Chapter – 7
Employee Training Policy

7.1 Findings on employee training-
Graph 7.1 Opinions of Employees Regarding Training Policy

The numbers at the top of the columns in the bars graph represent percentage of employees.

The graph 7.1 shows that almost all the employees unanimously say that there should be a training policy for the Revenue Department. No employee from either State disagrees partially or fully on the issue of training.

Employees expect that training should be provided on the onset of their career and thereafter at regular intervals. The gap between expectations of employees against their experiences is clearly evident in the graphs below.

Graph 7.2 - Maharashtra- Gap Analysis of Initial Training
96 percent of employees from Maharashtra fully agree that they should be given initial training. As against the expectations only 45 percent employees fully agree that they have received any training while 41 percent trainees say that they have never received any training when they joined services.

Graph 7.3 - Maharashtra – Gap Analysis of Regular Training

The graph 7.2 shows the percentage of employees trained regularly against those who expect a regular training. 97 percent employees expect that they should be trained regularly. On the contrary almost 50 percent employees say that they have not received any regular training. This indicates that there is a need of a training policy.

The situation in Rajasthan regarding initial training is better than Maharashtra. Against an expectation of 95 percent employees 51 percent employees fully agree and 27 percent employees partly agree that they have been given initial induction/foundation training when they joined service. Only 17 percent employees have not been provided any initial training.
The situation in Rajasthan regarding regular training is not much different than Maharashtra.

The gap between expectations and perception is evident from the graph 7.4. 94 percent of the employees have high expectations regarding regular training. On the contrary only 12 percent employees fully agree and 33 percent employees fully agree that they are provided regular training. Almost 45 percent employees say that they have not been provided any regular training.
7.2 Training structure in Maharashtra

In Maharashtra the training institutions for the training of officers and staff from Revenue department are as follows-

Table 7.1 Revenue Department’s Training Institutes in Maharashtra

<table>
<thead>
<tr>
<th>Name of Training Institute</th>
<th>Year of Establishment</th>
<th>Revenue Cadres Trained</th>
<th>Name of the Training Course</th>
<th>Duration of Training</th>
</tr>
</thead>
<tbody>
<tr>
<td>YASHADA, Pune</td>
<td>1963</td>
<td>Dy. Collectors Tahsildars Naib Tahsildars</td>
<td>Foundation Training Subject Specific Training</td>
<td>45 days Depending on the subject</td>
</tr>
<tr>
<td>Marathwada Mahsul Prashikshan Prabodhini, Aurangabad</td>
<td>1997 (Functional in 1999)</td>
<td>Tahsildar Naib-tahsildar</td>
<td>Foundation Training Other subject specific training courses</td>
<td>1 month Variable durations</td>
</tr>
<tr>
<td>Dr. Panjabrao Deshmukh Prabodhini, Amravati</td>
<td>Amravati – 7 September 1996</td>
<td>Naib Tahsildars, Class III staff</td>
<td>Foundation, Refresher</td>
<td>30 days for NT, Other courses of Variable duration</td>
</tr>
<tr>
<td>Mahasul Prabodhini, Paithan</td>
<td>Paithan Prabodhini – 13 June 1996</td>
<td>Cater to localized training courses</td>
<td>Foundation Training courses for Naib Tahsildars</td>
<td>30 days, Short duration refresher courses</td>
</tr>
</tbody>
</table>

The only multi-disciplinary institution at the state level is YASHADA, which largely caters to the training requirements of Group A officers. At the regional level, there are training institutions at Paithan (Aurangabad) and Amravati, which cater mostly to officials of the Revenue Department. Apart from these, there are no institutions imparting training in general administrative and managerial skills to officers and employees in various department of the State Government. YASHADA caters to the training of Dy. Collectors, Tahsildars and Naib Tahsildars (NTs) since direct recruitment of NTs started in year 2000. The remaining three Prabodhinis conduct short term training courses for officers and staff like clerks/ Senior Clerks from Revenue Department. Unlike Rajasthan no dedicated institutes for training of FLEs like Talathis (Patwaris), clerks are there in Maharashtra. No initial rigorous classroom training and field training is provided as a policy to any of the lower cadres like clerks and Talathis.

7.3 Training structure in Rajasthan

The National Training Policy (NTP) implemented in 1996 and revised in 2012 envisages ‘Training for All’. The NTP directs all the States to devise their own
Training Policies and implement them at all levels. Only few States like Kerala, Nagaland, Rajasthan, Karnataka, Haryana and Maharashtra have devised their own State Training Policies as per the guidelines of the NTP.

Table 7.2 Revenue Department’s Training Institutes in Rajasthan

<table>
<thead>
<tr>
<th>Name of Training Institute</th>
<th>Year of Establishment</th>
<th>Cadres Trained</th>
<th>Name of the Training Course</th>
<th>Duration of Training</th>
</tr>
</thead>
<tbody>
<tr>
<td>All Purpose Revenue Training Institute, Tonk</td>
<td>1958</td>
<td>Patwars Inspector of Land Records Tahsil Revenue Accountant</td>
<td>Foundation Training Refresher Training</td>
<td>9 months Depends on subject coverage</td>
</tr>
<tr>
<td>Patwar Training Centres at 6 different places- Tonk, Kota, Alwar, Udaypur, Gajasinghpur, Jodhpur</td>
<td>1958</td>
<td>Patwars</td>
<td>Patwar Training</td>
<td>9 months- 6 months training 6 weeks field training 10 days preparation time Examination at the end of 9 months</td>
</tr>
<tr>
<td>Revenue Research and Training School, Ajmer</td>
<td>1995-96</td>
<td>Naib Tahsildars</td>
<td>Foundation Training</td>
<td>Foundation- 8 weeks Institutional- 5 months Field Training- 4 months Preparation Time- 1 month (at RRTS) Examination</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Naib Tahsildars Tahsildars</td>
<td>Cadre Training after specified time period= 8/16/ 24 years of service</td>
<td>Varies according to the cadre</td>
</tr>
<tr>
<td>The HCM Rajasthan Institute of Public Administration, Jaipur</td>
<td>1957 in Jodhpur 1963 Jaipur</td>
<td>Tahsildars Dy. Collectors</td>
<td>Foundation Training Institutional / Professional Training</td>
<td>3 months Two phases- Phase 1- 3 months and Phase 2- 25 days</td>
</tr>
<tr>
<td>Regional Centers- Jodhpur, Kota, Udaipur and Bikaner</td>
<td>1983</td>
<td>Junior Level Accounts Personnel</td>
<td>Various Training Courses</td>
<td>---</td>
</tr>
</tbody>
</table>

The State of Rajasthan has been chosen in this study because of its easy approachability, ease of communication in Hindi and a similar revenue structure like Maharashtra. Rajasthan devised their training policy in the year 2008. Maharashtra devised the training policy in 2011. Though there is a short difference of only three years between the declarations of two policies there is a large difference in the training structure of the two States irrespective of the training policies. The training structure in Rajasthan is very well established since 1956-57. The Patwar (Talathi) cadre which represents the employee at the grassroots level of the Revenue Structure
is covered under training since 1957. There are 6 dedicated Patwar Training Centers at different locations. Apart from these fixed centers 13 temporary PTCs are established in order to cover the training of the Patwars recruited in a mass recruitment drive. These centers are closed after the training is over. This is a very efficient training arrangement in Rajasthan which has not yet been adopted by Maharashtra.

7.4 State Training Policy vis-à-vis National Training Policy

The National Training Policy guidelines emphasize training as ‘one of the effective and tested tools for performance enhancement, as well as up-gradation of knowledge and skills of the personnel. Organizational motivation and morale, as reflected in attitudes and administrative culture, are rendered relevant and sharply focused through effective training programs. Sensitivity to emerging political and social concerns, modernity in thinking and reorientation of administrative systems would require specifically focused training programs to enable their diffusion throughout the administrative structure.‘ It states that the objectives of training should be

a. Keeping up-to-date and enhancing professional knowledge and skills needed for better performance of individuals and organizations;

b. Promoting better understanding of professional requirements as well as sensitization to professional, socio-economic and political environment in which work is done; and

c. Bringing about right attitudinal orientation.

National Training Policy stipulates that training programmes should focus on

(a) Responsiveness: to the challenging democratic needs and expectations of the citizens and organizational and technological developments.

(b) Commitment: to democratic values and concept of partnership and participative decision making.

(c) Awareness: of technological, economic and social developments

(d) Accountability: to ensure high performance in every professional field and cost-effective methods of delivery.
National Training Policy emphasizes on training for all- starting from the lowest and cutting edge levels to the highest in policy making. For the sake of State Training Policy the Civil services may be divided into following levels:
1. The lowest level functionaries, operative at the cutting edge- Group D and lowest levels of group ‘C’ services;
2. The middle management or administrative level comprising of the group B services and higher stages of group ‘C’ services and lower stages of group ‘A’ services;
3. Group ‘A’ services at the administrative and management levels.

The National Training Policy points out that Training programmes for the Civil Services would focus on:

a) Responsiveness: to the challenging democratic needs and expectations of the citizens and organizational and technological developments.
b) Commitment: to democratic values and concept of partnership and participative decision making.
c) Awareness: of technological, economic and social developments
d) Accountability: to ensure high performance in every professional field and cost effective methods of delivery.

The National Training Policy gives clear guidelines for development of training programmes for the personnel at different levels as follows-

a) In order to improve the effectiveness of personnel at different levels and different sectors, area specific short-term skill upgradation /sensitization programmes
b) In order to improve the effectiveness of personnel at different levels and different sectors, area specific short-term skill upgradation/sensitization programmes
c) Personnel recruited to isolated posts and specialists shall receive training to improve their capabilities of general management outside their chosen area of specialization.
d) The in-service training program for Group 'C' & 'D' expected at the time of movement to a higher Group may be provided in situ or through distance learning methods.
The National Training Policy says—

“Every Organization shall conduct preparatory exercises like analysis of its goals and objectives, training needs analysis, job analysis, etc. with a view to determining whether the training intervention needs to be preceded, accompanied by or succeeded by one or more non-training interventions. Such an exercise will also enable development of appropriate criteria for measuring individual and organizational performance, an essential pre-requisite for the launching of an effective training programme.”

For the purpose of appropriate training design, the Civil Services have been divided into the following three levels:

1. The lowest level functionaries, that is operative at the cutting edge, who are mostly members of the Group 'D' services and the lower stages of Group 'C' services:

2. The supervisory levels and the middle management/administrative level; (they are mostly members of the Group 'B' services, but also shade off into higher stages of Group 'C' at one end and the lower stages of Group 'A' at the other); and

3. Group 'A' services and All India Services comprising the administration/management level.

The national Training Policy gives guidelines about the training of the personnel at all the three levels—

“Training programmes of functionaries at the cutting edge shall address themselves to functional skill and attitudinal orientation. For the middle level, training shall contribute to enhancement of professional knowledge, understanding and skill as also to widening professional outlook. For the higher Civil Services, besides offering stimuli for expansion of the mental horizon and attainment of professional excellence, training shall also endeavor to sharpen perception of interrelatedness of issues. For the top levels of the higher Civil Services, training shall also be aimed at intellectually and professionally equipping the members for holding positions that involve policy analysis, strategic planning and policy formulation.

All categories of Civil Servants shall receive:
(a) Induction training at time of entry into service; and 
(b) In-service training at suitable intervals in their career.

Attendance in training programmes shall be prescribed as a mandatory exercise with possible linkages with career progression."

The State of Rajasthan formulated their Training policy in 2008. The policy document is available on their official website. The policy is document is very exhaustive with a clear vision and mission, well defined goals and core principles of training. The major challenges discussed in the policy are very well understood by the policy’s formulators. The policy gives guidelines on personal development plans, competency based training, strategic planning process, core principles for the training activity. The policy also has defined the roles and responsibilities of the various Government departments, their heads and training institutes. The policy document is very exhaustive and very clear.

The State training policy of Maharashtra does not specify its vision, mission or clearly defined objectives. Nor does it discuss the background of the training policy and challenges it has to face. The training policy speaks about the training structure and the role of training institutes. It also discusses the linking of training with service rules. The overall policy structure seems to be vague and needs improvement. The training policy document of Nagaland is only of six pages but is very specific and well defined. The training policy document of Kerala, on the other hand is very well structured and exhaustive. It has very clear vision, mission statements, objectives and goals, and clearly laid down guidelines for the training institutes in the State. The training policy of Maharashtra needs to be restructures in the light of the National Training Policy and the State Training Policies of Rajasthan and Kerala.

It was noted that though Rajasthan has formulated its training policy in 2011 it has in place a very robust staff training structure and an equally robust infrastructure. This observation was with respect to the Revenue Department under study. The table 6.12 shows various Training Institutes along with their year of establishment and the cadres they train. The staff induction training has been conducted since 1956-57 at these Institutes. It was observed that among the class C employees the training of
Patwaris is in place for a very long time but the same is absent in case of ministerial clerks. The Patwar training is giving good results. Patwars who are taken up in the Tahsil office have been better trained and thus can function in a comparatively better manner. Naib-Tahsildars and Tahsildars are trained on induction to the services. The FLEs, except Patwaris are a neglected lot and they need to be trained for better service delivery. The FLEs are actually the public-Government interface.

The conclusions of the study and the recommendations by the researcher are presented in the next chapter on Findings, Conclusions and Recommendations.

**Employee Stress**

### 7.5 Employee Stress

A very important finding of this study is the employee stress. The findings in the chapter 5 section C. People’s expectations and stress management show that there is a very high level of stress among the employees from both the States. The reasons behind the stress may be varied. Stress is the response of people to the unreasonable/excessive pressure or demands placed on them. The findings in the chapter 5 also show that the people’s expectations are also high but support from the organization regarding equipment, funds, employee training is quite low.

### 7.5.1 Employee Stress in Maharashtra

Graph 7.6 Comparison- Employee Stress, People Expectation, training – Maharashtra
The graph 7.6 above shows a comparative analysis of stress and people’s expectations, competency training and recognition for work. The graph shows that in case of Maharashtra the people’s expectations are high and they put stress on the employees. Lack of training and lack of recognition for good work also put pressure on the employees.

7.5.2 Statistical Tests on Employee Stress in Maharashtra-

- Test of significance: Chi-square test statistic: 33.454, p-value < 0.01. Hence we conclude that there a significant association between work related stress and more work expected from employees.

- Test of significance: Chi square test statistic: 15.255, p-value < 0.01. Hence we conclude that there a significant association between work-related stress and being trained for job competency.

- Test of significance: Chi-square test statistic: 13.840, p-value < 0.01. Hence we conclude that there is a significant association between work-related stress and recognition for good work

The Chi square tests also support the interdependence of the variables.

7.5.3 Employee Stress in Rajasthan

Graph 7.7 Comparison- Employee Stress, People Expectation, Training – Rajasthan

The comparative graph above shows that the employees from Rajasthan also feel that people expect more work from them. However more number of employees from Rajasthan is trained and gets recognition for good work. The stress level too is low by almost 30 percent in Rajasthan.
7.5.4 Statistical Tests on Employee Stress in Rajasthan-

- Test of significance: Chi square test statistic: 5.367, p-value > 0.05. Hence we conclude that there is no significant association between work related stress and more work expected from employee.

- Test of significance: Chi square test statistic: 7.720, p-value > 0.05. Hence we conclude that there no significant association between work related stress and being trained for what employees are doing.

- Test of significance: Chi square test statistic: 2.294, p-value > 0.05. Hence we conclude that there no significant association between work related stress and job satisfaction.

The Pearson’s correlation values for Rajasthan indicate that stress is not related to people’s expectation, training or recognition for good work. The stressors are different in case of Rajasthan.

Study of stress is not a part of this research. It is a finding which needs further in depth research in order to find out the root causes of stress and the remedies to employee stress. The Revenue organization needs serious interventions on the hygiene and psychological stress of the employees.