ABSTRACT

Each organisation has its own culture and require people who not only accept it, but are also acceptable to it. So a well planned training programme for the trainers is a must for developing the creative faculties of the trainees and orienting them to the practical aspect of administration. It is, therefore, an imperative need for any organisation to train more and more of its employees to develop skills and abilities relevant to the assigned job.

Training is one of the most vital tools of Human Resource Development. "Training is the act of increasing knowledge and skill of an employee for doing a particular job. Higher education has becomes critically important to society in this modern age, particularly so in developing country, as a fountain of trained talent and a generator of fresh knowledge. New demands are pressing upon the teaching staff as well as upon non-teaching staff who must so manage the institution that the teacher can work at his best. The improvement of both these function will be a growing concern of the decade ahead. The importance and urgency of adopting a comprehensive training policy with regard to higher education institutions and involving a suitable programme for its implementation cannot be over emphasized.

In the present study an attempt has been made to study the training and development programmes of teachers in higher education institutions of Madhya Pradesh. The study showed the training and development programme of teachers in higher education institutions appears to be good. The average mean score and percentage of 8 items has been calculated at 3.499 (62.47%) for group A, 3.607 (65.17%) for group B, 3.658 (66.45%) for group C. The average mean and percentage of the overall training and development of 8 items has been calculated at 3.588 (63.95%)

Keywords: Training; Development; Higher Education; Institutions; Teachers

INTRODUCTION

Each organisation has its own culture and require people who not only accept it, but are also acceptable to it. So a well planned training programme for the trainers is a must for developing the creative faculties of the trainees and orienting them to the practical aspect of administration. It is, therefore, an imperative need for any organisation to train more and more of its employees to develop skills and abilities relevant to the assigned job.

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In the present study an attempt has been made to study the training and development programmes of teachers in higher education institutions of Madhya Pradesh.

REVIEW OF LITERATURE

Training and development programs play a vital role in every organization. These programs improve employee performance at workplace, it updates employee knowledge and enhances their personal skills and it helps in avoiding managerial obsolescence. With the use of these programs, it is easier for the management to evaluate the job performance and accordingly take decisions like employee promotion, rewards, compensations, welfare facilities etc. These training programs also help the managers in succession planning, employee retention and motivation. It creates efficient and effective employees in the organization. Training enables the employees to develop their skills within the organization and hence naturally helps to increase the organization’s market value, earning power of the employees and job security of the employees. Training moulds the employee’s attitude and helps them to achieve a better cooperation within the organization. Training and development programs improve the quality of work-life by creating an employee supportive workplace (Kulkarni, 2013).

Gamage and Imbulana(2013) suggested that before implementing training and development related programs within everywhere, an attitudes survey should be carried out in order to confirm that relevant parties are interested in training & development and holding positive attitudes regarding that concept. There should be a systematic plan and program to give proper education about the training & developments, how it is implemented, what benefits could be achieved, how it contributes to personal development. These awareness programs will facilitate to eliminate negative attitudes and help to increase interesting and knowledge regarding the training & development concept. Before implementing such a program, the education level of employees should be taken into account, since when training or awareness program has been aligned with the education level of employees. The effectiveness of that program will be high. Receiving a feedback from employees is important as well. When implementing the training & developments within the work place, follow up programs should be implemented after certain period of time to ensure whether the program is fruitful. Top management should understand the importance of the training & development and its benefits, how it contributes to uplift organizational personality, mental conditions of employees etc. They should actively participate in training & implementing process, and pay adequate attention for implementing problems and difficulties and respond them in an immediate manner. They should motivate employees to carry out these activities with enthusiasm. Employees who are engaging different kind of duties does not have proper knowledge how training and development could be utilize for their activities. Especially for technical staff, such setbacks should be overcome by conducting special education programs particularly designed for them.

Muhammad et. al. (2011) studies says that the most influencing training characteristics was training method followed by training management, training objectives, training environment, and trainer whereas for learning, the greatest variation was also explained by training methods but followed by trainer, training management, training environment, and training material. The study conducted by Pilar (2010) says that only a few organizations evaluate training in depth due to the difficulty involved and the lack of valid instruments and viable models. David and Bagher (2010) says that diversity training has a significant role to play in fostering greater equality, inclusion and fairness in the workplace. Finally they say that as globalization effects increase and the participation of diverse groups in the workplace grows, there is a clear need in the field of Human Resource Development (HRD) to commit to promoting the cause of diversity. Diversity needs to become a priority item on the HRD agenda through embedding diversity into the curricula of HRD programs.
Shakila (2014) concluded that the new advancements in Human Resource Development should be included in evaluating the effectiveness of training programs. Training programs are very much essential for employees for further development of their career. The studies have been concentrated on the topics of various aspects like training effectiveness, training evaluation, training projects, customer satisfaction, management training and development, goal orientation and training attitudes. Future researchers shall concentrate on the evaluation of training and development program.

Kartikeyan et.al. (2010) studied the existing practices of the various aspects of training programme and its effectiveness in selected public and private sector banks in south India. This was mainly to assess the present status of the employee effectiveness in discharging the roles and responsibilities in tune with the objective of the bank. Authors assessed the effectiveness of the various facets of training i.e. employee's attitudes towards training inputs, quality of training programmes, training inputs and application of training inputs to the actual job. Oguntimehin (2001) identified the effects of employee training are as follow: increase Employee productivity, improves the quality of their work; and improve skills, knowledge, understanding, satisfaction, motivation and their attitudes.

Tiwari (2014) revealed that most of employees are satisfied with their job condition and nature of job. Working environment is very good. The seniors interaction behaviors with subordinates are good. The employees are highly secured in their job. The way of supervision by the superiors is lined by the employees. They think that their job helps to achieve their ambition. The salary structured is also satisfactory, so they do not want to change their job. In this juncture it can be concluded that employees are highly satisfied from MPSEB, but there is some need of implementation in its training programmes, policy, reward system and other important issues.

OBJECTIVES

1. To study the overall training and development among teaching staff of the higher education institutions.
2. To analyse the factor wise training and development in the higher education institutions.
3. To assess the variations of training and development in different group of employees in the higher education institutions.

METHODOLOGY

With a view to analysing the training and development of teachers in higher education institutions, questionnaires distributed among the various cadres of I Group A (University Professors & College Principals), II Group B (University and College Associate Professors), III Group C (University and College Assistant Professors). To measure the training and development 8items training and development survey questionnaire was administered to the selected respondents. To ensure the study more purposeful selection of institutes and respondent for data collection was made in such manner, in which the representation of teachers from various higher education institutes i.e. university teaching departments; post graduate, under graduate; boys, girls; science, art, law, commerce; private, govt., semi govt.; excellence, autonomous and affiliated colleges was included. The scoring was analysed on five point scale and score was simplified in percentage as per the formula of Rao (1991) i.e. 

\[
\text{Percentage score} = \frac{\text{Mean score}}{25} \times 1
\]

Five categories of gradation were very good, fairly good, good, average and poor.

RESULT

Training and Development in the Higher Education Institutions:

The table 1 &2 and fig. 1&2 under reference shows the item wise mean score and percentage of the group A, B, C and overall training and development survey of teacher of the Higher Education Institutions. Some of the trends noticed are given below.
The training and development of teachers in higher education institutions appears to be good. The average mean score and percentage of 8 items has been calculated at 3.499 (62.47%) for group A, 3.607 (65.17%) for group B, 3.658 (66.45%) for group C. The average mean and percentage of the overall training and development of 8 items has been calculated at 3.588 (63.95%).

The most important factors contributing very good scores to the training and development are: training colleges are sufficient in number (item 3), adequate number of internal and external faculty is provided (item 6), excellent physical facilities and technical aids are provided in training colleges (item 8). Other important factor resulting fairly good score is, trainers are very well helped to acquire technical knowledge and skills through training (item-5). The factors on which the teachers score good is; teachers are sponsored for training programmes on the basis of carefully identified development needs (item-1). The factors on which the teachers scored poor are: in back programmes are handled by competent faculty (item-4), training is periodically evaluated and improved (item-7).

Table 1. Item wise mean score & percentage score & category of group A, B, C and Overall Training & Development in Higher Education Institutions

<table>
<thead>
<tr>
<th>S. No.</th>
<th>Category</th>
<th>Group A</th>
<th>Group B</th>
<th>Group C</th>
<th>Overall</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>MS</td>
<td>MS</td>
<td>MS</td>
<td>MS</td>
</tr>
<tr>
<td>1</td>
<td>Very Good</td>
<td>3.697</td>
<td>4.263</td>
<td>3.658</td>
<td>3.588</td>
</tr>
<tr>
<td>2</td>
<td>Fairly Good</td>
<td>3.807</td>
<td>3.641</td>
<td>3.839</td>
<td>3.737</td>
</tr>
<tr>
<td>3</td>
<td>Good</td>
<td>3.778</td>
<td>3.795</td>
<td>3.976</td>
<td>3.877</td>
</tr>
<tr>
<td>4</td>
<td>Average</td>
<td>3.097</td>
<td>3.097</td>
<td>3.341</td>
<td>3.201</td>
</tr>
<tr>
<td>5</td>
<td>Poor</td>
<td>2.012</td>
<td>2.012</td>
<td>2.184</td>
<td>2.085</td>
</tr>
</tbody>
</table>

Categories: P = Poor, AV = Average, G = Good, FG= Fairy Good, VG = Very Good

Table 2. Item wise Degree Distribution of Training and Development In Higher Education Institutions

<table>
<thead>
<tr>
<th>S.No.</th>
<th>Category</th>
<th>Percentage</th>
<th>Item No.</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Very Good</td>
<td>80 to 100%</td>
<td>3, 6, 8</td>
<td>3</td>
</tr>
<tr>
<td>2.</td>
<td>Fairly Good</td>
<td>70 to 80%</td>
<td>5</td>
<td>1</td>
</tr>
<tr>
<td>3.</td>
<td>Good</td>
<td>60 to 70%</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>4.</td>
<td>Average</td>
<td>50 to 60%</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>5.</td>
<td>Poor</td>
<td>Less than 50%</td>
<td>4, 7</td>
<td>2</td>
</tr>
<tr>
<td>Total</td>
<td></td>
<td></td>
<td></td>
<td>8</td>
</tr>
</tbody>
</table>
Categories: P = Poor, AV = Average, G = Good, FG = Fairy Good, VG = Very Good

Essential Training Programmes for different Group of Teachers

The analysis of the data collected during the study indicates the essentially training programme packages group wise as indicated below. (Table-3)

| Table 3. Essential Training Programmes For Teachers of Higher Education Institutions |
|---------------------------------|-----------------|-----------------|
| **Group A** | **Group B** | **Group C** |
| 1. Role of College and University Administration | 1. Subject Refresher Course | 1. Orientation Course |
| 2. Role of Principal and Head of Department | 2. Higher Education System | 2. Subject Refresher Course |

SUGGESTION

1. All the teachers should be subjected to integrated and sound training programme.
2. Adequate review mechanisms for gaining the effectiveness and relevance of training programmes should be developed.
3. Training setup is good but there is some need for improvement.
4. Training practices must be flexible.
5. Guiding spirit should be introduced.
6. Feedback systems should be strengthened.
The authorities should invest considerable time and other resources to ensure development of teachers.

**CONCLUSION**

The training and development of teachers in higher education institutions appears to be good. The average mean score and percentage of 8 items has been calculated at 3.499 (62.47%) for group A, 3.607 (65.17%) for group B, 3.658 (66.45%) for group C. The average mean and percentage of the overall training and development of 8 items has been calculated at 3.588 (63.95%).

**REFERENCE**


