TRAINING AND DEVELOPMENT ON LIGNITE CORPORATION NEYVELI

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ABSTRACT
The research title of the study has been stated as "Training and development needs of employees in NLC-Neyveli , Tamil Nadu". Manpower is the main resource of any organization; therefore the organization needs to know the critical areas where they can implement improvement so as to get the right candidates at the right time. After recruitment training the employee is the crucial task for the organization to shape him up to requirement for the position he has to hold in the organization. After placing the individuals on various jobs, it is necessary to train them so that they can perform their jobs efficiently. Training objectives is one of the most important parts of training program. While some people think of training objectives as a waste of valuable time. The counterargument here is has resources are always limited and the training objectives actually lead the design of training. It provides the clear guidelines and develops the training program in less time because objectives focus specifically on needs. It helps in adhering to a plan.

Objectives of the studies to analyses the various methods of training provided by Neyveli Corporation Limited to the employees. To evaluate the effectiveness of training among the various categories of employees. To assess the support extended by top level management and executives towards training and development. To examine whether training offered has led to the achievement of the desired goals. To explore whether the training is helpful for promotion.

The present study was made to a study of training and development needs for employees in Neyveli Lignite Corporation, Neyveli, Tamil Nadu. Based on the problems certain objectives and Hypotheses were formulated. The Questionnaires were prepared by own and they were distributed to the employees. The samples were selected randomly. 525 employees were selected. The research programme well planned and executed. To test the hypotheses some statistical tools were used to analyse the data. Based on the analysis the result found that most of the employees aware of training and development practices. The organization also tries to focus to implement the training and development techniques often. This will helps to enrich their new knowledge, communications skills and technical skills to the employees. Training must be a on the job training to the employees, the employee to get observe knowledge from the instructor. Employees will achieve the target within the given period of time. Further the most of the employees is satisfied about the present training programmes and they also expected few more training to update their knowledge. Regarding training they expect to incorporate new technology and job based training.

Key Words:Employee Training,Functional Dependencies,Learning Principles,Management Development,,Promotion,Training and Development.

1. INTRODUCTION
There is an old saying 'if you think training is expensive. Try ignorance '. A more recent version has a sharper message - 'what if I train my staff and they leave? 'to which the answer is 'What if you don't train them and they stay'. In today's competitive world, no employer can afford to carry staffs who are not efficient. Yet, many organizations still appear reluctant to invest in training the members to be efficient ones.

Competent employees do not remain competent forever. Skills deteriorate and can become obsolete. That is why modern organizations spend Crores each year on formal training. Intensified competition, technological changes and the search for improved productivity are motivating managements to increase expenditures for training. Today, people at all levels in organizations are involved in formal training.

Training is being recognized increasingly as the key to labour markets competing internationally and performing successfully. According to **Dale S. Beach** Training is the organization procedure by which people learn knowledge and /or skills for a definite purpose. The objective of training is to achieve a change in the behaviour of these trained. In the industrial situation, this means that the trainees shall acquire new manipulative skills, technical knowledge, and problem solving ability or attitudes. It is expected that the employees apply their newly acquired knowledge and skills on the job in such a way as to aid in the achievement of organizational goals.

According to Dale Yoder training is essential to avoid personal obsolescence to develop new skills and to promote high job performance levels. It is equally important in preparing persons for new jobs and responsibilities. Training programs emphasized learning whatever knowledge and skills were required for satisfactory job performance.

In the words of **Adams and Griffin** Training is acquisition of knowledge and skills often manual, for a particular job.

Dale S. Beach Management Development is a systematic process of training and growth by which individuals gain and apply knowledge, skills, insights and attitudes to manage work organization effectively.

Adams and Griffin Development is improvement and growth of individual's facilities, attitudes, insights and traits. Every organization needs to have well-trained and experienced people to perform the activities that have to be done. If current or potential job occupants can meet this requirement, training is not important. When this is not the cause, it necessary to raise the skill levels and increases the versatility and adaptability of employees.

"As firms and labour markets change, some jobs become obsolete and new ones are created. The new jobs require literate workers. In a flexible economy that is well positioned *to* take advantage of change, people will need to change jobs - perhaps many times. Hence workers need to continuously acquire new skills and qualifications. Ongoing development is today's new form of job security. People need to learn continuously. By developing, stretching and continually challenging themselves, employees can build a skill base; reputation and a network of contacts which will make them fit *to* be always 'employable'.

1.2. REVIEW OF LITERATURE
All jobs in organizations are done through people, yet over the years, most organizations have failed to attach the necessary attention to employee training and development. Organizations particularly public institutions, in most cases do not see the need to train and develop their employees. However, in an era where public institutions are required by governments to contribute favourably to national development just like private institutions, all public institutions have realized the importance of developing the capacities of their employees in order to meet the ever increasing demands and expectations of the government and the public. This has prompted private and public institutions to institute training and development policies.

Employee training involves an expert working with learners to transfer to them certain areas of knowledge or skills to improve in their current jobs. Development in the context of human resource management is a broad ongoing multi-faceted set of activities (training activities among them) to bring someone or an organization up to another threshold of performance, often to perform some job or new role in the future (McNamara, 2008)

1.3. NEED FOR THE STUDY
Many jobs in the organization consist of the task, which are unique and peculiar. The development of high potential workers by continuous training will be become the core element in the development of the organization.

Training and development program contribute efficient employee to organization. Employees become efficient after the training and development. Efficient employees pave the way for the growth of the organization.

Training makes employee versatile in their work. This makes the employee to get adapted to any job, when he is moved on job rotation, within or outside the department in the organization, flexibility is ensured within the workers due to proper training. Only well trained employee contributes maximum effort to their organization, training is an act of increasing the knowledge and skill of employees for doing a particular job. It is application of knowledge. It gives people an awareness of the rules and procedure to guide their behaviour.

Hence the study on effective training and development programmes needs seems to be more vital in this large public sector organization **Neyveli Lignite Corporation Ltd,** which undertakes a variety of complex job.

1.4. STATEMENT OF THE PROBLEM

The research title of the study has been stated as "Training and development needs of employees in NLC-Neyveli , Tamil Nadu". Manpower is the main resource of any organization, therefore the organization needs to know the critical areas where they can implement improvement so as to get the right candidates at the right time. After recruitment training the employee is the crucial task for the organization to shape him up to requirement for the position he has to hold in the organization. After placing the individuals on various jobs, it is necessary to train them so that they can perform their jobs efficiently. Training objectives is one of the most important parts of training program. While some people think of training objectives as a waste of valuable time. The counterargument here is has resources are always limited and the training objectives actually lead the design of training. It provides the clear guidelines and develops the training program in less time because objectives focus specifically on needs. It helps in adhering to a plan.

Training objectives helps the trainee to know that what is expected out of him at the end of the training program. Training objectives are of great significance from a number of stakeholder perspectives.

Proper development of personnel is essential to increase their skills in the proper performance of their jobs. Development involves orientation and training of personnel. Orientation is the socializing process of adjusting the newly hired employees in the organization. Training is the process of improving the knowledge and skills of personnel. Development means preparing the employees for additional responsibility or advancement. The trainee learns about a set of rules and regulations about that job, the staff and products or services offered by the company. The aim is to make new employee full aware of what goes inside and outside the company.

Every training and development programme must address certain vital issues.

a) Who participates in the programme?
b) Who are the trainers?
c) What method and techniques are to be used for training?
d) What should be the level of training?
e) What learning principles are needed?
f) Where is the programme conducted

Hence the present study analyses the drawbacks found in the present training process implemented in NLC Ltd and also suggests significant measures to improve the existing training programmes more effectively by incorporating various technological aspect of training which leads to the development of the organization.

1.5 OBJECTIVES OF THE STUDY

The following are the objectives have been framed for this research study.
To assess the modification/change required in the existing training and development of employees in Neyveli Lignite Corporation Limited, Neyveli.

1. To analyse the various methods of training provided by Neyveli Corporation Limited to the employees.
2. To evaluate the effectiveness of training among the various categories of employees.
3. To assess the support extended by top level management and executives towards training and development.
4. To examine whether training offered has led to the achievement of the desired goals.
5. To explore whether the training is helpful for promotion.

1.6 HYPOTHESIS

Some of the hypothesis that are to be tested in the study to realize the above objectives are:

- Respondent do not differ in their opinion about faculties and materials provided in the training programme on the basis of their age.
- Respondent do not differ in their opinion about over all training programmes on the basis of their educational level.
- Employees do not differ in their opinion training needs on the basis of designation.
- Employees do not differ in their opinion about training needs on the basis of experience.
- Employees do not differ in their opinion about the training programme improved the quality of work on the basis of experience.
- Employees do not differ in their opinion about the feedback on the basis of experience. Respondent do not differ in their opinion about the new technical skills on the basis of their educational level.
- Respondents do not differ in their opinion about the quality of topic covered on the basis of their educational level.
- Respondents differ in their opinion about to improve the quality of work life on the basis of their department.
- Respondent do not differ in their opinion about to develop the soft skills on the basis of their department.
- Respondent do not differ in their opinion about to develop the soft skills, communication skills, team work skills etc.., on the basis of their department.
- Respondent do not differ in their opinion about facilities of tools and equipments on the basis of their department.
- Respondent do not differ in their opinion about training programme to improve the job involvement on the basis of their experience.
- Respondent do not differ in their opinion about training needs for ability to analyse the problem and take appropriate actions on the basis of their experience.
- Respondent do not differ in their opinion about th faculties give good communication skills on the basis of their designation.
- Respondents do not differ in their opinion about the impact of the training programme that develops the various skills on the basis of the marital status.
- Respondents do not differ in their opinion about faculties teaching quality on the basis of marital status.
- Respondents do not differ in their opinion about quality of topic covered on the basis of marital status.
- Respondents do not differ in their opinion about feedback on the basis of marital status.
- Respondents do not differ in their opinion about training methods on the basis of gender.
- Respondents do not differ in their opinion about feedback on the basis of gender.
- Respondents do not differ in their opinion about faculties on the basis of gender.
- Respondents do not differ in their opinion about the impact of training programme that develop various skills on the basis of gender.
- Respondents do not differ in their opinion about the training to improve the job involvement on the basis of gender.
- Respondents do not differ in their opinion about of the impact training programme that develops various skills on the basis of gender.

1.7 RESEARCH APPROACH

The researcher used quantitative research strategy in this study. The quantitative research strategy entails a deductive approach where the focus is on testing existing theories (Bryman and Bell 2007, 28). Quantitative research focuses on data collection techniques and data analysis procedures that use or produce numerical data (Bryman and Bell 2007, 28). They also note that quantitative data is based on the meanings that have been derived

from numbers and analyzed by using diagrams and statistics whereas qualitative data is based on the meanings expressed through words and analyzed by using classification into categories and conceptualization (Lewis et al. 2009, 482). A qualitative strategy would not address to research problem in the same manner.

A qualitative strategy adheres more to an inductive approach where the aim is to generate theory and not to test it (Bryman& Bell, 2003). Easter by-Smith et al. (2002), state that qualitative research aims to set straight the meaning of social phenomena, not its frequency. As been declared previously, this study does not wish to probe the meaning and interpretation actors make of the social world. Rather it is to explain the frequency of the defined research problem by testing predetermined factors as derived from theory. As the approach is quantitative, the aim is not to generate new theories and a quantitative strategy therefore explains the research problem more appropriately than a qualitative.

1.7.1 RESEARCH DESIGN
Research design is purely and simply the frame work or plan for a research studies that guides the collection and analysis of the data. The research design indicates the methods of research i.e., the method of gathering information from the industry and the method of sampling.

1.7.2 DATA COLLECTION
Primary data collected by conducting direct structured interview using the prepared questionnaire. All the NLC employees were asked the same questions in the same fashion and they were informed the purpose of research study.
1.7.3 RESEARCH INSTRUMENT
The data were collected for research study by using the prepared questionnaire as an instrument.

1.7.4 ABOUT THE QUESTIONNAIRE
The data required for the research study was collected through a questionnaire. The questionnaire contains two main sections. The first section solicits personal data about the respondents. The second section solicits the questionnaire about the training and development needs of employees of Neyveli Lignite Corporation, Neyveli.

1.7.5 SAMPLING PLAN
Sampling plan is to be decided about the sampling unit, sample size, sampling method.

1.7.6 SAMPLING UNIT
The research was conducted from the employees in Neyveli Lignite Corporation, Neyveli.

1.8 SAMPLE SIZE
 Sample size of the study that are selected from the sampling unit. Total estimated sample size is 525 employees working in Neyveli Lignite Corporation, Neyveli.

1.9 SAMPLING METHOD
For this research study the samples were drawn using the simple random sampling method.

1.10 STATISTICAL TOOLS APPLIED
The following tools and techniques have been for the analysis of the data. One way Anova, t-test. Correlation and multiple regressions were used to test the characteristics of the data.

STATISTICAL TECHNIQUES USED
- Descriptive analysis (Mean and Standard Deviation).
- Inferential analysis

The means standard deviations of the entire sample are computed. In order to test the significance 't' test is used. In order to find out the significance of more than two variables, 'F' test is also used in this present investigation.

a. Mean
The mean of a distribution is commonly understood as the arithmetic average. It is perhaps the most familiar; most frequently used and well understood average.

The mean of a set of observation or scores is obtained by dividing the sum of all the values by the total number of values.

   a) For ungrouped data

$$M = \frac{\sum x}{N}$$

   b) For grouped data

$$M = A.M + \frac{\sum fx^1}{N} \times i$$

b. Standard deviation (σ)
The average of squared deviations of the measures of scores from their mean is known as the variance. The standard deviations is the positive square root of variance.

   a. For ungrouped data

$$\sigma = \sqrt{\frac{\sum x^2}{N}}$$

   b. For grouped data

$$\sigma = \sqrt{\frac{\sum x^2 - (\sum x)^2}{N}}$$

c. Differential analysis
Differential analysis is an important procedure by which the researcher is able to make inferences involving in the determination of the statistical significance of difference between groups with reference to selected variables. It involves the use of 't' test. A 't' test is numerical procedure that takes in to account that the difference between means of two groups, the number of subjects in each group and the amount of variation of present in the score. Thus the 't' test is used to determine whether the performance of two groups is significant or not.

d. 't' Test
Statistics will help us to find whether one group differs from another set or not. We calculate the mean of each group and then find out whether the means of the two groups differ or not. To find out the difference between two means we use 't' test.

e. 'F' Test
In order to find out the significant difference of three and more variables, 'F' test is used. The formula for the 'F' test is

$$F \text{ ratio} = \frac{mean\ square\ between}{mean\ square\ within}$$

Level of Significance
The level of significance for rejection or acceptance of the hypothesis has to be decided in advance. In reporting the findings of the study, the researcher should indicate the actual probability level associated with the findings so that the reader may use his own judgement in deciding whether the null hypothesis should be rejected or accepted in the present study 0.01, 0.05 level of significance has been taken in to account.

Reliability of the Tool
The main attributes needed to be considered regarding a good tool are validity and reliability. Validity: A measure instrument is said to be the valid if it measure what it purpose to measure. Validity may be defined as the extent to which can instrument or a test does the job derived of it. DeterminingInstruments validity is different kinds of validity. The kind of validity and the extent or degree to which it should be established are the major consideration while establishing validity, content validity, constructed validity, congruent validity, concurrent validity, face validity, empirical validity, productive validity and factorial validity are some of the important types of validity. In the present study the researcher found out the content of the validity. Content validity gives the logical evidence that the content of the items of a test is suitable for the purpose for which the test is designed and used. Content validity is established when there is adequate sampling of given situation. Validity scale can be said to have content validity since it has the statement that have bearing on the achievement in chemistry, self concept, emotional intelligent and study habits.

Validity of the Tool

Validity co-efficient is calculated using the formula suggested by Edward (1969).

Validity correlation co-efficient $r_1 = \sqrt{r}$

$$t_{val} = r_1 \sqrt{\frac{n-2}{1-r_1^2}}$$

A tool is reliable if it is consistent in measuring what it is designed into measure. According to fox "reliability refers to the accuracy of the data in the sense of their stability, repeatability or precision". Thus it refers to the dependability or consistency of the measures provided by it. We can depend on two ways to believe the measures.

1. One is comparability of measure provided by test on different occasions.
2. Comparability of the measure provided by the different parts of the same test the test consists of different items. The items help to compare the trained measures in an individual.

The efficiency of measuring the different items are called on aspect of reliability. Reliability may be determined by various methods. They are test-retest method, equivalent form method and split half method.

Validity
The inventory was validated in two ways. The content validity of the scale is borne out by the method of collecting items within the universe of study habit. Interviews with various person like, teachers, parents, experts, literature study of Indian and foreign were taken into account to maintain content validity.

Correlation analysis
Product moment correlation has been used to find out the correlation between high school students attitude and achievement in English and their personality. The Bivariate correlation procedure computes pearson's correlation coefficient, spearman's rho, and Kendall's tau-b with their significance levels, correlation measure how variables or rank orders are related. Before calculating a correlation coefficient, screen your data for outliers (which can cause misleading results) and evidence of a linear relationship. Pearson's correlation coefficient is a measure of linear association. Two variables can be perfectly related, but if the relationship is not linear, Pearson's correlation coefficient is not an appropriate statistic for measuring their association.

1.11 ANALYSIS OF THE DATA
The data collected through questionnaires have been tabulated. By using the above mentioned statistical tools, the data have been analyzed. Present investigations have been drawn based on the analysis. The finding and observation are the result and outcome of the present investigation made during the coursesof analysis.

1.12 PRESENTATION OF THE REPORT
Tables and figures have been used wherever necessary to facilitate present investigation in NLC Ltd., explanations for the tables were given, for the tables wherever necessary.

1.13 RELIABILITY AND VALIDIT
All the tests were administered twice to the sample with a time interval of 15 days. The responses were scored and these two sets of scores of each test were treated through product moment correlation for working out the reliability co-efficient. Test of significance was computed to the reliabilities and validities of the tests and scales by employing the formula $t = r \times \sqrt{(n-2)/1-r^2}$ suggested by Edwards(1969). The reliability and validity are statistically significant. They are furnished in the following table:

The reliability co-efficient and test of significance for the tests used in the study

Sl.No	Test	N	Reliability co-efficient	Level of significance
1.	Training and development	100	0.87	0.001

The Validity Co-efficient and test of significance for the tests used in the study

Sl.No	Test	N	Validity co-efficient	Level of significance
1.	Training and development	100	0.74	0.001

1.14 METHODS OF DATA COLLECTION
A self-administered questionnaire was developed by researcher. 70 items contains of questionnaire including five point scale method. A section on demographics was added for gathering background and personal information. The information in the questionnaire was collected directly by the researcher. The confidentiality of the responses general Instructions for completing the questionnaire and the importance of completing all questions were included in the questionnaire.

The questionnaire was pre-tested using few (n=100) Nlc Employees. These individuals were not included in the final sample. The qualitative comments received were mostly regarding wording construct validity and length of the questionnaire. Since the questionnaire was compiled from pre-existing scales that were standardized, the length of the questionnaire could not be changed. The items were not modified in any way. The original author's wording and response scale were maintained. The investigator personally distributed the questionnaires to each member of the randomly selected sample they were requested to answer the items in the booklet as per the instructions provided at the beginning of each questionnaire. Confidentiality of response was assured. The NLC employees were co-operative and filled the information in all the questionnaires. They responses were scored as per the scoring key of the respective questionnaire. Then the results were tabulated, analyzed and discussed. Secondary data were collected from NLC documents, office and their websites.

1.15. DATA PROCESSING
The collected data were analyzed using appropriate statistical techniques. The descriptive statistics such as mean and S.D, SE_M, t-ratio were computed. In order to study the functional dependencies to indicate the likelihood of causal relationships between the variables inferential statistical techniques of product moment correlation, ANOVA and step-wise regression analysis were used. In addition, factor analysis was also done to find new factor.

1.16 ANALYSIS OF THE DATA
 he data collected through questionnaires have been tabulated. By using the above mentioned statistical tools, the data have been analyzed. Interpretations have been drawn based on the analysis. The findings and observations are the result and outcome of the interpretations made during the course of analysis. Tables and figures have been used wherever necessary to facilitate the analysis and interpretation.

1.17 LIMITATIONS OF THE STUDY
Though the research has been properly planned and well executed, there are certain limitations, which are inherent in nature and are out of the researcher's control. The effectiveness thesis felt only when the results are read along with the limitations and constraints faced during the course of this study,. The following are the limitations.
1. The responses from the respondents could be casual in nature. This may be due to lack of interest or time on their part.
2. The correctness of information provided by the respondents in the personal data could not be established.
3. Some of the information provided by the respondents might not be correct.
4. Getting timely responses from the respondents was a difficult task.
5. The reason for this may be attributed to their busy schedules.

1.18 FINDINGS

The following findings were arrived from the research. They were summarized and presented here.

1. Results show that 94 percent of the respondents are male and 6 percent of them are female. So that the majority of respondents are male on the basis of gender.
2. Results obtained that 47.06 percent of the respondents are age group of less than 30 years. This age group is the big segment of this study. 30.47 percent of the respondents are in between the age 36 to 45. The table also shows that 22.47 percent of the respondents belong to the age group of above 46 years.
3. As per the result 76 percent of the respondents are married and 24 percent of them are unmarried. So, majority of respondents are married group.
4. Result indicates that 18.09 percent of the respondents are qualified diploma or below. 40.38 percent of the respondents are finished their graduation. 27.61 percent of the respondents are completed their post graduate and 13.92 percent of the respondents are professional. It shows that majority of respondents are belongs to either graduate or post-graduate degree.
5. Result shows that 18% of the respondents income between Rs.15000 to25000, 20% of the respondents income is Rs.25, 000- Rs. 30,000, 62% of the respondents income Rs.30, 000 and above. So majority of the respondents of income is Rs.30000 and above.
6. Result shows that 43 percent of the respondents are 0 to 3 number of dependents and 57 percent of them are above 3 dependents. So most of them are above 3 dependent.
7. As per result 33 percent of the respondents are semi skilled, 30 percent of the respondents are skilled, and 37 percent are technician. It shows that majority of respondents are technician.
8. Results shows that 20 percent of them are mechanical department,48 percent of them are electrical department, 13 percent of them are civil department and 19 percent of them are personnel. So the majority of the respondents are electrical department.
9. Results observed that 18 percent of the respondents are below 5 years experience, 21 percent of the respondents are below 10 years experience, 39 percent of the respondents are 11 to 15 years experience and 22 percent of them are below 15 years experience. So that majority of the respondents are 11 to 15 years experience.
10. Result obtained that 16 percent of them are less than 5 subordinates, 46 percent of them are 6 to 10 sub-ordinates, and 38 percent of them are above 11. So majority of the respondents are 6 to 10 subordinates.
11. Results indicate that 43 percent of respondents are employment exchange, 15 percent of them are direct recruitment, 24 percent of them are contractors and 18 percent of them are other source. So it is concluded the majority of the respondents are recruitment through employment exchange.

12. Result shows that 41 percent of respondents are reading books and magazines, 30 percent of them are like to sports, 18 percent of them are like gardening and 11 percent of them are like other hobbies, so it is concluded the majority of the respondents hobbies are reading books and magazines.
13. As per result 88% of the Employees are working in a shift and 12% of the respondents are not working in a shift. So the majority of the respondents are working in shift basis.
14. Result show that 86 percent of the Employees are work before joining the job and 14 percent of the respondents are not working before joining the job. So the majority of the respondents are work before joining this job.

1.19 SUGGESTIONS

By analyzing the present requirements of the employees as far as training is concern, their requirements can be fulfilled by giving adequate training programmes to them. For that the HRDC (Human resource Development Center) department can follow the following steps.

1. Human Resource Development Center can collect information regarding in which area they should be trained in.
2. It can design and develop training programmes and that should be simple and interesting one.
3. Either the interested or selected candidates can be provided with an action plan or the programme.
4. Next stage is making the programme as a successful one. It mainly depends on the co-operation shown in both sides.

Apart from that the HRDC department can go for the followings. Creation of a Desire for trainingThe employees can be persuaded in training programmes in one of the following three ways.

1. They will respond to programmes by changing their behaviour if they believe that the resulting modification in the behaviour is in their own interest, that they will receive personal benefits as a result of their new behaviours.

2. Trainees will change their behaviour if they became aware of better ways of performing and gain experience in the new pattern of behaviour so that it becomes their normal manner of operation.

3. A trainees may change his behaviour in complains with the forced demands of his superiors or others with more power than the trainee possesses.

Certain general principles need to be considered while organizing a training programme. For example:

1. Trainees in work organizations trend to be most responsive to training programmes when they feel the need to learn, i.e., the trainee will be more eager to learn training if training promises answers to problems or needs he has an employee. The individual who perceives training as the solution to problems will be more willing to enter into a training programme than the individual who is satisfied with his present performance abilities.
2. Learning is more effective where there is reinforcement in the form of rewards and punishment, i.e. individual do things that give pleasure and avoid things that given pain. In other words, after an action, if satisfier is received, the action will be repeated.
3. In the long run, awards tend to be more effective for changing behaviour and increasing one's learning than punishments.
4. Rewards for the application of learned behaviour are most useful when they quickly follow the desired performance.
5. The larger the reward for good performance following the implementation of learned behaviour, the greater will be the reinforcement of the new behaviour.
6. Negative reinforcement, through application of penalties and heavy criticism following inadequate performance, may have disruptive effective upon the learning experience of the trainee than positive reinforcement.
7. Training that requests the trainee to make changes in his values, attitudes, and social beliefs, usually achieves better results if the trainee is encouraged to participate, discuss and discover new desirable behaviour norms.

8. The trainee should be provided with 'feedback' on the progress he is making in utilizing the training, which he has received. As Miller has stated. if a person with the required abilities is to improve his performance he must (i) know what aspect of his performance is not up to the mark (ii) know precisely what corrective actions he must take to improve his performance. The feedback should be fast and frequent, especially for the lower level jobs, which are often routine and quickly completed.
9. The development of new behaviour norms and skills is facilitated through practice and repetition. Skills that are practiced often are better learned and less easily forgotten.
10. The training material should be made as meaningful as possible, because if the trainee understands the general principles, underlying what is being taught, he will probably understand what is being taught, he will probably understand it better than if he were just asked to memorize a series of isolated steps.

1.20. CONCLUSION

The present study was made to a study of training and development needs for employees in Neyveli Lignite Corporation, Neyveli, Tamil Nadu. Based on the problems certain objectives and Hypotheses were formulated. The Questionnaires were prepared by own and they were distributed to the employees. The samples were selected randomly. 525 employees were selected. The research programme well planned and executed. To test the hypotheses some statistical tools were used to analyse the data. Based on the analysis the result found that most of the employees aware of training and development practices. The organization also tries to focus to implement the training and development techniques often. This will helps to enrich their new knowledge, communications skills and technical skills to the employees. Training must be a on the job training to the employees, the employee to get observe knowledge from the instructor. Employees will achieve the target within the given period of time. Further the most of the employees is satisfied about the present training programmes and they also expected few more training to update their knowledge. Regarding training they expect to incorporate new technology and job based training.

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