CHAPTER 5

HUMAN RESOURCE DEVELOPMENT
AND
TRAINING
The history and origin of Human Resource Development is not very old. The term came into use only in the early seventies. In the opinion of some management thinkers Japan is the first country to stress and use HRD practices. 'Better People', not merely better technology is the surest way to a 'Better Society' is the most popular belief in Japan. (1) Today most of the larger public and private sector organization in India are using the techniques and approaches of Human Resource Development to develop their employees for the achievement of organizational goals with individual satisfaction and growth. Human Resource Development has now become a national issue and the Ministry of HRD is expected to mobilize the human potential of the country.

It has been widely accepted that efforts in Human Resource Development will have greater impact to improve the quality of the man. It is perhaps based on the fact that good people can make any organization pattern work. (2)


Pigors and Myres, in their book on Personnel Administration, have also said that "But it is through the combined efforts of people that monetary and material resources are utilized for organisational objectives". (1)

Human Resources is the detrimental factor and failure or success of an organisation (Fig. 5.1) depends to a large extent upon how well it is managed and utilized. However the process of management of human resources is a complex and difficult task. During the last two decades, it has become more challenging and has moved towards the central stage. Management of organisations today is management of human resources. The major reason for this is due to increased awareness of the value of human dignity and increased knowledge about human behaviour.

**HUMAN RESOURCE MANAGEMENT**

Human Resource Management (HRM) is concerned with the "people" dimension in management since every organisation is made up of people acquiring their services, developing their skills, motivating them to high levels of performance and ensuring that they continue to maintain their commitment to the organisation

Fig 5.1

HUMAN RESOURCE OUTPUTS

HUMAN RESOURCE RESULTS

* PRODUCTIVITY
* QUALITY
* INNOVATION
* HUMAN RESOURCE FULFILMENT
* READINESS FOR CHANGE
are essential to achieve the organisational objectives. Getting and Keeping good people is critical to the success of every organisation, whether public or private. Broadly, HRM is treated as most comprehensive concept which deals with the systems in the field of personnel and with the process of total management to quote Glueck "the management of human resources is that function of all enterprises which provides for effective utilization of people to achieve both the objectives of enterprise and the satisfaction and development of the employees(1). Fig. 5.2 illustrates about the Human Resource Management.

HRM is, thus, concerned with the 'People dimension in management. It is important to mention that HRM is qualitatively and quantitatively different from the traditional personnel administration concept. In most cases personnel administration is seen as an independent function usually confined to recruitment, promotions, transfers salary and job administration and Industrial relations. HRM on the other side is viewed as sub-system of the larger whole the design of which cannot be considered in isolation.

Francis X. Mahoney has rightly indicated "Today the Human Resource units deals with many exciting things. There is still the need for consistent and rapid handling of personnel problems and concerns; but beyond that there is the need to optimise human resource utilization within a complex legal framework. There are new challenges of upgrading organisations and individuals to respond to changes in society and technology, especially the impact of the computer." (1)

Human Resource management thus, includes vital areas and its scope is now much wider. It is a multifacet concept which works through various sub systems (Fig. 5.3) which shows that the process of human Resource management consists of four functions - Acquisition, Development, Motivation and maintenance of human resources. However among its sub-systems, developing employees better known as Human Resource Development (HRD) occupies significant niche. Pareek and Rao has pointed 'Human Resource Development' as an important dimension, rather soul of 'Human Resource Management.' (2)


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Fig. 5.3

HUMAN RESOURCE DEVELOPMENT COMPONENTS

ACQUISITION

Human Resource Planning
Recruiting(Internal/External)
Employee Socialization.

MAINTENANCE

SAFETY & HEALTH
EMPLOYEE/LABOUR RELATION

EXTERNAL INFLUENCE

DEVELOPMENT

Employee Training
Management Development
Career Development

MOTIVATION

i) Job Design.
ii) Performance Evaluation
iii) Rewards
iv) Job Evaluation
v) Compensation/Benefits
vi) Discipline.

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The organisations that are able to acquire, develop, stimulate and keep outstanding workers will be both effective (able to achieve their goals) and efficient (expending the least amount of resources necessary). Those organisations that are ineffective or inefficient risk the hazards of stagnating survival of an organisation requires competent managers and employees/workers coordinating their efforts towards an ultimate goal. Organisation that are unsuccessful in getting such coordination from managers and workers will ultimately fail. To be more specifically, the function of Human Resource Management can be termed as getting people, preparing them, activating them and keeping them.

**HUMAN RESOURCE DEVELOPMENT NEEDS**

"All the activities of any enterprise are initiated and determined by the person (Fig 5.4) who make up that institution, plants, offices, computers, automated equipments, all else that a modern firm uses are unproductive except for human efforts and direction". It was Rensis Likert who first used the term "Human Asset" which is now replaced by human resource. (1) It is significant to mention that some sort of nature and degree of recognition must have existed ever since man

Fig 5.4

HUMAN RESOURCE
THE DEPENDENT FACTOR
has sought to establish and accomplish certain objectives. Most writers agree that the origin of the discipline was the work performed by F.W. Taylor (1) during the scientific management movement that developed around 1900. The Advocates of this school of thought believe that efficiency can be obtained by the application of scientific methods instead of customs. Money was considered as the best motivator for better performance. After two decades this promise started fading away.

The first challenge to prevailing scientific approach came from the researches of behavioural scientists, whose ideas formed a new school of thought, known as Human Relations. The main theme of this school is the analysis of organisational behaviour, that is the interaction of the people with the organisation. It concentrates on the 'People' and rests on the principle that, where people work together as groups in order to accomplish objectives "people should understand people". This approach has practically replaced by the 'Human Resource Philosophy' which is more realistic in the context of the complexities of modern man. (1) The new approach gave an

opportunity to study why person would act in a certain manner in an organisation rather than how they should act. This approach gives better chance to understand the nature of human resources and how to harness them. The new system aims at generating the natural urge and motive of the human beings working in an organisation to achieve organisational goals and sub-goals through which their needs are satisfied. Table 5.1 presents a partial comparison of human relation philosophy with human resource philosophy. In generating the natural urge, the human capabilities/resources came into action. N.P. Rao said "If the natural or cultivated endowments (resources) are insufficient, they must be enriched or developed to sustain the urge." (1) This entire process is known as human resource development, better known as HRD.

MEANING AND SCOPE OF HUMAN RESOURCE DEVELOPMENT

Human Resource Development is the most important aspect of a large system known as Human Resource system (HRS). It is a process which consists of a series of activities conducted to design changes in a specific period. "It is the purpose of organisation and therefore grounds of the management authority to make human strength productive." --- Peter Drucker.

## Table 5.1
Partial Comparison of Human Relations Philosophy with Human Resource Philosophy.

<table>
<thead>
<tr>
<th>Human Relations</th>
<th>Human Resources</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. People need to be liked, to be respected and to belong.</td>
<td>1. In addition to wanting to be liked, respected and needed, most people want to contribute to the accomplishment of worthwhile objectives.</td>
</tr>
<tr>
<td>2. The manager's basic job is to make each employee believe that he or she is part of the departmental team.</td>
<td>2. The manager's basic job is to create an environment in which subordinates can contribute their full range of talents to the attainment of organisational goals.</td>
</tr>
<tr>
<td>3. The manager should be willing to explain his or her plans to the subordinates. He or She should encourage participation by them in the planning and decision making process.</td>
<td>3. The manager should allow participation in important matters as well as routine ones. The more vigorously he or she should attempt to involve subordinates.</td>
</tr>
<tr>
<td>4. Within narrow limits, individuals and groups should be permitted to exercise self-direction and self control in carrying our plans.</td>
<td>4. The manager should continually try to expand the subordinates use of self direction, specially as they develop and demonstrate increased insight and ability.</td>
</tr>
<tr>
<td>5. Involving subordinates in the communication and decision making process will help them in satisfying their needs for belonging and individual recognition.</td>
<td>5. As the manager makes use of the subordinates experiences insights and creative abilities, the overall quality of decision making and performance will improve.</td>
</tr>
<tr>
<td>6. High moral and reduced resistance to formal authority may lead to improved performance.</td>
<td>6. Employees satisfaction is brought about by improved performance and the chance to contribute creatively to this improvement.</td>
</tr>
</tbody>
</table>

Every human being is a unique spark in himself or herself, that spark contains suspected potentialities and possibilities. He or she has the knowledge, the initiative, resourcefulness, capacity for hardwork, skills, attitudes, values and preceptions. The most significant task is to develop and polish these skills and knowledge of existing people in order to achieve pre-determined goals. In this process, human resource development (HRD) is of immense value as it is directly concerned with increasing the efficiency of employees. Leonard Nadler, a renowned authority on HRD has defined it in a broader sense. "Organised learning experience in a definite time period to increase the possibility of improving job performance and growth." (1) S. Sankar Narayanan, Director, ILO in his paper on "HRD and Planning" said "Giving precise definition is always a risky exercise particularly in case of such a wide ranging concept as HRD, but for practical purpose it can be defined as the process of ensuring that there is sufficient availability of an adequate number of suitably trained and motivated people to perform the duties and task required to meet the organisations objective as well as to satisfy the needs and goals of its members. (2)


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The importance of HRD should never be under-estimated and as such, developing its clear meaning scope and other issue is very significant. By and large, in the context of an organisation, HRD involves development of the employees. It implies qualitative growth of people with capabilities and potentialities to grow and develop.

HRD is of great value as it implies taking action from time to time to develop the human resource with a view to help the organisation to achieve its targeted predetermined goals. T.V. Rao. has rightly pointed out the goals of HRD system are to develop:

- The capabilities of employee as an individual.
- The capabilities of each individual in relation to his or her present role.
- The capabilities of each employee in relation to his or her expected future role(s).
- The dyadic relationship between each employee and his or her supervisor.
- The team spirit and functioning in every organisational unit (Department, group, etc.)
- Collaboration among different units of the organisation, and
The organisation's overall health and self renewing capabilities, which, in turn increase the enabling capabilities of individuals, dyads, teams and the entire organisation. (1)

**MECHANISM OF HUMAN RESOURCE DEVELOPMENT**

The definitions of human resource development have ranged from the most comprehensive to the narrowest. There is no clarity of the elements of the HRD. In many cases, only training and development has been considered as the important component of HRD. In this connection Rao and Abraham has pointed out "Some companies tend to equate training with HRD." By this they tend to take a narrow view of HRD and lose its advantages". Thus, HRD is not a one shot affair. It includes various activities or sub-system through which objectives of HRD can be achieved.

COMPREHENSIVE SYSTEM OF HUMAN RESOURCE DEVELOPMENT IN PUBLIC ENTERPRISES

LEADERSHIP AT TOP

ORGANISATIONAL STRUCTURE

COMPOSITION OF WORK - FORCE

OD AND EDUCATION PROGRAMMES

COMMUNICATION UPWARD AND DOWNWARD

SELECTION POLICY AND PROCEDURES

JOB ENLARGEMENT AND ENRICHMENT

GROWTH OPPORTUNITIES

ENTERPRISES OBJECTIVES

APPRAISAL SYSTEM

AUTHORITY DELEGATION

INCENTIVES AND MOTIVATION

DECISION MAKING PROCESS

CONFLICT RESOLUTION PROCESS

HRD ENVIRONMENT

Fig 5.5
Lallan Prashad has discussed the most comprehensive system of HRD in public enterprises as per Fig. 5. According to him HRD Sub-Systems should include the following elements:

i) Organisation Development and Executive Development
ii) Communication
iii) Selection Policy and procedure
iv) Job enlargement and enrichment
v) Appraisal system
vi) Authority Delegation
vii) Decision Making

Parrek and Rao have mentioned the following elements of Human Resource Development:

1) Performance Appraisal
ii) Potential appraisal & Development
iii) Feed back and performance coaching
iv) Career planning
v) Training
vi) Organisation development, research and systems development
vii) Rewards
viii) Employees welfare and quality of work life and
ix) Human Resources Information.
All these process mechanisms are linked with corporate plans, particularly with human resources planning.

According to R. Swaminathan, the major sub-systems of HRD are manpower policy and planning, recruitment and selection training and development, supervisory and management development and executive development programmes. (1) K. Srinivasan has pointed out that HRD is primarily concerned with helping employees to develop. It consists of the following sub-systems like training organisation development, performance feedback and counselling, system development and research, workers affairs, Industrial Relations, workers welfare, work design, Workers participation, Workers development, training of trainers, salary and promotion policy (2)

It is quite evident from the above discussion that the scope and elements of HRD vary considerably. Various scholars have given their own viewpoints regarding the activities to be carried out for HRD. The process of HRD can be effective only when a new concept is developed on understanding the worker’s complex and shifting needs. There is a need to examine


the mechanism periodically to monitor whether it is promoting or hindering the process. Fig. 5.6. presents the HRD mechanism process and HRD outcomes and their inter-relationship. The effectiveness of one contributes to the effectiveness of others. (1) Systematic study is available about the various HRD practices being followed in some organisations. But some ideas can only be find from the survey conducted by T.V. Rao in 1982 and subsequently in mid 1984. (2)

In several Public Sector undertakings, there is merely a change in nomenclature of the training department which has merely been renamed as the HRD department and their former training managers as HRD managers. There are very few organisations having a separate HRD wing in addition to personnel department to look offer certain particular functions such as performance Appraisal, feedback, counselling, organisational development training etc. Still in certain organisations HRD function existed as a separate function put as a part of personnel department with specially


Fig 5.6

ASCHEMATIC PRESENTATION OF LINKAGES BETWEEN HRD INSTRUMENTS, PROCESSES OUTCOMES AND ORGANIZATIONAL EFFECTIVENESS

HRD MECHANISMS OF SUB - SYSTMES OF INSTRUMENTS

* HRD DEPARTMENT
* Performance Appraaisal
* REVIEW Discussions, Feed-back and Counselling Sessions
* Role Analysis Exercises
* Potential Development Exercise
* Training
* Communication Policies
* Job Rotation
* OdExercise
* Rewards
* Jobenrichment programme

HRD PROCESSES AND HRD CLIMATE VARIABLES

* ROLE CLARITY
* Planning of Development by every Employee
* Awareness of Competencies required for job performance
* Productive Orientation
* More Turst
* Collaboration and Teamwork
* Authenticity
* openness
* Risk Taking
* Value Generation
* Clarification of Norms and Standards
* Increased Communication
* More objective
* Generation of objective Data on Employess etc.

HRD OUTCOMES VARIABLES

* More Competent People
* Better Developed Roles
* Higher work commitment job involvement
* More Probelm Solving
* Better Utilization of Human Resources
* High Job - Satisfaction and work motivation
* Better generation of internal Resources
* Better organizationals Health
* More Team work,

ORGANIZATIONAL EFFECTIVENESS DIMENSIONS

* Higher Productivity
* Growth and Diversification
* Cost Reduction
* More Profits
* Better Image

* Other Factors
* ENVIRONMENT, TECHNOLOGY, RESOURCES, AVAILABILTY HISTORY, NATURE OF BUSINESS ETC.

* OTHER FACTORS
* PERSONNEL POLICIES TOP MANAGEMENT STYLES, INVESTMENTS ON HRD, TOP MANAGEMENT COMMITMENTS, HISTORY, PREVIOUS CULTURE, LINE MANAGERS INTEREST Etc.


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designed HRD personnel. Maximum organisations donot have any exclusively appointed person or department to look after HRD. They also did not have a formally stated policy focussing on HRD.

**HUMAN RESOURCE DEVELOPMENT IN FCI**

Food Corporation of India set up during 1965, under the FCI Act 1964 continues to function as the main agency of the central Govt. for procurement, movement, storage, and distribution of foodgrains. It has been entrusted with the vital responsibility of implementing the objectives of the Food policy of Government of India.

In FCI the corporation still follows the old concept of HRD which is synonymous with training function only. However, keeping in view the latest thinking it should immediately adopt the extended form of HRD. It has to serve the needs of people within the scope of its basic objectives. To achieve this FCI should:

- select capable people and improve their knowledge and skills on organised basis.
- Motivate and enthuse the employees to achieve higher productivity with team spirit.
Lay down integrated objectives, define individual goals and to maintain conducive atmosphere for the achievement of these goals.

The corporation has not developed its own HRD philosophy and HRD is associated with training only. The issues of HRD like development climate, performance appraisal, career development, supervisor-subordinate relationships, etc. are not being followed in FCI.

**Recommendations**

In the light of the above, it will be necessary for the corporation to adopt a broader view of HRD. It should set up a human resource department either independently. HRD should cover all persons in the organization by attending the following elements.

i) HRD Climate  
ii) Effective performance appraisal system  
iii) More strengthening of training system  
iv) Organizational development  
v) Defined relationship, i.e., relationship between each employee and his or her supervisor  
vi) Career planning and  
vii) Reward Management
In the present study it is found that the corporation still follows the old concept of HRD which is synonymous with training only. However by keeping in view the latest thinking, it should immediately adopt the extended form of HRD. The detailed report provides the ways to conceptualize the functions of HRD in FCI.

a) The corporation should develop its own HRD philosophy and policy

b) It should form crystal clear objectives which must be clear not only to the management but also to the employees.

c) HRD must be given a place of primary importance in the corporation.

d) The corporation should consider the extended form of HRD at the earliest possible which is quite comprehensive in nature and not related with training function only

e) The success of HRD activities call for management commitment to HRD concept which has been found lacking in the Corporation.

Above all there should be a separate HRD department in the organisation and HRD Manager should
work as a human resource counsellor of the chief executive so that he may act as a designer, an initiator, an implementor and to monitor various plans and programmes related to HRD. He should be able to develop HRD philosophy of the organisation and getting the top management committed to it.

The Food Corporation of India should pay adequate attention to their HRD functions. If the full benefits of HRD are to be experienced it must be introduced as a total system within the organisation. HRD systems and its willingness to invest time and other resources is crucial. Top management must make it obvious that the human resources of the organisation are its most important resources. The value of openness, trust, mutuality, collaboration and enthusiasm within the system should be recognised by every member of the Corporation. If HRD is implemented properly in FCI, integrated HRD systems can contribute significantly to positive culture changes, increased productivity and excellence in the corporation.
TRAINING

Every organisation needs to have well-trained and experienced people to perform the activities that have to be done. It is necessary to raise the skill levels and increase the versatility and adaptability of employees.

As jobs have become more complex, the importance of employee training has increased. When jobs were simple, easy to learn and influenced to only a small degree by technological changes, there was little need for employees to upgrade or alter their skills. But the rapid changes taking place during the last quarter-century in our highly sophisticated and complex society have created increased pressures for organisations to readopt the products and services produced, the manner in which products and services are produced and offered, the types necessary to complete these jobs. In a rapidly changing society, employee training is not only an activity that is desirable but also an activity that an organisation must commit resources to if it is to maintain a viable and knowledgeable work force.

Training is a learning experience in that it seeks a relatively permanent change in
individual that will improve his or her ability to perform on the job. Training can involve the changing of skills, knowledge, attitudes, or social behaviour. It may change what employees know, how they work, their attitudes toward their work, or their interactions with their co-workers or their supervisors.

i) Training demands patience / persistence and positive attitude”.

ii) Everyone is a trainee as well as a trainer. Everyone needs training from prime minister to a peon.”

iii) Never stop listening.

Never stop learning,

Never stop training"

(Four steps to success through learning sequence has been illustrated as per Fig. 5.7 and 5.8.)

Learning is essentially a self activity for development. There is an inherent desire in every human being to improve and training is a means to that end. A training programme should be designed to motivate this desire to improve, either for achieving a sense of pride or material benefit for the individual. The organisation which engages them has the obligation to enthuse and direct the employees to that end.

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**FIG. 5.7**

LEARNING SEQUENCE
(FOUR STEPS TO SUCCESS)

<table>
<thead>
<tr>
<th>BASICS</th>
<th>ESSENTIALS OF LEARNING</th>
</tr>
</thead>
<tbody>
<tr>
<td>I) PREPARE</td>
<td>MOTIVATION</td>
</tr>
<tr>
<td>* BREAK DOWN THE JOB.</td>
<td>* PREPARE AN INSTRUCTION PLAN.</td>
</tr>
<tr>
<td>* PUT THE LEARNER AT EASE.</td>
<td></td>
</tr>
<tr>
<td>II) PRESENT</td>
<td>UNDERSTANDING</td>
</tr>
<tr>
<td>* TELL</td>
<td>* SHOW</td>
</tr>
<tr>
<td>* DEMONSTRATE</td>
<td>* EXPLAIN</td>
</tr>
<tr>
<td>III) TRY OUT</td>
<td>PARTICIPATION</td>
</tr>
<tr>
<td>* HAVE THE LEARNER &quot;TALK THROUGH&quot; THE JOB.</td>
<td>* HAVE THE LEARNER INSTRUCT THE SUPERVISOR ON HOW THE JOB IS DONE.</td>
</tr>
<tr>
<td>* LET THE LEARNER DO THE JOB.</td>
<td></td>
</tr>
<tr>
<td>* PROVIDE FEEDBACK BOTH POSITIVE AND NEGATIVE.</td>
<td></td>
</tr>
<tr>
<td>* LET THE LEARNER PRACTICE.</td>
<td></td>
</tr>
<tr>
<td>IV) FOLLOW UP</td>
<td>APPLICATION</td>
</tr>
<tr>
<td>* CHECK PROGRESS FREQUENTLY AT FIRST.</td>
<td></td>
</tr>
<tr>
<td>* TELL THE LEARNER WHO TO GOTO FOR THE JOB.</td>
<td></td>
</tr>
<tr>
<td>* GRADUALLY TAPER OFF PROGRESS CHECKS.</td>
<td></td>
</tr>
</tbody>
</table>
FIG 5.8

THE BEST MINUTE I SPEND

IS THE ONE

I INVEST IN PEOPLE

SOURCE: KENNETH BLAICHARD AND SPENCER JOHNSON,

"THE ONE MINUTE MANAGER"

(NEW YORK MORROW 1982)
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 is designed primarily for non-managers, it is for a short duration and for a specific requirements:-

- Knowledge in the functional area.
- Developing leadership and managerial skill.
- Improving job aptitudes and attitudes.

Training is one of the most vital tools of Human Resources Development as it is rightly said, "Training is the organised procedure by which people learn knowledge/skill or attitude for a definite purpose."

Thus, training is the basic and strong mechanism of Human Resource Development which contributes directly to the individual development. It is the process of skill building of a man, i.e. Human Resource Development training is a tool of developing an
individual's ability and effectiveness to perform his present and future jobs. It can also increase teamwork, strengthen interpersonal relationship and collaboration and reduce the wastages. Training also improves the productivity and efficiency with the help of improved quality and high morale. In short training must help in creating awareness of the overall process, the role of different sections of employees, the managerial responsibilities and the importance of communication and participation. It must enhance skills both in operational and managerial areas and make redeployment possible by providing the training needed for an employee to move to a new job in a new environment. It must orient new entrants in the organisation to the discipline and culture requirements of the organisations. Above all, it was realised that proper orientation and training should be given to new entrants and focus of training function should be shifted as follows:

- Activity oriented to result oriented.
- Quantity to quality.
- Very broad input to specific and functional programmes.
- Individual need to organisation need based.

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- Mediocre faculty to qualified experienced faculty.
- Permanent faculty to floating faculty on deputation. Training packages and plan & plans prepared by training section
- More interactions with works departmental head. Training advisory committee, General Manager(Works) before finalising training plans/packages.

Little evaluation of training needs and analysis of effectiveness to formal and informal evaluation of training needs and analysis of effectiveness. The emphasis must be given an training and development as a tool of Human Resource Development and all necessary steps should be taken to improve the training activities.

**NEED FOR AN BENEFITS OF TRAINING**

A tremendous amount of training resources are wasted when training needs are not properly assessed.
First: Training may not be the appropriate response to a particular organisational problem.

Second: When training is the correct response it is important to identify what kind of training.

Thus, managers and trainers should try to find out where training might improve the performance of an organisation before they commit resources to training. They should be asking if training is likely to help solve the organisation’s problems, or whether the solution lies elsewhere. If training is the answer, or at least a partial answer, what kind of training would seem appropriate? If there really is a need for training, what are the priorities? Training is not cheap. The direct costs of the trainers, supporting staff, equipment, transportation and accommodation mount necessary action. The indirect costs to the organisation in arranging for a staff member to undertake training and the opportunity costs, the work that the trainee would be doing if were not undergoing training, can also be high. The assessing training needs is very essential.
Employee training important sub-system of Human Resource Development and every organisation should provide training to all employees irrespective of their qualifications, skills, suitability for job etc. Training is not something that is done once to new employees, it is used continuously in every well-run establishment. Further, technological changes, automation require updating the skills and knowledge. As such an organisation has to retain the old employees besides basic assumptions of training philosophy must be kept in view that "Training is not only rewarded but it is also the process of overall growth." Every organisation must believe in providing an opportunity of development to all employees to assure competence at all levels. This will certainly facilitate the growth of employees as persons capable of handling greater responsibilities and to promote good performance over an enlarged career plan. It is also believed that training is mainly concerned with top management and it is the duty of the top management to develop training and development facilities in the organisation for the employees. Thus, that process are finally development on men and hence, the development of human resource is crucial to success.
The need for training is especially high because too little has been done in the past and formal employment has expanded rapidly. The emphasis is, therefore, less on identifying a training need as such and more on determining priorities.

A well planned and well executed training programme results in: reduction in waste and spoilage; improvement in methods of work; reduction in learning time/supervisory burden/machine breakage and maintenance cost/in accident rate; Improvement in quality of products/production rate/morale and reduction in grievances; improvement in efficiency and productivity; reduction in manpower obsolescence; enabling the organisation to provide increased financial incentives, opportunity for internal promotion and raising of pay rates; wider awareness among participants, enlarged skill and over and above personal growth.

DETERMINING TRAINING NEEDS IN FOOD CORPORATION OF INDIA

The most controversial point in the human resources development programme is probably the "Evaluation".

Evaluation is a systematic continuing process to assess the effectiveness of the training in
the course of its implementation and analysing the problems and difficulties faced. The necessity for evaluation arises from the basic need to keep the management informed about:-

i) The improvement in the functioning of the organisation.

ii) The effective plan to improve further.

The above purposes depend again on the programmed objectives. The first necessity is to ascertain the training needs, both personal and organisational. The above aspects are to be closely linked with design and implementation of training. Evaluation has to be with reference to all these aspects. Evaluation has, therefore, to determine in totality whether the objectives of training have been achieved and for this evaluation may be classified broadly into the following:-

i) Evaluation of trainee.

ii) Evaluation of training programme.

iii) Evaluation of organisational improvement.

i) **EVALUATION OF TRAINEE**

It consists of assessing the effectiveness of the learning received during the training. There are various methods in practice in the corporation in
assessing the level of improvement viz. Binary choice questions, Multiple choice questions, Academic essay type questions, Oral tests etc. The practice is also to conduct an examination for courses of three week’s duration and grading of the trainee is also done. In the case of other programme a certificate of having successfully completing the programme is given to the participants. Apparently, there is no system of assessing the improvement, the trainees have achieved through there short term courses, workshops or seminars.

While designing an examination for short term courses lasting a week or so may not be feasible, nevertheless, some forms of problem oriented exercises to the trainees during the training may be attempted which can be checked and evaluated by the faculty members of each of the learning units. This will give an idea of the gap in learning as also an opportunity to improve the methodology in teaching/training. But the exams at the end of the course have been found to be more counter productive, a second thought has to be given as to this method.

Introduction of a procedure to assess the improvement during short term seminars/workshops through case studies will keep the trainees alert and
they are expected to be more responsive and the 
results are bound to improve than what is being 
achieved presently. Group discussions on specific 
topics with a senior officer in the rank of E.D as a 
guide should also be organised, as these seminars are 
meant for management levels only.

EVALUATION OF TRAINING PROGRAMME

The present practice there is no 
scientific or reasonably reliable base for ascertaining 
whether the training function has achieved the 
purpose for which it is being conducted. After the 
training, the trainees are required to fill in a 
printed form (Annexure-I) to indicate his or her 
opinion on a four graded scale with provision for 
comments and suggestions and over all comments. Again 
the forms used by the CTI is different from ZTI’s 
(Annexure-II) Standard forms common for both the 
institutes should be used.

There is however, no provision in the 
form used by CTI wherein a trainee can express his 
desire for improvement i.e. the area in his opinion he 
needs improvement. This is related to "Personal Goal" 
and this is a very important requirement. An employee
gets an opportunity of expressing his desire for excellence in a particular area and the management also gets similar opportunities in improving a person through the desired training. The whole concept of training depends on the desire to learn and improve and unless this is adequately encouraged, then the desired result will not be achieved.

The Zonal Training Institute form contains such a provision, but follow-up action again is not taken, thereby making this provision infructuous. This situation is definitely a retarding factor in the improvement of the functional, efficiency of the individual and finally that of the organisation. Learning alone the forms, there is no record of review of such suggestions and any follow-up action taken. It is essential that Human Resource Development has a group which receives all such forms and evaluates the suggestions. Principal can be a member of the group. There is another method available to evaluate the results of training.

"A SYSTEM OF PRE AND POST TESTS OF THE LEVEL OF KNOWLEDGE ON THE SUBJECTS OF TRAINING MAY BE INTRODUCED." This means that at the induction stage itself, the trainees will be given a set of questions on the subject on which the course is going to be
conducted. The answers to those questions will recall the level of knowledge. And this will give a clear idea to the faculty members/ the trainers to plan the course of action during the training.

The post training tests results then may be compared to the pre-training tests to assess the improvement training has achieved. The comparison and analysis of the results will also help in planning future training programmes for obtaining better results. Care should, however, be taken in framing the questions ensuring that these are based on the objectives needs of the training programme.

The lesson plans also should be redesigned. The lessons or the course materials may be divided into the sub objectives so that the deficiency or the gap in the learning can be precisely identified sub-objectives resulting in the improvement in the total objectives. The other omission, in researcher opinion, is that there is no requirement for the trainees to record as to "how this programme is going to improve his job performance". In absence of a provision like this there is every possibility of a trainee escaping without committing anything. Making a
provision as aforesaid will indicate the extent, the objectives of the training programme has achieved and appreciated by the trainees.

The process of evaluation should also include a report of the responses, behaviour and the performance of the trainees. The report may indicate the areas of excellence as well as of the deficiencies noticed during training. The report should be sent to the controlling officer for their information and for guiding the trainees with appropriate advices. A copy of the same may also be sent back to the Human Resource Development division with the comments of the controlling officer for study and future planning.

EVALUATION OF ORGANISATIONAL IMPROVEMENT

The final stage of evaluation or the real test of the training is reflected in the job behaviour of the employees i.e. "The Behaviour Before and After Training". This means and includes the shifting of the knowledge and skill learned during training from the class room to the field. Apparently, no thought has been given in evaluating the training from this angle to the Corporation. A system of evaluating
the job performance has therefore, to be introduced. A reporting system by the officer-in-charge/supervisors may be considered for introduction and the report may be a combined one with the one as suggested. The report may be sent after a gap of about Three Months from the date of completion of the training.

This, if agreed, also calls for a system of ensuring that after an employee has undergone training, in a particular course, should be posted to a job, related to the court attended, to the extent possible. The officer-in-charge should keep a watch of the response at the performance of the trainee to assess the result of the training. It may be added here that counselling by the controlling officers will go a long way in improving the functional efficiency. It will be ideal if the superior occasionally called the staff or officers and enquires about the job, the opportunities and difficulties in doing the same. This open approach will in addition generate an atmosphere of bon-homic leading to building an air of mutual trust and confidence. The opening of a channel of communication in the air of cordiality will itself throw up the deficiencies and the gaps in
transmitting and shifting the class room knowledge to the field. The controlling officers also will be in a position to suggest revision in the approach in the training for improving the same. There is also provision for assessing the performance of the trainers/lecturers by the trainers (Annexure-I & II) again on a four graded scale i.e. "not at all", "to some degree", "satisfaction" above expectation.

It is not however, desirable as to whether these remarks are reviewed continuously and whether any corrective action where needed is taken or not. The suggestion, is therefore, that a systematic review of the opinions of the trainees be done at half yearly intervals and the results be placed to the designated board to be constituted as suggested earlier for taking appropriate action.

There may be initial difficulties in taking action in this regard. But unless some method in knowing the efficiency/efficacy of the training as put to actual field work is devised then the gaps, albeit hidden, will continue to remain in spite of the best efforts of the trainers.

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The continuous evaluation or analysis will lay open the gaps and deficiencies in the training strategy and method and with correctional efforts the ultimate goal of training i.e. functional improvement in the organisation will be achieved.

ORGANISING THE TRAINING IN FCI

Time is the essence of all actions for reaping maximum benefits and training is no exception to this. This imposes upon the organisation the obligation to schedule the training programme scientifically and logically depending upon its requirements. The basic and thematic approach should however, be focussed on the following two stages:-

- At the induction stage.

- On or at the threshold of promotion or just after the promotion.

As per information available these two aspects are not given any recognition while selecting the trainees. This sorry state of affairs arises out of a failure to appreciate the need for training at these two stages and also due to a lack of the relevant information at the time of drawing the
calender of training. This is more so because training commands such a poor image in the organisation and is often considered as a wastage of time. It is, therefore, essential that in between the various functionaries are given trainings in different functional areas depending upon ascertained needs. The present scheme of training suffers from the following infirmities:

- There is no scheme for training the staff and officers in all facets of the work.
- There is no scheme for "on the job training".

Since, merger of cadres at a certain stage (except for certain specialised cadre like finance and accounts) in an established personnel policy of the Corporation, it has become all the more necessary to organise multi-discipline training in addition to the specialised training that are now being imparted. Once a well designed and well organised scheme for multi-discipline training is introduced the situation of putting a square key in a round hole will be obliterated.
The necessity and the importance of "on the job training" cannot probably be overemphasised. Sadly, this concept is totally absent in the Corporation. It is therefore, suggested that a scheme for "on the job training" for all functional areas be drawn without further delay. The training for assistants should be more and more on the job, while it can be a mixture of both classrooms vis a vis on the job training for more senior levels.

Both these schemes can be well accommodated within the existing annual training calendar with an annual schedule for on the job training. The preparation of a data-bank for identifying staff, officers and the method for selection for various trainings have already been discussed. What is required to be done in addition is to identify the centres suitable for on the job training. Other badly lacking is video/audio/slide facilities which are the best tools of training. A lot has to be done in this respect. Better late than never.
The primary functions of the Corporation being procurement, storage, movement and distribution, the scheduling of the training programme requires to be synchronised with the peak activity period of these functions. This will help the organisation in arranging staff/officers before the activity starts and to schedule the programme of training when staff/officers can be spared. Fig. 5.9 and 5.10 indicate the number of officers/officials nominated/attended the different training courses with effect from 1991 to 1996.

An illustration will make the proposition clear. Persons engaged in procurement operations and requiring to be trained in other job i.e. movement I.R.Administration etc. can be spared for training in the aforesaid courses, before the procurement seasons starts. Similarly, persons who had never been exposed to procurement operation can be given "on job" training of procurement when the operation begins. The underlying principle in scheduling the training being to train at the most opportune time. This approach will ensure the efficient uses of the opportunities. The "on the job training" may, however, be limited to the Assistant Manager's and staff mainly.
### STATEMENT SHOWING NUMBER OF OFFICERS NOMINATED TO ATTENDED THE DIFFERENT TRAINING COURSES WITH EFFECT FROM 1991 TO 1996

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<td>[None could attend due to one or other reason during 95-96]</td>
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Source: Data Collected for the record of FCI Regional Office Haryana, Chandigarh.
FIG 5.10
TRAINING OF CATEGORY - III EMPLOYEES
OF
FOOD CORPORATION OF INDIA
REGIONAL OFFICE HARYANA, CHANDIGARH

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Source: Date collected from the record of Food Corporation of India, Regional Office Haryana, Chandigarh.
In making selections, persons most junior in age should be given precedence over other colleagues of the same cadre and rank. For advanced courses, persons awaiting promotion should be trained. Training programmes for different functionaries at different level may be devised depending upon the ascertained training needs. Nevertheless the minimum period and the frequently to be followed in general are suggested as follows:-

1. Asstt. Manager’s - Every Three Years - Three weeks training.
2. Deputy Manager’s - Every two year - Two weeks training.
3. Joint Manager’s - -do-
4. Manager’s - Every year-Two weeks training.
5. Addl. IAS - Every Year - One week training.
6. ED/ZM’s - -do- -do-

In the above suggested model, the data base of the officer i.e. the brief history about the job and training, if any, already under gone become the guiding factor for selection. The other important aspect is the sequencing of the training programme i.e. which programme of training to precede or which are to follow. This has to be devised
depending upon the training needs of the trainee group. This will determine not only whether the programme has to be general management one, a specialised one, or a mix of the two. In what proportion should generalists and specialists elements be mixed and which element will take precedence will again depend on the training needs of the group.

This programme has been suggested with the twin object of removing obsolescence and refreshing the existing knowledge. The selection process both for personnel to be trained and the courses to be taught should satisfy the following criteria.

- The course selected for an individual or a group of individuals must have relevance to the needs of the organisation.
- The individual should have expressed their desire to learn and improve in these areas.
- An individual should not be selected for the same types of courses in quick succession.
Persons belonging to a specialised functional areas like Quality Control, Finance and Accounts should be sent to a preferably multi-discipline or omnibus training programme covering the areas beyond their own discipline. It, however, should not be construed that the same course need be followed but is nevertheless emphasised that all the disciplines mentioned in the model has to be included, may be with varying degrees of emphasis. The process may appear to be arduous. But once the training needs and the basic data about the persons to be trained are properly analysed, the task will become easier than contemplated.

At present there are four Z.T.I's one each in Mumbai, Calcutta, Delhi and Chennai and the C.T.I. at Delhi. The Z.T.I's cater to the training needs of Asstt. Manager's. Occasionally training for DM's are also arranged in C.T.I. In addition, the training division of Head Quarters arranges training
for officers of the level of DM's and above through outside institutions like ASCI, CFTRI etc. The training division along with C.T.I. also arranges local training programme at different locations. These are arranged on the specific requests of the local administrative heads. Attempts are now being made to discuss the organizational aspect of the issue. If the organisation is not strong or well geared, its scheme of training is bound to flounder. The following observations are made for improvement which may be given due considerations:

- The present set up and the structure of the training division is not adequate to meet the demands of trained manpower of the organisation.

- While the C.T.I. runs more or less a fixed pattern of courses, the training division of headquarters arranges training courses of varied natures through outside institutions like ASCI, IIMs Institute of Chartered Accountants of India, Institute of Cost and Works Accountants of India etc. Most of the programmes conducted by these

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institutions are designed by them and are more of seminar types. Individual officers are selected from a list maintained by the training division through a screening committee for these courses. In addition, the training division organises training officers, through exclusively designed programme for FCI.

To what extent these programmes meet the Corporation training needs to what extent the course contents are related to the working pattern of Food Corporation of India is not evaluated. It has been averred by the training division that due to paucity of staff no evaluation of the outside training programme is done.

Most of the institutes engaged in human development programme prepare a calender of courses to be conducted during a particular year. The training division should enlist FCI in the mailing list. This will enable the training division to have comprehensive ideas about the training scenario and this will help in identifying the Institute, the Courses and a proper scheduling of the programmes and the persons to be
selected will be done in a more rational and logical manner. This will certainly help beforehand in selecting the courses that are more relevant to the Corporation.

It may be recorded here for information that while the training division arranges for training mostly for offices of the level of DM and above, the C.T.I. conducts training mostly for AM’s only. In between some programmes for Dy.Managers are also conducted by C.T.I. and the training division of Headquarters also conducts training of Assistant Managers arranged at different locations.

From the studies conducted it appears that there is lack of cohesion and co-ordination between the three different units of training organisation. There is lack of total objective approach in designing and structuring the training as part of Human Resource Development programme. Keeping in view the position as stated above, a three tier training scheme may be introduced:

- The CTI has to be re-designed and re-equipped for training officers as complete executives to the level of Dy.Managers only. The institute requires all-round improvement to reach this objective.
The present infrastructural facilities in C.T.I. i.e. Library, Boarding and Lodging, Class Rooms are hopelessly in-adequate for training. The atmosphere for learning is totally absent. The method of selecting faculty members have much to be desired. A proper method of selecting the right type of persons for training should be introduced. This may be done by inviting applications followed by interviews etc.

- The present status of Z.T.Is should be improved to cater to the training needs of AM's and other staff. The comments pertaining to the CTI regarding present state of affairs applies to the ZTIs also. If need be, T.I.s at Regional levels in places like Hyderabad, Chandigarh, Guwahati, Vizag, Lucknow should be thought off.

- Training of officers of the level of J.M's and above may be arranged through CTI also in addition to recognised institutions as is being done. But it is emphasized here that the course contents have to satisfy the training needs of Food Corporation of India.
- The faculty members need to be selected in a more rational way. Persons with the desire and aptitude for training should be selected for this purpose.
- It may also be considered whether some sort of honorarium or special allowance can be given to the trainers to invite right type of persons suitable for the job.
- Adequate training facilities for the trainers should be arranged outside institution like I.I.M.s. etc.

ORGANISATION AND MANAGEMENT OF TRAINING

Training as commonly known or Human Resource Development as it should be known has to be made a functional part of the organisation. Like any other organ or limb of the corporate body, the human resource development programme deserves equal attention if not more. It has been known for ages that of the four factors of production i.e. Money, Materials, Machine and Men, the last named are is the functioning or the efficient use of all the other efficiency of the human factor. It is the human factor which has to be developed qualitatively and therefore,
it calls for thinking something beyond formal or informal training. The approach has to be built as the concept of "Manpower Development" through structured training programme and for achieving this objective an appropriate organisation has to be built to plan, organise and manage the training for manpower development.

It is pertinent to mention here that training programmes should be meticulously, planned, organised and administered. As repeatedly emphasised, training in this Corporation is the most complicated phenomenon. It is an organisation widely spread all over the country engaged in trading activities requiring no specialised training like a manufacturing organisation. Its employees are well qualified at all levels. A graduate may be an assistant, officer or top executive depending on the opportunity, job knowledge is par excellence. So, what all training has to achieve, the toughest job, is motivation in addition to sharpening and updating his skill. It is, also essential to add a word of caution here itself to the effect that training or development efforts by themselves will achieve very little unless the organisation is prepared and committed to receive

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and implement the manpower development programme. After seeing the current style of functioning of the training division or of the training institutes one has to come to the sad conclusion that the functioning of the aforesaid lacks direction and objectively. There is no attempt to ascertain the training needs. There is no evidence to indicate that studies or critical appraisal has been carried out to answer questions like:

- What activities should be deleted and
- What new are should be added.
- What new changes have taken place in the working of the Corporation or in the country requiring modification in the programme or in the syllabi.

Very often training division is blissfully unaware of such changes. Today the only mode for updating is "Circulars". So it tries to depend heavily on internal experts drawn to deliver training through lectures. Keeping in view the organisational structure of the Corporation and the basic need of in-house training, the following suggestion are made. In some ways, these suggestions may be transgressing into the administrative policy of the Corporation.

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SUGGESTIONS

CREATION OF A HUMAN RESOURCE DEVELOPMENT AT THE HEADQUARTERS WITH SIMILAR DIVISION AT ZONES ETC.

The present shape, functional pattern and status of the training division is not conducive for manpower development. There is no perspective in view and therefore, no definite objective goal either. The functioning of the training division or for that matter training proper has to be entwined with the activities of the Corporation coupled with its ethos. It is known that as the organisation grows, with it grows the operating problems so also do the number of people needing guidance. The present pattern of training as is being conducted now is not adequate to meet the need. Therefore, the need arises, for having a proper training organisation as an integral part to the existing structure. The functioning of this division has necessarily to be made much wider both in concepts and contents.

It will be ideal if a new division of appropriate level and status with proper manpower styled as Human Resource Development is created. The
administrative control of the same may remain with the E.D(P) if it can not be placed under a separate ED(HRD).
The functions of the new division will be to design and guide a formal, structural and controlled programme of manpower development. The present functions of the existing RPT. should be integrated into this new division. The functions inter alia may cover the following activities:

- Preparation of Data Bank of the Staff & Officers.
- Ascertaining training needs of both staff & Officers.
- Conducting research activities on the future training needs on the basis of changes in the environment and policies.
- Selection of trainers.
- Selection of trainers from and for various functional area.
- Selection of appropriate courses for different level of staff and officers pertaining to various functional areas.
- Identifying the appropriate methodology for training in different courses.
- Continuous review and periodical revision of the syllabi for different courses.
- Scheduling training programme for both theoretical and on the job training.
- Identifying outside institutions for higher training.
- Designing appropriate methods of evaluation of training.
- Initiating follow up action on the basis of evaluation.
- Arranging training for trainers.
- Evaluating the training programme its efficacy, methods etc. and making appropriate changes in strategy, methods etc. on the basis of evaluation.
- Co-ordinating and guiding the functioning of all the training.

Institutes of the Corporation at Corporate, Zonal and Regional levels.

Human Resource Development division with same objectives and power should be created in Zonal/Regional Offices wherever needed.

II. TO UPGRADE CTI AND NEW DELHI AND ZTI IN ZONES AND CREATE RTI'S IN OTHER PLACES.

For better administration of training restructuring of the existing CTI and ZTI's should be undertaken. It is suggested that CTI may be designated
for training of mainly DM's i.e. an institute meant for training middle level management. At the present the CTI caters to the training needs of mostly of AM's and occasionally of DM's and that too through seminar type of training. ZTI's should organise training for AM's and RTI's for assistants. While this shall be general/pattern, advanced courses in higher training institutes and periodic interactions of institutes are to be in built courses for assistants should be more and more conducted in the field rather than in Class rooms. For this present, RTIs are recommended at Guwahati for NEF and in Regional HQ's depending on training needs.

III. TRAINING STRATEGY

The above suggestions call for a re-lock and defining the training strategy. The suggestion, if agreed in principle, envisages the policy of 'IN HOUSE' training only for officers up to the level of Dy.Managers in CTI. This strategic approach call's for re-organisation and upgradation of the CTI from the present level in all its aspects. The CTI should have to have a proper status and manning and for that matter a proper name as well. It is understood that a policy
decision has been taken to recruit 40 management trainees each year for another 5 years and it may be recalled here that as per the training model suggested for management trainees the CTI will not be available for about 20 weeks in a year for any other training courses. Keeping in view the above constraints it is suggested that training arrangements for AM’s may be arranged in the Z.T.I.s only. This will require the upgradation of Z.T.Is and providing these with the facilities that are required for training AM’s. The scheme could be that for all the core areas (i.e. functional areas), courses could be arranged in the Z.T.Is including refresher courses and for higher level training, depending on the needs, training courses for AM’s and DM’s could be arranged in CTI, during the balance 32 weeks available.

A programme for training of AM’s and DM’s in CTI depending on the training needs can be drawn in the following manner.

I) - 10 - two weeks advanced course in a year i.e. 20 weeks can be made available for training AM’s (This will be mainly for senior assistant managers likely to be promoted in the next three years).

II) - 6 - two weeks course i.e. covering 12 weeks, can be conducted for the Dy.Managers.

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III) One week seminar/workshop should be organised for Asstt. Manager and above in
- Computerisation
- Industrial Law
- Sales Tax
- Procurement
- Distribution
- Cost Reduction
- Personnel Policy
- Training needs.
- Storage and Contract
- Finance and Accounts
- Port Operations.

IV) Two days workshop of topical interest where participation of Chairman/Managing Director /Board members should also be ensured.

The total number of AM's are estimated at around 4500 and in the course of 4 years all the AM’s can be trained depending on the needs. Similarly, the DM's whose number are estimated at around 600 can be covered within 3 years under different training programmes.
It is nevertheless, mentioned here that the above programme is of a recommendatory one and the actual programme should be devised on the basis of training needs. The additional advantage under the above proposition will be its cost effectiveness, in the saving likely to be achieved in TA and DA and also in the better utilisation of the opportunities.

Developing of officers of the level of Jt.Managers and above may be arranged through specially designed courses for the Corporation and or through nominating officers to various seminars and workshops conducted by them suitable for the Corporation.

IV) CREATION OF TRAINING COMMITTEES

The Human Resource Development division should prepare a half yearly statements of its functions and achievements which should be reviewed by a committee or a Board comprising of the EDs and ZMs to be chaired by Managing Director. The basic purpose of the report should state as to:

- What extent the programmes and activities of the Human Resource Development have supported and improved the basic functional objectives of the Corporation?
- Whether the present approach of the Human Resource Development contributes to the Human Resource Development to the desired level?
The above two basic questions inter-alia will throw open further questions i.e.
- Whether the present policy required revision, if yes; why and in what respect etc.
- What should be the new policy?
- The adequacy of the training personnel, infrastructural facilities at the institutes etc.
- How the productivity of the training division can be optimised?
- How the programme should be revised to make it more compatible with the basic functional objectives?
- What administrative measures are required and at what level etc.
The same committee should also assess the training needs and also guide the changes needed in the curriculum and syllabi to ensure that the training programme is keeping pace with the changing environment.
and developments. It will be ideal if specialists from outside institutions of repute are also inducted into this body for giving expert advises.

There should be similar committee at Zonal levels comprising SRMs to be chaired by Zonal Manager which should conduct similar reviews. Preferably, this should precede all India Board meeting. If need be, there can be one more sitting after decisions at the Board are taken. It should be appreciated that unless the top brass who are running the Corporation commit themselves to the cause of training or manpower development all efforts will remain limited to rituals only and the goal of accomplishment will never be achieved.

TRAINING MODULE FOR MANAGEMENT TRAINEES

It is an established fact that the Deputy Manages are the king pins of the organisation and the performance of the Corporation rests heavily on their shoulders. In both the functional and organisational pattern of the Food Corporation of India the District is the most important administrative unit where the action point generates. The districts are the miniature replica units of the Corporation.
The Districts are headed by Deputy Managers. The District Offices carry out the four basic functions of the organisation viz;
- Purchase - cum - Procurement
- Storage
- Movement
- Distribution and other related functions of:
  a) Quality Control  b) Finance & Accounts  
c) Administration  d) Industrial Relation  

The District Managers are the Executives empowered with both administrative and financial authority for the discharge of their functions. In a nutshell a District Manager is both an administrator and a manager. Such being the position of a District Manager, the incumbent has to be equipped and familiar with all the basic requirements of the job and the process through which the same is to be accomplished.

The District Manager is a leader who guides his team of other officers and staff in achieving the goals of the organisation in general and of his unit in particular.
The Deputy Managers also discharge the various functions in the Regional and Zonal Offices and also in the Headquarters wherein they function in the related areas. The requirement and the functioning in the Regional and Zonal Offices are different in both contents and style than that of the District Offices. While the District Office functioning is more action oriented the role of the Regional and Zonal Office's are more in nature of examining various issues emanating from the District offices and issuing appropriate guide-line on those issues.

The training module including the syllabi for Deputy Managers, being such an important and key functionary, have to be designed with all the precision and thoroughness to develop the future District Managers as a complete "Executive" who will be able to face all the problems one is expected to and guide his compliment of officers and staff and lead them as one team. The Deputy Managers as per present policy need not be specialists (Except in Finance, Quality Control and Legal) in any of the functional area, while a specialised knowledge may be an added advantage nevertheless.
It is understood that the Management Trainees are required to be under training for a period of about a year. Keeping in view the overall job responsibilities the training schedule has been prepared as per Table 5.2.

<table>
<thead>
<tr>
<th>THEORETICAL FIELD TRAINING</th>
<th>Table 5.2</th>
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<tbody>
<tr>
<td>1) Introduction to FCI</td>
<td>2 weeks - 2 weeks H.Q.</td>
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<tr>
<td>2) Movement</td>
<td>1 week - 1 week</td>
</tr>
<tr>
<td>3) Quality Control</td>
<td>1 week - 1 week</td>
</tr>
<tr>
<td>4) Storage Management</td>
<td>1 week - 1 week</td>
</tr>
<tr>
<td>5) Agriculture Marketing &amp; Procurement</td>
<td>1 week - 1 week</td>
</tr>
<tr>
<td>6) Finance &amp; Accounts (including Budget &amp; Costing)</td>
<td>2 weeks - 1 week D.O.</td>
</tr>
<tr>
<td>7) Internal Audit &amp; Physical Verification</td>
<td>1 week - 1 week Distt /Depot</td>
</tr>
<tr>
<td>8) General Administration</td>
<td>1 week - 1 week -do-</td>
</tr>
<tr>
<td>9) Industrial Relations, including Laws and Labour Practices in the Corporation</td>
<td>3 weeks - 1 week R.O.</td>
</tr>
<tr>
<td>10) Computers</td>
<td>1 week - 1 week H.O.</td>
</tr>
<tr>
<td>11) Distribution</td>
<td>1 week - 1 week D.O.</td>
</tr>
<tr>
<td>12) Shipping &amp; Port Operations as Documentation, Shipping and Insurance claims</td>
<td>1 week - 1 week P.O.</td>
</tr>
</tbody>
</table>
13) Import & Export of foodgrains and rules & regulations involved in the process.

14) Commercial laws
   i) Indian Contract Act
   ii) Sale of Foods Act
   iii) Negotiable Instruments Act 3 weeks
   iv) Income Tax Act
   v) CST Act

15) Training in Regional Office - 2 weeks
16) Training in Zonal Office - 2 weeks
17) Training in recognised institutions - 2 weeks in General Management, Technique with emphasis in behavioural and human relations

GRAND TOTAL 22 weeks - 18 weeks

It is learnt that the CTI at present can accommodate upto 40 trainees in two class rooms, i.e. 20 trainees in each room. It, therefore, calls for division of the trainees into two groups. The training programme has also to be bifurcated into two parts for facilitating the administration of training.

It is accordingly suggested that a rotational approach will be conducive for better administration. The approach could be that while one batch will be trained in the subjects mentioned at the
top half, i.e. from Sr. No. 1 to 8, the other batch may be engaged in lessons in the bottom half, i.e. from Sr. No. 9 to 14. It will be noticed that the period suggested for both the halves are equal, i.e. 10 weeks each. The approach will ensure the optimum use of the infrastructure opportunities available. It nevertheless calls for preparation of detailed action plan of preparing appropriate syllabubs, nomination of the course coordinators, nomination of the lecturers from both outside and inside the Corporation.

It may, however, be mentioned here that in case the above suggestion is accepted, then CTI will not be available for any other training purposes for 20 weeks. CTI has been indicated deliberately inspite of its many shortcomings, because training in CTI will be most cost effective. Arranging training elsewhere will entail huge cost which in researcher opinion will not be commensurate with the results.

It may, however, be pointed out at this stage that the present syllabus or the course contents are not at all adequate for training or developing executives. Therefore, it has become imperative to revise the course contents under the guidance of experts available in the Corporation.

Source: Data Collected from the Record of Food Corporation of India Headquarter, New Delhi.

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As regards the facilities it is suggested that the present members may continue till suitable substitutes are available through a process of selection discussed elsewhere, but the course should be conducted under the guidance of senior officers of the respective discipline preferably of the level of Managers aided and assisted by the present faculty members of the respective discipline. The whole programme should be coordinated by the Manager-trainee.

As regards field training, the plan should be developed in segmental order, i.e. the trainee should learn the job through a series of steps, all leading to the final desired result. The trainees will be required to follow the chain of events from the first point to the last event. They have to perform the job of Assistant Manager as well notwithstanding the fact they are being appointed as Deputy Managers.

For "on the job" or field training programmes instructions have to be prepared. This programme will describe the operations in segmental order and the trainees should be guided to follow that...
order in performing the job. This will help them learning and also understanding the purpose of doing a job and the process involved.

As has been suggested regarding positioning of experts trainees for theoretical training, the same comments hold good for "on the job training". There are many experts available in the Corporation who are well qualified for imparting on the job training. A panel of trainers experts in different functional areas should be prepared and detailed for training.

The plan for "on job training" also calls for drawing up the programme in minutest details. This means and includes, inter alia:

i) Identifying the District Offices, Depot, Marketing yards, sidings for loading and unloading operations. This is very important since all Districts or Depots may not be suitable for imparting the required training.

ii) Identifying the guides who will guide them through the various stages and the processes involved in the operations and the purposes thereto. As on (i) above, identifications of the guides are equally important so that no gap remains in training and or learning and also to ensure that time is not unnecessarily wasted.
iii) Identifying the time, i.e. as to how much time a trainee should devote in learning a particular job within the original time frame so that the schedule of the whole programme is not disturbed.

After the basic field training is over, they should be sent to Regional Office's and thereafter to the Zonal Offices to familiarise them with the functioning style, purpose and process in those offices. Similar programme and work schedule as has been mentioned in the preceding paragraph has to be drawn for Regional and Zonal Office as well.

Once the training is completed the management trainee should be posted as additional District Manager in important District Offices for a period of 12 weeks where they will function under the guidance and direction of the District Manager. This will, it is expected, complete the training of the management trainees in developing them as "executives" and they would be fully equipped and prepared to take charge of any situation.

SUMMARY OF RECOMMENDATIONS

- While all officers and staff are to be covered under training schemes, both new recruits
and promotees to executive cadre should be given training before allowing them to join in their regular postings.

- Data Bank of employees should immediately be created through an appropriate computer programme for devising training priorities.

- Training programme whether refresher course in all disciplines, or specially designed multi-discipline course must have an "on job training" component as an integral part in both cases. Advanced management courses should be tailored to Food Corporation of India needs.

- Training should be imparted through a proper combination of lectures, group discussions and case studies along with compulsory "on job training".

- A proper selection of trainers, special allowance for such trainers and compulsory completion of tenureship without disturbance as laid down in report are essential for any success of in-house training.

- Minimum periodicity of training has been prescribed for various levels.
Essentiality of video/audio slide facility emphasised.

- Preparation of annual calendar with proper timing of programmes to suit operations.
- Criteria for training laid down.
- C.T.I. to be upgraded.
- Z.T.I.s to be upgraded and R.T.I. to be created.
- Evaluation of both trainees and trainers emphasised.
- Creation of a Human Resource Development at Headquarters under a separate Executive Director.
- Training Strategies defined.
- Creation of training committees.