Human Resource Development Practices Implementing In Sccl – An Employees' Response

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Abstract: *In this post globalization era, each and every organization striving more to grasp the top position in market and to acquire lion share in its' respective business field by utilizing various business methods in which human resource development is have a vital role.*

According to Leon C. Megginson, the Human Resources can be defined as "total knowledge, skills, creative abilities, talents, competencies and aptitudes of an organization's workforce, as well as the value, attitudes, commitment and beliefs of the individuals involved"[1]. The Development of such Human Resources to function the organization effectively can be done through various methods in which the training has an imperative task. Training is an investment of such organization who trained their employees which it acquires a profit in a recurring mode. Training to the employee can improve his/her performance to make a perfect for new or established technology and teaches a procedure for creating a product or a method of proving a service. Training provides an opportunity to the organization in raising the profile development activities. As a part of human resource development, training increases the commitment level of employees and growth in quality movement. Now a days it cannot be out of limits to say that training plays important role in human resource development to control of attrition rate by motivating the employees to achieve their professional and personal goals and increasing the job satisfaction levels. This research paper divulges the opinion of Singareni Collieries Company Ltd., employees on training programmes conducting by the management, so that the effectiveness of such programmes can be assessed. Data were collected from among the employees of SCCL through a structured questionnaire and convenient sampling techniques were adopted for analysis.

I. Introduction:

According to the Business Dictionary, Human Resource is the resource that resides in the knowledge, skills, and motivation of people[2] and Human resources is the set of individuals who make up the workforce of an organization, business sector, or economy[3]. By coalescing with the Mary Parker Follet with regard to managing of human resources, it can be defines that "the art of getting things done through people[4]." But it is felt that management is much more than what is said in this definition. Management is further defined as, "That field of human behavior in which managers plan, organize, staff direct and control human, physical and financial resources in an organized effort, in order to achieve desired individual and group objectives with optimum efficiency and effectiveness[5].

By constricting the widen description of Human Resource Management, it can be said that human resource management means employing people, developing their resources, utilizing maintaining and compensating their services in tune with the job and organizational requirements. In different terms, Human resources management is labour management, labour administration, labour – management relations, employee-employer relations, industrial relations, human administration, human resource management[6].

Human resource as vital for the organization is success and survival leading organizations have revolutionized all their major Human resources policies and procedures with overall business plans. For this, aligning strategic choices of planning, staffing, appraising, compensating and training and development are essential. Organizations need high performance systems with high skills and high adoptability in human resources. Constant upgrading of knowledge and broadened skill base of employees is becoming imperative to prevent human resource obsolescence. Information sharing is also critical if people at workplace are to contribute creatively than just physically.

The broadly categorized functions of human resource management are (i) Managerial Functions and (ii) operative functions.

The managerial function of human resource management categorized as planning, organizing, directing and controlling. The operative function of human resource management are related to specific activities viz., 1) employment which categorized as (i) Job analysis, (ii) human resources planning, (iii) recruitment, (iv) selection, (v) placement, (vi) induction and orientation, 2) Human Resource Development which categorized as

(i) Performance Appraisal, (ii) Training, (iii) Management Development, (iv) Career Planning and Development, (v) Organization Development, 3) Compensation which categorized as (i) Job Evaluation, (ii) Wage and Salary Administration, (iii) Incentives, (iv) Bonus, (v) Fringe Benefits, (vi) Social Security Measures, 4) Human Relations and 5) Effectiveness of Human Resource Management comprising (i) organizational Health and (ii) Human Resource Accounting, Audit and Research.

In a broaden area of Human Resource Management which is breathe of an organization, a training to the personnel is plays vital role by improving, moulding and changing the skills upto the date according to the changing scenario. Training is the process of imparting the employees the technical and operating skills and knowledge which includes identifying the training needs of individual and industry, developing suitable training programmes, helping and advising line management in conducting the training programmes, imparting the requisite job skills and knowledge to the employees and evaluating the effectiveness of training programmes.

Manpower resources are vital for better output and higher productivity in every organization and for achieving the same, training is very essential. Training is a process of improving skills of the person and gives more awareness of the rules and procedures to guide the behavior and improve the performance in work. Development is the result of training, which improves the performance as well as growth, and personality development of the individuals. Training and development in an organization is vital, without which the organization cannot meet the challenges arising out of globalization and liberalization processes. Training and development is necessary to overcome the problem of shortage of trained and skilled persons, and to meet the future needs of organization.

In this research paper, various opinions by the employees on the role of human resource development through training in improving, moulding and changing the skills, knowledge, creative ability, aptitude, values commitment etc. has been examined in context of Singareni Collieries Company Limited.

The Singareni Collieries Company Ltd.(SCCL) is also requires performance system with high skilled and high adoptability in human resources, constant up grading of knowledge and skill based of employees, people at workplace are to contribute creatively than just physically.

Even though the coal mining in India started during the year 1744, the mass coal production in India was laid in 1886, when the Hyderabad Deccan Company was incorporated to exploit coal in Kothagudem and Yellandu Areas in Andhra Pradesh. The Hyderabad Deccan Company Limited (SCCL) was incorporated in 1920 under the Hyderabad Companies Act, and was floated in the year 1921 as a public Limited Company acquiring all the assets and liabilities of the Hyderabad (Deccan) Co, Ltd. The State of Hyderabad purchased the majority shares of the Company in 1945 and named it as Singareni Collieries Company Limited. Thus, the SCCL become a government company under the Companies Act in 1956. Large-Scale expansion of Singareni Collieries was undertaken during the initial five-year plans.

The Company's accredited function is to explore and exploit the Coal deposits in the Godavari Valley Coalfield, which is the only repository of Coal in South India. The growth of coal production since the company's inception can classified to five phases. During the primary phase (1869-1927) the first Coal Mine was opened at Yellandu and Coal Mining continued in this are till 1927. In the inaugural year 18, 89, 59,671 tones of coal was Produced. The second phase of expansion which is called as initial expansion was noted between 1928 and 1960. During this period, apart from the Yellandu, SCCL started Coal-Mining Operations in Bellampalli and Kothagudem areas. Singareni grew from a production level of 0.70 mt. in 1928 to 2.49 mt. in 1960. A decade period i.e.1961-1971 is the third phase and witnessed a step growth in coal production as the Government of India also participated in investment in SCCL form 1960 and the activities of SCCL were extended to other areas like Mandamarri & Ramagundam (1961) and Ramakrishnapur (1963). To meet the increasing energy requirements of the country, large scale expansion/modernization of mines was taken up by the Government during the Post-Nationalisation Era (1973 – 1992). In the year 1973 coalmines in other parts of India were nationalized and opencast mining commenced in SCCL in 1975 with the opening of Opencast-I Mine in Godavarikhani Area.

According to Mine Vocational Training act, the management of SCCL is conducting training programmes to their employees working at various levels since 1966. The training progammes designed were traditional and were not focused light on every corner of human resource development.

Keeping in view of the losses and the performance by 1997, which push-down the company worst ever in its history of 100 years, the Singarenis Collieries initiated result oriented reforms that were aimed at revamping its operations in order to put the company back on the growth track and also remedial action. The Human Resource Department of SCCL framed a Policy comprises improvement of human resources in 8 dimensions and 25 processes. As per specific needs of Indian coal mining industry, training to its employees has taken a lion share.

Training is normally viewed as a short process. It is applied to technical staff, lower, middle, senior level management. When applied to lower and middle management staff it is called as training and for senior level it is called managerial development program/executive development program/development program.

Review of Literature:

Doucouliagos[7] found that investment in training was desirable both for the development of the individual and organization. Further, he added that Human capital investment is an activity which improved the quality (productivity) of the worker. Training as an important component of human capital investment increased the capability of employees.

Mac.Donald and Colombo[8] argue the importance of training in organizations which contributes to the development of Human Capital.

Kumpikaite and Ciarniene[9] through empirical research have explored that the training and development of employees helps the organizations to meet their competitive challenges and environmental changes.

Barcala, Perez and Gutierrrez[10] stated that training is considered to be the great aspect of interest for both public and the private sectors.

Gerhart and Milkovich[11] investigated a correlation between training programmes and financial performance.

Mayo[12] investigated that the employees capabilities are one the most important measures affecting organizational performance.

Katou and Budhwar[13] found in their study on the effect of HRM policies on organizational performance that, HRM practices like training, appraisal, recruitment has a positive effect on the performance of the organization.

Paul and Anantharaman[14] tested a casual model that related Human Resource Management with organization performance and found that each and every HRM practices under the study has an indirect influence on overall organizational performance.

Objectives of the study:

The following objectives are selected for the proposed study to examine the employee responses related to Human resources development through training at Singareni Collieries Company Ltd.
1. Evaluate the employee response in identifying the training needs by the organization for conduct the training.
2. Appraise the employee opinions on various Methods of training inducting at SCCL.
3. Assess the respondent estimation on effectiveness of training programmes conducting at SCCL.
4. To provide feedback on implementation and suggesting new initiatives.

II.   Research Design:

A research design is the arrangement of conditions for collection and analysis of data in a manner that aims to combine relevance to the research purpose with economy in procedure. The research design is a conceptual structure within which research is conducted; it constitutes the blueprint for the collection measurement and analysis of data. As such the design includes and outlines what hypothesis and its operational implications to the final analysis of data.

Descriptive research, also known as statistical research used in this study which describes data and characteristics about the population being studied.   This study covers the employees from the areas of Bhupalpally and Kothagudem which comprising the sample size of 100.

Primary Data: Structured questionnaire were designed for collecting the information from the employees regarding training needs, methods of training, impact of training on skill development and other related factors. The questionnaire supplied to the employees at their work place and collected the information from three cadres i.e. workers, supervisors and executives. The representative samples were chosen from both Bhupalpally and Kothagudem areas on random sampling method.

Secondary data: The secondary utilized were collected from the annual reports of SCCL and related sources.

The format of presentation of computed results:

There are cross tabulated opinions/responses of the employees working at Singareni Collieries Co., Ltd. for each opinion with regard to need for training, methods of training and skill development of training – age-wise, cadre-wise and educational qualification-wise presented in each table.

Table 1.1 Training Needs Preferences (Age-Wise)

PREFERENCES	AGE			
	18 TO 35 YRS	36 TO 50YRS	51 YRS AND ABOVE	TOTAL
TO UPDATE JOB RELATED KNOWLEDGE				
1ST	3	11	18	32
	(3.0)	(11.0)	(18.0)	(32.0)
2ND	8	27	26	61

	(8.0)	(27.0)	(26.0)	(61.0)
3RD	1	2	0	3
	(1.0)	(2.0)	(0.0)	(3.0)
4TH	0	1	0	1
	(0.0)	(1.0)	(0.0)	(1.0)
5TH	2	1	0	3
	(2.0)	(1.0)	(0.0)	(3.0)
TOTAL	14	42	44	100
	(14.0)	(42.0)	(44.0)	(100.0)
TO ACQUIRE NEWER SKILLS TO PERFORM THE JOB MORE EFFECTIVELY				
1ST	7	26	24	57
	(7.0)	(26.0)	(24.0)	(57.0)
2ND	1	10	11	22
	(1.0)	(10.0)	(11.0)	(22.0)
3RD	3	4	5	12
	(3.0)	(4.0)	(5.0)	(12.0)
4TH	3	0	2	5
	(3.0)	(.0)	(2.0)	(5.0)
5TH	0	2	2	4
	(.0)	(2.0)	(2.0)	(4.0)
TOTAL	14	42	44	100
	(14.0)	(42.0)	(44.0)	(100.0)
TO ACQUIRE HIGHER LEVEL OF PRODUCTIVITY				
1ST	0	1	0	1
	(.0)	(1.0)	(.0)	(1.0)
2ND	3	1	4	8
	(3.0)	(1.0)	(4.0)	(8.0)
3RD	2	11	18	31
	(2.0)	(11.0)	(18.0)	(31.0)
4TH	4	14	13	31
	(4.0)	(14.0)	(13.0)	(31.0)
5TH	4	14	7	25
	(4.0)	(14.0)	(7.0)	(25.0)
6TH	1	1	2	4
	(1.0)	(1.0)	(2.0)	(4.0)
TOTAL	14	42	44	100
	(14.0)	(42.0)	(44.0)	(100.0)

Table 1.3 contains the preferences of training needs according to age of sample respondents. Majority respondents of age group 36 to 50 and 51 above age group are firstly preferred that 'training needs for acquire newer skills to perform the job more effectively' followed by age group of 18 to 35 years. Further, the same tendency shown in second preference 'to update job related knowledge' and majority of all age groups are preferred 'to acquire higher level of productivity' as a fourth preference.

Overall, the above table shows that majority of the employees according to their age, preferred that training needed in the organization to acquire skills to perform the job more effectively, later to update job related knowledge and lastly to acquire higher level of productivity.

Table 1.2 Training Needs Preferences (Cadre-Wise)

PREFERENCES	CADRE			
	EXECUTIVES	SUPERVISORS	WORKERS	TOTAL
TO UPDATE JOB RELATED KNOWLEDGE				
1ST	4	10	18	32
	(4.0)	(10.0)	(18.0)	(32.0)
2ND	9	26	26	61
	(9.0)	(26.0)	(26.0)	(61.0)
3RD	0	3	0	3
	(.0)	(3.0)	(.0)	(3.0)
4TH	1	0	0	1
	(1.0)	(.0)	(.0)	(1.0)
5TH	2	1	0	3
	(2.0)	(1.0)	(.0)	(3.0)
TOTAL	16	40	44	100
	(16.0)	(40.0)	(44.0)	(100.0)
TO ACQUIRE NEWER SKILLS TO PERFORM THE JOB MORE EFFECTIVELY				
1ST	6	25	26	57

	(6.0)	(25.0)	(26.0)	(57.0)
2ND	1	8	13	22
	(1.0)	(8.0)	(13.0)	(22.0)
3RD	5	4	3	12
	(5.0)	(4.0)	(3.0)	(12.0)
4TH	2	3	0	5
	(2.0)	(3.0)	(.0)	(5.0)
5TH	2	0	2	4
	(2.0)	(.0)	(2.0)	(4.0)
TOTAL	16	40	44	100
	(16.0)	(40.0)	(44.0)	(100.0)
TO ACQUIRE HIGHER LEVEL OF PRODUCTIVITY				
1ST	1	0	0	1
	(1.0)	(.0)	(.0)	(1.0)
2ND	3	1	4	8
	(3.0)	(1.0)	(4.0)	(8.0)
3RD	0	20	11	31
	(.0)	(20.0)	(11.0)	(31.0)
4TH	5	12	14	31
	(5.0)	(12.0)	(14.0)	(31.0)
5TH	4	6	15	25
	(4.0)	(6.0)	(15.0)	(25.0)
6TH	3	1	0	4
	(3.0)	(1.0)	(.0)	(4.0)
TOTAL	16	40	44	100
	(16.0)	(40.0)	(44.0)	(100.0)

The cadre-wise survey responses with regard to training needs in table 1.2 shows that, 25 percent of the supervisors, 26 percent of the workers, 6 percent of the executives and overall 57 percent of the respondents are preferred firstly to acquire newer skills to perform the job more effectively. Out of 100 sample respondents, 61 of the percent respondents feel that training needs to the employees for update job related knowledge, followed by 31 percent to acquire higher level of productivity.

It is observed that irrespective of cadre, majority of respondents are primarily opined that training needs to acquire new skills to perform the job more effectively. The second opinion of the respondents is to update job related knowledge and followed by acquire higher level of productivity.

Table 1.3 Training Needs Preferences (Education-Wise)

PREFERENCES	EDUCATION				
	SSC	INTER	DEGREE	PG	TOTAL
TO UPDATE JOB RELATED KNOWLEDGE					
1ST	19	2	2	0	23
	(26.0)	(2.7)	(2.7)	(.0)	(31.5)
2ND	32	6	5	3	46
	(43.8)	(8.2)	(6.8)	(4.1)	(63.0)
3RD	0	1	1	0	2
	(.0)	(1.4)	(1.4)	(.0)	(2.7)
4TH	0	0	0	1	1
	(.0)	(.0)	(.0)	(1.4)	(1.4)
5TH	0	1	0	0	1
	'(.0)	(1.4)	(.0)	(.0)	(1.4)
TOTAL	51	10	8	4	73
	(69.9)	13.7)	(11.0)	(5.5)	(100.0)
TO ACQUIRE NEWER SKILLS TO PERFORM THE JOB MORE EFFECTIVELY					
1ST	30	7	5	3	45
	(41.1)	(9.6)	(6.8)	(4.1)	(61.6)
2ND	12	1	2	0	15
	(16.4)	(1.4)	(2.7)	(.0)	(20.5)
3RD	5	2	0	0	7
	(6.8)	(2.7)	(.0)	(.0)	(9.6)
4TH	2	0	0	0	2
	(2.7)	(.0)	(.0)	(.0)	(2.7)
5TH	2	0	1	1	4
	(2.7)	(.0)	(1.4)	(1.4)	(5.5)
TOTAL	51	10	8	4	73
	(69.9)	(13.7)	(11.0)	(5.5)	(100.0)
TO ACQUIRE HIGHER LEVEL OF PRODUCTIVITY					

1ST	0	0	0	1	1
	(.0)	(.0)	(.0)	(1.4)	(1.4)
2ND	3	1	1	0	5
	(4.1)	(1.4)	(1.4)	(.0)	(6.8)
3RD	16	5	3	1	25
	(21.9)	(6.8)	(4.1)	(1.4)	(34.2)
4TH	18	3	3	1	25
	(24.7)	(4.1)	(4.1)	(1.4)	(34.2)
5TH	13	1	1	1	16
	(17.8)	(1.4)	(1.4)	(1.4)	(21.9)
6TH	1	0	0	0	1
	(1.4)	(.0)	(.0)	(.0)	(1.4)
TOTAL	51	10	8	4	73
	(69.9)	(13.7)	(11.0)	(5.5)	(100.0)

The results of education-wise cross tabulated responses shown in Table – 1.3. The majority of respondents studied upto SSC i.e. 41 percent have preferred firstly that training is needed to acquire new skills to perform the job more effectively, followed by Inter, degree and PG studied respondents overall of 61.6 per cent.

Similarly, 63 percent of the respondents (SSC - 43.8 per cent, Inter - 8.2 per cent, Degree - 6.8 per cent and PG - 4.1 per cent) have preferred that the training needed to update job related knowledge as secondary. Out of 100 respondents, 34.2 percent given last preference that training needed to acquire higher level of productivity.

The same tendency as observed in table 1.1 and 1.2 is followed in this table also. Top priority to acquire new skills to perform the job more effectively followed by update job related knowledge and lastly to acquire higher level of productivity is found.

Tbale – 2.1 Opinion On Method Of Traning (Age-Wise)

OPINION	AGE			
	18 TO 35 YRS	36 TO 50YRS	51 YRS AND ABOVE	TOTAL
LECTURES				
VERY USEFUL	6	14	20	40
	(6.0)	(14.0)	(20.0)	(40.0)
USEFUL	8	27	24	59
	(8.0)	(27.0)	(24.0)	(59.0)
SATISFACTORY	0	1	0	1
	(.0)	(1.0)	(.0)	(100.0)
TOTAL	14	42	44	100
	(14.0)	(42.0)	(44.0)	(100.0)
CONFERENCE AND SEMINARS BY TRAINEES				
VERY USEFUL	3	20	26	49
	(3.0)	(20.2)	(26.3)	(49.5)
USEFUL	10	20	14	44
	(10.1)	(20.2)	(14.1)	(44.4)
SATISFACTORY	1	1	4	6
	(1.0)	(1.0)	(4.0)	(6.1)
TOTAL	14	41	44	99
	(14.1)	(41.4)	(44.4)	(100.0)
AUDIO - VISUALS				
VERY USEFUL	8	15	22	45
	(8.0)	(15.0)	(22.0)	(45.0)
USEFUL	4	26	18	48
	(4.0)	(26.0)	(18.0)	(48.0)
SATISFACTORY	2	1	4	7
	(2.0)	(1.0)	(4.0)	(7.0)
TOTAL	14	42	44	100
	(14.0)	(42.0)	(44.0)	(100.0)
PROGRAMMED LEARNING				
VERY USEFUL	8	10	15	33
	(8.0)	(10.0)	(15.0)	(33.0)
USEFUL	4	23	27	54
	(4.0)	(23.0)	(27.0)	(54.0)
SATISFACTORY	2	9	2	13
	(2.0)	(9.0)	(2.0)	(13.0)
TOTAL	14	42	44	100
	(14.0)	(42.0)	(44.0)	(100.)

The age-wise opinion by the employees working at SCCL on methods of training presented at table shows that, out of 100 respondents 27 percent employees between the age group of 36 to 50 years opined that

lectures are useful followed by the age group of 51 years and above with a per cent of 24. With regard to one of the training methods i.e. conferences and seminars conducted by trainees, 27 per cent of the age group of 51 years and above are opined it as very useful. The age group of 36 to 50 years has opined at the equal ratio of 20 per cent and 20 per cent for very useful and useful respectively.

When go through the opinions of the respondents with regard to audio visual training method, 26 per cent respondents between age group of 36 to 50 years opined that it is useful. 22 per cent of sample respondents in the age group 51 years and above are in a think that it is very useful followed by 18 per cent is useful. Out of 100 respondents, 54 percent of respondents feel that programmed learning training method is useful and followed by 33 per cent very useful.

The age-wise responses on the opinion of methods of training shows that majority respondents says that conference and seminars by trainees are very useful followed by use of audio-visuals, lectures and programmed learning. With regard to usefulness of methods of training the majority opinion for lectures, Programmed Learning, Audio-visuals, followed by conferences and seminars.

Table – 2.2 Opinion On Method Of Traning (Cadre-Wise)

OPINION	CADRE			
	EXECUTIVES	SUPERVISORS	WORKERS	TOTAL
LECTURES				
VERY USEFUL	7	14	19	40
	(7.0)	(14.0)	(19.0)	(40.0)
USEFUL	9	25	25	59
	(9.0)	(25.0)	(25.0)	(59.0)
SATISFACTORY	0	1	0	1
	(.0)	(1.0)	(.0)	(1.0)
TOTAL	16	40	44	100
	(16.0)	(40.0)	(44.0)	(100.0)
CONFERENCE AND SEMINARS BY TRAINEES				
VERY USEFUL	5	24	20	49
	(5.1)	(24.2)	(20.2)	(49.5)
USEFUL	8	16	20	44
	(8.1)	(16.2)	(20.2)	(44.4)
SATISFACTORY	3	0	3	6
	(3.0)	(.0)	(3.0)	(6.1)
TOTAL	16	40	43	99
	(16.2)	(40.4)	(43.4)	(100.0)
AUDIO - VISUALS				
VERY USEFUL	7	24	14	45
	(7.0)	(24.0)	(14.0)	(45.0)
USEFUL	8	13	27	48
	(8.0)	(13.0)	(27.0)	(48.0)
SATISFACTORY	1	3	3	7
	(1.0)	(3.0)	(3.0)	(7.0)
TOTAL	16	40	44	100
	(16.0)	(40.0)	(44.0)	(100.0)
PROGRAMMED LEARNING				
VERY USEFUL	5	17	11	33
	(5.0)	(17.0)	(11.0)	(33.0)
USEFUL	10	23	21	54
	(10.0)	(23.0)	(21.0)	(54.0)
SATISFACTORY	1	0	12	13
	(1.0)	(.0)	(12.0)	(13.0)
TOTAL	16	40	44	100
	(16.0)	(40.0)	(44.0)	(100.0)

As presented in the Table 2.2 with regard to responses of cadre-wise, it is found that 25 per cent supervisors and 25 per cent workers feel that lectures are useful whereas 19 per cent of workers and 14 per cent are in view that lectures are very much useful. The 24 per cent of Supervisors from among the sample size found in an opinion that conferences and seminars by trainees are very useful in methods of training and 20 per cent of workers are also have the same opinion and the same percentage i.e. 20 per cent of the workers also opined that conference and seminars are useful in training methods.

The majority opinion of supervisors (i.e. 24 per cent) seen with regard to usage of Audio-Visuals as a training method is found very useful and it is followed by workers i.e. 14 per cent). With regard to usefulness of audio-visuals in methods of training, 27 per cent worker responded positively followed by supervisors with percentage of 13. Opinions on the programmed learning training method, it is found that 23 per cent of supervisors and 21 per cent of workers and more than half of the executives are opined that it is useful.

Opinions on induction of various training methods by cadre-wise shows that lectures, audio-visuals and programmed learning are useful to majority respondents whereas conferences and seminars by trainees are very useful to supervisor and workers cadre.

Table 2.3 Opinion On Method Of Traning (Education-Wise)

OPINION	EDN-GEN-J				
	SSC	INTER	DEGREE	PG	TOTAL
LECTURES					
VERY USEFUL	23	3	2	2	30
	(31.5)	(4.1)	(2.7)	(2.7)	(41.1)
USEFUL	28	6	6	2	42
	(38.4)	(8.2)	(8.2)	(2.7)	(57.5)
SATISFACTORY	0	1	0	0	1
	(.0)	(1.4)	(.0)	(.0)	(1.4)
TOTAL	51	10	8	4	73
	(69.9)	(13.7)	(11.0)	(5.5)	(100.0)
CONFERENCE AND SEMINARS BY TRAINEES					
VERYUSEFUL	25	7	5	1	38
	(34.7)	(9.7)	(6.9)	(1.4)	(52.8)
USEFUL	25	1	2	2	30
	(34.7)	(1.4)	(2.8)	(2.8)	(41.7)
SATISFACTORY	1	1	1	1	4
	(1.4)	(1.4)	(1.4)	(1.4)	(5.6)
TOTAL	51	9	8	4	72
	(70.8)	(12.5)	(11.1)	(5.6)	(100.0)
AUDIO - VISUALS					
VERYUSEFUL	21	7	2	1	31
	(28.8)	(9.6)	(2.7)	(1.4)	(42.5)
USEFUL	24	3	6	3	36
	(32.9)	(4.1)	(8.2)	(4.1)	(49.3)
SATISFACTORY	6	0	0	0	6
	(8.2)	(.0)	(.0)	(.0)	(8.2)
TOTAL	51	10	8	4	73
	(69.9)	(13.7)	(11.0)	(5.5)	(100.0)
PROGRAMMED LEARNING					
VERYUSEFUL	15	5	3	1	24
	(20.5)	(6.8)	(4.1)	(1.4)	(32.9)
USEFUL	27	5	5	2	39
	(37.0)	(6.8)	(6.8)	(2.7)	(53.4)
SATISFACTORY	9	0	0	1	10
	(12.3)	(.0)	(.0)	(1.4)	(13.7)
TOTAL	51	10	8	4	73
	(69.9)	(13.7)	(11.0)	(5.5)	(100.0)

The above Table denotes about the education-wise opinion on method of training by the respondents working at SCCL. The 39 per cent of respondents qualified SSC and 9 per cent each who qualified Intermediate and Degree have opined that Lectures are useful whereas 32 per cent of SSC qualified employees think that the lectures method is very useful.

When it is observed the responses with regard to implementation of conferences and seminars by trainees in training programmes, SSC qualified respondents equally share of 34.7 per cent are feel very useful and useful respectively, whereas most of inter qualified employees are of opinion is very useful. Opinion on training through audio-visuals at SCCL, 28.8 per cent of SSC qualified and most of the inter qualified employees recognized is very useful, and added 32.9 per cent of SSC and most of degree and PG qualified opined as useful. The Inter qualified respondents of the sample study equally opined that programmed learning during training is very useful and useful to them. But 37 per cent of overall respondents feel that is only useful.

Education-wise responses on methods of training are reveals the mixed results as much useful and normally useful. By and large it can be surmised irrespective of education, all respondents' opinion is the same.

Table – 3.1 Opinion On Skill Development (Age-Wise)

OPINION	AGE			
	18 TO 35 YRS	36 TO 50YRS	51 YRS AND ABOVE	TOTAL
REDEFINING THE JOB AND ITS RESPONSIBILITIES				
YES	12	40	44	96
	(12.0)	(40.0)	(44.0)	(96.0)
NO	2	2	0	4
	(2.0)	(2.0)	(.0)	(4.0)
TOTAL	14	42	44	100

	(14.0)	(42.0)	(44.0)	(100.0)
FIXATION WORK TARGETS AND WORK READJUSTMENT				
YES	11	38	42	91
	(11.0)	(38.0)	(42.0)	(91.0)
NO	3	4	2	9
	(3.0)	(4.0)	(2.0)	(9.0)
TOTAL	14	42	44	100
	(14.0)	(42.0)	(44.0)	(100.0)
ESTABLISHMENT OF JOB IMPROVEMENT PLANS FOR EACH INDIVIDUAL				
YES	13	39	42	94
	(13.0)	(39.0)	(42.0)	(94.0)
NO	1	3	2	6
	(1.0)	(3.0)	(2.0)	(6.0)
TOTAL	14	42	44	100
	(14.0)	(42.0)	(44.0)	(100.0)
BETTER PERFORMANCE OF THE PRESENT JOB				
YES	12	29	30	71
	(12.0)	(29.0)	(30.0)	(71.0)
NO	2	13	14	29
	(2.0)	(13.0)	(14.0)	(29.0)
TOTAL	14	42	44	100
	(14.0)	(42.0)	(44.0)	(100.0)

The age-wise sample survey analysis with regard to skill development of respondents after obtaining training is presented in above Table. In the age group of 18 to 35 years, all the respondents are opined that during the training they came to know redefining the job and its responsibilities, almost above 90 percent of said age group respondents also got benefitted by came to know the fixation of work targets and work readjustment, establishment of job improvement plans for each individual and better performance of the present job.

From among the 100 sample respondents, 40 per cent of 36 to 50 years respondents and 44 percent of 51 years and above age group respondents feel that they got knowledge about redefining the job and its responsibilities through training. About acquiring the knowledge with regard to fixation of work targets and work readjustment through training, overall 91 per cent of all age groups and about establishment of job improvement plans for each individual through training, 94 per cent of all age groups are recognized that they benefited. 71 percent of overall sample size respondents have opined that they came to know how better performance of the present job through training.

More than 94 percent of age-wise respondents are feel that they came to know redefining the job and its responsibilities, and establishment of job improvement for each individual. Similarly above 91 percent are recognizing the fixation of work targets and work readjustment.

Table 3.2 Opinion On Skill Development (Cadre-Wise)

	CADRE			
OPINION	EXECUTIVES	SUPERVISORS	WORKERS	TOTAL
REDEFINING THE JOB AND ITS RESPONSIBILITIES				
YES	14	39	43	96
	(14.0)	(39.0)	(43.0)	(96.0)
NO	2	1	1	4
	(2.0)	(1.0)	(1.0)	(4.0)
TOTAL	16	40	44	100
	(16.0)	(40.0)	(44.0)	(100.0)
FIXATION WORK TARGETS AND WORK READJUSTMENT				
YES	13	39	39	91
	(13.0)	(39.0)	(39.0)	(91.0)
NO	3	1	5	9
	(3.0)	(1.0)	(5.0)	(9.0)
TOTAL	16	40	44	100
	(16.0)	(40.0)	(44.0)	(100.0)
ESTABLISHMENT OF JOB IMPROVEMENT PLANS FOR EACH INDIVIDUAL				
YES	14	40	40	94
	(14.0)	(40.0)	(40.0)	(94.0)
NO	2	0	4	6
	(2.0)	(.0)	(4.0)	(6.0)
TOTAL	16	40	44	100
	(16.0)	(40.0)	(44.0)	(100.0)
BETTER PERFORMANCE OF THE PRESENT JOB				
YES	16	22	33	71
	(16.0)	(22.0)	(33.0)	(71.0)
NO	0	18	11	29
	(.0)	(18.0)	(11.0)	(29.0)
TOTAL	16	40	44	100
	(16.0)	(40.0)	(44.0)	(100.0)

Table 3.2 reveals the cadre-wise responses with regard to skill development through training. 39 per cent of Supervisors, 43 per cent of workers and majority of executives from among the sample size has opined that through training they recognize redefining the job and its responsibilities. Learning of fixation of work targets and work readjustment through training, both supervisors and workers of 39 per cent each and 13 out of 16 executives have opined that they got benefitted. Similarly the same ratio has continued with regard to establishment of job improvement plans for each individual. Whereas, knowing for better performance of the present job through training, overall 71 per cent of respondents from among the sample size responded positively.

By negligible percent of negative response, majority of cadre-wise employees are positively responded on knowing the redefining the job and its responsibilities, establishment of job improvement plans for each individuals and fixation of work targets and work readjustment followed by better performance of the present job.

Table – 3.3 Opinion On Skill Development (Education-Wise)

OPINION	EDUCATION				
	SSC	INTER	DEGREE	PG	TOTAL
REDEFINING THE JOB AND ITS RESPONSIBILITIES					
YES	50	10	8	3	71
	(68.5)	(13.7)	(11.0)	(4.1)	(97.3)
NO	1	0	0	1	2
	(1.4)	(.0)	(.0)	(1.4)	(2.7)
TOTAL	51	10	8	4	73
	(69.9)	(13.7)	(11.0)	(5.5)	(100.0)
FIXATION WORK TARGETS AND WORK READJUSTMENT					
YES	46	10	8	3	67
	(63.0)	(13.7)	(11.0)	(4.1)	(91.8)
NO	5	0	0	1	6
	(6.8)	(.0)	(.0)	(1.4)	(8.2)
TOTAL	51	10	8	4	73
	(69.9)	(13.7)	(11.0)	(5.5)	(100.0)
ESTABLISHMENT OF JOB IMPROVEMENT PLANS FOR EACH INDIVIDUAL					
YES	48	10	8	3	69
	(65.8)	(13.7)	(11.0)	(4.1)	(94.5)
NO	3	0	0	1	4
	(4.1)	(.0)	(.0)	(1.4)	(5.5)
TOTAL	51	10	8	4	73
	(69.9)	(13.7)	(11.0)	(5.5)	(100.0)
BETTER PERFORMANCE OF THE PRESENT JOB					
YES	34	5	6	3	48
	(46.6)	(6.8)	(8.2)	(4.1)	(65.8)
NO	17	5	2	1	25
	(23.3)	(6.8)	(2.7)	(1.4)	(34.2)
TOTAL	51	10	8	4	73
	(69.9)	(13.7)	(11.0)	(5.5)	(100.0)

Education-wise employees' opinion on skill development has presented in Table. When the cross tabulated data analysis presented in the above table seen, the same tendency visible as presented in the earlier tables. Irrespective of qualification, majority of 97.3 percent employees opined that they learned redefining the job and its responsibilities followed by the opinion of establishment of job improvement plans for each individual. Similarly, 92 percent of employees expressed that they recognize the fixation of work targets and work readjustment through training. With regard to knowing how to better performance of the present job, 66 per cent of the overall sample size responded positively.

When education-wise responses considered, more than 90 percent employees opined that they learned to redefine the job and its responsibilities, establishment of job improvement plans for each individual and fixation of work targets and work readjustment. More than 60 percent came to know how to perform better in present job through training.

III. Conclusions:

The study conducted to evaluate the responses of the employees with respect to the training programmes conducted by the Singareni Colleries Company limited.

From the primary data acquired, it is observed that the majority of employees according to their age, preferred that training needed in the organization to acquire skills to perform the job more effectively, later to update job related knowledge and lastly to acquire higher level of productivity. In the cadre-wise analysis, majority of respondents are primarily opined that training needs to acquire new skills to perform the job more effectively. The second opinion of the respondents is to update job related knowledge and followed by acquire

higher level of productivity. The same tendency as found about age-wise and cadre-wise, is also followed in education-wise. Top priority to acquire new skills to perform the job more effectively followed by update job related knowledge and lastly to acquire higher level of productivity is found.

The age-wise responses on methods of training shows that majority respondents opined that conference and seminars by trainees are very useful followed by use of audio-visuals, lectures and programmed learning. With regard to usefulness of methods of training the majority respondents opined for lectures, Programmed Learning, Audio-visuals, followed by conferences and seminars. Opinions on induction of various training methods by cadre-wise shows that lectures, audio-visuals and programmed learning are useful to majority respondents, whereas conferences and seminars by trainees are very useful to supervisors and workers cadre. Education-wise responses on methods of training are reveals the mixed results as very useful and useful.

More than 94 percent of age-wise respondents are feel that they came to know redefining the job and its responsibilities, and establishment of job improvement for each individual through training. Similarly above 91 percent are recognized the fixation of work targets and work readjustment. By negligible percent of negative response, majority of cadre-wise employees are positively responded on knowing the redefining the job and its responsibilities, establishment of job improvement plans for each individuals and fixation of work targets and work readjustment followed by better performance of the present job. When education-wise responses considered, more than 90 percent employees opined that they learned to redefine the job and its responsibilities, establishment of job improvement plans for each individual and fixation of work targets and work readjustment. More than 60 percent came to know how to perform better in present job through training.

By and large it can be surmised that, above 90 per cent employees working at SCCL are opined that the training conducting by the organization in various methods for various purposes are more effective and they are benefitted by the same. They acquiring new skills to perform the job more effectively and redefining the job responsibilities.

So it can be concluded that the employees' response pertaining to human resource development practices particularly conducing the training programmes are positive and playing vital role in overall development of the organization.

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