

# **HUMAN RESOURCE DEVELOPMENT WITH SPECIAL REFERENCE TO UNIVERSITY STAFF IN VARANASI**

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By  
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Year - 2011

Cost - ₹ 200/-

ERPB : 000-00-0000-0029

ISBN No. :

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**Published by**

Center of Research and Publication

Asian Institute of Human Science and Development, Lucknow India

Regd. Office : 140-A, Preeti Nagar, Dudauli Marg,

Sitapur Road, Lucknow- U.P., India.

Website : [www.aihsd.org](http://www.aihsd.org)

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**Printed by :**

Shikha Uni-Graphics

3/355, Vivek Khand, Gomti Nagar, Lucknow-226010

Mob.: 9415425109, 7408320187

Email : [virendrarastogi2287@rediffmail.com](mailto:virendrarastogi2287@rediffmail.com)



Ref. No. : AIHSD/11/09/07/01

Date : .....

### **Message of the Hony. Director**

I am highly delighted that 28th issue is coming from the ERPB series of the Department of Research and Publication, an established wing of 'Asian Institute of Human Science and Development, Lucknow' with title, "Human Resource Development : With Special Reference to University Staff in Varanasi."

This-book is devoted to study the Development and Management of Human Resources in the settings of Varanasi among the staff members of University. The excellent Human Resource Management is the need of the present time it not only caters the need of accounting but also serves the demands of Economics and Management Sciences.

In this context, this book gains importance and offers an excellent platform for the readers from the Commerce and Management fraternity of the country and abroad providing a roadmap for accelerating further researches contributing to the benefit of the subject. I send my best wishes to the author for this beneficial outcome.

**(Prof. Udai Pratap Singh)**

Hony. Director  
Asian Institute of Human Science  
and Development, Lucknow.



# PREFACE

"We must resist any kind of narrowness of thinking or emotions which are very easy to provoke but more difficult to deal with once they are aroused. And these prevent us from growing to our full capacity and giving our best to the country," said Mrs. Indira Gandhi. These lines clearly indicate the importance of Human resource development.

Motivation is an integral part of human resource development. In fact, the activities of human beings are caused and behind every action there is particular motive or need motivation and human resource development are interrelated as well as inter-dependant with it. Motivating is another important factor in determining the human resource development and organisational efficiency. All organizational facilities will go waste in the lack of motivated people and without proper human resource development.

The significance of motivation is for high performance level, low employee turnover and absenteeism, acceptance of organizational changes and so on. Motivation causes goal directed behaviour to maximise needs and similarly for higher achievements and assignments the human resource development systems.

Education itself aims at development of human resources and motivates the scholar in accomplishment of goal directed motives. The employees working in the educational set up have different motives to achieve. Besides fulfilment of their physiological, safety, social, esteem and self-actualized needs, their development to take future assignments in another cause of concern. This causes seriously among non-teaching staff of the educational institutions who generally do routine type of

functional tasks. Sector's human resource gets lesser monetary benefits particularly in educational institutions. As far as other motivational factors are concerned, only a few studies have been made and the general conclusions point out that many internal factors (lack of coordination among departments, frequent transfers, lack of leadership, lack of well planned organisational structure, etc.) are the causes which reduce motivation and hence need proper care.

The present study aims at examining the various issues which effect and result in human resource development and otivation. The project has embraced the facts, data and information pertaining to the various facets of human resource development and motivation with particular reference of Pandit Madan Mohan Malviyaji's centre of learning - Banaras Hindu University.

The study has been divided into seven chapters. The first chapter is introductory dealing with importance, objectives, research methodology and limitation of the study. The second chapter is devoted to the conceptual framework of human resource development while the third chapter examines the motivation to work in theoretical perspective. An overview of the Banaras Hindu University is presented in the fourth chapter. Chapter five examines the human resource devolopment spectrum in the University especially the performance appraisal of employees. The sixth chapter critically examines the Maslow's Need Hierarchy systems towards motivation at work in the unit under study amongst non-teaching staff. The summary of finding of the study have been presented in the last seventh chapter.

Now it is for the researchers to accord his appreciation and deep sense of gratitude to all the individuals and

institutions who have been instrumental in some way or the other in bringing out what is presented in the study. In this regard the researcher feels like falling short of vocabulary to express his deep sense of gratitude and indebtedness towards his revered mother for her constant encouragement and inspiration during the days of gloom and disappointment, without whose blessings the study would not have been the light of the day. I dedicate this report to my mother.

I owe an unpayable debt to my mentor Dr. Raj Kumar, Lecturer, Faculty of Co,merce, Banaras Hindu University. he proved to be a besson guide to me. I acknowledge my sincere thanks for his rare brilliance, gracious and ungrudging guidance, benevolent nature and forbearance right from the begining of my career to the empletion of this study.

I am extremely obliged to Prof. D.P.N. Singh, Dr. Dipak Mallik and Dr. A.A. Ansari, Faculty of Commerce, Banaras Hindu University who has been a fountain head of patience and constant source of encouragement and inspiration during the course of the study. I sincerely ofer my thanks to prof. M.N. Mishra, Head & Dean, Faculty of Commerce, Banaras Hindu University for his valuable suggestions and encouragement which I received from him during my research work.

I feel an unbound pleasure and sense of gratitude in recording the help and cooperation which I received from a large number of personnel during the course of collection of information and date. It is deeply set in my memory how the tedious task of collection of data was gathered because of thehelp and enthusiasm from many. Though large number of personnel from all cadre was sympathetic and cooperative to me yet special mention needs being made of S/Shri Krishna

Murthy and Achchebar Singh, non-teaching staff of B.H.U. who really showed their keen interest in involvement for their unbound affection, invaluable suggestions and constructive cooperation, I feel highly obliged to them.

I am also grateful to my personal friends and well wishers especially S/Shri Jagdish Prasad, Bhadur Singh, Virendra Nath Gupta, Ashok Kumar Singh and Revindra Singh who have immensely contributed in bringing about the volume in the present form.

I offer my sincere thanks to the respondents for their substantial and sustainable cooperation during the course of field study.

Dr. Sant Ram Singh

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# CHAPTER - I

## INTRODUCTION

### **Importance and objectives of our study**

The systematic development of human resource talent is one of the primary tasks of any organisation for its own survival in a rapidly changing environment. Human resource development is claimed to be an attempt to improve organisational effectiveness through a planned and deliberate learning process. It is also considered as one of the tools of organisation development and a planned change to improve the effectiveness of the organisation. The changes that are expected in the individual who has so learnt can be perceived in three different areas. The first relates to one's attitude whereby one's motivational, emotional or intellectual make-up is likely to enhance the effectiveness of his response to a variety of external stimuli. Secondly, the skills of the individual especially the intellectual and inter-personal abilities undergo a change. Thirdly the knowledge and a particular the extent of information also change. All these changes are capable of enhancing the effectiveness of the individual through motivation. In another sense human resource development and motivation. In another sense human resource development and motivation involves personal growth of the individuals and maximizes their needs.

Human resource development aims at developing a broad range of abilities based on appropriate knowledge, attitudes and skills. It is broader in scope and has a longer time scale of utility. It is intended to prepare people to carry out well known tasks in well-defined job contexts. Human resource development encompasses the whole - a complex process by which individuals learn, grow and improve their abilities to perform management tasks in a professional way and maximise their performances.

Human resource development should be a planned one and a deliberate learning process for the employees. Therefore, human resource development is nothing but to ensure that the instruments of mechanism are utilised effectively.

In human resource development the training, job rotation, selection, manpower forecasting, performance appraisal etc., are included in macro perspective. It is also said that role analysis, identification of critical attributes, performance appraisal, potential development, training and organizational development are the defined components of human resource development.

"We must resist any kind of narrowness of thinking or emotions which are very easy to provoke but more difficult to deal with one they are aroused. And these prevent us from growing to our full capacity and giving our best to the country." said Mrs. Indira Gandhi. These lines clearly indicate the importance of human resource development.

Motivation is an integral part of human resource development. In fact, the activities of human-beings are caused and behind every action there is particular motive or need motivation and human resource development are interrelated as well as inter dependant with it. Motivating is another important factor in determining the human resource development and organizational efficiency. All organizational facilities will go waste in the lack of motivated people and without proper human resource development.

The significance of motivation is for high performance level, low employee turnover and absenteeism, acceptance of organizational changes and so on. Motivation causes goal directed behaviour to maximise needs and similarly for higher achievements and assignments the human resource development systems.

Educational itself aims at development of human resources and motivates the acholar in accomplishment of goal directed motives. The employees working in the educational set up have different motives to achieve. Beside fulfilment of their physiological, safety, social, esteem and self-actualized needs, their development to take future assignments is another cause of concern. This causes seriously among non-teaching staff of the educational institutions who generally to routine type of functional tasks.

It is in the interest of the institution to have a well developed and motivated human resource team. Human resource development and motivation is one way of achieving organizational goals. Another is a rewarding compensation system. There is no purpose in comparing the compensation system between one country and another, but it definitely matters between the different organization within a country. There is a general feeling that when compared with the production sector, the service sector's human resource gets lesser monetary benefits particularly in educational institutions. As far as other motivational factors are concerned, only a few studies have been made and the general conclusions point out that many internal factors (lack of coordination among departments, frequent transfers, lack of leadership) lack of well planned organizational structure etc.) are the causes which reduce motivation and hence need proper care.

The present study aims to examining the various issues which effect and result in human resource development and motivation. The project has embraced the facts, data and information pertaining to the various facets of human resource development and motivation with particular reference of Pandit Madan Mohan Malviyaji temple in the form of Banaras Hindu University. The specific objectives of the present study are :

- i) To review the human resource and motivational development ingredias in Indian scenario.
- ii) To examine the role of non-teaching manpower in the unit under study so that they may optimise their efficiency.
- iii) To appraise and evaluate the dynamic needs and individual development and requirements of social order.
- iv) To examine the performance of different category of employees under study.
- v) To analyse motivational inputs based on Maslow's Head Hierarchy approach.
- vi) To examine the behavioural pattern of the respondents under study.
- vii) To examine the level of satisfaction of different facets and factors motivating at work; and
- viii) To make critical appraisal of the perceptions in the fitness of the things related to human resource development and motivation and offer useful suggestion in that regard.

It hardly needs being emphasised that the success of an institution depends heavily on the part of employees who optimise and maximise the available resources through HRD and motivation. Therefore, a constant review should be made to utilise the Potentialities of there employees and the should be kept ready for higher assignments which they have to perform in near future. Further, their motivation at work needs to be examined.

Thus, identification and solution of the problems of human resource development and motivation appears to be essential for the successful working of a giant educational institution like ours, which has its unique existence in the country with fabulous importance outside the country. Again, there is paucity

of any practical study related with human resource development and motivation process at work of such a nature being undertaken by researchers of previous genre. This further underlines the importance of the present study.

## **Research Methodology**

The Banaras Hindu University had a very large number of personnel in its contingent. The employees of the University are divided as teaching and non-teaching staff. The number of permanent teaching and non-teaching personnel was about 2,000 and 6,774 as on 31st March, 1992 as per the data available from the Academic Section of the University. The study is mainly based on the primary data collected from non-teaching staff of the University. For the purpose of collecting primary data stratified sampling technique was adopted and a questionnaire related to human resource development and motivation was prepared.

To get representative samples from different strata, all possible efforts were made to cover a considerably wide range of the organizational set up as was deemed adequate for the proposed study. The sample covered about 100 departments, units, sections both of non-teaching and teaching. The non-teaching respondents were taken from the Central office, Public Relations Office, BHU Press, S.S. Hospital and Health Centres, Security Office, U.W.D., E.W.S., Bharat Kala Bhawan, Computer Centre, Audit and Continuing Education, Hindu Publication Board, Work Shops- IT and IMS etc. besides the teaching departments in the BHU campus area.

Since the survey was conducted and questionnaire were filled up and collected from the non-teaching employees, some changes seemed inevitable because of the inclusion and exclusion of employees. Thus, the final picture of the

respondents that emerged it given in Table 1.1.

Table 1.1

**Mode of Sampling**

<b>Category of Staff</b>	<b>Employment Position</b>	<b>Number of Persons Interviewed</b>	<b>Percentage of sample</b>
Category - A	161	30	18.63
Category - B	538	170	31.60
Category - C	2,854	150	5.26
Total	3,553	350	9.85

The above table clearly reveals that about 10 per cent of the non-teaching staff falling within the A, B and C group of employees encompassed our sample study.

The 'A' category of employees included are the University officers who are placed in teaching grades like- Registrars, I.A.O., P.R.O., Manger-BHU Press, Superintendents (Medical), Medical Officers, Editor-Prajna, Security Officers, University Engineers, Foremen, Secretaries of higher hierarchies in administration, Scientific Officers, Scientists Technical Officers, Joint Director - Bharat Kala Bhawan, Systems and Maintenance Engineers, Programmers, Librarians, Research Officers, Operation Theatre Sisters, Radiologists and Therapists, etc.

In category 'B' all the class II secretarial, Ministerial and technical staff have ben taken while in category 'C', the class III secretarial and ministerial and technical staff of the university have been fallen up. The category 'B' includes section officers, Stenographers, Assistant Foremens, Draftmens, Senior Staff Nurses etc. While in category 'C' the assistants of ministerial and secretarial staff + Lab. electricians and so like have been included under our study.

It is to be mentioned here that class IV category employees did not found any place in the study because of their subordinate nature and hence the drivers, jamadars, daftaries, lab. bearers, chowkidars, sweepers, malis, ward boys and dai and so like have not been included in our study.

The total number of persons examined were 350. The necessary data were collected through questionnaire and discussions as well as personal interview with the non-teaching employees of the university. For the purpose one questionnaire was prepared in English. The proforma-questionnaire may be seen in Appendix. The questionnaire encompassed both open ended questions as well as structured questions. Some respondents added the items by emphasizing the need of the item to be included in question.

To supplement the data and the statements, we have also used, wherever necessary, the published materials. The materials comprised of annual reports, Souvenirs, news bulletins, calendar, prajnas, project reports, etc. The libraries consulted for these studies were exclusively of the Banaras Hindu University.

The analytical parts of the study have been completed by comparing the views of the respondents. The information collected have been analysed and the perception of the participants or the spot feelings of the researcher have also been supplemented wherever necessary. The data is classified, tabulated and analysed according to the objectives of the study. The different human resource and motivational aspects have been logically as well as statistically attempted through various mathematical and statistical tools like percentage, ranking etc. suited to our study.

### **Plan of the Study**

The study has been divided into seven chapters. The first chapter is introductory dealing with importance, objectives

research methodology and limitation of the study. The second Chapter is devoted to the conceptual framework of human resource development while the third chapter examines the motivation to work in theoretical perspective. An overview of the Banaras Hindu University is presented in the fourth chapter. Chapter five examines the human resource development spectrum in the University especially the performance appraisal of the employees. The sixth chapter critically examines the Maslow's Need Hierarchy systems towards motivation at work in the unit under study amongst non-teaching staff. The summary of findings of the study have been presented in the last seventh chapter.

### **Limitation of the Study**

Many limitations came before us during the collection of information/data. The factors which led to the limitations of the study are :

- (a) There has been no such human resource developmental programmes organized by the Banaras Hindu University for non-teaching staff as yet. Therefore, non-running of the human resource developmental plans, programmes, courses, etc. for the non-teaching staff of the B.H.U. was a great hurdle in deciding the process the present research work.
- (b) There are several components of human resource development, like training and development, performance appraisal organizational development, career planning and development, management by objectives and so on. But in our study only one aspect of human resource development, namely the performance appraisal have been taking into account, which headed the partial study of human resource development.
- (c) There are several monetary and non-monetary

motivational facilities available to non-teaching employees of BHU but the study has been conducted in Maslow's need hierarchy - five denominators. Hence the other motivational approaches have been excluded in our study.

- d) The study is out rightly based on primary data, so collected from the respondent non-teaching employees of BHU which has not been equally supported by secondary data due to non-availability of official records. Hence in some cases the study has been totally based on perceptions of the respondents.
- e) Many officials were either hesitant or ambivalent in providing and responding information. As a result we could not get as much information as we desired from some of the officials.
- f) It may be pointed out that it is rather difficult to establish any direct casual relationship between human resource development and motivation, particularly of the nature of data collected from non-teaching employees, i.e., staff and officials in the unit under study. Howsoever, we have presumed that motivation is itself a means of human resource development.
- g) Since the study has been carried in a single institution of academia excellence not in productive organization, it cannot be expected to be a representative of all the universities or productive organizations. Therefore, such finding may have misleadings/errors.

However, the above mentioned limitations have hardly any significant effect on the quality of the present study.

## CHAPTER - II

# HUMAN RESOURCE DEVELOPMENT - A FRAMEWORK

### Background

The history of origin of Human Resource Development is of recent era not very old. The term came into use only in the early seventies. According to Len Nadler "the term HRD was first applied in 1968 in the George Washington University. In 1969, it was used in Miami at American Society for Training and Development Conference. But by the middle of 1970's, it was gaining more acceptance, but was being used by many as merely a more attractive term than 'Training and Development'.<sup>1</sup> In the opinion of some management thinkers Japan is the first country to stress and used HRD practices. 'Better People', not merely better technology is the surest way to a 'Better Society' is the most popular belief in Japan.

According to Prof. Udai Pareek, as far as India is concerned the term HRD was introduced for the first time in the State Bank of India in 1972.<sup>2</sup> It is believed that the concept of HRD has not been imported in India. It is a philosophical value concept developed by Udai Pareek and Dr. T.V. Rao at the Indian Institute of Management, Ahmedabad.<sup>3</sup> By the late seventies this professional outlook on HRD spread to a few other public sector organisations such as Bharat Heavy Electricals, Steel Authority of India Ltd., Maruti Udyog Ltd. Indian Airlines and Air-India. Lerson and Toubro Limited and

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1. Len Nadler, "Defining the Field - Is it HRD or O.D. or ...." Training and Development Journal Published by ASTD, 34, No. 12, December 1980, p. 66.

2. Unpublished lecture delivered on "Some Issues on HRD", by Prof. Udai Pareek in the Department of Business Administration, University of Rajasthan, Jaipur, in May, 1987.

3. D.L. Silveria, Human Resource Development; The Indian Experience. New Delhi: Newsbook Publications, 1987 p. 29.

TISCO are the heroes of HRD application in the private sector organisations in India.

The role of Indian Institute of Management, Ahmedabad, Centre of H.R.D. at Xavier Labour Relations Institute, Jamshedpur, Indian Society for Training and Development at New Delhi and National H.R.D. Network at New Delhi and Some individual researchers is important in carrying the H.R.D. Movement forward in India. Today most of the larger public and private sector organisation in India are using the techniques and approaches of H.R.D. to develop their employees for the achievement of organisational goals with individual satisfaction and growth. H.R.D. has now become a national issue and the Ministry of H.R.D. is expected to mobilise the human potential of the country.

Organisation cannot avoid the impact of dynamic and fast changing world. For the success of an organisation it is necessary for it to be dynamic. To cope with the changing world, organisations have to change their approaches of working through H.R.D. Thus, it is necessary to understand the basic philosophy of H.R.D. which assume that H.R.D. can be planned and monitored in ways that may be beneficial both to the individual and to the organisation.

Human resource is the most important asset in the organisation because all other natural resources can be better utilised by motivated human resources only. Thus, there is a need to invest time, money and efforts in their development. The investment of time, money and effort in its provides fruitful results as the human resource can be developed to an unlimited extent because every human being has endless potentials. As McGregor observed, people have got a large amount of creativity, imagination, ingenuity to solve the problems of organisation. But, often these potentials are not fully utilized by management through appropriate and

systematic efforts. As has been well observed : "Each human being is born as something new, something that never existed before. Each is born with the capacity to win at life.... Each has his own unique potentials,, capabilities and limitations."<sup>4</sup> Thus, it is the responsibility of management to develop subordinates for the achievement of organisational goals.

It is well know that the return from investment in human resource is many times more than other resources. Material resources depreciate every year in value but human resources appreciate is value by acquiring greater knowledge, experience and efficiency.

Every organisation has some social obligations. It is the responsibility of every organisation to create a healthy and congenial atmosphere in the organisation, so that people may give their best to the organisation along with a sense of belongingness, satisfaction and growth. Growth is the need of the time. People in organisation have very high aspirations and ambitions for their own growth and development. Faith is needed in the capability of employees to change and acquire new competence at any stage of life in the organisation. HRD does not merely focus on employees as individuals, but also on ot her human units and processes such as roles or jobs in the organisation, dynamic units, teams, inter-team groups and total organisations.

## The Concept

To appreciate the importance of H.R.D., it is necessary to understand the HRD concept because it is multi-dimensional. It has been defined by economists, social scientists, industrialists, managers and other academicians in different ways and from different angles. In a broad sense H.R.D. is the

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4. R.P. Billimoria and N.K. Singh, Human Resource Development, New Delhi; Vikas Publishing House Private Ltd., 1985, p. 3.

process of increasing knowledge, will and capacities of all the people in a given society. In the national context, HRD is a process by which the people in various groups are helped to acquire new competence continuously so as to make them more and more self-reliant and simultaneously develop a sense of pride in their country.<sup>5</sup> In economic terms, it means acculation of human capital and its effective utilisation for the development of economy. In political terms HRD prepares people for active participation in the political process. From the social and cultural point of view, the development of human resource enriches life.<sup>6</sup> As far as individual organisation is concerned human Resources Development in three pronged, focussing on people - the 'human' aspect where people are seen as having skills; having potential and the ability to grow, change and develop; the 'resource' aspect where individuals are considered resources rather than problems; and the 'development' aspect, where there is an emphasis on the discovery and nurturing of their potentials.

In this context, M.N. Khan also rightly remarks; "HRD in the process of increasing knowledge, skills, capabilities and positive work attitude and values of all people working at all levels in a business undertaking."<sup>7</sup>

It is nevertheless true that it is a very narrow concept of HRD. Its stress is on the individual development and not on HRD which by itself is not an end but a means to achieve certain objectives and making advancement of individual and organisational goals.

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5. T.V. Rao, K.K. Verma, A.K. Khandelwal and S.J. Abraham, *Alternative Approaches and Strategies of Human Resource Development* ed. Jaipur, Rawat Publications, 1988, p. VI.

6. M.M. Verma, *Human Resource Development* ed., New Delhi, Gitanjali Publishing House, 1988, p. 1.

7. Mukhtar Nabi Khan, 'HRD in Modern Technological Structure' *Indian Journal of Commerce*, XL, No. 150-51, Jan-June, 1987, p. 83.

Professor C.S. Sanker observed, "HRD is a development oriented planning effort in the personnel area which is basically concerned with the development of human resources in the organisation for improving the existing capabilities and acquiring new capabilities for achievement of the corporate and individual goals."<sup>8</sup>

Dr. Len Nadler observed, "HRD means an organised learning experience, within a period of time with an objective of producing the possibility of performance change."<sup>9</sup>

In the same way, Carrol, Paire and Irancevich hold that "HRD is an effective way to meet several changes (employee turn over) faced by most of the organisation."<sup>10</sup>

Dr. Nadler, Carrol and Jones have used the terms 'HRD' mainly to refer to training, education and development. According to them, training is focussed on the present job education and the future job and development is concerned with providing learning experiences to employees so that they may be ready to move to new directions and dimensions that the organisational change requires. The concepts of these thinkers are practical and pragmatic.

Human Resource Development in the organisational context as rightly defined by Prof. T.V. Rao, is a process in which the employees of an organisation are continuously helped in planned way to:

i) Acquire or sharpen their capabilities required to perform

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8. C.S. Sanker, "HRD is banking Industry," Indian Journal of Training and Development, XIV, No. 1, Jan-March, 1984, p. 88.

9. Len Nadler, "Defining the Field - Is it HRD or O'D or ....?" Training and Development Journal, American Society for Training and Development, Vol. 34, No. 12, Dec. 1980, p. 66.

10. S.J. Carroll, J.P., Frank and J.J. Ivancevich, "The Relative effectiveness of Training method - Export Opinion and Research; Personnel Psychology (Autumn 1972), p. 499. Quoted by W.B. Wrther, J.R. Kaith Devis, Personnel, Management and Human Relations, International Student Edition, 1985.

various obligations, tasks and functions associated with and related to their present or future expected roles;

- ii) Develop their capabilities as individuals so that they may be able to discover their potentialities and exploit them to full for their own and/or organisational development purposes; and
- iii) To develop an organisational culture where superior subordinate relationships, team work and collaboration among different sub-units are strong and contribute to the organisational wealth, dynamism and pride of the employees.<sup>11</sup>

The above definition lays emphasis on the organisational role of employees, but HRD is not limited to this only. The Individual's inner urges, his genius and potentials are emphasised as worth developing not just for organisational purposes, but also for his own development. The focus is equally on building an 'enabling' organisational culture so as to emphasise the team work, which is particularly relevant in the context of the Indian experience where the absence of spirit is far too often but base of our organisation.

### **Nature of HRD**

HRD is a newly adopted and a very popular approach in the modern industrial world. It is expected to play a very important role in the corporate strategic planning. It is a continuous horticultural and learning process and not merely a set of mechanism or techniques. In the words of parnath, 'HRD is not an engineering process having a set of mechanism.'<sup>12</sup> The techniques such as organisation development training and development, performance

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11. T.V. Rao and D.F. Pereira, Recent Experience in Human Resource, Development, New Delhi; Oxford and IBH Publishing Company, 1986, pp. 3-4.

12. Parnath; "HRD in Bakaro Steel Plant," Iron & Steel Review, September, 1988, p. 28, Vol. 32, No. 4.

appraisal and career advancement etc. are used to initiate, facilitate and promote this process in a continuous way. But these mechanisms have not a universal application. The mechanisms may need to be examined, reviewed, re-oriented and recast to see whether they are promoting or hindering the process. These mechanisms are inter-linked and form a new system reinforcing each other. Thus, HRD is a unique, open and interlinked approach.

HRD is a co-operative massive effort in the organisation. The HRD department may play a major role in the development of employees but the co-operation of other parts of an organisation is necessary in such an effort. Prof. Udai Pareek and T.V. Rao<sup>13</sup> have identified four basic agents or partners of development as under:

- i) The employee or individual (The self);
- ii) The immediate boss of the employee;
- iii) The H.R.D. Department; and
- iv) The organisation.

HRD is an administrative function. HRD Manager is a line manager and has an important place in the organisation chart. Previously it was treated as a staff function. But the American Society for Training and Development suggested that "It (HRD) should be an entrepreneurial function, to increase the importance of the HRD." It observes that HRD Manager should be a problem solver, risk taker, inter-dependent rather than remedial teacher, caution taker and dependent. He should create opportunities for the employees in place of minimising performance gaps.

HRD is a wider and more dynamic concept. The total HRD framework may be classified as shown on the next page.

The components of HRD have a wide range. Some

persons have used Human Resource Development, Organisational Development as synonyms. But HRD is the development of an individual through learning process while organisational development is the development of proper environment through organisational behaviour. But these are interlinked as under;



Organisational Performance or Organisational Development

HRD is concerned with the development of people working at all levels, i.e., workers, technical staff, employees and executives in an organisation, while Management Development is mainly concerned with the development of executives and management in the organisation. It is also different from human resource management. HRD is inter-linked, pro-active, useful and applicable in all functional area of management and top management's responsibility is for twenty four hours while Human Resource Management is independent, re-active and personnel functions, having the responsibility upto office hours only. Thus, OD and MD are the approaches of HRD. Due to dynamic nature of HRD function the approaches of HRD change with the change of the organisational working. HRD is a science as well as an art. It is a science because of its mechanisms and principles and it is an art due to its philosophy and skills. But the degree, of art is greater than the degree of science as it is related with the skills, values; attitudes and perceptions of human beings.

There is a positive relationship between HRD and

organisational effectiveness. The constraints of HRD such as environment, technology, competition, resources, past practices, history nature of business, management policies etc. being the same, an organisation that has better HRD philosophy, climate, sub-system and better people is likely to be more effective than an organisation that does not have more competent people, job-satisfaction, better development, Roles, more team work, high productivity and profitability, better images, low cost less labour turnovers, less absenteeism, minimum overtime and good industrial relations in an organisation. P.L. Rao rightly observes; "HRD is a strategy to transform human resource inputs into outputs. The inputs are the people, the individuals, groups and the total human organisation. The transformation process are the managerial sub-system for acquiring, developing, allocating, conserving, utilising and evaluating people. The outputs are the service provided by the individuals and groups to the organisation in which they are employed in particular and to the society in general."<sup>14</sup>

### **Objectives of HRD**

The basic objectives of HRD in administration systems are:

1. To equip the employees with precision and clarity in transaction of business.
2. To attune the employees to new tasks which he will be called upon to perform in a changing world.
3. To develop resistance to the danger of becoming mechanised by visualising what he is doing in a wider setting and by persevering with his own educational development.
4. To develop his capacity for higher work and greater responsibility.

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14. P.L. Rao, "Harnessing Human Resources for National Development." The Hindu, 4th November, 1986.

5. To develop and maintain staff morale particularly because large number of people have to deal with tasks of routine nature.
6. To inculcate right attitudes towards the society never forgetting that the employee is the servant and not the master of the community; and
7. To sustain the human touch not only in direct personal contracts with the public but also in handling correspondence which demands a proper sense of urgency and due consideration of the "man at the other end."

The aim of HRD has to be develop the employees not just for the needs of tomorrow but even for those of the days after. The HRD programmes can reduce the consciousness gap between the leaders of society and the masses of people by training. The success of any development programmes lies in a number of variables of which training is an important factor. Training, education and development of HRD in management are expected to provide the needed stimulus to initiate impulses of change in the administrative apparatus and will lead to improve efficiency, productivity and performance. In fact, of late there has been significant enlargement of the training infrastructure even proliferation, enhancement of financial outlays and consequential increase in the number of training opportunities for employees.

HRD is an important part of macro-level human resource planning. An organisation that does not plan for its human resources will often find that it is not meeting either its personnel requirements or its overall goals effectively. There are four basic steps in human resource planning:

- i) Planning for future needs.
- ii) Planning for future balance.

- iii) Planning for recruiting and selecting, and
- iv) Planning for development.

Planning for development aims at increasing the ability of the individuals and groups to contribute to organisational effectiveness. Development programmes are designed to educate employees beyond the requirements of their present position so that they will be prepared for promotion and be able to take a broader view of their role in the organisation. How should the training and movement of individuals within the organisation be managed so that the organisation will be assured of a continuing supply of experienced and capable personnel? The central elements in human resource planning are forecasting and the human resource audit. Forecasting attempts to assess the future personnel needs of the organisation. The human resource audit assesses the organisation's current human resources. In the human resource audit, the skills and the performance of each individual in the organisation are appraised. Induction and orientation are designed to provide a new employee with the information he (or she) needs in order to function effectively and comfortably in a given setting. Induction and orientation is generally followed by training programmes aimed to improve skills, techniques, knowledge and attitude of the employees. Continuous monitoring of the actual job performed will reveal changes that call for new training. Training for advancement is needed to enable the employee to climb the promotional ladder.

## **System in HRD**

The system in HRD can be discussed as follows:

### **1. Training**

The nature, size and variety of the plans and programmes of social and economic advance that the country has

undertaken determine the training of the organisation. Ten years ago, there were only a few Central and State and private training institutions for imparting induction training to the employees. In-service training was not seen as important for the development of employees. Today, most organisations have their own training institutions and if they do not have, they send them to other reputed institutes.

## **2. Job Rotation**

The move-away from purely generalist training on history, constitution, procedures etc. towards specialised training, has also made possible more purposive rotation and transfer. The earlier concept of the jack-of-all-trades generalists, who can handle any assignment, is giving way to better fitment of role and person. Employee who have utilized the opportunities to get Masters and even doctoral degrees in specialised subjects like Economics, Energy, Population, Studies, Trade etc. are being rotated into relevant assignments.

## **3. Date Bank**

The awareness of HRD has coincided with a sudden acceptance of computers is not only industry, where the debate has been ranging for thirty years, but also in productive and service organisations. This has enabled the computerisation of human resource data. The data bank and its use for drawing lists for training, rotation and promotion are becoming the norm in public and private sectors. There may be a lack of system discipline, and attempts at manipulation, but the system is now available.

## **4. Selection**

Even before independence, selection in government was 'objective' in the sense of being based on competitive examinations. But this has concomitant problem of rigidity. There is a very limited acceptance of mid-career entry.

## **5. Manpower Forecasting**

This goes mostly by annual manpower budgeting and adhoc proposals during the year. But the five year plans have provided an opportunity for at least once in five years for each to make its manpower forecasts. In the past such forecasts were mechanistic extrapolations. What is more remarkable recently are the pressures for efficiency and manpower reduction, in the following ways;

- a) Voluntary Retirement scheme have been introduced giving attractive benefits at the end of twenty years's service.
- b) Additional workload is sought to be taken without increasing manpower.
- c) Information technology is helping to merge and sometimes eliminate routine job.
- d) More autonomous 'attached' organisations are being formed, to take work out of the bureaucracy into more flexible entities.
- e) The thrust towards delicensing, deregulation and decontrol, the move from 'physical' to fiscal control etc. are expected to lessen the administrative work load further.

## **6. Performance Appraisal**

Performance Appraisal as a HRd tool has not yet been realised in almost all organization. The predominant method of performance appraisal in government has been the confidential rating system used largely for evaluation rather than development.

### **vi) Techniques of HRD Development and Training**

How is human resource development approached and organised in the productive and service organizations? What methods and procedures have been evolved to undertake this

vital task? How is this gigantic operation actually conducted? What measures have been devised to ensure the continuity of the HRD process at different levels of employees? All these questions must be examined. And, the researcher proposes to do the same after a passing reference to the concept of HRD. Before I get down to do this, however, a passing reference to what HRD is called for.

Human Resource development simply stated, means the development of those engaged in the practice of employment persons concerned with producing results. Development connotes the organisation's efforts in the direction of providing need based training, education and experience. HRD therefore, represents the whole gamut of organisation initiated measures for the guided and planned growth of those discharging their functions.<sup>15</sup>

The scope of a HRD scheme in terms of its coverage varies from one organisation to another. The variations in coverage may arise due to the resources these organisations may decide to, or are in a position to, earmark for the purpose, or these may arise on account of the varying interpretations of the term 'management'.

### **Training Development and Education**

The terms training, development and education are usually juxtaposed and exploring distinctions is necessary;

Hesseling<sup>16</sup> defines training as 'a sequence of experience or opportunities designed to modify behaviour in order to attain a stated objective'.

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15. Plat, J. British Coal - Review of the Industry, Its Organisation and Management. London, Lyon Grant and Green, 1968.

16. Hesseling, P. Evaluation of Management Training in Some European countries in L.E., Abt & B.F. Reiss (Eds.), Clinical Psychology in Industrial Management and Organisations. Progress in nclinical Psychology, No. 9, Nygijni & Stration, No. 9, pp. 91-55, 1971.

Hamblin defines training as "any activity which deliberately attempts to improve a person's skill on a job as opposed to education which is mainly concerned with personal development are not related directly to the job."<sup>17</sup> Robert Glaser makes the training minimises individual differences where as education maximises individual differences.<sup>18</sup> Leonord Nadler distinguishes the three terms training, education and development from their purpose perspective - 'Training has its function the improvement of performance on the job. Education is geared to moving the employee on to a predetermined different position within the organisation. Development is concerned with preparing employee so that he can move with the organisation as it develops, changes and grows'.<sup>19</sup> Campbell underscore the same view- 'Training courses are typically designed for a short-term stated set purpose such as the operation of some pieces of machinery while development involved a broader education for long term purpose.'<sup>20</sup> The distinction between training and development is made on four learning dimensions persons, contant, purpose and time horizon as is evident from the view of Lawrence L. Steinmetz.<sup>21</sup>

Evidently these definitions juxtapose training and development as learning and application processes which are continuous, systematic, purposeful and inter-related.

## **Performance Appraisal**

This involves the assessment of the employees' job

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17. Hambling, A.C., Evaluation and Control of Training, New York, McGraw Hill, 1974, p. 6-7.

18. Robert Glaser, Psychology and Instructional Technolgoy in Training Research and Education, ed. Robert Glaser, New York, John Wiley & Sons, 1965, p. 4.

19. Nadler, L., Developing Human Resources, Houston, Gulf Pub. Co., 1970, p. 83.

20. Campbell, J.P., Personnel Training and Development, Annual Review of Psychology, Vol. 22, No. 1, 1971.

21. Steinmetz, L.L., Age; Undercognised Znigma of Executive Development, Management of Personnel, Vol. 1, viii, 1968.

performance against objectives or performance targets which have been mutually agreed upon between him and his assessor (who is normally his immediate superior) beforehand.<sup>22</sup>

This 'Management by objective-based' system of appraisal stresses:

- i) Target setting - the key tasks which are crucial to the achievement of the broad purposes of the position in question are identified and converted into concrete objectives which the assessee is asked to pursue in the course of the year ahead;
- ii) Assessee participation in target-setting, so that the resulting targets represent a statement of mutually agreed objectives;
- iii) Appraisal of performance against previously agreed objectives, so that the assessee knows fully well the criteria against which his performance will be judged at the next appraisal; and
- iv) Periodic review of performance, so that fresh targets may be indicated at predetermined intervals and the appraisal cycle may continue unceasingly.

The whole point in adopting management by objective based appraisal system has been that the assessment of the man's actual job performance against relevant criteria, and previously know standards (in setting of which he himself is a party), will bring to the entire exercise greater exercise objectivity and from the assessee's point of view, greater credibility.

Performance appraisal is designed to let the man know how the man is getting along and identify the specific measures needed to help him to do his job better.

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22. Reilley, E.W., "Development Executives by on-the-job training, advanced Management, May, 1951.

In the initial stages of the introduction of the management development schemes, the assessment systems were largely trait-based. Although even now the schemes of some of the industries display an element of this approach, yet, as we shall see a little later, even under these schemes the chief reliance at present is placed on appraising performance. These were geared to assessing characteristics which the managers displayed in doing their jobs. While this did mean that the assessors would do their job after a careful consideration - and that they will not come out with anap judgements - the experience, as it accumulated over the years, demonstrated that the opinions, which were thus expressed, tended to have a considerable amount of subjectively.

Moreover, it was also revealed that the assessors, under this system, were frequently required to comment on characteristics which were not relevant to the assessee's present job and which neither had much bearing on his suitability for a higher level job. for these reasons this approach to appraisal was obandoned in favour of the Management by objectives - based approach.

### **Potential Assessment**

The second important concern of the appraisal system is the assessment of the employees potential, this is his ability to take on different or higher level responsibilities.

This is in part, the responsibility of the individual's immediate superior, and, in part that of such members of senior management as have a reasonably close knowledge of him and his work. Whereas the appraisal of job performance, having been reduced largely into a quantitative exercise, is capable of being undertaken with a reasonable degree of accuracy, potnetial assessment is almost entirely subjective, and, at times, liable to considerable error.

When assessing potential, the assessor is in actual fact trying to form some estimate of the manner in which the assessee may perform a job with different and/or higher responsibilities, and, in doing so, the former bases his judgement partly on the latter's current job performance, and partly on such other evidence as may be available.

At a practical plan this implies that potential is sought to be judged in terms of the qualities, knowledge, experience, aptitude and abilities displayed by the person in doing his job i.e., the extent to which he accepts responsibility, the way he handles it and whether he appears capable of handling more responsibility; the individual's decisiveness; His self-confidence; his interpersonal skills; the concern which the individual shows for developing and training his subordinates and so forth), or for which there may exist some other evidence.

This aim is that the man should receive the kind of training and experience which will enable him to realise in full his present potential.

### **Succession Planning**

Regular assessment of the managers' performance and potential, accompanied by appropriate opportunities for training and experience, will on the one hand, assist men to equip themselves for the higher jobs and on the other, help the enterprises managements identify possible successors to jobs at all levels. The succession planning system is designed to secure a guarantee against the management being caught unawares in the event of a post falling vacant. Within this end in view, the personnel department, from time to time, discusses with managers the names of the likely successors to positions beneath them, and prepares on the basis of these deliberations a succession list. Succession planning does not, however, render an undertaking's advertising or re-development procedures redundant.

The management appraisal system is but one dimension of the larger process (the management development process) emanating from the formal Management Development System of an enterprises.<sup>23</sup> In actual fact, a Management Development System has numerous other ingredients. These ingredients, or dimensions or, more appropriately, the chronological sequence of events of a typical management development system - may be noted here:<sup>24</sup>

- i) Print and projected organisation charts;
- ii) Job descriptions and job specifications;
- iii) Personnel Inventory;
- iv) Recruitment and selection at school and degree levels;
- v) Induction Training;
- vi) Periodic Management Appraisal including interalia a meeting between the appraiser and the appraisee, performance-based appraisal, self-report by appraisee (or representation of his views through other means), setting of mutually agreed objectives and targets, and provision for a review (by an individual and/or a committee) of the appraisal and recommendations flowing therefrom;
- vii) Determination of training and development requirements of the appraisee;
- viii) Career Planning;
- ix) Provision of facilities for formal training and experience to meet the identified need of the appraisee;
- x) Provision of a machinery to ensure effective followup of

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23. Rogers, T.P.G. and Williams, P., *The Recruitment and Training of Graduates*, London, IPM, 1970.

24. Rowland, V.K., "A case study in Management Development" New York, American Management Association, General Management Series No. 162.

the recommendations contained in individual development plan;

- xi) Succession Planning; and
- xii) Updating of Management Inventory.

### **Trainee Motivations**

Motivations for learning can be found only in those cases where there is a goal congruence and matching of objectives of organisation and trainee. Kalra's<sup>25</sup> study show that participants want the training programmes to help them to develop technical skills, managerial skills and communication skills. Focussing on the individual's motivation for attending training. Srinivasan's<sup>26</sup> study highlighted two objectives; career development and continuing education.

There are apathetic cases of lack of motivation among trainees owing to ill defined objectives and policies of the organizations.

Hills, Haynes and Bawngartal<sup>27</sup> inquired 240 participants trained in 17 different courses offered by the Administrative College of India (ASCI) and Indian Institutes of Management at Calcutta and Ahmedabad. The participants revealed that more than 50 per cent of them had been sent to training as a result of their company's policy without any clear perceptions and objectives about the programme. Virmani and Sethi<sup>28</sup> found varied expectations among participants in General Management Training Programmes. They were:

- Complete understanding different management functions

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25. Kalra, S.K., Objectives of Training, Indian Manager, 1972 3(3), pp. 331-337.

26. Srinivasan, G., Executive Development in India; A futuristic Profile, ASCI Journal of Management, 1977, 6(2), pp. 130-146.

27. Hill, T.M. and Others. Institution Building in India; A Case study of International Collaboration in Management Education, Boston, Harvard University, 1973.

28. Virmani, B.R. and Sethi, P., Evaluating Management Training and Development, New Delhi, Vision Books, 1985.

in totality (82%).

- For professional growth in the organisation (39%).
- Comparing and evaluating experiences with other organisations (24%).
- Improving and solving specific problems (16%).
- As a ticket for promotional purposes (3%)

These divergent expectations of individuals when juxtaposed with organisational expectations which are implicit and vague create goal incongruence and water down the effectiveness of training programmes.

### **vii) HRD in Education**

Education itself aims at development of human resources. Therefore when we talk of HRD in education we are talking about the development of those human resources involved in education. These include; teachers, headmasters, principals, support staff working in educational institutions, head of university department, vice-chancellors, educational administrators at the local, district, state and central levels, planners and policy-makers. Developing all these categories of people become extremely important as the effectiveness of education depends upon how well they perform their roles. People at different levels and performing different roles require different competencies to be effective in their roles. These competencies are also changing from time to time as the environment is changing, knowledge base is continuously improving and the needs are changing. Such a dynamic and changing environment requires an equally or even faster developing human resources to cope with it. Hence there is a need to develop continuously the capabilities of the people involved in education.

The competencies required for teachers are normally

considered as subject matter competencies and pedagogic skills. As we go up the education stream the competency requirements become much complex. For example the Headmasters of school require more sophisticated competencies than what a teacher requires. Besides knowledge of the subject and pedagogic skills, he is required to be leader, initiative taker, innovator, institution-builder, manager, etc. As we go still higher up to the level of District Education Officer the competency requirement get still more complex as he is required to deal with a large number of institutions and guide them. He is required to be familiar with the region and its educational problems, should have the competency to guide the Headmasters of a large number of schools, should be able to establish management systems to keep information, monitor schools performance, suggest innovative schemes to the school, involve the community for improving educational facilities in the region etc. Thus, the complexity of the capability requirements changes for different roles. As all these roles are equally important for the effectiveness of the education systems it becomes essential to ensure the continuous development of human resources occupying these roles.

Training has been used most often as the only mechanism for developing human resources in education sector and other mechanisms of human resource development have been neglected. The limitations of training in developing complex capabilities has not been adequately recognised in the past. It is easier to develop subject matter competencies in teachers through class room instruction. But teaching skills cannot be developed through classroom instruction only. It has to be supplemented by actual practice. Higher level competencies required by the Headmasters, Principals, DEO's etc. cannot be developed in the classrooms alone. Alternate mechanisms need to be identified. Experience from other

sectors indicates that HRD can be effected through performance appraisal systems that are designed to promote employee development in their present roles. Potential development systems can also be planned to prepare for future roles likely to be performed by the employees. OD exercises could be undertaken to create self-renewal capabilities in educational institutions.

Career opportunities and rewards are very important factors in providing a development climate in educational institutions and agencies. If there is no development climate and no pressure or incentives for development people are not likely to develop.

The HRD in education should be interpreted in the context of the overall developmental needs of the country and should take into consideration the development plans in other sectors. Any HRD program for those in the field of education should enable those in education systems to initiate, design, develop and implement education systems that facilitate the accomplishment of developmental plans in other sectors at the local regional and national levels. This becomes all the more important in a developing country like ours which cannot afford to waste its resources by having an education system that is a luxury.



# CHAPTER - III

## MOTIVATION - A CONCEPTUAL FRAMEWORK

### Background

The term 'motive' is derived from the Latin word "Movere" which means "to move." All types of motives have this property in common they all move the organization. The view that motivation is a key determinant of persons behaviour is not a new one. In dealing with people and attempting to understand them, we give high priority to information concerning the motives.

Motivation is the unifying concept of human relations. Motivation, generally is said as a behaviour arising out of various human needs, drives, tensions, discomforts and expectations, that is directed toward certain goals, which may bring the satisfactions of the drives, tensions, discomforts and expectations. Actually, motivation is not a simple concept. As motivation of any individual even the simplest one, is at present only 'partly understood'. Moreover, needs vary significantly with the individual and leads to differential behaviour patterns. Further, these needs vary from time to time and place to place.

Several different definitions of work motivation have been given by social psychologists. According to Zedeck and Blood<sup>1</sup>, 'Motivation is a predisposition to act in a specific goal directed way'. Atkinson<sup>2</sup> defined motivation as 'the immediate influences on the direction, vigour and persistence of action'. Gellerman<sup>3</sup> believes that motivation consists in 'Steering one's actions

1. Zedeck, S. and Blood, M. - Foundations of Behavioural science Research Organisations, Belmont Calif, Wordsworth Publishing Co., 1974, p. 174.
2. Atkinson, J.W. - An Introduction to Motivation, Princeton NJ, Von Nostrand, 1964, p. 41.
3. Gellerman, S.W.- Motivation and Productivity, American Management Association, New York, 1963, pp. 122-141.

towards certain goals and committing a certain part of one's energies to reach them'. It also states that motivation deals with 'How behaviour gets started, energised, sustained, directed, stopped and what kind of subjective reaction is present in the organism while all this is going on'.

A perusal of the above given definitions brings home the three common aspects of the motivation process. These are 'What energizes human behaviour'. 'What directs or channelises such behaviour' and 'How this behaviour is maintained or sustained' said Steers and Porter.<sup>4</sup> These aspects are important in understanding human behaviour at work. As far as energizing aspect is concerned, this is the force or drive present in the individual which leads to some behaviour. Second, there is some directing function that guides the behaviour in a particular direction. Finally it is the maintaining or sustaining behaviour which fulfils the process of motivation.

Emphasizing these aspects, Mc-Cormick and Ilgen<sup>5</sup> defined as conditions which influence the arousal, direction and maintenance of behaviours relevant in work settings.

All the individuals are motivated to fulfil various human needs, which are accomplished in work situations. In other words, individuals are motivated to work for fulfilling their human needs. These needs belong to two categories primary and secondary. The primary needs are physiological needs, which are universal and essential for all human beings, such as hunger, thirst, sex, pain, avoidance and sleep. Secondary needs include social and psychological ones, which are more vague as they represent needs of the mind and spirit rather

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4. Steers, R.M. and Porter, L.W. - Motivation and Work Behaviour, Mc-Craw Hill, Tokyo, 1975, p. 6.

5. Mc-Cormick, E.J. and Ilgen, D. - Industrial Psychology, George Allen and urwin, 1982, pp. 261-267.

than of the physical body. It includes security, personal growth, achievement, status, autonomy, affiliation and so on.

The employer wishes to hire positively motivated people who want to work and will continue to try hard throughout the service period. Motivation to work is a human state where competence to work and will to work fuse together. In the absence of one, another does not produce result. It is the ultimate test of effectiveness of industrial and business organizations because it directly relates to the result achieved. Thus, the work motivation is the main concern of management of any enterprises of any nature. Without employee motivation, other resources such as material, finance etc. however great, become sterile.

## **ii) Nature of Motivation**

Based on the above definitions, the nature of motivation may be described as follows:

- a) Motivation is an internal feeling. It refers to those energetic forces within individuals, that drive them to behave in certain ways and to environmental forces that trigger these drives.
- b) Motivation directs the human behaviour to achieve the goals.
- c) Motivation considers various forces in the individuals and in their surroundings that feedbacks to the individual either to reinforce the intensity of their drive and the direction of this energy or to dissuade them from their cause of action and redirect their efforts.
- d) Motivation is either positive or negative or combination. The positive motivation consists of additional pay, Incentives, praise etc. offered for satisfactory performance. While negative motivation consists of reprimands, punishments and threat of demotion and so

on.

- e) Motivation and satisfaction are related but not synonymous. Motivation is the drive to satisfy a need or objective. It is concerned with goal directed behaviour. Satisfaction refers to the contentment experiences, when a want is satisfied. The term 'satisfaction' is used to analyse outcomes already experienced by an employee. Satisfaction is a consequence of rewards and punishments associated with past experiences.

### iii) **Motivational Progress**

Motivational process may be explained by the interrelationship as indicated in the following model as developed by Rao and Narayan.<sup>6</sup>



#### **Tension Reduction**

Fig. 1 Model of Motivational Process.

The Model shows that there are three aspects of generalized model of motivation. They are;

- a) Behaviour,
- b) Motives; and
- c) Goals.

Behaviour is generally motivated by a desire to achieve goal. Motives are needs, drives or wants, that encourages people to take action. They represent the mental feelings of human being. Motives influence behaviour in many ways. Motives arise continuously and direct an individual's behaviour.

Goals are the target for which motives are directed.

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6. Rao, V.S.P. and Narayan, P.S. - Organizational Theory and Behaviour, Konark Publishers (P) Ltd., New Delhi, p. 445.

Motives generally create a state of disequilibrium, physiological or psychological imbalance, within the individuals. These imbalances are removed, when the goals are attained. An individual is motivated to attain the objectives in order to fulfil needs.

The above model of motivation clearly shows that individuals possess a host of needs, desires and expectations. All of these needs compete for their behaviour and ultimately the need with the maximum strength at a particular moment leads to an activity. When a need is satisfied, it is no longer a motivator of behaviour.

#### iv) Evolution of Motivational forms

The role of motivation in large and complex organisations is an old phenomenon. Before the industrial revolution, people worked alone or in small groups. The industries in those days were on small scale. The motivation at that time took the form of fear of punishment - physical, financial or social.

After the industrial revolution, large scale industries came up. The organisations gradually become more complex than before. The new set up destroyed many of the social and exchange relationships, which had existed prior to industrial revolution. The earlier traditional patterns of behaviour between workers and their master were replaced by the more formal and indifferent relationship between employees and their organization. Thus, the industrial revolution not only changed the production pattern but also the relationships. Such changed replaced intrinsic motivational factors of the household industry system by more extrinsic factors, such as increase in wages as also closer supervision of workers and enforcement of company rules to achieve the production target. This approach in management was known as 'traditional model' of motivation.

## **Traditional Model**

This model is best characterised by Fredrick W. Taylor (1886-1915) and his associates of the Scientific Management school. According to Taylor, workers were generally lazy, dull aimless and dishonest. To motivate them, greater financial rewards in the form of decent wage should be given. They should be given bonus, if they beat their production quotas. It was assumed in the model that workers be motivated only by economic incentives. They would tolerate the routinized, highly fractioned jobs for the factory for these incentives.

Traditional model was criticized on the grounds that it focused only economic incentives, that is workers are motivated only by monetary rewards. In practice, however, not only economical, but psychological and sociological factors also effect the motivation to work among employees.

## **Human Relation Model**

In the late twenties, it was felt that traditional model was unable to motivate people. Elton<sup>7</sup> and some others pointed out that increased routinization of tasks brought about by industrial revolution, failed to satisfy the workers. Bendix<sup>8</sup> noted that failure to treat workers as human beings came to be regarded as the cause of low morale, poor craftsmanship, unresponsiveness and confusion.

The motivational strategies emerged from Human Relations Model described by Kast and James Rosenzweig<sup>9</sup> were as follows :

- a) The individual is motivated by diverse social and psychological factors as well as economic incentives.

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7. Mayo, E. - The Human Problems of an Industrial Civilization, harvard University Press, Boston, 1945, p. 146.

8. Bendix, R. - Work and Authority in Industry, Wiley, New York, 1956, p. 294.

9. Kast, E. and Rosenzweig, James E. - Organization and Management, McCraw-Hill International Book Co., New York, 1985, p. 82.

- b) The informal work group is a focal unit of consideration in the society. The group has an important role in determining the attitudes and performance of individuals.
- c) Worker satisfaction is generally attached with productivity. The relations through emphasized that increasing satisfaction would lead to increase effectiveness.
- d) Effective communication channels should be developed between the various levels in the hierarchy of management to allow the exchange of information. Thus, 'participation' is an important approach of the human relations model.

The model was also criticized. Crotochs said that the basic goals of management under this strategy remained much the same as it had been under the traditional model, i.e., the two strategies aimed at securing employee compliance with managerial authority. Human Relations Models were highly implified and failed to include all the aspects of human behaviour. This model was as manipulative as the traditional model. Hence, Human Resources Model emerged.

### Human Resources Model

Human Resources Models include McGregor's<sup>10</sup> 'Theory 'Y' Likert's<sup>11</sup> 'System 4', Sachein's<sup>12</sup> 'Complex Man' and Miles<sup>13</sup> 'Human Resources Model'.

According to Human Resources Model, Individuals are motivated by monetary, social and psychological factors.

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10. McGregor, D. - The Human Side of Enterprise, McGraw-Hill New York, 1960.

11. Likert, R. - The Human Organization, McGraw-Hill New York, 1967.

12. Schein, Edger S. - Organizational Psychology, Prentice Hall, Englewood, Cliffs, N.J., 1972.

13. Miles, R.E. - Human Relations of Human Resources, Harvard Business Review, Vol. 43, No. 4, 1965.

Further, different employees working in an organisation seek different objects in a job and have a diversity of talent to offer. Under this concept, employees are looked upon as 'resource' for an organization, whose responsibility is to decide how this 'resource' is to be used in the best possible optimal way.

Human resources Model assumes that individuals are pre-motivated, because they want to contribute their potentials at the job. In fact, the job becomes meaningful, when more individuals become involved in their work. Secondly, it is assumed that work generally is not distasteful, but routine and mechanised work, lack of responsibility, working conditions and other factors make work distasteful. Thirdly, it is assumed that employees are capable enough for making significant and rational decisions affecting their work. Finally it is assumed that good and meaningful performance leads to job satisfaction and higher productivity.

This model lays stress on understanding the complex nature of motivational patterns for utilizing the human resources to the best possible way. The establishment should assist employees to fulfill their own goals within the organisational context. This model implies, a greater degree of employee participation in relevant decision-making activities, as well as increased autonomy over task accomplishment.

#### **v) Theories of work Motivation**

The human resources model assumes that individuals are motivated not only by monetary factors, but also by non-monetary factors. This model also assumes that employees working in an organisation are best resources for that organisation. Therefore organisation should understand the complex nature of motivational patterns of their employees in order to utilize the potentials for attaining its goals. Various theories of work motivation have been developed. These theories offer a better understanding of the work behaviour.

They provide some useful insights into why people behaviour as they do in work settings. These theories are discussed hereunder;

### a) **Need Theories**

Need theories of motivation were developed by Maslow, Alderfer, McClelland, Atkinson and others.

#### **Maslow's Need Hierarchy Theory**

Maslow's<sup>14</sup> need hierarchy theory is one of the most popular theories in the field of work motivation. According to him, individuals are continuously in a motivation state, but the nature of motivation is fluctuating flexible and complex. Sometimes needs are fulfilled, but the satisfaction is temporarily lived. Even when one need gets fulfilled, another takes its place. This never ending sequence produces a hierarchy of need as shown below:

Figure 2 represents the hierarchy of needs which are as follows:

**Physiological Needs** : These needs are biological needs, required to preserve human life such as food, clothing and shelter. These needs cannot be ignored for long and must be met before other needs.

**Safety Needs**: Once the physiological needs are fulfilled, safety needs take its place. These needs are protection against danger, threat and deprivation. McGregor (1960) pointed out that safety needs are necessary in those situations, where arbitrary management actions or behaviour cause uncertainty of continued employment.

**Social Needs**: Once the physiological and safety needs are fulfilled, social needs become important motivators of

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14. Maslow, A.H. - Motivation and Personality (2nd Ed.), Harper and Row, New York, 1970, pp. 80-92.

behaviour. These needs are needs for belonging, for association, for love, for acceptance by one's follows, and for giving and receiving friendship.

**Esteem, or Ego Needs:** There are two types of ego or esteem needs - one is self-esteem and another is esteem of others. Self-esteem needs include needs for self-confidence, for achievement, for competence, for self-respect, for knowledge, for independence and for freedom. The needs related to esteem of others are need for status, for recognition for appreciation and the deserved respect of one's follows/associates.

**Self-actualization Needs:** These are the needs for realizing one's own potentialities for continued self-development. The self-actualized people are generally creative in nature. These needs are continuously motivational in nature, that is, these needs do not end in satisfaction in the usual sense. The self-actualization needs, more or less influence nearly all individuals, but the conditions or modern life give only limited opportunity for these needs.

Thus, Maslow's model provides both a theory of human motives by classifying human needs in a hierarchy and a theory of work motivation that links these needs to general behaviour. Maslow's need hierarchy theory has many limitations. Despite these Need Hierarchy Model presents some sound ideas for helping managers to motivate employees.

### **Existence Relatedness and Growth Theory**

Alderfer<sup>15</sup> offered Existence, Relatedness and growth (ERG) Theory, which is closely related to Maslow's Need Hierarchy Theory.

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15. Alderfer, C.P.- Existence, Relatedness and Growth: Human Needs in Organizational Settings, Free Press, New York, 1969 & 1972, pp. 11-12.

Need Hierarchy Theory (Maslow)	ERG Theory (Alderfer)
Easteem Self-Actualoization	Growth
Social	Relatedness
Physiological Safety	Existence

Fig. 3. Alderfer's ERG Model

In this theory the existence need are those which are required to preserve human life, such as food, clothing and shelter. These needs are the same as Maslow's physical needs. So as the relatedness needs are concerned, are those which are fulfilled through social and interpersonal relationships. These needs are the same as Maslow's Social Needs. Similarly the growth needs reflect the individual's desire to be self-confident, productive and creative. These needs are not Developing abilities and capabilities are required to meet these needs by the individual. These needs are equivalent to Maslow's Ego and self-actualization needs.

Alderfer's ERG Theory is less restrictive and provides an improved model of motivation than Maslow's Need Hierarchy Theory. Alderfer suggested that more than one need may operate at one time, and satisfaction of a need may or may not lead to a progression to the next higher needs. Maslow felt that only one need may operate at one time, and after fulfilling lower needs, an individual is motivated to fulfil higher needs. Again, when an individual is continuously frustrated in his attempt to fulfill growth needs, relatedness needs take its place and when these are frustrated, an individual is more concerned with meeting his existence needs. Maslow also predicated that an individual is continuously engaged to satisfy the frustrated needs.

Other difference in ERG and Maslow's theories is, relatedness and growth, which increase in strength when

individuals have been presented with relatively high levels of conditions to meet the need.

## **Achievement Motivation Theory**

McClelland, Atkinson and others<sup>16</sup> observed that organization offers an opportunity so satisfy atleast three needs for achievement, for affiliation and for power. According to this theory, the intensity of the individual's need for achievement is a major factor in his willingness to perform which has been referred as achievement, affiliation and power.

Need for achievement is the human desire to accomplish a desired goal through the individual's efforts in the face of opposition and challenge. An individual with achievement need is automatically motivated to develop and grow, and advance up the ladder of success. Individuals like concrete feedback on their performance so as to know their efficiency and effectiveness. They are not satisfied merely with rewards but take a special joy in winning, in competing successfully with a difficult standard in given situations. In other words, they prefer such tasks that give them accomplishment along with rewards.

Needs for affiliation is a social need, for companionship and support, for developing meaningful relationships with people. The individuals with affiliation need are motivated in such jobs that demand frequent interaction and contact with their colleagues, which gives them inner satisfaction.

People having high need for power like to influence, dominate and control the other persons. For this purpose, they generally seek positions of leadership.

Individuals with high achievement and power need are not motivated by affiliation, because individuals having high

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16. McClelland, Atkinson, Clark and Lowell - The Achievement Motive, Appleton Century Crafts Inc., New York, 1953.

achievement motive like to complete with others and perform their task in their own way, without interacting with their colleagues. Individuals having high power motive like to dominate others and are not motivated by affiliation.

Need theories were criticised by various social psychologists. According to Mischell (1973), individuals do not stabilise in behaviour if their needs are continuously changing. Further, the situational factors also affect the individual's behaviour.

## **Balance Theories**

In the sixties, social psychological schools researches and thoughts was dominated by Balance or Consistency theories of behaviour. The theories were based on the assumption that individuals possess some beliefs about oneself, friends, physical environment etc. These belief are associated with one another. But their association can vary from being very consistent to very inconsistent. Inconsistent beliefs create dissatisfaction and tension within individuals. Therefore, they try to reduce tension in order to get rid of dissatisfaction. Thus, tension is the source of motivational force that pushes the individual to action. The two prominent balance theories were - Equity Theory (proposed by Adams, 1965) and Consistency Theory (proposed by Korman, 1970).

## **Equity Theory**

Adam's<sup>17</sup> theory of equity is based on two assumptions about human behaviour. Firstly, individuals make contributions (inputs) in the job, which include their academics for that job, skills, education, special knowledge, past training, experience and other similar social origin factors, for which they expect certain outcomes (rewards), such as pay, recognition, status,

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17. Adams, J.S. - Inequality is Social Exchange, Advances in Experimental Psychology, Vol. 1.2, Academic Press, New York, 1965.

promotion, prestige, fringe benefits etc. The two totals combine to form an outcome/input ratio. Secondly individuals compare their inputs and outcomes with those of other persons whom they perceive as relevant to such comparative purpose. Equity exists when individual concludes that his own outcome/input ratio is equal to that of other individual. Inequity exists if the individual perceives that his outcome/input ratio is unequal to that of another individual.

An individual is satisfied, when the comparison is equitable and does not bother about change the outcome/input ratio. But when the comparison of two ratios are unequal, then this inequity creates tension. In such a situation, the individual tries to reduce the tension by altering one or more elements of ratios to bring the comparison back to equity. This act to restore equity is used as an explanation of work motivation.

The conclusions drawn from the Equity Theory are as follows:

- a) Individuals do make social comparisons by making comparison their efforts and rewards to those of other individuals. Any inequity found in such comparison creates tension.
- b) The tension motivates the individual to reduce it.
- c) The strength of the motivation to reduce inequity is proportional to the perceived inequity.

### **Consistency Theory**

Korman<sup>18</sup> outlined the consistency theory in 1970 and later updated and extended it in 1976. The theory has two aspects, first is the sense of consistency and second is one's self esteem. Self-esteem is a perception of self-worth, that is a person has some idea of how well he performs in a given

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18. Korman, A.K.- Toward a Hypothesis of Work Behaviour, Journal of Applied Psychology, Vol. 54, 1970, pp. 31-41.

setting. This evaluation represents self-esteem. The consistency notion indicates that high self-esteem individual will prefer to behave in a manner consistent with his low self-image. Korman said that low self-esteem people do not like to perform well, because they fear, if they perform well, other people expect high performance of them and they would not be able to live up to the other's expectations.

the limitations of balance theories are that the quality theory does not lay sufficient emphasis on visible rewards and overemphasizes conscious processes. There are no specific standards by which we can define, how other persons are chosen for comparison and it is difficult to define, how quickly self-esteem changes.

### **Tow factory Theory**

Herzberg and his associates<sup>19</sup> developed two factor theory of Motivation or Motivation-Hygiene Theory, after conducting a study on 200 engineers and accountants in nine different companies in pittsburgh Area, U.S.A. The subjects were asked to think of a time when they felt essentially good about their jobs and a time when they felt especially bad about their jobs. They were also asked to describe the conditions that led to those feelings. Herzberg found that employees named different types of conditions for good and bad feelings. He concluded that there were two separate factors which influence motivation. Some factors cannot motivate the employees, but their absence cause dissatisfaction among employees. These factors are maintenance, hygiene, extrinsic or job context factors. These factors are more related to the job environment. They are external rewards, providing no direct satisfaction at the time the work is performed. These factors and company policy and administration, supervision, peers and supervisors

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19. Herzberg, F., Mausner, B. and Synderman, B. - The Motivation to work, John Wiley and Sons, Inc., New York, 1959.

relation, pay, job security, working conditions and status.

The other type of factors are mostly job centred. They are internal rewards, a person feels when performing a job, that is, he is self-motivated in this situation. These factors, when absent cannot cause dissatisfaction among employees, but motivate the employees, when they are present. These are achievement, recognition, advancement, work itself, growth and responsibility.

Herzberg also conducted his study on the sample of 1685 employees and found that motivators were the primary cause of satisfaction and hygiene factors the primary cause of unhappiness on the job. The result also showed that of all the factors contributing to job satisfaction, 81 percent were motivators, and of all the factors contributing to employees dissatisfaction over their work, 69 per cent involved hygiene elements.

### **Expectancy Theory**

A detailed valid and useful approach to motivation is the expectancy model. It is also known as expectancy theory, developed by Vroom<sup>20</sup> which has been expanded and modified by Campbell, Dunette, Lawler and Weick (1970) and others. the expectancy theory is based upon a rational-economic view of individuals, that is they have their own needs and expectations, which they like to fulfil from their jobs. The theory outlines that they are decision-makers, who select the best among the available alternatives. So, motivation of the individuals depends, how the situation satisfies their desires. Thus, the theory gives due consideration to both individual and situational differences. The theory is built around three concepts.

**Valence:** The individuals like various incentives or rewards

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20. Vroom, Victor H. - Work and Motivation, Wiley, New York, 1964.

(monetary or non-monetary) for their performance. Valence refers to the personal value, the individuals place on the rewards, they believe they will receive for performing. For example, if any employee keenly wants promotion, then promotion has high valence for that employee. In the words of Hunt and Hill, valence is the strength of an individual's desire for a particular result. It is the subjective value attached to an incentive or reward. Valences or preferences may vary enough over a period of time, as old needs become satisfied and new ones comes out.

**Expectancy:** Expectancies are stated as probabilities, that is, the employee's estimate of the degree of which performance will be determined by the amount of effort expended.

**Instrumentality:** Instrumentality indicates the employee's belief that an incentive will be received, once the task is accomplished. So, instrumentality refers to the relationship between performance and reward. If the employees believe that their performance is substantially rewarded, instrumentality will be positive. Contrary to this, if they believe that performance does not make any difference to their rewards, the instrumentality will be negative.

When the expectancy, valence or both equal to zero. It denotes that an individual does not put much value to the performance. When the sum of these products is substantial, it shows that the individual perceives a high degree of association between performance and outcome. On the other hand, if the value is negative, then an individual perceives that an increase in performance leads to more and more undesirable conditions.

### **Porter and Lawler Model**

Porter and Lawler (1968, 1973) in their expectancy model tried to establish the complex relationship between motivation,

satisfaction and performance and assumed that they are all separate variables and that effort does not directly lead to performance. The main aspects of their model are given below:

### **Effort**

Effort will not directly tend to a specific level of performance because an individual will not exert great quantity of effort, unless he puts a high value on a reward and a high probability that his effort will lead to this reward.

### **Performance**

Performance results from a combination of an individual's effort, level of ability, and the role he undertakes in the work situation.

### **Rewards**

The individuals perform for reward, which may be intrinsic as well as extrinsic.

### **Satisfaction**

To individual is satisfied when he perceives that his performance is substantially rewarded.

Though expectancy theories are comprehensive and provide useful approach to understanding motivation, yet they are not as popular as models of Maslow and Herzberg because expectancy theories are difficult to understand and also difficult to implement.

### **Theory 'X' and Theory 'Y'**

McGregor<sup>21</sup> had formulated theory 'X' and theory 'Y' of motivation. Theory 'X' is the traditional, negative and or autocratic style. The theory assumes that average employee is idle and inactive by nature; he works as minimum as possible. He lacks ambition and does not like to take responsibilities. he

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21. McGregor, D., Op. City.

is Inherently, he is self-centered, indifferent to organisational needs. Thus, organisation should direct their efforts, motivate them, control their actions and change their behaviour in order to fulfil the needs of the organisation. Organisation must give rewards to employees for their better performance and also punish them for bad performance because it cause in efficiency in the organisation.

Theory 'Y' is based on the assumption that employees are not passive and lazy by nature. They have motivation, potential for development, the capacity for shouldering responsibility. They are alter towards organisational goals. It is the duty of management to organise and coordiante the activities of employees in such a manner as to fulfil that their own goals as well as organisational goals. For this purpose, management should create an atmosphere where each employee can expand his competence, self-control and the sense of accomplishment, and attain personal growth, which contributes to the continued growth of the organisation.

In crisis situations, the Theory 'X' is suitable where it is necessary for the management to control and discipline the activities of employees. Theory 'Y' is suitable for those managers who motivate and enhance the morale of employees to fulfil their own goals as well as organisational goals. Thus, applicability of both the theories depends on the working situations of the organisation.

### **Maturity-Immaturity Theory**

Argyris<sup>22</sup> pointed out that employees are basically self-directed and creative at work if they or properly and substantially motivated. Thus, the duty of management is to provide a climate, in which everyone has a chance to develop his personality and mature as individuals. The author had

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22. Argyris, C. - Personality and Organization, Harper & Row, New York, 1957.

examined that the traditional organisations do not fulfil the basic needs of matured employees. Therefore, they feel frustration. There are three factors that create frustration among employees. They are organisational structure, directive leadership and managerial control.

In a traditional organisation, the organisational structure of the establishment, generally, centralises the authority in a few hands. Thus, employees working at lower of management have to carry the orders of persons working on the higher order of hierarchy. Consequently low level employees do not develop any commitment to work because there is no flexibility in the organisation.

Under directive leadership, all the decisions are taken by higher authorities. Lower level employees have no freedom to take decisions. They are only expected to implement the decisions taken by higher authorities. The result is decision-making capacity and self initiative of the subordinate employees are adversely affected and organisation is deprived of any possible constructive suggestions from such employees.

The managerial control is also the main concern of the low level employees. Because in traditional organisation decision taken by Management, does not necessary cater to the welfare of its subordinates, does not necessary cater to the welfare of its subordinates. This may cause dissatisfaction and aloofness among low level employees.

Argyris stressed that a healthy organisation should be flexible and authority should flow from upward to downward in such a way that employees get an opportunity to participate in decision-making and have freedom to express their view on the production process, innovation, etc. Thus, they may feel that they are an integral part of the organisation and are ultimately motivated. In such a situation manager will be representative of

the worker, not dictator. This would result in the peaceful working of the organisation with minimum chances of conflict and lockouts.

## **Z Theory**

Ouchi and Jaeger<sup>23</sup> and other social psychologists have proposed a new theory of work motivation, known as theory Z that has attracted a lot of attention of the managers all over the world. This theory has its origin from the Japanese Management Philosophy. Theory Z has gained a wide popularity in Japan. Theory Z integrates individuals into the organisation in such a way that they are motivated to produce efficiently. This is the reason why the productivity of Japan is much higher in comparison to western countries. Theory Z suggests how the human resources can be gainfully utilised to ensure higher productivity.

The main aspects of theory Z are as follows:

- a) **Long-term Employment:** Theory Z puts a great stress on long-term employment which has been found to improve the morale of the employees as well their familiarity with coworkers and organisational workers, that ultimately integrates them fully with the organisation.
- b) **Decision-making Process:** Theory Z supports the notion of participative decision-making process in the organisation. In this process, the problem is exposed to all the employees and is put to discussion in an informal way. When the proposal receives a favourable response, a formal request is made for their decision. Thus, the decision taken by the employees becomes unanimous.
- c) **Collective Responsibility:** Theory Z emphasizes the collective responsibility of all the employees of an organisation

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23. Ouchi, W.G. and Jaeger, A.M. - Type Z organisations: Stability in the Midst of Mobility, *Academy of Management Review*, Vol. 3, 1978.

in the achievement of organisational goals.

**d) Evaluation and Promotion:** In Theory Z of motivation, evaluation are infrequent and promotions are slow and normally based on seniority.

**e) Informal Control:** Theory Z advocates control of employees on an informal way and any mistakes committed occasionally by the employees are treated as a part of the learning process which obviates the necessity of any punishment.

**f) Career Paths:** Theory Z points out that employees should be rotated on various jobs so that they can understand all parts of the organisation. This step is to ensure all round development of the employees.

**g) Concern:** Theory Z supports the socialization process within the organisation by them to socialise and get committed to the organisation. Further, the organisation is also concerned about every employees, his personal life and his problems.

Thus, the theory prefers the democratic trend in the organisation to motivate employees. In spite of its contribution in motivating employees, theory Z has been criticized on the ground that is it merely an extension of earlier theories that have been proved to be less popular.

#### **vi) Review of Studies**

Various research studies have been conducted in Indian context of find out motivates people for better performance. These researches are, however, concerned mostly to find out applicability or non-applicability of these theories in Indian environment. This part presents a review of Indian researches so as to suggest a model for motivation policy relevant to Indian environment. This is so because motivation is a complex problem as shown by various theories and is determined by both individual and organisational factors. As such, it is not

necessary that many of the theories developed in economically advanced countries may apply to Indian situations because ours is basically a developing country and situational variables may be quite different as compared to advanced countries.

When we take human beings in organisation for analysing motivational pattern, we identify two groups of individuals - managers and workers. While there are some common problems in terms of their need fulfilment and satisfaction associated with them as human beings, workers tend to identify themselves distinctly. This is so because management enjoys certain authority in the organisation to make and implement the decisions, while workers are devoid of such authority. Management actions, while workers are devoid of such authority. Management actions, to a very great extent, affect the interest and need satisfaction of the workers. Further family and social background, level of education and competence, aspiration and growth avenues in the organisation create distinction between the expectation of managers and workers while working in the organisations.

### **Motivation of Managers**

There are various studies conducted to show what motivates Indian Managers. In a study by Lahiri and Srivastava to test applicability of Herzberg's two-factor theory, it was found that for middle level managers, responsibility, domestic life, accomplishment, job and the utilisation of abilities on the job were found to be motivational factors while organisational policy and administration, promotion, salary, superior and growth were dissatisfiers.<sup>24</sup> In another study on the same pattern by Sawlapurkar et al, it was found that for middle level managers, many of the maintenance factors such as job security loss, company, working conditions, etc. were satisfiers

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24. D.K. Lahiri, and S. Srivastava, 'Determinants of Satisfaction in Middle Management', Applied Psychology, No. 3, 1967.

and motivators.<sup>25</sup> However, Dayal and Saiyadain have found, through a research study, that motivation-hygiene theory is applicable in India context.<sup>26</sup>

In another study, it was found that motivators contributed significantly more towards satisfaction than hygienes in public sector, whereas in the case of private sector, motivators contributed significantly more toward the feeling of dissatisfaction than hygienes. Thus it partially supports the theory of motivation proposed by Herzberg.<sup>27</sup>

Thus, the review of researches based on Herzberg's model presents quite contrasting results. Some supporting the theory fully, others supporting it partially, while many others contradicting it. In fact in Indian situations, or for that matter even elsewhere also, it is always not possible to classify various job factors into motivators and hygienes as defined by Herzberg, rather, both these have to be seen in an integrated way and the situational variables play an important role.

Various studies have been conducted to find out the relevance of Maslow's need hierarchy in Indian situations. Most studies fall in the category of identifying what factors are given higher priority by managers. In a comprehensive study of 1213 managers from 47 public sector enterprises, Laxmi narain has found that managers rank feeling of worthwhile accomplishment, recognition for good work done, decision-making authority, opportunity for personal growth and development, opportunity for promotion, prestige of organisation outside the company, pay allowances and other benefits, and job security in that order. Through there is

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25. M.P. Sawlapurkar, et al., 'Job Motivations of Middle Managers,' Indian journal of Applied Psychology, Vol. 5, 1968.

26. Ishwar Dayal and Mirza S. Saiyadain, 'Cross Culture Validation of Motivation. Hygiene Theory, Indian Journal of Industrial Relations, October, 1970.

27. D.M. Pestonjee, and G. Basu, 'Study of Job Motivation of Indian Executives,' Indian Journal of Industrial Relations, July, 1972.

variation in this ranking by top, middle, and lower level managers, this variation is not significant. A striking feature of this finding is that job security has been given lowest priority by all level managers. This may be because of the fact that the need for job security is fulfilled for public sector managers.<sup>28</sup> Lahiri in his study find that importance of job factors related to various needs as perceived by different levels of managers does not correspond to the need hierarchy suggested by maslow. Autonomy, responsibility, promotion and growth opportunities are assigned higher priorities by Indian managers.<sup>29</sup> The study of comparative importance of money and status among middle level managers by Ganguli disclosed that status is more important than money for managers in organisational setting. This is more so with younger managers who are professionally qualified.<sup>30</sup> Yet in another study, high pay (money factor) was given high preference along with esteem, autonomy, and self-actualisation by all the three levels of managers. Security need was, however, given low preference by these managers.<sup>31</sup> Agarwal, Khandwala, and Naik have found that middle level managers' ranking of various needs is in the order of security, self-actualisation, self-esteem, physiological, and social in another study by Prasad and Gowda regarding what managers want from their jobs, it is disclosed that top level managers rank recognition for work, job contents, higher status and authority, good salary, informal relationship with higher-ups, and clearly defined responsibility in that order.<sup>32</sup> A very low correlation (0.027) between the

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28. Laxmi Narain, 'Managerial Motivation in Public Enterprises' Lok Ydyog' December, 1971.

29. D.K. Lahiri, 'Motivation of Managers; What Indian Managers Want from their job, 'ASCI Journal of Management, Sept. 1973.

30. H.C. Ganuli, 'Role of status and Money as Motivation among Middle Management, Indian Journal of Industrial Relations, October, 1974.

31. P. Shah, 'Need Importance and Need Fulfilment in Managerial levels', Indian Management, May 1976.

32. MC. Agarwal, S. Khandwala and Naik, 'What Middle Level managers look for in their jobs, ISTD Review, May-June, 1976.

ranking of expectations by top level and lower level managers suggests inconsistency in the need hierarchy. Thus, lower level managers attach more importance to good salary and higher status and authority which command low rank from top level. Singh has identified that managers rank various job factors in the order of scope for autonomy at work, scope to shoulder responsibility, scope for challenges and varies at work, scope for career advancement self-actualisation, interpersonal relations, appreciation and recognition of work, chance to get prestige in the organisation, consistent and sound company policy, salary and prerequisites, good leadership by superiors, good physical working conditions, stability and security of job. Further, there is no significant difference in motivation profile of public and private sector managers.<sup>34</sup>

In another recent study by Kumar, Singh and Verma it was found that managers and supervisors ranked various job factors as job security, opportunity for advancement, pay according to merit, working conditions, task, welfare, housing, supervisors, workgroup, bonus and name of the company in that order.<sup>35</sup>

It will not be out of context to investigate the occupational values and goals of present Indian managers and the job expectations of future managers (students pursuing management courses). In a study of occupational goal values of the Indian managers by Sharma; it was found that managers had the higher preference for intrinsic job factors as compared

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33. L.M. Prasad and G.R. Gowda, 'Integrating Organisational and Individual Goals', *Indian Management*, December, 1977.

34. P. Singh, *Occupational Value and Style of Indian Managers*, New Delhi; Wiley Eastern Limited, 1979.

35. Swatantra Kumar, D.P.N. Singh and S.K. Verma, 'Expectations and Job Satisfaction of officers and Supervisors in a Public Sector Undertaking', *Indian Journal of Industrial Relations*, January, 1982.

to extrinsic ones.<sup>36</sup> Saiyadain and Monappa found that only 33 percent of managers chose their jobs for the remuneration. On the other hand, advancement, stability opportunity to use skills, and the image of the organisation were predominant in the choice of managerial career.<sup>37</sup> A more comprehensive study by Singh disclosed that freedom from supervision and subordination, adventurous experiences and challenges, use of special ability and talents, to be creative and original, social status and prestige, to be creative and original, social status and prestige, opportunities to work with people, exercise of leadership control over others, chance to earn a good deal of money and stable and secure future were ranked in that order.

Some research evidence is available about work value and reasons for choice of career of management students. As substantiated by the fact that out of 20 most popular organisations where management students of a premier Indian Institute of Management look forward for their employment, only two organisations are of Indian origin operating in private sector and the remaining are multinationals. None of the public sector organisations figured in that list. This survey further reveals that the incidence of MBAs leaving after the first one or two years in public sector is high; after gaining some experience in public sector, they often tend to join private sector. Not only that as many as 25 per cent of the IIMs graduates leave their jobs in Indian and settle down abroad.<sup>38</sup> An analysis of what these organisations offer to management graduate will clarify the motivational patterns of would be managers. They offer good salary, challenging work, ladder of promotion, freedom of operations within defined area, and

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36. B.R. Sharma, Occupational Values and Business; A Cross Culture Comparison, New Delhi; Indian Academy of Social Sciences, 1971.

37. Mirza S. Saiyadain and A. Monappa, Profile of Indian Managers, New Delhi; Vidya Vahini, 1977.

38. Business Indian Survey, 'The Indian Institutes of Management', Business Indian, July 5-18, 1982.

opportunity for initiative. As such, these factors are motivators for management graduates.

## **Motivation of Workers**

Various research studies have been conducted to analyse the pattern of workers' motivation. Such studies have been concerned with the understanding of (i) the characteristics of satisfied and dissatisfied workers, (ii) the relative importance of job factors; and (iii) the influence of supervisory style on the workers' motivation. However, there only the relative importance of job factors relating to workers is analysed which is directly related with the purpose.

A review of various research studies on how workers rank the various job factors in order of importance by Dixit disclosed that workers ranked various job factors as; adequate salary, job security, adequate personal benefits, opportunity for advancement, suitable work, good supervision, opportunity for advancement, suitable work, good supervision, opportunity for training and learning and comfortable working conditions in the order of importance. Only in one study, salary was ranked next to job security.<sup>39</sup>

Ganguli conducted a study in an Indian railway work shop and found that the three most highly ranked motivational factors and adequate salary, job security, and opportunity for promotion. The exact nature of work done, the magnitude of responsibility assigned to workers, and appreciation of work done by others were found to be items of relatively low importance. The nature of supervision was ranked fifth whereas the incentive value of medical and health insurance, housing subsidised canteen and other fringe benefit was difficult to evaluate.<sup>40</sup> One found that interesting work, social

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39. L.M. Dixit, 'Employee Motivation and Behaviour; A Review, "Indian Journal of Social Work, April, 1971.

40. H.C. Ganguli, 'An Enquiry into Incentive of workers in One Engineering Factory', Indian Journal of Social Work, Vol. 15, 1954.

status and loss were crucial factors contributing to workers' satisfaction whereas inadequate salary and lack of security were regarded as important factors causing dissatisfaction.

Bhatt conducted three case studies and found that choice of work, advancement, co-workers, and wages ranked in the order of Importance; benefits and conditions of work, and supervision were given fifth rank, and security, hours of work and holiday were given least importance.<sup>41</sup> Lahiri found in his research study of government and non-government clerical employees that salary and security were ranked important along with personal growth. Human relations and supervision were considered less important.<sup>42</sup>

A study of motivational pattern of highly skilled and skilled workers on the pattern of Herzberg's model by Rao and Ganpati found that motivation and hygiene factors contributed to the satisfaction and dissatisfaction of either of the occupational groups.<sup>43</sup> Kulkarni compared relative importance of ten job factors for white collar employees and found intrinsic ones.<sup>44</sup> In a study by Prasad it was found that workers ranked good wages, job security, promotion and growth, appreciation of work and working conditions, interesting work, management loyalty to workers, sympathetic understanding to personal problems, feeling in on the things, and tactful discipline in that order. Skilled and semi-skilled and unskilled workers moved very closely in their ranking. In this study, it was found that workers showed certain specific characteristics of some job

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41. L.J. Bhatt, 'Incentive and working Class', *Psychological Studies*, Vol. 7, No. 2, 1962.

42. D.K. Lahiri, 'Perceived Importance of job Factors by Government and Non-Government Employees', *Indian Journal of Psychology*, 40(1), 1965.

43. S.S. Rao, G.V. Rao and T. Ganpati, 'A study of Factors contributing to satisfaction and Importance of Industrial Personnel's', *Indian Journal of Industrial Relations*, Oct. 1973.

44. Kulkarni, A.V., 'Motivational factors among middle class employees', *Indian Journal of Applied Psychology*, Vol. 10, 1973.

factors on the job. Their preference was that there should be at least minimum bonus and wages based on individual efficiency but with provision of wages adequate for maintenance, hard but interesting work adequate pleasant working conditions, promotion on merits, appreciation of work in the form of prestige and recognition as well as in the form of monetary benefits, non-interference of management in family and personal problems of workers and disciplinary action after proper investigation and consylations.<sup>45</sup>

## **Conclusions**

The results of the various studies on the motivational pattern of managers and workers and quite different and even contrasting. This situation may be because of the differences in (1) research design used for the studies, (ii) organisational characteristics from where the samples have been drawn, and (iii) perhaps the timing or various studies. Therefore, definite conclusions cannot be drawn regarding the adoption of motivational strategy based on the results of these studies. Notwithstanding, some broad conclusions may emerge and trends can be locted in regard to relative importance of various job factors. These can be summarised as follows:

1. Financial benefits, job security, and promotion are not motivating factors for management groups whereas these can be motivators for the workers.
2. Recognition of work emerges as one of the most important factors for motivating people both managers and workers. This fact, however, must be seen in the context of the first conclusion, that is, what is the outcome of the recognition of good work.
3. Factors contributing to dissatisfaction are the lack of explicit company policy and administration, lack of technically

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45. L.M. Prasad, 'What workers want for their jobs', Integrated Management', July, 1979.

competent and sympathetic supervision and lack of opportunity for growth.

Top level managers value achievement and self-actualisation while middle level managers value advancement, type of work and feeling of worthwhile accomplishment. These factors are, however, not so important for workers.



## CHAPTER - IV

# BANARAS HINDI UNIVERSITY - AN OVERVIEW

### Background

Varanasi, known primarily in the religio-spiritual context in India and abroad, is the oldest living city on earth. The mythological name of the city was Kashi. There is something unique about this city which has attracted people from various parts of the country throughout the ages. Excavations reveal an uninterrupted continuous habitation from opening of the first millennium B.C. to the early medieval period. The city grew into a prosperous centre of trade and commerce through the Gupta period to the famous Gahadwal rulers of 12th Century A.D. The ancient Kashi Janapada has its Capital at Varanasi.

The ecological setting of Varanasi is unique in its own way. The majestic Ganga flows in the form of a crescent of half moon as on the head of Lord Shiva, the presiding deity of the city Rajghat, where the ancient Varanasi was situated, lies on the northern end of the crescent. Two rivers, Varuna and Ganga act as its natural protective moats. Early in history Varanasi established its status as a great centre of learning, scholarship and culture. People from different and distant parts of India also enriched the cultural milieu of the city.

The Banaras Hindu University (BHU) is a living monument to the noble memory of one of the greatest and noblest sons of India, Mahatma Pandit Madan Mohan Malviya. Malviya established a living temple of learning so that thousands of hearts could be kindled with the flame of knowledge. It is an accepted fact that he built the BHU brick by brick a unique centre of learning. If we could understand the voice of bricks, even today, we would hear them singing the eternal glory of the great founder of this living monument.

Malviyaji was also a great scholar of Sanskrit and Indian culture. As social reformer, he worked for the upliftment of Harijans, propagation and simplification of Hindu Dharma, and relief of down trend. He had also given some very fruitful suggestions for agricultural and industrial development of the country. Shri K.M. Munshi wrote about gliffes of Mahamana as "His achievements were many and varied, but he himself was greater than the greatest of his achievements, spotless and selfless in character, large hearted and sympathetic towards all good causes, deboutly religious, he lived in ceaseless efforts to realise the ideals which ennoble life, and by every test, he was a Maharshi. Mahatmaji one called him 'pratah smarniyah' - a sage whose name, if spoken in the morning, would lift one out of mire of one's sordid self."

Mahamana was the combination of ancient and modern thoughts based on traditions. One Maharaja Lotah remarked the Malviya combined to a rare degree a synthesis of ancient and modern, a bleding of Eastern and Western cultures. "Babu Surendra Nath Banerjee denoted "The Hindu University Will evolve a national life which will outline the lofty spirituality, the high moral tone of the East with all the vigour, the determination and masculine assertiveness of the west."

At the turn of the country Malviyaji decided to established a Centre of learning as University at Kashi for providing a new orientation in building the life of youth of the country. For this purpose, he placed equal importance on character building through religious instruction and on material advancement through lessons in science and technology, under the Chairmanship of Maharaja Prabhu Narayan Singh of Banaras, first meeting of establish the university was held in 1904. In October, 1905, a detailed plan of the proposed university was formulated with the consultation of a number of renowned educationists and representatives of the country. The leaders

like Surendra nath Banerjee and Gopal Krishna Gokhale motivated Malviyaji for this noble task. The scheme to establish university was also approved by Sanatan Dharma Mahasabha in its meeting held at Allahabad in January, 1906. Thereafter, Malviyaji issued the prospectus to the general public on 12.03.1906. But due to the unfavourable political scene in the country, nothing substantial could be achieved on this front until 1910. Meanwhile, a revised prospectus of the university had been formulated and put before the public. The main theme of the plan was as follows:<sup>1</sup>

- i) To promote learning and research generally in arts and science in all branches;
- ii) To advance and diffuse such scientific, technical and professional knowledge, combined with the necessary practical training as a best circulated to help in promoting indigenous industries and in developing the material resources of the country,
- iii) To promote the study of the Hindi shastras and of sanskrit literature; and
- iv) To promote building of the character in youth by making religious and ethics and integral part of education.

In order to achieve the above objectives the university was to have the colleges as under in the beginning:

- a) A Sanskrit College comprising theological section;
- b) A College of Arts and Literature;
- c) A College of Science and Technology;
- d) A College of Agriculture;
- e) A College of Commerce;
- f) A College of Medicine; and

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1. B.H.U. News Letter, Vol. 46, Sept., 1967.

g) A College of Music and Fine Arts.

All then universities of India viz., Calcutta, Bombay, Madras, Lahore and Allahabad, were mainly examining universities. But the proposed university had the residential character with special emphasis on character building and religious instruction. Malviyaji proposed Hindu as medium of instruction in the revised prospectus of the university. He emphasised "India cannot regain her prosperity until the study and application of the modern sciences becomes, so to speak, naturalised in the country. Science cannot become a national possession so long as it has to be studied through the medium of a foreign language. A wide diffusion of science in India... is not possible until science, both theoretical and practical, can be learnt by Indian in their own country and their own vernaculars. A foreign language... cannot serve as vehicale of original throught and medium of instruction for a whole community."2

**ii) BHU: Establishment**

The establishment of the university has to be seen against the background of the Indian University Act of 1904 and the, then socio-economic and political climate, the radicalisatism of the political movements that would first call for Home Rule and then declare complete independence as their goal. During the course of debate on the Banaras Hindu University Bill, introduced in the Imperical Legislative Council by Sir Har Court Butler, the then member for education in March, 1915. Malviyaji mad it clear that university will be a denominational institution but not a sectarian one. Traucending the racial, religious, linguistic and other narrow compartmentalization, it will be a national university both in form and spirit. Malviyaji recognised the important role of education in moulding a new generation of leadership, the rank and file for the national movement for independence and then for rebuilding of India.

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2. B.H.U. Platinum Jubilee Report.

Vasant Panchmi day, February 4, 1916, is a Red Letter Day in the history of higher education of this country as on this day the foundation stone of the University was laid by H.E. The Right Hon'ble Charles Baron Hardinge of Penshwit, Viceroy and Governor-General of India with luminaries like Mahatma Gandhi, Dr. (Mrs.) Annie Besant, Dr. J.C. Bose, Dr. C.P. Ray, Dr. Harold Mann, Prof. C.V. Raman and others.

Sir, Sunder Lal was the first Vice-Chancellor of the University, followed by Sir. P.S. Sivaswami Aiyar after whom Mahamana himself took over the responsibility, guiding the development of the university until 1939. He was succeeded by Dr. S. Radhakrishnan who remained at the helm for 9 years. Luminaries of Indian education have graced the chair of Vice-Chancellor of Banaras Hindu University, with name like, Dr. A.N. Jha, Pt. Govind Malviya, Acharya Narendra Dev, Sri C.P. Ramaswamy Aiyer, Dr. V.S. Jha, Sri Justice N.H. Bhagawati, Dr. Trigun Sen, Dr. A.C. Joshi, Dr. K.L. Shrimali, Dr. M.L. Dhar, Dr. Hari Narain, Dr. Iqbal Narain and Professor R.P. Rastogi being successively associated with the office. Presently, Dr. C.S. Jha assumed officer of the Vice-Chancellor of the University on may 1, 1991 for a term of three years. He is the 18<sup>th</sup> Vice-Chancellor of the University.<sup>3</sup>

The conceptual foundation of the university structure was also laid firmly by Mahamana himself. His vision extending far into the future, has developed a comprehensive philosophy to model the design of this temple of learning. Some of the vital and prestigious spectrums of the high wall of Banaras Hindu University are as follows:

### **Institute of Technology**

The engineering education in the Banaras Hindu University dates back to 1919 when degree courses in

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3. News Letter, B.H.U., 1991.

Electrical and Mechanical Engineering was started. The well established three colleges were merged together to form the Institute of Technology at B.H.U. and it became fully operational in 1968. The present day Institute of Technology, in many respect, is bigger than each of the five Indian Institutes of Technology and consists of 10 Engineering Departments, 3 Applied Science Departments and 3 interdisciplinary schools and sections for teaching Technical Writing and Humanities.

Research and Development are essential functions of a national institution like BHU and increasing emphasis is given to this important aspect of academic pursuit. Highly qualified Faculty members and talented research personnel continue to be active in the frontier areas of research and their efforts are generally supported by sponsoring agencies; UGC, CSIR, DDE, DST and industries like SAID, BHEL, TISCO, HINDALCO, ONCG. A large number of research schemes have been completed successfully and at present more than 25 Research Projects are under investigation with a total outlay of over Rs. 2.50 crores.

### **Industrial consultancy Centre**

Recognising the evergrowing interaction of the Institute with numerous R & D organisation, Industries and Scientific/Technical Agencies, an Industrial Consultancy Centre (ICC) has been constituted which acts as liasion between industries, R & D organisations and experts and facilities of the Institute.

It was established in 1978 and rendering service to the rural areas of U.P. and assisting the state Government and other Housing Agencies in planning development, design, training, construction of low cost houses using locally available building materials and labour.

### **I.T. Gymkhana**

It organises a large number of activities under its cultural sports and games and co-curricular activities wings.

The Institute of Technology has a large number of non-teaching, technical staff and employees. It has 23 administrative staff, 470 non-teaching staff.<sup>4</sup> They keep helping the teachers and students to achieve their missions in the Departments and help in running the Institute smoothly. A major part of these employees are associated with the Department and remaining are distributed in the following units:

- i) The Director's office
- ii) I.T. Workshop
- iii) I.T. Library
- iv) I.T. Gymkhana.

Their sincere and efficient work is very important in most of the direct and indirect achievements of the institute of the Technology. A unique feature of the Institute is that it is an integral part of a very large, multi-faculty, residential university where students and teachers from diverse discipline like Ancient History, oriental Learning, Music Art, Management and Medicine stay together in the same campus. This provides a rare opportunity for mutually beneficial interaction both at curricular and extra-curricular levels.

### **Institute of Medical Sciences**

The Institute has unique background of modern and Ayurvedic systems of medicine which was the main theme of its founder Mahamana, 'the synthesis and amalgamation of ancient wisdom with scientific parameters'. This could only be achieved due to untiring efforts of the Founder Principal and Director of this Institute Prof. K.N. Udupa. "The institute always received the blessings of Kashi Naresh who happens to be the

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4. News Letter, B.H.U., 1991.

descendent in the hierarchy of Kashi Raja Devodas under whose patronage the Indian system of medicine has flourished over last 1000 decades and has enlightened the whole world."5

As an important tertiary care institution to the vast community of Eastern U.P., West Bihar and adjoining M.P. catering the medical needs for a population of more than 100 million. The faculty members, P.G. students, and research cadre fellows are actively carrying out basic and applied research working on various projects of National importance such as malnutrition, Fertility control, Maternal and Child health, cancer, heart disease etc. These research schemes are being financed by different agencies such as UGC, ICMR, CSIR, WHO, DST and some pharmaceutical houses.

The non-teaching paramedical personnel of IMS have been engaged in research related laboratory activities and their contribution have been recognised all over country. Some non-teaching staff were awarded senior level fellowship for one year at pasteur Institute Layon, France.

### **Sir Sunder Lal Hospital**

As said earlier the hospital attached to the Institute of Medical Sciences functions as day to day service unit to the residents of the university campus, and the floating population of the pilgrims who visit this holy city of Varanasi from all corners of the country and the world. The following are salient feature of the hospital:

- i) Diagnostic facility like Tread Mill Test Holter Monitoring, Vector Cardiography have been started.
- ii) LASER surgical unit.
- iii) Minor /Emergency operation Theatre is ready for

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5. Annual Report of Institute of Medical Sciences was presented by Prof. H.S. Bajpai.

commissioning.

- iv) UGC as sanctioned funds for construction of a neonatology surgery unit.
- v) A Panch Karma Unit in Ayurvedic Wing of the hospital has been commissioned and is functioning well.
- vi) The Bi-feedback and Psychosomatic unit is an unique example of the use of modern techniques in the Indian medicine therapy for patient care.

"The Institute has 23 departments and 10 super specialities in the Faculty of Medicine and 8 Departments in the Faculty of Ayurveda."<sup>6</sup> In addition to this several central units like centre for Experimental Medicine and Surgery, Institute Workshop, Library, Photo and Art Section, Ayurvedic Pharmacy, Central Animal House, Publication and Information unit, Centre of clinical Investigation, Post-Partum Programme etc. are also functioning under this institute. There is also an Advanced centre for Molecular Biology and Immunodiagnosics.

### **Institute of Agricultural Sciences**

Institute of Agricultural Sciences, B.H.U. was established in 1931 on the basis of recommendations of the Roy Commission on agriculture. The main aims and objectives of the Institute are as follows<sup>7</sup>:

1. To improve the quality of technical manpower with integrated approach to teaching, research and extension thereby, providing a practical bias to all the three functions and making the research more production oriented, problem solving, comprehensive and interdisciplinary.
2. To create easily adaptable technical knowhow from

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6. Annual Report of B.H.U. 1990-91.

7. News Letter, B.H.U., 1991.

organised, well equipped and devoted research laboratories and experimental stations.

3. To develop technically competent and organisationally viable and long extension service for transmitting the results or research down to the remote fields or region and bring back the cultivators problems for decisive solutions.
4. To organise with the cooperation of the State Government a dependable supply line of improved seeds and technically sound package of practices.

The Institute has 12 departments with modern infra structural facilities and manpower capabilities. The Institute acquired 2600 acres of land in Mirzapur and with its innovative educational curriculam, has been accomplishing the functions of education, research and extension services.

### **Faculties and Departments**

"The BHU has been able to establish sophisticated instrumentation centres, well equipped laboratories and manpower capabilities in the strategic areas of physical, chemical and life science. Along with the earth service, they constitute the Faculty of Science. The Department of Physics has acquired the status of Centre of Advanced Studies. For Chemical Science, the university has department of Chemistry and Bio-Chemistry while for life sciences it has department of Botany and Zoology and school of Bio-technology."<sup>8</sup> In recognition of its brilliant performance over more than half a century, the Department of Botany was chosen by the UGC for special assistance in 1972. The department was again assessed by the UGC and was recognised as a Centre of Advanced Study in Botany in 1980. The department marched ahead further excellent performance in teaching and research and was recognised by the UGC as a Centre of Excellence in 1984.

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8. News Letter, B.H.U.

The department of Earth Science viz., Geology, Geophysics and Geography have identified, in their thrust areas, the strategically important fields of hydrocarbon explorations, ocean evolution, prospect of metallic, numerical weather forecasting and ground water explorations.

The Banaras Hindu University has made a significant breakthrough in the fields of social science and humanities by integrating the Indian traditions and philosophy with the western rational and liberal thought. The phenomenal growth in these fields lead to the formation of a number of new faculties viz., Faculty of Arts, Social Sciences, Education, Commerce, Management. The Sanskrit Vidya Dharma Vigyan Sankay Forms a separate faculty and there is a Centre for Study of Nepal.

Pandit Onkar Nath Thakur established 'The College of Music and Fine Arts' in 1950. Later on, it was split into Faculty of Performing Arts and Faculty of Visual Arts.

Women's college (now know as Mahila Mahavidyalaya) was established in 1929 for imparting undergraduate education in humanities, social science and sciences.

### **Bharat Kala Bhawan**

A unique feature of the BHU is the Bharat Kala Bhawan. It owes its origin to the Bharat Kala Parishad founded by Rai Krishna Das in 1920. The Bhawan has more than 90,000 art objects, including painting and sculptures dating from 2nd century B.C. to 12 century A.D. Its important collections are in forms of textiles, coins terracotas, and some rare manuscripts. It is the only university museum on the tourist map of India.

### **Academic Staff College**

The UGC as a part of National Policy on Education (1986) sanctioned the creation of Academic Staff Colleges (ASC). The

BHU was one of the first few universities in the country to have established the college in the later part of 1987.

### **Accommodation**

Malviyaji was very particular about incorporating a modern version of Gurukula tradition of continuous interaction between teachers and students. Accordingly, the present residential complex includes 46 hostels with nearly 8,000 students residing in them. The university has nearly 600 residential quarters for teaching and six hundred for non-teaching employees.

### **Library Facilities**

The University has a rich library, it is largest in the country. Therein a central Library known as Sayaji Rao Gayekward Library. Besides this, there are some other 60 libraries like, Main Library, I.T., IMS Library, Law School Library, I.A.S. Library and other situated at the various Institutes, Faculties, Departments and Schools. In addition to these, the Central Library manages 6 study centres located in the various localities (Kamachha, Godowlia, Ramnagar, D.L.W., Chetganj, Viseshwarganj, in the city for the case of daily scholars.

### **Miscellaneous**

#### **1. Malviya Bhawan**

The Bhawan is not only memorial building but is an active institution devoted to Malviyan studies with emphasis on ancient wisdom and scientific insight. The Bhawan's other units are Gita Samiti, Yoga Sadhana Kendra, Centre for value study, Malviya Vangamaya study cell.

#### **2. Centre of Adult and Continuing Education**

The year 1990 has been of great significance for the Centre of Adult and Continuing Education as by this period the centre has successfully completed a decade since it came to existence in the university.

## Platinum Jubilee Celebration

The stay of seven and half decades of the university in service to the nation is interwoven with glorious era of Indian struggle for freedom and remaking of a free modern and self reliant India. The university, as it stands today on the occasion of its Platinum Jubilee, constituting a unique educational complex of 14 faculties consisting of 114 departments and extensive support services, to meet the educational requirements of 13,000 students from all over the country and abroad, with the help of 1700 teaching member and about 5,000 supporting staff, in one of the largest educational and cultural institutions of the country. Spread over an area of 1300 acres, it incorporates a modern version of Gurukula tradition of continual interaction between teachers and students, and presents an ideal setting for alround development of personality cutting across cultural linguistic and religious barriers. This, indeed, was the dream of our revered founder.

### Accommodation

The university with a superfacious space - sometimes called a residential one has provided quarter facilities to both teaching and non-teaching staff. About one-tenth of the teaching staff have been accommodated in the campus. Among non-teaching staff beside quarters, the single nurses are accommodated in the nurses hostel and the fourth class employees in the Hyderabad hutments. As on 31<sup>st</sup> December, 1992 the residential quarters to non-teaching staff according to grade were as follows:

Type of quarter	Number	Grade of Staff
D	131	Section officer and Equivalent
E	131	Ministerial staff
H	163 )	Subordinate staff
I	197 )	

Source : Estate Office, B.H.U.

## **Medical Facilities**

All the employees of the University whether on roll or probation or temporary are provided along with their family members. The treatment is provided in Sir Sunder Lal Hospital of the Institute of Medical Sciences, BHU. The hospital has all modern equipped indoor and outdoor facilities with over 1,000 beds in modern medicine, ayurveda, surgery, etc. The hospital is at par to All India standard of the Institute of Medical Sciences, biggest in Eastern U.P. and West Bihar Which caters services to the society besides the employees, their dependents and the students of the University.

In the purpose of university employees medical facilities contributory health medical facilities are provided. In which the employee contributes nominal and i.e., Rs. 2/- and Rs. 4/- per month by non-teaching and teaching employees and takes all the facilities of the S.S. Hospital. The employees and their dependents are treated free of cost.

In case some medicine is purchased from outside in case of indoor treatment reimbursement for the treatment of the employees and their families are given after submitting the discharge slip and the bills of medicines purchased from outside i.e., claim. The retired employees are also provided free medical facilities to a great extent. In a nutshell it could be said that sufficient medical facilities to the employees and their families are available in all medical disciplines at S.S. Hospital of the University.

So far as nursing staff of the S.S. Hospital are concerned, they get Rs. 1,500/- per annum at flat rate basis plus Rs. 150/- and Rs. 75/- as nursing allowance and working allowance per month respectively which forms part as their monetary gain.

## **Vehicle Loan Facility**

For the purchase of vehicles, either for wheeler or two

wheelers, the university provides loan to the teaching and non-teaching employees at concessional rate of interest basis.

This facility was started from the year 1986-87 to facilitate conveyance vehicles in the ownership of the employees. Any overview of the vehicle loan in different years provided to non-teaching staff could be presented as follows:

<b>Year</b>	<b>No. of Employees who take loan</b>	<b>For Care</b>	<b>For Scooters</b>
1986 - 87	30	-	30
1987 - 88	41	1	40
1988 - 89	42	2	40
1989 - 90	43	3	40

After 1989-90 due to financial constraints the university has not provided any loan to the any of the employees for the purchase of car / scooter / motorcycle / moped.

### **Building Loan Facility**

This facility is available to the employees to enable them to own their houses. For the purpose 120 months basic salary or on the basis of service tenure the employees are granted loan at nominal interest to acquire land and build the house or purchase the constructed house at one stage. The recent building loan granted to the non-teaching employees are as follows:

<b>Year</b>	<b>Number Benefitted</b>	<b>Amount disbursed (Rs.)</b>
1988-89	56	59,79,445
1989-90	29	30,45,500
1990-91	15	13,95,330
1991-92	21	30,78,310

Thus, by the end of 1991-92 in all 121 non-teaching

employees were disbursed loans for housing their own self occupied land and building so far.

### **Leave Travel Concession (LTC)**

Every permanent employee of the Banaras Hindu University is eligible for leave travel concession once in a four year block. This facility is granted to all the dependent members of the family of the employee. For this purpose, the employee has to act according to LTC rules. This facility may be utilised by the employee and his family members even for the home town.

The object of this concession introduced from 11th October, 1956 was to afford some assistance to Government servants serving at places distant from their homes for journeys to their homes and back to headquarters during regular leave. It has been liberalised from time to time. From the year 1974, the concession has been extended to journeys to places other than home town also. The following are the salient features of the concession;

1. The concession will cover self and family.
2. The concession will be admissible only to those Government servants (whether permanent, on probation, temporary or officiating) who have completed one year of continuous service on the date of journey performed by him family, as the case may be.
3. A period of unauthorised absence due to participation in strike etc., shall be deemed to cause break in service while calculating the minimum period of continuous service.
4. The concession is admissible to all Government servants irrespective of the distance between their head quarters and their hometowns.
5. The concession to hometown is allowed once in a period of two calendar years. However, a Government servant who has a family living away from his place of work, may

avail of the concession for himself alone every year for visiting his hometown instead of having the concession for both self and family once in a block of two years. But he will lose the right of 4 years' L.T.C. to travel to anywhere in India.

6. The concession is ordinarily admissible for the journeys performed during regular or casual leave including special casual leave. There is no stipulation about the period of stay in the hometown.
7. The concession is admissible during maternity leave also.
8. The concession to go to any place in India is allowed once in a block of four calendar years. This concession is in lieu of one of the two concessions to home town available in a block of four calendar years.
9. Any place in India will cover any place in the mainland or overseas, i.e., Port Blair, A & N Islands etc. including the hometown of the Government servant.
10. The concession is restricted to journeys within India and is admissible for journeys between places connected by rail/party connected to rail and partly connected by road/steamer services and also between places not connected by rail.

If a Government servant's hometown is outside India, the assistance is admissible up to the Indian railway station or port nearest of his hometown.

11. Government servant and/or member/members of family may travel by any route to the declared place of visit/hometown, but the Government's assistance shall be limited to their share of the fare by the shortest direct route calculated on a through ticket basis.
12. In respect of the journeys to Hometown and "anywhere in India" the entire fare will be reimbursed by the Government.

13. The concession to hometown/any place in India is admissible both ways during leave preparatory to retirement provided the return journey is completed before the expiry of the leave.
14. Government servants who are deputed for service in the N.E. Region and Lakahadweep Islands and who leave their family behind at the old duty station or another selected place of a residence and has not availed transfer T.A. for the family will have the following options:
  - a) Avail LTC to hometown once in two years; or
  - b) Avail LTC for himself once a year from his headquarters to his hometown or place where the family (limited to spouse and two dependent children) avail LTC once a year to visit the Government servant at his station of posting from the place where they reside.

Officers drawing pay of Rs. 2,250 and above and their families, i.e., spouse and two dependent children (upto 18 years fo boys and 24 years for girls) can perform the journey by air between Calcutta and Imphal/ Silchar/ Agartala or vice versa.

15. The concession is not admissible to a Government servant who proceeds on regular leave and then resigns his post without returning to duty.
16. The concession can be combined with journeys on transfer or tour.
17. Advances are granted to Government servants to enable them to avail themselves of the concession.
18. In the case of a Government servant under suspension, the concession is admissible to his family only.

**1. Family :** The term 'family' shall have the same meaning as given in SR 2 (8) for purposes of T.A. on transfer i.e., the

employee and dependents.

**2. Home :** The term 'Home' means the permanent home town or village as entered in the Service Book or other appropriate official record of the Government servant concerned, or such other places as has been declared by him, duly supported by reasons, such as ownership of immovable property, permanent residence of near relatives etc., at the place where he would normally reside but for his absence from such a station for service in Government.

**3. Once in period of two calendar years:** The expression "once in a period of two calendar years" means once in each block of two calendar years starting from the year 1956. Thus, the concession on the first occasion is admissible during the block of two consecutive calendar years 1956 and 1957. The concession on subsequent occasions will be admissible at any time during the blocks 1958 and 1959, 1960 and 1961, and so on.

**4. Once in a period of four calendar year -** The expression means once in a period of four calendar years beginning from the calendar year 1974. Thus, the concession on the first occasion is admissible during the block of four consecutive years 1974-77 and on the subsequent occasions at any time during the block 1978-81, 1982-85 and so on.

**5. Shortest Route -** The term 'shortest route' under the scheme is given the same interpretation as recognised for travel on duty.

**6. Entitled class of accommodation -** The class of accommodation is decided by the class of which a Government servant is entitled under the T.A. Rules, at the time the journeys are undertaken

### **Packing Allowance**

On transfer on retirement the facility of transfer grant and grant of packing allowance for carriage of personal effects are

provided by the University. The recent modifying rates of Lumsum Transfer Grant and Grant of packing Allowance and Carriage of personal effects on transfer (as approved vide EC Resolution No. 175 dated September 1-2, 1986 based on OM No. 19018/1/86-E-IV, dated 3.1.1986 of the Government of India, Ministry of Finance, Department of Expenditure have come into effect.

The above order dated 28.4.1988 of the Vice-Chancellor has been passed in view of the Government of India, Ministry of Finance OM No. 19030/5/86-E.IV, dated the 10th April, 1987, item 2, according to which the pay ranges and the entitlement for carriage of personal effects would be as follows effective from 1.11.1986.

<b>Pay Range</b>	<b>Lumsum transfer grant</b>	<b>Packing allowance</b>	<b>Personal effects that can be carried</b>
Rs. 5,100 and above	4,000	1,500	Full four wheeler wagon, or 6000 Kgs. by good train, or one Double container.
Rs. 2,800 and above but less than Rs. 5,100	3,000	1,200	Full four wheeler wagon, or 600 Kg. by goods train or one single container.
Rs. 1,900 and above but less than Rs. 2,800	1,500	900	300 Kgs. by goods train.
Rs. 1,400 and above but less than Rs. 1,900	1,000	600	1500 Kgs by goods train.
Rs. 1,100 and above but less than Rs. 1,400	600	600	1500 Kgs by goods train.
Below Rs. 1,100	450	450	1000 Kgs by goods train.

## **Uniform Facility**

Class III Technical staff are also entitled for summer and winter uniforms. These class III technical staff from the part of our sample also. In summer uniform blue terrykot pant and shirt (two sets in two years) + Rs. 250/- as stitching charges for one pair chappal are receivable by technical staff. The winter uniform compriss woollen coat and pant plus shoe plus nylon shoes plus woollen overcoat plus handgloves as well as Rs. 335 as stitching charges winter uniform is available one set in two years.

It is to be noted that among class A group of employees these who belong to clinical and laboratory area they also get the uniform facilities.

## **Other facilities**

The employees of the university and their dependents i.e., children admitted in the schools/departments of the university are provided free education at nominal fees. Now non-teaching employees are also granted study leave to prosecute higher studies. Non-teaching staff can be registered as Ph.d. scholar in the university. The childrens of the staff are admitted in the Central school and the nursery schools within the campus. In addition the employee children are preferentially admitted in the CHS (Boys and Girls) at Kamacha, a part of the university itself.



## Chapter - V

# HRD - A Tool of Performane

### i) Overture

The problem of Human Resource Development (HRD) against the non-teaching staff of Banaras Hindu University remains same, as in any organised institution. The scholarly and mangerial interest in the field of HRD have been initiated recently. The indication is the increased frequency with the creation of Human Resource Deelopment Ministry at the Centre signifies it importance. In fact themes are being feature in conferences, seminars, etc. where people meet to discuss the problem of Human Resource Development for higher productivity.

Most of the published work on HRD initiates in public are private sector focussing on use of HRD instruments like:

- a) Performance appraisal,
- b) Potential appraisal,
- c) Training; and
- d) Role analysis, etc.

The above basic factors help in the development of Human resource to indicate the Human Resource Development several models are adopted by the writers from time to time in progress which further enlarges the area of HRD.

It is considered necessary for the purpose of imparting the necessary job knowledge to the manpower and developing in them necessary skills, aptitude, etc. It will help the people for growth and development on one hand and the responsibility towards their work and attitudes. Some of the measures for the purpose suggested by the HRD experts stands as follows:

1. To ensure the optimum use of manpower at the levels so

that they could deliver the best possible services;

2. To meet the dynamic needs of the individual development and requirements of social order;
3. To meet the challenges put forward by changes in technology, job system and working methods, technical development etc., and to prepare the manpower accordingly to meet such challenges;
4. To meet the needs of developing economy of the country like India; and
5. To ensure employees' high morale, full capacity utilisation resulting in higher productivity.

The basic theme in HRD is to develop the individual and develop the work group, employed in any organisation. The emphasis has shifted from "Maximisation of performance" and 'compensation' towards "employee potential awareness creation" and "employee potential realization."

The focus is now on enhancing employee involvement in internalizing organisational objectives through Vibrant Human Resource Development. Efforts are made in order to release the springs of dynamisms and creativity of both individuals as well as work group.

The personal function has reduced human resources in organisations to merely with objects that the Human Resource Development approach the people in organisation's history and destiny. The employees are no longer cogs in the organisational wheels but as the active agents shaping not only their own futures but also the future of the organisation. The Human Resource Development approach, therefore, postulates a proactive rather than a reactive approach, a visionary stance rather than a fire-fighting orientation and as a developmental strategy rather than a constructive strategy.

“We make men, before we make products” observed Mr. Monosuke Matsushita, the founder of the Matsuhita Electrical Industries, which is number one not in Japan but know throughout the world also in home electronics, largely due to the superior performance of the men in Matsushita.<sup>1</sup>

Human resources are organic and complex and so is their development, while education is an instrument for the general development of the individual. Human Resource Development differ in the capacities and capabilities of the personnel in relation to the need of the organisation.

It involves the creation of skill, knowledge and other things which helps in the growth of manpower. It is process through which the personnel in an organisation are prepared to give their best for corporate objectives and achieve optimal effectiveness in their job roles. In institutional terms, it involves the setting up of systems through which human capabilities and potentials can be identified and tapped the mutual satisfaction of the individual and the organisation.

Human Resource Development in the organisational context, it is process by which employees of an organisation are continuously helped in a planned way:

- a) To acquire capabilities (knowledge perspectives, attitudes, vlues and skills) required to perform various tasks or functions associated with present or future expected roles.
- b) To develop general enabling capabilities as individual so that they are able to discover and utilise their own or organisational development purposes; and
- c) To develop an organisational culture where superior-subordinate relationships, team work and collaboration among different sub-units are strong an contribute to the

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1. Japanese Method of People Development. Journal, Vol. 43, p. 13, 1973.

organisational health, dynamism and pride of employees.

Well, if human resource development is not to become merely a old wine in new bottle with the label changed the organisation must be committed to certain core beliefs regarding people as;

- i) People are not only the most important asset, but unlike other assets, people can be developed and their values can be enhanced to an unlimited extent.
- ii) Development of people required a climate of trust, openness and mutuality.
- iii) The work should offer an opportunity to the employee to discover and use his abilities.
- iv) It is an integral and essential part of every employees job to develop his subordinates.
- v) An organisation should not only satisfy the basic neds of its employees but also their higher needs through appropriate management styles and systems. The higher the level of management, the greater the responsibility for the development of people.

## **ii) Developing Human Resource**

Administration has grown very complex in the modern time as it is acquired new dimensions. The new challenges for human resources policies will have to recognise the new development of potentialities of people, increasing unionisation of middle management cadre and minimising the cost of production and improving productivity.

The priorities in personnel management functioning have changed vastly from its original complexion. The only tasks of evolving rules and regulations, standing orders to frame the norms of industrial working has changed to promote the energy generating factors and minimise the energy and drain the areas

to obtain fullest creativity.

We have to deal with interactive policies, techniques and procedures which together can help to develop the human assists of an organisation.

Line managers and staff personnel can cooperate to make sure that all these activities are planned and administered with that aim in mind. Since every achievement in every activity is related to Human Resources, it is important that a system is created within the organisation continuously to serve the area of human resource development. Management of human resources could be divided into three broad areas of activity as;

- i) Human Resources System,
- ii) Human Resource Development; and
- iii) Human Resource Management.

#### **i) Human Resource Systems**

Traditionally we have been dependent on our present system to manage people through rules and regulations and standing orders. These are now no longer sufficient in the present context espacially when we have tasks to fulfil through a variety of people within the organisation and technological complexion in operation itself. Therefore, in this area we should have enough capabilities on making pragmatic rules and regulations. The system for human resources planning, could be developed as follows;

#### **Human Resource Budgetting and Control**

- To assess the manpower requirements productwise, categories wise, skill-wise etc. and find out gap in demand and supply;
- To assess implications of manpower cost on productivity and profitability;

- To devise suitable guidelines on manpower control; and
- To brief specific activities for manpower planning for the current and next 1-2 years.

### **Human Resource Utilisation and Adit**

- To evaluate qualitative and quantitative aspect of utilisation;
- To develop action plans for improvement; and
- To develop follow-up and feedback.

### **Human Resource Reporting**

- To develop various reports for planning, analysing and controlling; and
- To provide exceptional reports to appropriate authorities.

### **ii) Human Resource Development**

The includes the :

- Role and goal clarity,
- Job description,
- Training and Development,
- Performance appraisal,
- Managing changes,
- Recruitment, selection and placement,
- Discipline; and
- Employees welfar and reward.

### **Human Resource Accounting**

The only reference to be found in financial statements about Human Resources are entries in the income statement in respect of wages and salaries, directors' fees and particulars of employees under section 217(2A) of the Companies Act, 1956.

Some companies have started giving additional information with respect to human resources. For example BHEL are reporting “HR” in their Annual Reports as additional information, but not incorporating HR as assets and liabilities in the balance sheet. So like other physical assets, human resources should be recognised as assets.

### **iii) Human Resource Management**

The views of experts in the field on Human Resource Management stands as follows:

In some organisations the entire concept of Human Resource Management has been considered as a Public Relation System. They appoint a senior man to lead the function. In many cases the names of Training Departments are changed to HRD Departments.

There is no clarity or roles. The top level management’s role is vital in creating a culture where Human Resources are treated as assets. The kind of attention that the chief Executive gives to human resource functions, will determine the functions of human resources in an organisation.

The new concept of human resource management is still unclear in the organisation. Attempts have been made to clarify it all over the world. Given are the following organisational orientations;

#### **a) Fed Orientation**

Human Resource Development should not be considered as an image building as is done in some organisations.

#### **b) Committed Management**

Here the management has basic beliefs that human beings are assets, develop conscious philosophy and action plan to build up company culture so as employees use the productive potential.

### **iii) HRD in B.H.U.**

An appraisal of the employee is undoubtedly necessary at the time of employment. However, an appraisal on a continuing basis during the working tenure of such an employee is very desirable and useful. Actually, evaluation is constantly being done although at an unconscious level. Employees evaluate superiors, fellow colleagues and subordinates. What is needed to generate proper control is a formal procedure for evaluating personnel within the organisation. Such appraisals are at times described as ratings. Here one individual, after comparison with another, is ranked or rated as excellent, normal or average. Such personnel's efficiency ratings are generally used for ascertaining the work performance. The objectives of such appraisals include;

1. To identify areas for further training needs;
2. To help in determining promotions and transfers or to say incentives - financial and non-financial;
3. To reduce grievances; and
4. To improve work performance.

However, work performance appraisal suffers from certain limitations such as the followings;

- a) There is often a tendency to rate not only the employee but also the job.
- b) Errors are introduced in the appraisal because of a defect or bias in the person conducting the appraisal.
- c) There is generally the presence of 'halo' effects which leads to a tendency to rate the individual on the basis of an overall impression.
- d) Finally, as appraisal is in fact opinion, it is difficult to remove from it the subjective element while making the judgement.

In this concentration, Rudrabasavaraj's<sup>1</sup> survey of personnel practices in India evidence that all the public sector undertakings covered by the survey had some of an employee performance appraisal system. While some of the units assessed performance through progress reports, other used merit rating programmes. But in regard to the present study, the performance appraisal is done on the basis of confidential reports which are given by the departmental/sectional heads. Generally, the confidential report is marked once in a year. In the report the heads clearly mention that whether the performance of a particular employee is satisfactory or not. Besides this, the heads also write about the conduct of the employee whether favourable or unfavourable. The appraisals were generally conducted annually and a regular procedure was prescribed.

In the present study when the non-teaching employees in a set of questionnaire, were asked about their performance relating to their behaviour and functional areas, almost all (about 99%) of them replied "positively" stating their performance as high or satisfactory. With a view of verifying the employees' statement, departmental/sectional head's opinion or the next higher hierarchical persons' opinion regarding performance of the employees on their work was asked in the questionnaire referred as superiors.

### **Employees Perception Regarding work Performance**

In order to examine the ways the employees under study actually play their roles in a variety of situations, a set of direct questions regarding employees behaviour with reference to different activities and situations, were put to the respondents. Offering on in viewing discussions with the employees shows a process of human resource development and hence he

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1. M.N. Rudrabasavaraj, "Personnel Administrative Practices In India," Viakunth Mehta National Institute of Cooperative Management, Poona, 1969, p. 153.

proceeded from it. Their responses in this respects are shown in the following table 5.1.

**Table 5.1**

**Superior’s Permission for open Discussion in the Category wise Employees**

<b>Employees opining</b>	<b>Category-A Frequ- % ency</b>	<b>Category-B Frequ- % ency</b>	<b>Category-C Frequ- % ency</b>
The superior permits open discussion in the group on all relevant matters.			
1. Yes (Truly)	19 63.33	90 52.94	32 21.33
2. To some extent (Partially)	8 26.67	62 36.47	41 27.34
3. No (Not all)	3 10.00	18 10.59	77 51.33
Total	30 100.0	170 100	150 100.0

Table 5.1 indicates that in the views of above half of the sample employees, the superior fully permits open discussions on all relevant matters. A little more than one-fourth of the respondents said that the superior permits open discussions only to some extent. These respondents further stated that the permission for open discussion depended on the nature of the matters concerned. They said that on many matters like overtime, promotion, transfer, payment of incentives, etc., the superior does not permit open discussions; while other matters like employees’ welfare, safety measures, working conditions, etc. are permitted for open discussion by the superior. The table also illustrates that 5.33 per cent of the sample employees in category-C gave negative reply in this regard. These persons felt that the superior does not permit any open discussions with them on relevant matters. It is interesting to note that all

respondents who gave negative reply in this respect belong to older age group. Since the social atmosphere of the unit under study is more informal and the contacts between the superior and employees seems personnel even at work place, it appears tht the negative reply given by 5.33 per cent of the respondents in category is not the true feedback to the question. As majority of respondents i.e. 66.33 percent and 52.74 per cent for categories A an B felt tht their superiors consult on relevant matters, it shows some sort of human resource development among them. Therefore, it may be possible that the responses given to this question by these wokers are simply a manifestation of their dissatisfaction and frustration with the existing state. It is also possible that these wokers do not see any particular need for discussion and therefore say tht it does not exist.

The next question was concerned with the superior's knowledge about the operations and factual details of the work. Table 5.2 provides information in this regard. It is obvious fom the table that an overwhelming majority (81.25%) of the sample workers considers that their superiors is well acquainted with the operations, work procedures and factual details related.

Table 5.2

**Superiors' knowledge about the operation and factual details of their tasks**

Employees' opinion	Category-A	Category-B	Category-C
	Freq- % uency	Freq- % uency	Freq- % uency

The superior is so familiar with the operations and factual details of his tasks that he can discuss it without referring the records.

1. Yes	21	70.0	152	89.41	132	88.0
2. To some extent	7	23.33	17	10.00	12	8.00
3. No	2	6.67	1	0.59	6	4.00
4. Do not know	2	6.67	1	0.59	6	4.00
Total	30	100.0	170	100.0	150	100.0

to this task. They also emphasized that the superior is able to participate in any discussion concerned with the above matters without referring to any records. This response from the non-teaching employees reveal that the superiors take active interest in the matters of his defined tasks. 23.33 per cent of the respondents in category-A reported that the superior is acquainted with these matters only upto some extent and on many occasions while going to discussions he refers to the available records.

Respondents opinion about the superiors efforts to prevent errors in works was also sought. A majority of the sample employees from all the categories replied that the superiors carefully observes the errors committed by them the give suggestions so that such errors is prevented in future (Table 5.3).

**Table 5.3**  
**Superios Effort to prevent errors committed by subordinates**

Employees' opinion	Category-A		Category-B		Category-C	
	Freq- uency	%	Freq- uency	%	Freq- uency	%
The superios carefully observes the errors committed by subordinates and instructs them so as to prevent futue errors of the same kind.						
1. Always	23	76.67	141	82.94	139	92.67

2. Sometimes	7	23.33	29	17.06	10	6.66	
3. Never	-	-	-	-	1	0.67	
Total		30	100.0	170	100.0	150	100.0

The table also demonstrates that around one-fourth of the respondents said that sometimes the subordinate observes the errors of the workers and instructs them so that these could be prevented from repetition in future, while sometimes he overlooks and neglects these without paying much attention. However, a sizeable number (22.92%) of the respondents were found to be of opinion that the superior never points out particulars mistakes done by them. They commented that the superiors does observe the errors and mistakes committed that the superios does observe the errors and mistakes committed by them but he does not point out with some interior motives. He refers to such mistakes on various occasions in order to humiliate the employee instead of preventing them from committing such mistakes which dismotivate them.

The members of the work group of the unit under study consider that their superiors are generally resourceful in facing difficulties. As Table 5.4 illustrates, two-thirds of the sample

Table 5.4

**Showing superiors' competence in Facing Difficulties**

Employees' opinion	Category-A		Category-B		Category-C	
	Freq- uency	%	Freq- uency	%	Freq- uency	%
The superior is generally resourceful to face difficulties.						
1. Yes	28	93.33	159	93.53	145	96.67
2. To some extent	2	6.67	11	6.47	3	2.00
3. No	-	-	-	-	2	1.33
Total	30	100.0	170	100.0	150	100.0

workers were found having a positive and firm opinion that their superior deserves to face any operational difficulty; whereas about one-fourth indicates respondents felt that the superior is not resourceful in meeting difficulties.

When a question regarding the superior's style of giving instructions was asked, somewhat mixed type of responses were given as shown in table 5.5. 46.53 percent of the sample employees in aggregate said that the superior always gives adequate and clear-cut instructions to them while 38.89 percent of the non-teaching employees stated that their superior does so only sometimes, not always. However, 14.58 percent of the

**Table 5.5**  
**Superior's style of giving Instructions**

Employees' opinion	Category-A		Category-B		Category-C	
	Freq- uency	%	Freq- uency	%	Freq- uency	%
The superiors give adequate and clearcut instructions to the subordinates.						
1. Always	21		123		103	
2. Sometimes	7		40		39	
3. Never	21		7		8	
Total	30	100.0	170	100.0	150	100.0

respondents were found holding a negative view in this respect. They said that the superior never gives adequate and clearcut instructions to them. Although, the persons who gave positive replies in this regard from the largest proportion, the number if not so large that the views can be accepted as the general view of the workers of the unit under study. It is a very said remark especially from category-A employees that their supriors never

gave them clearcut instruction which needs to be adequately dealt and the majority of group-A respondents who themselves are in offier cadre have no much reliability over their superiors.

Within self assessment method an attempt is also made to get an idea about the overall work performance of non-teaching employees. For the purpose, respondents were asked to reply the questions; ‘Do you feel that the overall work performnces of yours is satisfactory in the knowledge or your superios?’” The responses so available have been tabulated in Table 5.6

**Table 5.6**

**The overall work performance of the Respondents**

Employees’ opinion	Category-A		Category-B		Category-C	
	Freq- uency	%	Freq- uency	%	Freq- uency	%
The overall performance in the knowledge of my superiors is satisfactory.						
1. Yes	23	76.67	147	86.47	114	76.00
2. To some extent	5	16.67	10	5.58	29	19.33
3. No	2	6.66	13	8.67	7	4.67
Total	30	100.0	170	100.0	150	100.0

A considerable majority over 3/4the from all the three categories of the respondents expressed a positive view about the overall performance of their own in the knowledge of their superiors. These respondents said that as a whole work performance is satisfactory. But a little more than one-sixth in aggregate employees of the sample, however, though that their overall work performance within the knowledge of their superiors is neither good nor bad, while 6.66%, 8.67% and 4.67% for the three categories respectively, respondents replied in negative terms.

Thus, the analysis of data regarding the work performance with reference to variety of situations and work activities reveals that the employees work performance in BHU show to a great extent a permissive considerate and creative behaviour and as a whole their work performance in their respective functions are satisfactory which is the firm base that human resource development at work place is quite significant but limited to on the job only not by other means of human resource development like training, developmental programmes for employees and so on.

With the HRD background and study as discussed, the Non-teaching staff of the BHU is invariably cooperative with seniors or juniors it was observed. Almost all the employees under study have felt that they are contended with the central Government and congenial atmosphere prevails in BHU campus, suited for HRD.

Beings the central University and the old traditions laid by Mahamana have been guided and directed by the great personalities like Acharya Narendra Deo, Dr. C.P. Ramaswamy Aiyer, Dr. Radha Krishnan and others who acted as Vice-Chancellors of this gret university and have directed the destiny of employees and laid a strong stone of human resource development with maximised proficiency and performance whether teaching or non-teaching.

B.H.U., an open university of international standards and syllabis, the heart of Malviyaji and gift of His Highness Maharajaj of Kindom Kashi gives light to all the employees and scholars in building and shaping the career which motivates an alround development.

The employees of BHU following the ideals of Mahamanaji and the character of the University is "So sweet, sevene, infinitely beautiful; This is the presiding centre of all Learning." The university which has its own traditions, cultures

and systems with unique feature, which guides the motos of the people. The non-teaching employees are found to be dedicated, devoted and determined towards their tasks in the university and thereby engaged in the developmental process of their own and of the country.

Well, lastly but not the least it is suggested that at present no training and developmental programmes are organised by the University for the non-teaching staff. Further none of the employees have been sent for career building or on deputation elsewhere, which needs to be considered by the BHU administration and some developmental staff centres for the non-teaching employees should be organized with university programmes and procedures of different mature.



## Chapter - VII

# SUMMARY OF FINDINGS

Education itself aims at development of human resources and motivates the scholar in accomplishment of goal directed motives. The employees working in the educational set up different motives to achieve. Beside fulfilment of their physiological, safety, social, esteem and self actualized needs, their development to take future assignments are the important areas of thought. This causes seriously among non-teaching staff of the educational institutions who generally to routine type of the educational institutions who generally do routine type of functional tasks. We have conducted the study of the non-teaching employees related to their human resource development and motivational process in the Banaras Hindu University. The main findings and suggestions based in that regard are as follows:

### **1. HRD - A Total of Performance**

Human resource development includes the contents of performance appraisal, potential appraisal, training, role analysis and such other future developmental programmes. These factors help in the development of human resource by ensuring optimum use of manpower. Hence a committed and motivated work force is the desire of every organization.

An appraisal of the intaking employees and working employees in undoubtedly necessary to identify for training needs, to determine promotions and transfers, to reduce grievances and to improve work performance. In the present study, the non-teaching employees' performances have been measured in terms of their behaviour, participation, counselling and follow up of the instructions, from the superiors by self assessment and superior's assessment techniques.

When the respondents were asked about their work performance, almost all (about 99%) out of the 350 from all the three categories - A, B and C replied positively stating that their

performance is high or satisfactory. Further, the views the departmental/sectional heads or the next in hierarchy's opinion sought in that regard was different. The superiors of non-teaching respondents said that performances of about 1/4th of the employees under study is not satisfactory.

We have asked with the respondents whether their superiors permit open discussions in the group on several matters, which is a process of human resource development. Above half of the employees in aggregate viewed that their superiors fully permit open discussion on relevant matters. They further states that the open discussion depends on the nature of matters concerned. The highest negative response, i.e., 51.33 per cent came from category-C employees who felt that their superiors do not permit open discussions with them on relevant working matters.

The non-teaching employees were asked about their superiors' knowledge about the operational and factual details of the work. An overwhelming majority (81.25%) of the total respondents consider that their superiors are well acquainted with the operations, work procedures and factual details related to the task. In category-A, 23.33 per cent employees reported that their superiors are acquainted with the matters' to some extent' being the higher in 'some extent' responses.

The members of the work group of non-teaching employees under study consider that their executives are generally resourceful in facing difficulties. About 2/3rd of the respondents in aggregate were found having a positive and firm opinion that their superiors/executives deserve to face any operational difficulty whereas the remaining about 1/4th feel their superiors are not resourceful.

When the respondents were asked about the instructions from their superiors, 46.53% in aggregate from categories A, B and C said that their superiors give them adequate and clearcut instruction always. 38.89 per cent of the non-teaching employees stated that their superiors do,

sometimes, not always. However, 14.58 per cent respondents were found holding a negative view in this respect.

Within self assessment method, an attempt is also made to get an idea about the overall work performance of non-teaching employees. A considerable majority over 3/4th from all the three categories expressed a positive view about the overall work performance of their own in the knowledge of their superiors. A little more than 1/6th in aggregate of employees, however, thought that their overall work performance within the knowledge of their superiors is neither good nor bad. The negative replies have been came from 6.66 per cent, 8.67 per cent and 4.67 per cent employees of categories A, B and C respectively.

The overall analysis of the work performance with reference to variety of situations and work activities reveal that the non-teaching employees in B.H.U. show to a gret extent permissive, considerate and creative behaviour and as a whole their work performance in their respective functions are satisfactory which is the base for their physiological and social human resource development.

With the HRD background and study as discussed, the non-teaching staff of the BHU is invariably cooperative with seniors or juniors it was observed. Almost all the employees under study have felt that they are contended with the Central Government and congenial atmosphere prevails in BHU campus, suited for HRD.

Being the Central University and the old tradition laid by Mahamana, it had been guided and directed by the great personalities like Acharya Narendra Deo, Dr. C.P. Ramaswamy Aiyer, Dr. Radha Krishnan and others who acted as Vice-Chancellors of this gret university and had directed the destiny of employees and laid a strong stone of human resource development with maximised proficiency and performance whether teaching or non-teaching.

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syllabis, the heart of Malviyaji and gift of His Highness former Maharaja of Kingdom Kashi gives light to all the employees and scholars in building and shaping the career which motives an alround development.

The employees of BHU following the ideals of Mahamanaji and the character of the university is "So sweet, sevene, infinitely beautiful. This is the presiding centre of all Learning." The university which has its own tradition, cultures and systems with unique features, which guides the motos of the people. The non-teaching employees are found to be dedicated, devoted and determined towards their tasks in the university and thereby engaged in the developmental process of their own, the university and of the country.

Well, it is suggested that as no training and developmental programmes are organised by the university for non-teaching staff. Further, none of the employees have been sent for career building or on debutation elsewhere which needs to be considered by the BHU administration and some developmental staff centres for the non-teaching employees should be organized with university programmes and procedures of different nature.

## **ii) Motivation at work**

The mechanism of motivation begin with human needs and motives. The Maslow's Hierarchy Needs has been arranged in ascending order of prepotency as physiological, security, social, esteem and self actualisation.

Physiological needs are the lowest level of every person and are concerned with food, shelter, sexual gratification etc. These needs are inherent in the organism and are found to occur in human beings. It is said that monetary gain is the most important source for satisfying the physiological needs. The respondents under study in majority (70.29%) are satisfied with the salary which they get and the remaining are dissatisfied. The dissatisfiers are highest in 'C' group of non-teaching employees. As many as 142 (80.53%) respondents in the 'B'

category feel that the salary receivable by them is sufficient in accordance to their task. Further some of the 'C' category respondents have asked for overtime or allowance in addition to the salary from the management which had existed in the past.

Salary determines the standard of living of employees. The employees of the university said that their salary is credited to the bank account every month regularly. The salary is usually linked with position one occupies in the organizational hierarchy. Pay and benefits are generally higher as one moves up in the hierarchical ladder.

About two thirds of the non-teaching employees in aggregate perceived salary as the sole motivating criteria in service while one-third did not consider salary as the only motivating input. Among the lower grade, i.e., category-C employees, highest number of respondents considered salary as the only sole criteria to meet out their minimum requirements of food, shelter and so on. In category 'A', the respondents are placed at par with the teaching grade, did felt in majority that though salary is the motivational criteria but prestige, position and status also accounts much significance. In this group-A, 53.33% respondents have not considered salary as the sole criteria in service. In category-B employees about 55 per cent exclusively condider salary as the sole criteria for fulfilment of basic needs. Thus, monetary gain seems to be the main criteria and non-monetary achievements have lesser impact so far as the physiological needs are concerned. Though money has an important effect on the behaviour of category B & C respondents but this is neither as simple nor as strong in category-A respondents of the study.

A comparison of the salary and other financial incentives available to the non-teaching employees reflects that 36.57 per cent of the respondents perceived that their salary + other monetary gains are not good in comparison to other establishments. About 37 per cent employees in totality feel their salary and financial perquisites is good in comparison to

other organizations. About 26 per cent of the employees agreed with the statement of good salary + others to some extent.

Higher the grade, higher the monetary gains besides other financial incentives. It holds true everywhere. As one moves in the organizational hierarchy and affluences increases the potency and significance of money as motivator. Money has a symbolic value. It can represent others like status, prestige and so on. Money has a positive impact on physiological needs and the respondents do agree with the same under study. However, it is suggested that the group B & C category employees have strongly perceived that overtime and lumpsum payment for extra work needs to be restored, which remained in the past.

Security need is one of the prepotent needs in human beings. Today every employee besides physiological needs monetary gains, remains careful about he health benefits, accident torts, insurance, provident fund, gratuity and such other retirement benefits. The 19 higher grade-A officials out of 30 are getting financial facilities for medical reimbursement besides medical treatment facilities. Eleven officials of this higher category viewed that the facilities available in the campus hospital and health centres are inadequate and they prefer to see their home or private doctors. Majority (27) of the officers grade officials feel, the educational facility available to their children from the employer is very scanty and nominal. Almost all group-A employees clearly said that no recreational facility is provided by the university administration in any form.

The group 'B' employees under study have felt that medical, educational and recreational facilities provided by the university are good. They mentioned that recreational facility is limited to sports and games only. So far as the 'C' category employees are concerned, almost all except two, felt that medical facilities are secured in S.S. Hospital of the university to them. They have also observed that no recreational facility is available to them or their dependents. The educational facility is

also limited. Hence, it is suggested that the facilities of medical in S.S. Hospital needs to be strengthened and ensured for the employees and their dependents. For education it is also necessary to start one primary and a secondary school by the university administration besides increase in the percentage of reservation for the admission in higher classes to the children of the working employees. The recreational facilities needs to be provided in the colonies of the university inhabitants.

The relationship and behaviour of superiors is excellent as felt by 40%, 26.47% and 50.67% of the category A, B and C employees. It is good as perceived by 33.33%, 30.6% and 20.0% as the A,B and C category respondents. The 'not good' behaviour of superiors have been pointed out by 2, 42 and 20 respondents of A, B and C categories respectively.

Under the security and retirement benefits, which mainly emerged in our questionnaire, the employees are in receipt of Provident fund, gratuity, insurance, pension and leave encashment benefits as per the university rules. The respondents when asked about retrenchment and disablement benefits, felt num and said the provisions of Industrial Dispute Act are not applicable in the unit under study.

The medical reimbursement, provision of house construction/purchase loan and the loan for the purchase of vehicle are other security benefits available to the respondents. We have find a negative remarks of the most of the respondents in handling disputes. However, the respondents have felt that their unions protects them and shares in grievance handling machinery. Thus, it could have been observed that almost the security needs are fulfilled by the university.

Every person is a social being. After the satisfaction of physiological and security needs, the social needs emerge which relates to the love and affection, sense of belongingness and friendship particularly in informal groups.

Majority of the total respondents (66.29%) felt that the behaviour of superiors is satisfactory in informal groups which

shows the love and affection and it leads to the cooperative, intigonistic and mutual relationship among the respondents in and outside the organisational framework.

The contact, proximity and interaction among the employees under study reflects the share of joys and sarrows. It also helps in improving the work situation. An analysis of the visit to the residence of each other employees shows tht frequent visit have dominated the scenario of closeness amongst the respondents. The employees who visit occasionally accounted 30 per cent in aggregate and only 3.71 per cent have never visited to the residence of some of their inmate employees. This frequency of interactions and visits helps in the work accomplishment as our study has revealed from the perception gather so for.

Esteem needs are concerned with self respect, self-confidence, feeling of personal worth, feeling of being identical and recognition through adaptive behaviour. The work is the source to achieve these objectives. economic development and industrial democracy have raised the aspiration level of the people. Though different assignments have different status and prestige in the society. The employees tries to seek authority, power, autonomy, freedom and decision-making. The nature of job itself effect the esteem needs of the employees.

To form of recognition of the job is indifferent among as many as 290 employees out of 350. These 82.86 per cent respondents say there is no recognition of their highly graded performacne and they are indifferent. Some C-category employees said there is no reward of the service which they tender in the organizational context.

The promotion is one of the effective measure of motivation to serve many esteem needs. It opens the door for getting authority, autonomy and decision-making powers. The employees in our study said that the promotional opportunities available to them are strictly in accordance with the university promotion rules so far as the B and C categories are

concerned. In case of A-category employees, promotion depends on qualifying in the interviews.

The participation of employees in various decision making process also confirms the esteem needs. The A-grade employees have perceived that they in majority do not participate in university policy decision while in departmental policies majority of them participate. In the matters of students policy the majority of this group officials have not any say. So far as the B and C category employees are concerned, they in majority are not participating in any decision-making process at the university level or departmental level.

Satisfaction of self actualization needs remain at the last and gain highest place in the order of Maslow Hierarchy Needs. Self actualisation is stage when one likes to fulfil his life's mission. The job satisfier contents here consisted of satisfactory pay, working conditions are fair, superiors behaviour is good and developmental opportunities exist. Higher majority of employees from all categories have ranked satisfactory salary at the top in job satisfier contents.

An overall picture of motivating factors at work shows that salary again have been ranked at second order and the responsibility at the top as ranked by category-A respondents. The B-category employees have ranked good interpersonal relationship at the top rank followed by good working conditions, responsibility and salary. The category-C employees considered good working condition and fair salary as the overall motivating factors.

Thus, the study reveals that the non-teaching employees are satisfied with the motivational forms provided by the university to a great extent as a whole. The C-category employees calls for revival of overtime and some promotional developmental opportunities in the process of motivation at work.

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