CHAPTER-I
INTRODUCTION

1.1: Training of employees in Higher Educational Institutions:

The success of an Organisation depends upon on gainful employment of human resources for achievement of organizational objectives. Skilled manpower with necessary competency is always required by the Organisation to meet corporate objectives and for this training of employees is one of the important components of Human Resource Management. Though training had been practiced since the beginning of human civilization, emergence of training as a modern science is of recent origin. Need for effective training was felt by the Organisations during 1980s and early 1990s due to profound effect on the way of doing business because of important social, economic and political changes. Moreover, during this period use of computer became an integral part of business and industry, required computer knowledge was essential for most of the employees of business establishments. As a result, training and development programme to make the employees acquainted with needed computer skills was launched by most of the Organisation. Now, in today’s environment, where jobs are complex, importance of training is increases. However, impact of training on the performance of employees and its contribution to achievement of the Organisation is a matter of great concern for the management. Return on training investment is a serious issue for business leaders as most of the Organisation are cost conscious because of growing economic pressure. As such, the issue of measurement of training effectiveness has gained importance over the last few years.
The Universities, Colleges & Institutes of National Importance like IITs, IIMs, NITs etc are called Higher Educational Institutions in India. There are five types of Universities in India as below-

Central University: Central Universities are established through an Act in Parliament and are funded by the Union Government.

State University: State Universities are established through an Act in the State Legislature and receive funding from the respective State Government and also from Central Government through UGC under non plan.

Deemed-to-be-a-University: An Institution may be declared as Deemed-to-be-a-University on recommendations of the Committee constituted by the UGC, allowing greater autonomy in operations, syllabus, admission & fees like other Universities.

Private University: Private Universities are established through an Act in State Legislatures and need to be recognized by the UGC. Private Universities do not have the power to affiliate Colleges.

Institute of National Importance: Institutes having strategic and economic importance for the Country are declared as Institute of National Importance and accorded power to grant degrees. These include IIT, IIMs, NITs, AIIMS etc.

Colleges are affiliated to either the Central or State Government Universities. Private Colleges usually affiliate to only State Government Universities.

There are 15 statutory professional councils, which regulates recognition of Courses, Institutions and provision of grants to the Universities and other Higher Educational Institutions.
Like other business entities, the Higher Educational Institutions in India are also facing competition because of changing business environment due to competitive world economic system accompanied by gradual reduction of financial grants receiving from the Government. In order to survive in the competitive market, the Higher Educational Institutions must function efficiently with innovative ideas and for this the human resources of these Institutions must be equipped with competent and skill manpower. Identification and enhancement of required skill must be the prime concern of staff development of Higher Educational Institutions. It is now accepted by all stakeholders that professional training is highly essential for Higher Educational Institutions to function efficient and professional way.

A formal definition of training is determined as below:

“It is any attempt to improve current or future employee performance by increasing an employees’ ability to perform through learning. Usually by changing the employees’ attitude or increasing his or her skills and knowledge”

Thus imparting of specific skills, abilities, knowledge to an employee is training. The need for training is determined by the employees’ performance deficiency, i.e. Gap between the Standard Performance and Actual Performance. Training needs may occur whenever the human asset (knowledge, skills and attitude) of the organization fails to meet the demand made on it. Following are the symptoms of such failures:

- Complaints of difficulty with the job.
- Complaints of disliking parts of the job.
- Identification of low morale or frustration, example- absenteeism, high labour turn over, restriction of work.
- Inefficient working of the system, too many accidents, large number of errors, variable quality and quantity of work.
- Planned change in the Organisation-equipment and new workers.

(Ashok and Sankar, 1992).

To have a better perspective about the meaning of the term ‘training’ we can make a distinction among training, education and development. The term ‘training’ refers to the process of imparting specific skill, while development is a related process covers not only those activities which improve job performance but also those which bring growth of the personality, help individuals in the progress towards maturity and actualization of their potential capacities, so that they become not only good employee but better men and women. In organizational terms, it is intended to equip persons to earn promotion and hold greater responsibility (Mamoria & Gankar, 2002). Education on the other hand is confined to theoretical learning in the classroom.

Training to the non teaching staff working in Higher Educational Institutions to upgrade their skill and knowledge has already been recognized by the Government of India as well as University Grant Commission (UGC). University Grant Commission has been taken initiative in this regard by implementing various training programmes for non teaching Staff basically through the UGC-Human Resource Development Centres located in different Universities. The basic purpose of training to the non teaching staff of Higher Educational Institutions is to make them acquainted with the day to day administrative matters of the institution concerns keeping in view of the following objectives:
a. To make them understand the concept of functioning of administration of the Institute and its role towards the Institution, Community and the Society at large.

b. Non teaching staff must have clear understanding of policies and practices of the Institution as well as other internal factors related to them while working with the Institute.

c. Satisfactory performance as per the expectation must be ensured from all non teaching staff working in the Higher Educational Institutions. For job satisfaction, all staff must have the ability to fulfill their career aspiration as well as develop capabilities for assuming greater responsibilities, while moving to higher level of job in their career.

d. Each of the staff must be developed as a specialist in his/her concern area of working and must be acquainted with the latest development as well as changes in their area of working.

e. Suitable plan must be in place for sustainable HRD orientation for non teaching staff of Higher Educational Institutions.

1.2 Administrative functions of Higher Educational Institutions

The practice of administration in Higher Educational Institution is quite different from the practice of administration in the corporate or business establishment. Administration in Higher Educational Institutions is basically concerned with decision making related to the academic programmes and other academic affairs with engagement of non-academic persons for the achievement of its basic objectives. It is also observed that many of the functions of leadership and management typical to business corporate structures are also applicable in the field of administration of higher education.
In a Higher Educational Institution, teacher use to deliver knowledge to the students and it is a technical work. Besides teaching, there are numbers of other functions related to examination, academic, administrative and financial function, which are administrative functions. To accomplish these functions numbers of non-academic people are appointed in a Higher Educational Institution and they are generally organized on the basis of principles of public administration. Though, in the field of public administration, modern management principles are use in various establishment under Government, unfortunately, most of the Higher Educational Institutions are following old administrative set up to organize its non-academic employees.

A Higher Education Institution is function under multiple hierarchical systems and decentralized. The Court, Executive Council & Academic Councils are highest decision making Statutory Bodies. The academic autonomy rests with Schools and Centres, Board of Studies, special Committees subject to approval by the Academic Council. The Vice Chancellor/ Director is the Chief Executive and Academic Officer exercising overall control on administration, finance and academic activities. Registrar is the administrative head and he is looking after all administrative matters. General administration of faculty members, technical staff as well as other employees is under the purview of administrative department. It includes recruitment of teachers & non faculty staff members, maintenance of service related papers, leave management, purchase of office stationeries & research equipments along with other materials, security management, estate management, arrangement to conduct various statutory meetings etc.

Examination Department is the biggest department in a University system under the control of the Controller of Examinations. The Examination Department has to
perform numbers of functions, which includes registration of students, receiving of examination forms, conduct of examinations, evaluation of answers scripts by appointing evaluators, preparation & declaration results, issuing of provisional & original certificates, reevaluation & rechecking of results etc.

Another important department of University Administration is Finance Department under the control of the Finance Officer. The basic function of the Finance Department is to receipt of funds from various sources and disbursement of funds for various activities of the University. The major source of income of University is government grant and fees along with other receipt from students. The main expense of the University is salary paid to its teachers & administrative staff, fellowship to the research scholars, scholarship to it students, research, infrastructure and other development works. The Finance Department prepares annual Budget for the University and executes it after approval of the Statutory Bodies. The statement of income and expenditure is also prepared by the Finance Department.

Besides the above all the Higher Educational Institution has Central Library to cater the needs of the students, research scholars and faculty members. The Library is functioning under Librarian and he is responsible for management of the Library. In every Higher Educational Institution, there is a Students’ Welfare Department looking after all the activities for overall development of the student community.

In most of the Universities & other Higher Educational Institutions good numbers of persons are appointed to execute different administrative functions. For efficient & effective functioning of the Higher Educational Institutions, the administrative staff must be professionally competent with knowledge of updated rules
& regulations, with ability in application of modern principles of public administration along with application of modern technology in office management. The Universities & other Higher Educational Institutions must give importance in updating knowledge as well as competency level of their administrative staff through appropriate training & development practices on regular basis. In the word of Coombs “Unless educational systems are well-equipped with appropriately trained modern managers- who, in turn, are well equipped with good information flows, modern tools of analysis, research and evaluation, and are supported by well-trained teams of specialists- the transition of education from its semi-handicraft state to a modern condition is not likely to happen.”

While inaugurating a seminar on Management and Organisation of Indian Universities at Simla in 1971, Sri V. K. R. V. Rao former Central Minister of Education and Youth Affairs said “It may be useful, to some extent, to employ modern management techniques in the field of educational administration. The use of Computers and such other appliances may be helpful in reducing waste and promoting organizational efficiency. In service training and orientation courses for administrative staff would be necessary to gear up the machinery. The staffing pattern may also need considerable modification.”

1.3: Training approach and types of training

Training can be imparted by three approaches- (i) Traditional approach, (ii) Experimental approach and (iii) Performance-based approach (Rama, Etling & Bowen, 1993). When trainer design the entire training practices, which include defining of objectives, contents of the training, assignments & techniques of training, evaluation, measurement of training effectiveness, the approach of such training is called Traditional approach. The idea of this model is intervention of the training staff in the
process of training. In Experimental training process, the trainer shares his experiences with learners to make them active and influence the training process. Basic principle of experimental approach is to create a real or simulated situation in which trainees shall have to act. In this approach, the trainers basically serve as facilitators, catalysts, or resource persons and attainment of a given level of proficiency by the trainees is measured on the basis of acquiring of specific observable skills in respect of the given task. In Performance-based approach, key areas first identified on which training required by the trainees in order to improve their performance as desired. After identification of key areas, strategy for training as per need is formulated and then training is imparted.

Training may be categorized in to two types- pre-service training and in-service training. Pre-service training is given by academic institutions in a formal way having well defined curricula and syllabuses, generally for a fixed duration followed by offer of formal degree. While the objective of in-service training is to develop skills and knowledge of the employees working in the Organisation and is generally offered by the Organisation itself. In service training is time-bound, learner oriented and problem-centered. ‘It is a programme designed to strengthen the competencies of workers while they are in the job’ (Malore, 1984, p 209).

In-service training may again be categorized in to five different types: (1) Induction or orientation training, (2) Foundation training, (3) On-the-job training, (4) Refresher or maintenance training, and (5) Career development training.
a) Induction or Orientation Training:

It begins on the first day the new employee is in the job (Rogers & Olmsted, 1957). The basic purpose of orientation or induction training is to make the employees acquainted with his job & his organization, what they are supposed to do and with whom they shall have to be worked with. The time of first joining of employees is considered as most favourable time to get their attention and mould them with good habits.

b) Foundation Training:

This training is usually given to the employees during the early part of their service career to impart basic knowledge on the matter related to their service. The basic purpose of this type of training is to impart professional knowledge regarding rules & regulations applicable to the Organisation, financial rules, leadership ability, skill on communication, administrative capability etc.

c) On-the-job Training:

When training is given to the employees by the superior Officer on the job itself is called On-the-job method of training. These trainings are generally problem oriented and provide opportunities to try out new skills and knowledge in their area of work.

d) Maintenance or Refresher Training:

The basic objective of Maintenance or Refresher training is to keep the employees update in their respective areas of function. It enables the employees to add knowledge and skill, thereby inculcate sense of professionalism in their performance. This training usually deals with new information and new method along with review of older methods/materials.
e) Career Development Training:

The training is basically given to the existing employees to upgrade their knowledge, skills, and ability with a view to prepare them to assume higher responsibilities. It enables the staff to plan their own career and make them satisfied with their job, which increases their effectiveness and efficiency.

1.4: Process of training

The training process comprises of several steps as described below:

a) Understanding of Organisational objectives

Understanding of objective of the Organisation is the first step of training process. In order to devise a suitable training programme, it must be understood regarding how effective is the Organisation in achieving its predetermined objectives with available resources and expertise within the Organisation. Training programmes identified must relate to the assessment of Organisation strength and weakness in terms of its human resources.

b) Assessment of training need:

Assessment of training need is basically the identification of ‘gap’ between existing competencies and skills within the Organisation and desired level of performance expected to meet the challenges that Organisation have. The reasons of performance deficiency or inadequate performance are primarily due to lack of desired level of skills or knowledge of existing human resources of the Organisation or sometime may be due to some other organizational problems. Different analytical
procedures like Organisational analysis, Individual analysis and Group analysis may be used in determining training need.

c) **Formulating suitable training programme:**

   Assessment of training need helps in identifying and understanding of training content in formulating appropriate training programme for staff of the Organisation. Organisational analysis determines whether the training is appropriate and the commitment of the Organisation towards the training. It helps to identify job performance standards and the competencies needed for employees to perform their task adequately. (Tasie, 2011).

d) **Implementation of the training programme:**

   Training programme to become successful needs to be implemented through carefully selected appropriate training methods. A training method is a strategy or tactic that a trainer uses to deliver the content so that trainees achieve the objectives (Wentling, 1992). Training method selected must be appropriate according to the content to involve the trainees in the learning process with a view to achieve training objectives. According to Bass and Vaughan (1966), training methods should be selected on the basis of the degree to which they do the following:

   (i) Allow active participation of the learners.

   (ii) Help the learners to transfer learning experiences from training to the job situation.

   (iii) Provide the learners with knowledge of results about their attempts to improve.

   (iv) Provide some means for the learners to be reinforced for the appropriate behaviour.
(v) Provide the learners with an opportunity to practice and to repeat when needed.

(vi) Motivate the learners to improve their own performance.

(vii) Help learners increase their willingness to change.

From the above it is clearly understood that to satisfy the objectives of a training programme, a single training method will not work. Some of the most commonly used training methods are:

- Presentation by the resource person on the selected topic relevant to the training.
- Group discussion by the trainees where trainer leads the group.
- Demonstration by the trainer
- Problem solving from the experiences by the trainees
- Case study
- Role play
- Study tour etc.

e) Evaluation of the training programme:

Evaluation of training refers to its effectiveness, relevance and its impact in achieving predetermined objectives of the training programmes. The basic purpose of the evaluation of training programme is to find out the degree of achieving desired benefits and goals along with the causes of failure, if any. Feedback from the trainees as well as trainers shall also be considered, while evaluating the training programme. Kirkpatrick (1976) suggested four criteria for evaluation of a training programme. These are (i) reaction, (ii) learning, (iii) behaviour, and (iv) results. Reaction refers to the trainees’ response to the content, methods, duration, trainers, facilities and overall management of the training. Learning measures the degree to which trainees’ are able to absorb skills as well as knowledge imparted at the time of training. The ability of the
trainees to apply their knowledge in actual field situation is the changes in their behaviour after training. Results are the tangible impact of training programmes on individuals, their job and organization as a whole. According to Alliger et al (1989), the Kirkpatrick model is simple and it helps people to think about training evaluation criteria.

1.5: Purpose of the Research Study

According to Yadapadithaya (2003) following are the major deficiencies of training and development system in India:

i) There is no systematic and comprehensive training need assessment.

ii) Inadequate transfer of learning from the training to the actual workplace, as a result training is viewed as expenditure for the organization.

iii) No proper training and development policy.

iv) Effectiveness of the training programme executed was not evaluated later on.

v) No linkage and coordination between the industry seeking training and institutions providing training.

The identification of training needs and study of training practices of non teaching staff of the Higher Educational Institutions is a tough challenge. The main barrier is the lack of performance orientation and inadequate appreciation of the training and development effort. The training should be directed towards improvement in performance. In a situation where the concern for improvement in performance is low, the trainer will have to work for creating an appreciation of the importance of better performance. Though, Performance Appraisal System is followed in Higher Educational Institutions, these are not developmental oriented and do not indicate any systematic
effort towards developing the staff. This is basically a typical Annual Confidential Report and the effort is generally ritualistic in nature. In other words, Performance Appraisal Reports are unable to provide significant data for assessment of training needs. Moreover, the confidential nature of the appraisal also prevents officers from an objective discussion of performance problems. Training in Higher Educational Institution is not generally integrated with the total organizational framework in terms of development. Moreover, the Controlling Officers do not make any serious efforts in providing data to the training professionals.

The present research project is an analytical study of training practices for employees in selected Higher Educational Institutions of Assam and assessment of effectiveness of their training programmes. For the purpose of the study following Higher Educational Institutions of Assam are selected:

i) Gauhati University, Guwahati (Oldest & largest State University in North Eastern Region).

ii) Dibrugarh University, Dibrugarh (A State University).

iii) Assam Agricultural University, Jorhat (A State University).

iv) Indian Institute of Technology, Guwahati (An institute of national importance).

v) Tezpur University, Tezpur (A Central University).

Gauhati University is the oldest University in the North Eastern Region of the Country and established in the year 1948 under the Gauhati University Act, 1948. The prime vision of the University is to revitalize its educational leadership and transform the University from an institution of higher education to an institution of higher development of the intellect, will and moral commitment through self-development,
collaboration and sharing of knowledge with institution of excellence that would place it among the most sought-after institutions in the Country. The Gauhati University is located at Jalukbari within the Guwahati City area of Assam, India. The University is 10 Km away from the Lokpriya Gopinath Bardoloi Airport at Borjhar & 5 Km from the Kamakhya Railway Station.

Dibrugarh University, the easternmost University of India was set up in 1965 under the provisions of the Dibrugarh University Act, 1965 enacted by the Assam Legislative Assembly. It is a teaching-cum-affiliating University with limited residential facilities. The University is situated at Rajabheta at a distance of about five kilometers to the south of the premier town of Dibrugarh in the eastern part of Assam as well as in India.

The Assam Agricultural University was established under the Assam Agricultural University Act, 1968 (Assam Act XXIV of 1968) vide Governor’s Notification LJJ 18/67/10 dated the 2nd January, 1969 with following objectives:

i) Making provision for imparting education to the people of agriculture and other allied branches of learning.

ii) Furthering the advancement of learning and prosecution of research in agriculture and other allied sciences.

iii) Undertaking the extension of such sciences especially to the rural people of the State.

The University has a number of campuses with its Head Quarters located in Borbheta at a distance of about 5 km from Jorhat bus station and Jorhat railway station and 2 Km from Jorhat Airport.
Tezpur University was established by an Act of Parliament in 1994. The objects of this Central University as envisaged in the statutes are that it shall strive to offer employment oriented and interdisciplinary courses to meet the local and regional aspirations and the development needs of the state of Assam and also offer courses and promote research in areas which are of special and direct relevance to the region and in emerging areas in Science and Technology. The University campus is at Napaam, which is about 15 km east of Tezpur, the headquarters of the Sonitpur District of Assam.

Indian Institute of Technology, Guwahati the sixth member of the IIT fraternity, was established in 1994. The academic programme of IIT Guwahati commenced in 1995. The campus of IIT Guwahati is on a sprawling 285 hectares plot of land on the north bank of the river Brahmaputra around 20 kms. from the heart of the Guwahati city.

Following are the problems related to training practices of non teaching staff in selected Higher Educational Institutions for the Study:

i) Low priority given for training to the non teaching staff.

ii) Organisation views training as an expensive intervention.

iii) Less importance given for training need analysis of non teaching staff.

iv) No pre training preparation by trainees.

v) Lack of evaluation of training effectiveness.

The reasons for absence of proper assessment of training needs of non teaching staff working in different Higher Educational Institutions and non evaluation of effectiveness of training attended by them are not explained. It may be attributed to the lack of research funds or interest. This study therefore aims in assessment of training
needs of non teaching staff working in selected Higher Educational Institutions, analytical study of existing training practices and assessment of effectiveness of training programmes attended by them.

1.6: Objectives of the Study

Following are the objectives of the present study

i) To study existing skill levels of non teaching employees of selected Higher Educational Institutions and identify their training needs.

ii) To study about perception of non teaching employees of the selected Higher Educational Institutions on existing training practices.

iii) Evaluation of the effectiveness of training attended by the non teaching employees of the selected Higher Educational Institutions.

iv) To suggest better ways and means for improving the effectiveness and performance of non teaching employees to attain desirable productivity level.

1.7: Testing of Hypothesis

Following Hypothesis are tested during the study:

i) There is no association between the respondents’ of different Higher Educational Institutions and their existing Skill level.

ii) There is no association between the respondents’ of different Higher Educational Institutions and their training needs in selected attributes.

iii) There is no positive relationship between reaction of trainees towards training and measurement of learning on training contents.

iv) There is no positive relationship between measurement of learning on training contents and measurement of changes in job behaviour.
v) There is no positive relationship between measurement of changes in job behavior and Outcome/Utility of training.

vi) There is no significant impact of Organisation training practices on employee performance after attending training programme.

vii) There is no significant difference in respondents’ opinion on effectiveness of training in improving self confidence.

viii) There is no significant difference in respondents’ opinion on effectiveness of training in improving decision making skill.

ix) There is no significant difference in respondents’ opinion on effectiveness of training in improving problem solving skill.

x) There is no significant difference in respondents’ opinion on effectiveness of training in improving overall productivity.

xi) There is no significant difference in respondents’ opinion on overall level of satisfaction on the training programme attended.

1.8 Scope of the study

This study concentrates only on non teaching employees from administrative departments of selected Higher Educational Institutions of Assam. This study does not include teaching staff of the selected Higher Educational Institutions as their service conditions, promotion and other prospects are governed by the UGC rules applicable, which is quite different from that of the non-teaching staff. Further, the technical employees working in administration as well as academic departments are excluded from this study as their nature of work is different from other employees. Group D employees are also excluded from the study to maintain homogeneity of the selected sample.
1.9 Significance of the study

i) The study will help the administrator to understand the effectiveness of existing training practices and to formulate training policies as per the need of the employees. This will help in enhancing the skills and efficiency of employees and thereby to make the University competitive in changing scenario in education sector.

(ii) The employees working or aspiring to join in Higher Educational Institutions can make use of the present study to know the existing training practices and expectation on training from the Institution.

(iii) The study will be helpful for the academician to undertake further research to compare University wise, region wise or period wise of the subjects under reference.

(iv) Trainers and consultant can also be benefitted from the study as because the study provides information about training practices, training requirements and skill gap of employees.

1.10 Limitation of research study

i) The study was conducted only in selected Higher Educational Institutions from Assam, therefore quick generalizations may not be possible. Hence, the result arrived may or may not be applied to other states.

ii) In view of the time and monetary constraints, it was not possible to contact more than selected number of respondents during the study.

iii) Effectiveness of training was measured on the basis of response from the trainees. Trainers and peers may be considered as respondents in future research.
iv) During the study effectiveness of training attended by the respondents was measured on the basis of their perceptions towards the training.

v) No sufficient reference book or text book available online or in the libraries, so that researcher could approach for literature review on the topic of research