2.95	1.30	48.8	1.59	.11
Overall Score on T		3.17	0.98	54.3	3.13	1.04	53.3	0.32	.75
Acceptance to Initiatives(AI)	Item 7	3.02	1.03	50.5	2.74	1.30	43.5	2.05	.04
	Item 16	3.09	1.05	52.3	2.92	1.20	48.0	1.29	.20
	Item 19	3.15	1,07	53.8	2.68	1.35	42.0	3.32	.01
	Item 30	3.22	1.11	55.5	2.47	1.23	36.8	5.46	.01
Overall Score on AI		3.11	0.82	52.8	2.70	0.95	42.5	4.01	.01
Employee Development (ED)	Item 8	3.10	1.02	52.5	2.96	1.23	49.0	1.02	.31
	Item 14	3.27	1.19	56.8	3.05	1.27	51.3	1.55	.12
	Item 17	3.30	1.10	57.5	2.82	1.31	45.5	3.33	.01
	Item 21	3.27	0.98	56.8	2.89	1.42	47.3	2.63	.01
	Item 22	3.01	0.98	50.3	2.88	1.28	47.0	1.07	.28
Overall Score on ED		3.18	0.73	54.5	2.91	0.95	47.8	2.70	.01
Employee Welfare(EW)	Item 37/ Overall Score on EW	3.06	0.92	51.5	2.98	1.29	49.5	0.59	.56
Job Rotation (JR)	Item 38/ Overall Score on JR	3.29	0.99	57.3	3.35	1.28	58.8	0.41	.68
Overall HRD Mechanism Score		3.15	0.72	53.8	2.96	0.91	49.0	1.96	.05

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CONCLUSION

The HRD climate in the Universities in particular that of the state universities is relatively depressing. The overall HRD climate is seen to be existing at an average level in these universities (M=3.07, SD=0.77 and % m score of 51.75). HRD Climate in Central Universities (mean of 3.16; SD of .68) is better as compared to state universities (M of 2.93 and S.D of 0.85) (z-value= 2.52 P=0.01). The HRD climate as explained has three embedded dimensions the general climate, the OCTTAPACE culture, and the HRD mechanisms. These components of HRD are seen to differ significantly, thus the perception of the employees towards these embedded dimensions of HRD climate is just averagely poised though on few of its factors the perception of employees is below average with central universities scoring high. Thus the satisfaction of employees towards existing HRD and its components in state universities is not satisfactory. To sum up the and the perception and satisfaction shown by the employees towards existing HRD climate in the universities, categorized under various dimensions/parameters forms to be exactly in the middle. Universities form the main source of providing competent work force (human resource) to the organizations world over thus the Universities tend to play an important role in developing nation economically as well as socially. Therefore to come to the expected levels of the individuals and that of nation as a whole there are great pressures on the employees of the universities. A need arises to provide the university employees the most favourable environment as to deliver in consonance with the expectations which can be attained through proper HRD intervention. Thus all the modules of HRD climate need to be dealt through a much balanced approach in order to improve the HRD climate of the universities in particular that of state universities

RECOMMENDATIONS

The existing HRD practices followed in the universities need an ample reformation and changes as all the modules of HRD climate are operational moderately. The HRD climate if not taken due care by the authorities and even the employees can deteriorate the present environment in the universities in particular that of state Universities. The HRD interventions and successful implementation is a responsibility of the administration as well as that of the employees. The positive HRD implementation which if not equally accepted by the employees cannot prove versatile in the genesis of positive HRD climate. It is imperative to design policies pertaining to HRD climate by keeping in view the profile of an employee i.e. his designation, age, experience and the faculty one works in. This explains at times while designing the HRD policy for an organization throughout homogeneity does not serve the purpose as expectations vary with the changing profile of an employee. Keeping in view the above facts the following suggestions can help the universities in particular the state universities to achieve the good-natured HRD climate for their employees,

- The top management in the universities needs to have frequent interactive sessions with employees and main thrust should be on pros and cons of their role in the organization. This will possibly cater to the employees in form of emotional enrichment and will enhance communication between with the duo.
- The top management should hold informal interactive sessions with the employees of the university and main thrust should be on pros and cons of their role in the organization. This will possibly cater to the employees in form of emotional enrichment.
- The top management and administration must be readily available to the employees for any kind of assistance.
- The immediate bosses i.e. H's in departments or in administration should try approach the employees and address their problems and make positive efforts to help them at the time of requirement.
- The officers and HOD's must have a balanced approach in dealing with their juniors and vice-versa. This will reciprocate into very cordial and un- hesitant relationship among the duo.

These form to be few suggestions which the top management and the HOD's need to take care of and this will lead to transparency between the employees and the management, Development of positive informal relationship between the duo. These implications from the point of view of the top-management and HOD's need to be homogenous in nature irrespective of the type of university, hierarchy of employees, gender, age , experience and the faculty of employee. The other suggestions given below need to incorporated and designed as per the profile of an employee.

- The reformulation and redesigning of personnel policies especially for teaching staff of the state universities.
- The top management needs to develop an attitude of helping employees at all levels expressively
- Approach of HOD's towards the subordinates need to addressed.
- The top management should make a positive effort in bridging the gap with the teaching and non teaching community of the university.
- The universities need to encourage employees to practice and tryout what is learnt in training programmes frequently.
- Redesigning performance appraisal system and reward mechanisms especially for the State Universities.
- Enhanced and effective communication between the officers and juniors.
- Developing training programmes as per the requirement of an employee besides keeping the profile of an employee in view
- The informal feed-back mechanisms should be introduced by the universities.
- The employee welfare schemes need to be redressed so that it caters to the wellbeing of the teaching and non teaching community.

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ANNEXURE

ANNEXURE I: HRD CLIMATE SURVEY QUESTIONNAIRE

The Statements given below which tends to describe the climate of an organization, the respondents were asked to give their responses for each item on a scale of 5. 1 means not at all true, 2 means rarely true, 3 for sometimes true , 4 for mostly true and 5 for always true.

1	The University Administration goes out of its way to make sure that its employees enjoy their work.
2	The University Administration believes that the human resources are an extremely important resource and they have to be treated more humanly.
3	Development of subordinates is seen as an important part of their job by the authorities here.
4	The personnel policies in this University facilitate employee development.
5	The University Administration is willing to invest a considerable part of their time and other resources to ensure the development of the employees.
6	Senior Officials/HOD's in the University take active interest in their juniors and help them learn their job.
7	Employees lacking confidence in doing their job are helped to acquire competence rather than being left unattended.
8	Officials/ HOD's in the University believe that employee behaviour can be changed and the people can be developed at any stage of their life.
9	Employees in the University are helpful to each other.
10	Employees in the University are very informal and do not hesitate to discuss personal problems with their officers/ HOD's.
11	The psychological climate in the University is very conducive for the employee interested in developing himself by acquiring new knowledge and skills.
12	Seniors guide their juniors and prepare them for future responsibilities / roles that they are likely to take up.
13	The University Administration makes efforts to identify and utilize potential of the employees.
14	Promotion decisions are based on the suitability of the promotee rater than on favoritism.
15	There are mechanisms in this University to reward any good work done or any contribution made by employees.
16	When an employee does good work, his officer/ HOD takes special care to appreciate it.
17	Performance appraisal reports in this University are based on objective assessment and on adequate information and not on favoritism.
18	Employees in the University do not have any fixed mental impressions about each other.
19	Employees are encouraged to experiment new methods and try out creative ideas.
20	When any employee makes a mistake, his officer/HOD treats him with understanding and help him to learn from such mistakes rather than punishing him or discouraging him.
21	Weaknesses of the employees are communicated to them in a non-threatening way.
22	When behaviour feed back is given to the employees, they take it seriously and use it for development.
23	Employees in the University take pains to find out their strengths and weaknesses from their officers/ HOD's and their colleagues.
24	When employees are sponsored for training, they take it seriously and try to learn from the programme they attend.
25	Employees returning from training programmes are given opportunities to try out what they have learnt.
26	Employees are sponsored for training programmes on the basis of their genuine training needs.
27	Employees trust each other in this University.
28	Employees are not afraid to discuss or express their feelings with their superiors.
29	Employees are not afraid to discuss or express their feelings with their subordinates.
30	Employees are encouraged to take initiative and do things on their own without having to wait for instructions from their superiors.
31	Delegation of authority to encourage juniors to develop handling higher responsibilities is quite common in this University.
32	When seniors delegate authority to their juniors, the juniors use it as an opportunity for development.
33	Team spirit is of high order in this University.
34	When problems arise, people discuss these problems openly and try to solve them rather keep accusing each other behind the back.
35	Career opportunities are pointed out to juniors by senior officers/ HOD's in the University.
36	The University's future plans are made known to the administrators/ HOD's to help them develop their juniors and prepare them for future.
37	The University ensures employees welfare to such an extent that the employees can save a lot of their mental energy for work purposes.
38	Job rotation in this University facilitates employee development.

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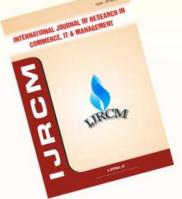www.ijrcm.org.in

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