AN ASCERTAINMENT OF TRAINING AND DEVELOPMENT PROGRAMME IN NEYVELI LIGNITE CORPORATION LIMITED

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ABSTRACT
This paper enunciates the evaluation & effectiveness of training and development programme of Neyveli Lignite Corporation limited. In simple terms, Training and Development refers to the imparting of specific skills, abilities and knowledge to an employee. The objective of the paper is to identify the different methods of Training Programme imparted in the organization, to ascertain whether the Training & Development Programme is effectively implemented in the organization, to analyze how far the Goals & Objectives of the Training Programme are fulfilled, to know whether the employees are satisfied with the Training & Development Programme given by the organization and to make suggestions for improvement of Training Programme. Out of the total employees of 18434 in the organization only middle level employees has been taken for the study that is 7899 employees, so the population of the study is 7899 and the sample of the study is 366.By & large this study shows the training & development programme conducted in NLC to the middle level employees are beneficial both to the employees and to the organization. The trained manpower is the most valuable asset. Training is the uppermost important to any organization to change the mindset of employees and get more doubts from their mind. Relevant training is equally important because the spreading knowledge from learned to unlearn is happening only in training programmes.

Keywords: Training and development programme, middle level employees, effectiveness and evaluation.

INTRODUCTION
In India and other developing countries, business undertakings both in public and private sectors have large number of management personnel who work in different conditions with different work assignments and with different designations, and are responsible for results in a particular operating department. They are employees with different educational backgrounds, with varying periods of experience and are entrusted with different types of business activities and also perhaps with different loyalties.

Training has been recognized as an integral part of the organization structure of all undertakings and a continuous supply of trained manpower will push up the pace of economic, industrial and business development and bring about appreciably higher standards in business conduct comparable to those of the advanced countries.

Training can be introduced simply as a process of assisting a person for enhancing his efficiency and effectiveness to a particular work area by getting more knowledge and practices. Also training is important to establish specific skills, abilities and knowledge to an employee. For an organization, training and development are important organizational growth, because the organizational growth and profit are also dependent on the training. But the training is not a core of organizational development. It is a function of the organizational development.

DEFINITION OF TRAINING AND DEVELOPMENT
In simple terms, Training and Development refers to the imparting of specific skills, abilities and knowledge to an employee. A formal definition of training & development is… it is any attempt to improve current or future employee performance by increasing an employee's ability to perform through learning, usually by changing the employee's attitude or increasing his or her skills and knowledge. The need for training & development is determined by the employee's performance deficiency, computed as follows:

Training & Development need = Standard performance – Actual performance.

According to Jucius, "The term training is used here to indicate only process by which the aptitudes, skill & abilities of employees to perform specific jobs are increased".

NEED FOR THE STUDY
Evaluating the effectiveness of the training continuously is an integral part of the training function itself. The results of training function have to be monitored on a regular basis. Measuring & proving the results is the most tedious task involved in training function (i.e.) without measuring the effectiveness of the training, the training function becomes incomplete. The top management needs to know, not only the utility of the money spent on the training but also desired trainee development

has to be identified. There is also a need to know whether the trainees feel that training is an opportunity to learn the work or develop their performance or they feel that is a time to relax.

REVIEW OF LITERATURE

Out of the 60 reviewed articles the researcher has highlighted some of the important articles as the review of literature and they are as follows

Shreya Sarkar-Barney in the year (2004) has done her research in the topic "THE ROLE OF NATIONAL CULTURE IN ENHANCING TRAINING EFFECTIVENESS: A FRAMEWORK" and has evaluated the focus of global training has primarily been on preparing employees to work effectively in other cultures, such as in expatriate training, acculturation training, and training for technology transfer. One issue that has been ignored is the implication of using training systems that are developed in a specific context and then deployed globally. This chapter proposes a framework to show the influence of culture on are aspect of training effectiveness, the transfer of newly learned skills to the job. Specific relationships are proposed, using Baldwin and Ford's (1988) transfer of training framework as a guide, and also by synthesizing findings from arrears such as cross-cultural psychology, Human resource management, and education and Technology management. Schwartz's scale has been used for the. The population of the study is (N= 44,000) from 54 nations. In cross-cultural training situations, the relation between trainers and trainees is an additional factor that relates to training design, which can impact learning and Transfer of Training (TOT). Finally the goal of this paper was to present a framework that considers the influence of culture on Transfer of Training (TOT). The growth in transnational business has created a need for training employees in a variety of cultural locations. Finally he says that by combining information about a country's culture value scores and the relationships proposed by the framework, practitioners can make more informed decisions about ways of adapting their training systems to meet the needs of any particular culture in which training is to be conducted. Additionally, the author says that there searchers can use this information to empirically test the proposed relationships and make refinements to the model.

Ammerman, Harry. L in the year (1966) has done his research in the topic "DEVELOPMENT OF PROCEDURES FOR DERIVING TRAINING OBJECTIVES FORJUNIOR OFFICER JOBS" and he has evaluated that research was undertaken to develop a systematic method that could be used by service school personnel to prepare job-oriented training objectives for junior officers, primarily in the form of behavioral statements of student performance expected after training. The procedures developed are divided into four phases. They are: A- Listing of all tasks for a job; B- Selecting tasks for some formal training; C-Identifying the knowledge and skills necessary for the selected training aspects. The procedures included administration of experimental questionnaires, both by personal interview and by mail, reviews of pertinent directives and publications, and visits to field units. As the procedures were developed, they were tried out on a sample officer job (Nike Hercules Fire Control Platoon Leader). In the trial application, a task inventory of 452 items provided the basis for choosing, by use of definite selection rules, 101 job activities (22%) for some formal schooling; of 160training objectives stated for those activities, 46 were performance-type objectives for which detailed activity descriptions were required. It is believed that use of these procedures by service school personnel to prepare junior officer training objectives is feasible, and that these procedures provide a method for deriving behavioral statements of relevant and essential objectives.

John Loan-clarke et.al in the year (1999) has done their research in the topic "INVESTMENT IN MANAGEMENT TRAINING AND DEVELOPMENT BY SMALLBUSINESSES" Management Training and Development (MTD) in small businesses is relatively under-researched and an increased understanding of the factors influencing the purchase of MTD by small businesses is needed. Hence, a survey of 551 small businesses in the Midlands region of the UK sought to identify influences on MTD investment and preferred MTD activities and to establish whether small businesses perceive a link between investment in MTD and business success. Interviews were also conducted with 12 organizations. Results show that the organizational characteristics of ownership, size, number of managers and family management have a significant influence on MTD investment. Out of the sample organizations, 85 percent considered investment in MTD to be linked to business success and 80 per cent of organizations engaged in some form of MTD. However, promoters of MTD to small businesses need to recognize that organizations in this sector are not homogenous and desire customized training.

OBJECTIVES OF THE STUDY

1. To identify the different methods of Training Programme imparted in the organization.
2. To ascertain whether the Training & Development Programme is effectively implemented in the organization.
3. To analyze how far the Goals & Objectives of the Training Programme are fulfilled.
4. To know whether the employees are satisfied with the Training & Development Programme given by the organization.
5. To make suggestions for improvement of Training Programme.

SOURCES OF DATA
- The data used for the study are primary in nature, which has been collected from the employees of the NLC.
- The data collected from these sources have been compiled & interpreted as per the objectives of the study.

SAMPLING DESIGN
Since the study was made to know the opinions of the middle level employee cadre staffs from various departments of the organization (i.e.) those who has attended the training, the data was collected from all the cadre of the employees through the issue of a questionnaire & interview.

SAMPLING PROCEDURE
Out of the total employees of 18434 in the organization only middle level employees has been taken for the study that is 7899 employees, so the population of the study is 7899 and the sample of the study is 366. The derivation of 366 samples has been determined by the formula.

Table 1: Descriptive Statistics for Demographic Information

No. of variables Statistics	Sex	Age	Marital status	Designation	Edu. Qual	Work experience	Income
Mean	1.22	4.70	1.10	2.00	3.22	3.68	3.90
Std. error of mean	.022	.076	.016	.000	.030	.031	.015
Median	1.00	4.00	1.00	2.00	3.00	4.00	4.00
Mode	1	4	1	2	3	4	4
Std. Deviation	.418	1.450	.302	.000	.568	.600	.294
Variance	.174	2.102	.091	.000	.323	.361	.087
Skewness	1.329	.377	2.657	nil	-.016	-2.098	-2.761
Kurtosis	-.235	-.443	5.090	nil	.340	4.811	5.656
Range	1	7	1	0	4	3	1
Minimum	1	1	1	2	1	1	3
Maximum	2	8	2	2	5	4	4
Sum	448	1719	403	732	1177	1347	1429

Source: Primary data

The Table 1 shows that the descriptive statistics for demographic information. The highest range is seven and the lowest range is zero (0-7) because the respondents have given the same values for designation. This indicates that all the employees belong to non-executives. The highest mean is 4.70 and the lowest mean is 1.10. The mean value less than three indicates that the value for that variable is below average and above three indicates that the mean values for that variables is above average. The highest median is 4 which falls on age, work experience and income and the lowest median is 1 which falls on gender and marital status. The highest mode is 4 and the lowest mode is 1. The highest standard deviation is 1.450 and the lowest standard deviation is .000, Standard deviation measures the spread out of a set of observations, it depicts how data are spread around the mean. When the standard deviation is zero it indicates all the respondents are pointing to a particular value. In this study all the observations are widely spread around the mean from a range of .000 to 1.450. The highest variance is 2.102 and the lowest variance is .000, the highest skewness is 2.657 and the lowest skewness is -2.761. Gender, age and marital status show a positive skewness value showing that it is stretched on the side above the mean and peak for that distribution is to the left and the variable educational qualification, work experience and income shows a negative skewness showing that it is stretched on the side below the mean and peak for that distribution is to the right. The highest kurtosis is 5.656 and the lowest kurtosis is -.443. The variables with positive values indicate that the data are concentrated in the peak and a negative value indicates that the data are concentrated in the distribution of tail.

TABLE 2: Descriptive Statistics of Correlation

	E1	G1	C1	I1	IM1
Mean	2.1148	2.1464	2.3186	2.2257	2.2536
Std. Deviation	.51065	.47303	.55733	.54062	.58340

Source: Primary data

The above Table 2 shows that the descriptive statistics of the variables. All these variables are collected from the respondents in the form of questionnaire through ordinal data. These variables are computed together as one variable through the help of SPSS (latest version 19). Their mean and standard deviation has been given above. The highest mean is 2.3186 (C1) and the lowest mean is 2.1148 (E1). The highest standard deviation is .58340 and the lowest standard deviation is 0.47303, which indicates that the observations are spread around the mean.

TABLE 3: Pearson's Correlation

Computed Variables / Statistics		E1	G1	C1	I1	IM1
E1	Pearson Correlation	**1**				
	Sig. (2 tailed)	Nil				
	N	366				
G1	Pearson Correlation	.508**	**1**			
	Sig. (2 tailed)	.000	Nil			
	N	366	366			
C1	Pearson Correlation	.422**	.512**	**1**		
	Sig. (2 tailed)	.000	.000	Nil		
	N	366	366	366		
I1	Pearson Correlation	.450**	.520**	.615**	**1**	
	Sig. (2 tailed)	.000	.000	.000	Nil	
	N	366	366	366	366	
IM1	Pearson Correlation	.115*	.138**	.137**	.094	**1**
	Sig. (2 tailed)	.028	.008	.008	.073	Nil
	N	366	366	366	366	366

**indicates correlation is significant @ 0.01 level (2-tailed)
*indicates correlation is significant @ 0.05 level (2-taled)
Source: Primary data

The above Table 3 shows the results of computed variables through Pearson correlation. These five variables are the main objectives of the study so the researcher wants to find the correlation between each other (i.e) how one variable is correlated with the other. E1 refers to Effectiveness of training which implies the 2nd objective of the study. G1 refers to Goal reaching which implies the 3rd objective of the study. C1 refers to Career development; this variable has been included in the study to know the career planning and development of NLC. I1 refers to Impact of T&D programme which implies the 4th objective of the study. IM1 refers to Improvement in T&D programme which implies the 5th objective of the study. N represents the total number of respondents. Now the researcher's attitude is to find the co-movement of these variables (i.e) how two variables are moving together. Correlation is the most widely used method of measuring the degree of relationship between two variables & it is also used to find whether there is a linear relationship between two variables. If two variables are casually related it indicates that one of the variable is independent which causes the other one which is dependent. There is a significant positive correlation between the variables. 0.615 indicates the high correlation between the variables. 0.512, 0.508, 0.450 indicates the moderate correlation between the variables. 0.137, 0.115 indicates the low correlation between the variables.

CONCLUSION
Evaluation of training can be effective if the training itself is effective and appropriate. Testing the wrong things in the wrong way will give you unhelpful data, and could be even more unhelpful for learners. Evaluating retention of knowledge only, is a very limited form of assessment. It will not indicate how well people apply their learning and development in practice. It's widely accepted that training and evaluating training are necessary components for organizational development and success.

The demographic variable among the sample of NLC shows that there is a good contribution of young & experienced people. By & large this study shows the training & development programme conducted in NLC to the middle level employees are beneficial both to the employees and to the organization. The trained manpower is the most valuable asset. Training is the uppermost important to any organization to change the mindset of employees and get more doubts from their mind. Relevant training is equally important because the spreading knowledge from learned to unlearn is happening only in training programmes. Training imparted in many institutions are only to cater the obligations but it is not the real intentions of government sector. The In-house and deputation training conducted in NLC was well planned & due importance was given to it. Employees update their knowledge & use the modern gadgets for training effectively. The training programme has helped to understand the organization better and also helped to improve the interpersonal & superior subordinate relations, team building etc.

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