

# Overview of Technology-Based Training: A Case of Nepalese Public Training

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**Abstract:-** Technology-Based Training provides a practical and highly useful perspective on how to tackle the world of learning and technology. The trend of technology based training is in fashion of late in the academies. Training with Technology is being essential in every training institution to deliver training contents in easy and smart way so that learner can achieve the knowledge and skill without doubt. People are searching for ways to fully utilize the recent achieve in technology to improve work performance. Nepal has been also practicing use of technology in training since few years. This paper examines the ongoing practices and explores recent advances in technology based training as well as examines different trainings and software applications available in the marketplace. Likewise, this article compares the costs and benefits of technology based training and identify several other factors that influence effectiveness of training. Finally, the paper concludes with a few guidelines on how training centers can effectively use technology to better deliver training and meet their human capital development needs. Training not only provides skills and knowledge to the learners but also changes the attitude and behavior of trainees.

**Keywords:-** Learning, Training, Technology, Civil Service, Good Governance, E-Governance.

## I. INTRODUCTION

### A. Training:

'Training is an act of increasing knowledge and skill in an employee for doing a particular job,' E.B. Flippo [1].

Training is the process of developing skills, habits, knowledge and attitudes in employee for the purpose of increasing the effectiveness of employee in their present government positions as well as preparing employee for future government position-William G. Torpey [2].

Training is a bridge between existing and exported knowledge, skills and attitude (KSA), trainings are conducted aiming to share information and impart instructions to the recipients for improving their performance and help them acquire a required level of knowledge and skills. The overall goal of the training are attitude and behavior change of the beneficiaries [9]. Training with Technology is being essential in every training institution to deliver training contents in easy and smart way

so that learner can achieve the knowledge and skill without feeling difficult [45].

➤ Some popular views about training are:

'Technology-Based Training provides a practical and highly useful perspective on how to tackle the world of learning and technology. Enjoy and learn!'- Elliott Masie, The Masie Institute.

'Technology-Based Training is a must-read for anyone thinking about moving toward web delivery as a technology solution for performance improvement. Kruse and Keil build an easy-to understand case for moving toward web-based training and also provide a great base of knowledge for designers of training'. Barbara Stebbins, supervisor of design, Ford

'Kevin Kruse has been there and done that with technology-based training. He knows what to anticipate and consider in the design of effective programs, and he knows how to help people to get the results they want'. Todd Macalister, president, Charles River Instructional Systems.

'Technology-Based Training comes at the best time for our industry. We are all searching for ways to fully utilize the recent advances in technology to improve performance. Kruse and Keil take you step by step through the whole process'. Jim DeMaioribus, director, sales training, Ortho-McNeil Pharmaceuticals.

Training not only plays a key role in public and private administration but also it is essential for bring efficiency of administration and also for enlargement the vision of the employees and total management of an institution. It makes him/her independent and develops him/her capacity to take decisions, team work, plan and analysis output of the job [45]. Training enables an employee to adjust them-self to the new situations and comprehend the goals and values of the organization. It has described as a continuous learning process of in the life and to conduct training and make success; the concern stakeholder should over view these points as training curriculum and framework, overall management of training, trainer and supervisor, trainee and working environment so that training could change the attitude and behavior of the trainees [2].

The importance of the training is highlighted as increasing efficiency, motivation, career development, personal growth, obsolescence prevention, institutional attachment, client oriented and development oriented [4].

The training increase the employees' productivity and quality, prepare the employee ready for job in new organization, improve the office management, environment and work culture, make update about new technology and knowledge innovated recently in the world, improve the employees' professionalism, and make the organization situational fit [45]. The objective of this study is to over view the training based technology in Nepal and its impact.

For this study the content analysis, analysis of different report prepared by the Government of Nepal and international practice, interaction with specialized person and retired employees', field visit at training centers and recommendations of stakeholders are mentioned. The study focuses on public sector training in Nepal, the Government institutions for training, training act, training through technology, transfer of training, e-Learning technologies, impact of training, evils of training sector and opportunity.

## II. LITERATURE REVIEW

Expressing an understanding of training, Armstrong (1996), emphasizes that training should be developed and practiced within the organization by appreciating learning of theories and approaches, if training is to be well understood. Cole (2002), the inspiration of training is needed for develop the knowledge and skill as well as change the activities of trainees. According to G.P. Nunvi (2006), training programs are directed towards maintaining and improving current job performance and to improve skills for next new jobs.

The roles of the training centers are provide various training, monitoring and supervision [45]. It helps for organizational administration management and development as well as study about training sectors issues like technology, research, publication, human resource and new curriculum [44]. Provide counseling and information service for stakeholders; and help for policy making [33].

The Assheton Committee on the Training of the Civil Servants in U.K. (1944) has explained the objectives of training as [2]:

*'In any large-scale organization, efficiency depends on two elements, the technical efficiency of the individual to do the particular work allotted to him and the less tangible efficiency of the organization as a corporate body derived from the collective spirit and outlook of the individuals of which the body is composed. Training must have regard to both elements'.*

The institution of formal training for higher civil service in UK can be traced to the Assheton Committee Report on Training of Civil Servants published in 1944. According to Assheton Report 1944, the major Training Centers in UK are: Administrative Staff College, setup in

1948 at Henley-on-Thames to provide external training in management. Centre for Administrative Studies, set up in 1963 at London. Royal College of Defense Studies at London provides training for diplomatic service and Civil Service College. The Civil Service College is the main training centre in the UK. It was set up in 1969 on the recommendation of the Fulton Committee Report [3].

### A. Public Sector Training in Nepal

The training for civil servants in Nepal started after the first Civil Service Act, 1957 came into force. The CEDA (Center for Economic Development and Administration) was established in 1969 and also started providing training to civil servants. The office of the Auditor General started training programs in 1975 to the employees of account and the financial administration. Similarly, different training institutes were established to provide training to the employees working in the related fields. Later, Nepal Administrative Staff College (NASC) was established in 1982 under the Civil Service Act to provide the pre-service trainings, on the job trainings and other trainings as requires for the civil servants [45]. Realizing the necessity of a new training institute to train the assistant-level employees working in government organizations, a separate entity called Personnel Training Academy was established in 2008 B.S. [33]. Type of training provided by training academy are pre-service training, in-service training, demand based training, professional training, special job training, on-the job training and refreshment training [34].

### B. Government Initiations for Training

In Nepal first systematic initiation of the organizational training for the government staffs was started after the recommendation of then Administrative Restructuring Planning Commission of 1956 (2013 BS). Government initiation for training: In Nepal, first initiation of the organizational training for the government staffs was started after the recommendation of then Administrative Restructuring Planning Commission of 1956. In this year Public Administration Study Academy was established as a training providing organization. In the same year, another Home Science Training Center was also established. In 1960 Nepal Rastra Bank, the central bank of Nepal, established Bankers Training Center to provide banking training. The Cooperative Training Center was established in 1962. Center for Economic Development and Administration (CEDA) was established in 1970 with the responsibility of providing training to the Gazzeted second class and higher-level government employees. The establishment of Nepal Administrative Staff College (NASC) in 1982 was a milestone for the organizational development of training for the Civil Servants to enhance their core competency. Since then it is organizing pre-service as well as in-service training programs, especially for the officer level government staffs. In 2010 Personnel Training Academy (PTA) was founded as a separate training providing organization for the non-gazetted level government staffs [33], [34], [45].

After the 1967 establishment of the sect-oral training providing organization was boost-up. Judiciary Training Center, Revenue Administration Training Center, National

Health Training Center, Educational Human Resources Development Center, Foreign Affairs Study Academy, Agricultural Training Directorate, water Induced Disaster Control Training Center, Civil Aviation Training Center, Nepal Telecommunication Training Center, and Local Development Training Academy are some examples. Besides these Nepal Army and Nepal Police also have their separate training providing organizations [33], [34].

### C. Training Act:

To regulate the public sector training programs first Training Policy was formulated in 1989, it was replaced by another Training policy of 2001. Now civil service training programs are regulated by separate Civil Servants National Training Policy and Training for All operation Directives formulated by then Ministry of General Administration in 2014.

On the contest of the present federal governing system adopted by the new constitution of 2015, the Government of Nepal has started the process of reorganizing, merging the training providing organizations and handing over this responsibility to the provincial governments [44]. The training provider institutions should be secured and safety with technology [39]

### D. Training Vs Learning through Technology

It is great discussion between training and learning (never mind e-learning and live virtual training). Many people favor not to use the term training that there is a difference between training and learning is readily acknowledged. The term e-learning has become popular probably because it is more attractive to the ear than e-training. It is popularly known as training, learning through technology [45]. Technology surrounds us and pervades all aspects of university life. However, although most educators have adopted e-mail and web technologies into their teaching, it would appear that they have been slow to adopt other technology supported learning activities within business and economics subject areas [24], [25].

Training that takes place at the same time and where trainer and trainees are in different places is known by many terms. Some call it e-learning, others call it virtual classes, and still others call it live virtual training or virtual instructor-led training [45]. Often this type of training is also referred to as a webinar, much as a face-to-face class may be referred to as a seminar. This type of training is conducted using an electronic classroom platform that allows learners and instructors in different places to participate at the same time [34]. Interaction is accomplished via features such as chat, breakout rooms, polling, and activity icons. The term live virtual training seems the best term to capture this increasingly popular form of training [33]. Training that takes place at different times and in different places began as computer-based training or CBT [23]. Benefits to teaching and learning is able to established through the use of the communication and collaborative aspects of online working with ICT tools such as those within Virtual Learning Environments (VLEs) improving learning relationships

between the trainer and employees and between participants [11].

Technology has become an integral part of every aspect of jobs and the use of technology to provide training, however, has evolved from the use of computer based training (CBT) during the 1960s [45]. A dramatic change in this field emerged with the introduction of the PC in 1980s and the World Wide Web (WWW) in 1990s [42]. These new technologies opened up a wide range of new possibilities in each arena of the training. The contents are delivered through a variety of technologies such as blogs, social networks, webcasts web conferencing, collaboration workspaces, online course libraries, and podcasts with learners by interacting with the training contents through exercises, applications, and simulations [38]. In a globe, where information is our main talent and learning becomes the most important process which we get through, education, experience and training [12].

Computer bought in Nepal in 2028 B.S. first time and first training center was established in 2041 B.S. that was National Computer Center (NCC) which was clogged in 2054 B.S by Government of Nepal [14], [43]. The rapid development of the Information Technology (IT) has ignited the development of the IT training in Nepal [15]. Technology has emphasized a lot to education and training [19]. The use of online learning and training are increasing day by day [45].

Training that takes place at different times and in different places began as computer-based training [16] that is called technology based training. Internet based training refers to online learning delivered over the Web via the public Internet or a private, corporate intranet [17]. The cell phone, film and Radio, internet were all going to revolutionize the training room. Television and projector has changed the environment of the classroom using internet [20], [21], [22]. E-learning and e-training both are supplement or replace traditional, face-to-face instructional practices [18].

In context of Nepal, the use of ICT in teachers training has been well documented but not in the case of use of ICT in the classrooms as expected. For enhancing the teacher's teaching learning capabilities, a pilot program was launched in 1980- 1986. 150 hours basic program was provided with support from USAID, under Radio Education Teacher Training Program [5]. New tools such as social networking and e-learning centers are providing smart training by being based on virtual training modules. A wide range of software packages are also available to allow training academies to manage their e-learning activities. In addition, the employees may use individual rather than company phones on different devices across several networks, with varying network speeds and mobile software [41].

Use of ICT is being essential for good governance in the nation [35]. The training provider should get attention to provide better service delivery to the citizens. In case of easy access of public service in government offices, the

different services should be smart and fast, honesty, transparency, accountability, reliability and simply. The training provider should concentrate their mind in e-governance implementation in the nation [35]. For this, we need qualified and smart technocrat and good leadership. They could play vital role in establishment of good governance by utilizing the ICT in their daily jobs [37]. For implementing the e-governance in the country, the government should give priority in new technology like video conference, online service, e-training [8] [45].

#### *E. Transfer of Training*

Training transfer is defined as the application of on-the-job knowledge, skills, and attitudes learned from training as well as the subsequent use of them over time. The e-learning module or live virtual class may be engaging, and the learners, subject matter experts, and other stakeholders may be satisfied with it [33], [34], [45].

#### *F. E-Learning Technologies*

New information and communications technologies (ICTs) have introduced new possibilities for learning and performance environments in the last 40 years or so [27], [28]. Within this time and place framework, different technologies are used to deliver e-learning and live virtual training: authoring applications, Internet and intranet systems, Learning Management Systems, virtual training classroom platforms, social media platforms, mobile learning, and so on. Each of these technologies and tools has unique characteristics that make it useful for the delivery and support of training [34]. Each of them also can be employed to support the transfer of training back to the job. However, keep in mind that specific technologies may work well in some organizational settings and IT environments and not in others [45]. The tools, techniques, and strategies can be employed using a variety of different technologies depending on the organization's resources and preferences. Benefits to learning can demonstrated through the use of the communication, co-operation and collaborative aspects of online working [25] with communication tools such as those within Virtual Learning Environments (VLEs) improving learning and using learning technologies such as the ability to learn at their own pace, to learn independently, and to have fun [26].

#### *G. Impact of Training:*

Yes, all training couldn't achieve expected result but time to time provided training makes able to change their attitude and behavior of employee and everyone. Training through technology helps to adopt the content of the training easily and makes the person ready for do or die [45]. Training is needed for good governance but training provider institutions couldn't became effective then the good governance plan become isolate [10]. Most of the trainees are agreed to accept that the training changes attitude and behavior of the employees but top level management does not accept it till now. They also agreed, training provides the refreshment, new knowledge and skill and helps for sharing the knowledge and work experience between employees [33], [34], [45].

Office of the Prime Minister and Council of Ministers Nepal has allocated huger amount of budget in training and monitoring under it's different institutions [36], [37], [38]. Many trillions budget is allocated for institutional improvement, training, seminar, monitoring and evaluation; and technology development. Every year the government allocates budget in above topic but it has achieved low result [7]. Government could not achieve satisfied result from majorities of the ministries from long periods of time although the government allocated huge amount of budget in different ministries and their departments. [33], [34].

#### *H. Evils of Training sector in Nepal*

Different problems of training sectors are identified as training policy is not so clear, training is not being compulsory for all, training is depended on theoretical rather than practical, training curriculum is not relevant with service oriented and tasked based, training is not in government priority, training academies are not transparent in mobile demand based training, lack of coordination and cooperation between training institutions, lack of infrastructure and technology management; and present infrastructure is not used properly as well as not maintained, lack of monitoring, evaluation and supervision policy, lack of subjective training, there is not feedback policy in training, weak trainers, duplication in training curriculum, and top level management is negative for training to non-gazetted level [33],[34], [45].

#### *I. Opportunities*

Most of the training has opened many doors of possibilities. Nepal is practicing federal state [45]. Center, province and local governance are in practice. Training is essential for improving the knowledge, skills, tendency, and behavior of employees [34]. New technology and train are importing day by day. Our employees are not capable to handle the new technology based operations with lack of knowledge and skill [45]. So, the area of training sector is needed to expand up to local level. Competitive and knowledgeable employee could make through training [33].

### **III. CONCLUSION**

The training provider institutions in Nepal are requires knocking the opportunities and offering classes on computer and its applications i.e. technology-based and virtual training and e-learning should be expanded to the nook and cranny of the country. This step would be instrumental to reduce the cost of the participants and training programs as well as to ensure the officials' access to training. The practice of training through technology would be highly successful in terms of cost, benefit, results and performance. The technology based training examines different trainings and software applications available in the marketplace. The study compares the costs and benefits of technology based training and identify several other factors that influence effectiveness of training. Finally, the paper concludes with a few guidelines on how training centers can effectively use technology to better deliver training and meet their human capital development needs. Training not only provides skills and knowledge to the learners but also changes the attitude

and behavior of trainees. Make them ready to do something in the nation.

#### IV. RECOMMENDATION

'Training for All' policy should implement soon. Training should tie up with organizational development and personal. Organization wise national level training plan should make and implement. Training is continuous process of an organization so it should provide in Public Private Partnership (PPP) model.

ICT should use in training in Electronic Performance Support System (EPPS), job instruction training, on the job training, Audio/visual training, computer based programmed instruction, Intelligent computer Assisted Instruction, Intelligent Tutoring System, Distance and Interest based training, tele-training, video conferencing, the virtual class room, e-learning in office, action learning, succession planning, management development program, executive coaching, job coaching, job rotation, internship training, peer learning, supervisor coaching and monitoring.

#### V. WAY FORWARD

These ideas may be suitable for training development and improve public organization and civil service. The top level organizational management should form for national level training and development, policy making; declaring national level training road map and coordinate with stakeholders. National training and development policy should reform for public service delivery improve and systematize. Institutional development may keep in priority. Training program should tie up with objectives of job nature and employees' personal development. Training should provide in PPP model in center, province and local level. Manage human, technical and financial resource for training. Improve public sector training institutes with well managed monitoring, supervision and control process by policy and act.

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