CHAPTER - VII

HUMAN RESOURCE DEVELOPMENT
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1. TRAINING & DEVELOPMENT

Training is a must for all categories of employees in all establishments. Trained manpower is the biggest asset to an organization, after the induction of the employee; it is the job of the employer to turn him into a worker who is fully satisfied with his new work conditions. In the very beginning when a worker enters an organization he has numerous question in his mind, the management should try to clarify his doubts and tears. This can be done only by an experienced imaginative and synthetic training department. The training department trusts handle the "raw" worker with a paternalistic hand. It would be grievous suitable to leave the worker to learn everything on his own. The management must oversee all of his activities very attentively. The training dept. should appreciating clarify the visual perspectives of the role assigned to the employees with reasonable clarity and orderly methods. The employee must be clear in his mind what he has to do and to whom he to report and at what time. For this training department must chalk- out a written brochure setting out the most pertinent work rules and explaining its important. Points of conducts must be in the printed from.

Training could be one of the means used to achieve such improvement, through the effective and efficient use of learning resources.

Employee must be systematically trained if they are to do their jobs well. No matters how carefully men have been selected, or how much aptitude they have for their jobs, systematic training is essential if they are to reach a satisfactory level of job performance. How workers must be taught to do th job correctly, be from the very beginning. A training programmed gives clearly its policies, rules and regulations. The employees get correct first hand impression about their work- environment.

Training aims at helping the employees to learn their jobs and attain desired results/ performance speedily thus cutting costs and contributing to utilization of machines and materials.

It aims at reducing losses; due to waste poor quality product and damage to machinery which would result if an untrained employee were to learn on their own.

It aims at enhancing the employee’s motivation and thus enabling them to develop and qualify for higher positions.
2. **THE QUALITIES OF THE TRAINER:**

For the proper training department the competent instructors are to be deputed. Training department must not be considered an offshoot of the personnel department, but it must be handled by an innovative, programative and humanist person with open mind and extrovert communicative personality. All the in structures of the training, departments must be experts in human psychology so as gauge the attitudinal dispositions of the new employee and then to mold this new employee according to needs of the organization. No person can be changed drastically by some pre-established training method but every employee needs different types of treatment from the trainer. It is up to the trainees to harness the “real man” hidden in the inner portion of the employee personality. Only those persons must be selected as instructors who are having the following characteristics:

1. Who know the process, sub-process of the job thoroughly?

2. Who can express their ideas clearly with patient and tactfully manners to the slow learners?

3. Those instructors or persons must be fully aware of the methods of teaching. This includes all the general laws of learning and common maxims governing good teaching, for instance showing how to pack or assemble the particular parts on which they are to work.

3. **METHODS OF TRAINING:**

Training methods vary from the organizational organized systems of learning, to more systematic methods of instructions. Learning by work exposure is very costly of instructions. Learning by work exposure is very costly and is not healthy one because mistakes at time imprint themselves on the memory of the employee and become part of the unconscious and ultimately result in bad working habits. The eradication of such wrong habits takes along time and makes learning by exposure very costly.

4. **TRAINING BY SYSTEMATIC METHODS:**

The main characteristics of this method is that it is done in a separate which may be part of the mushroom but still distinct from it the location and set up.

**Advantage:**

1) The pupils can be brought into the classroom they will be less destructive and consequently the teacher will be able to use his specialized skill.

2) Emphasis can be put on good quality production to the work points of the pupil. This can encompass temperamental and other qualities and the school be made a helpful between the classroom and the factory.
This systematic Method has some drawbacks also.

These shortcomings are as follows:

1) Sometimes atmosphere becomes unrest, work is made too simple and difficulties are removed by the instructor himself as a result of which the employee is not fully exposed to the real problems of the Machine, which he has to face in practical life.

2) Schools, sometime becomes theoretical and in itself with the result that the new employee experience a sense of shock when they go to their work place.

3) Sometimes speed may be scarified and attendance to slow motion may be set-up.

These draw backs however can be overcome if certain steps are taken by the personnel dept.

a- To avoid in agency situations, employees must be trained in the production rooms also.

b- The danger of the school can be removed by having close liaison with the line managers.

c- Training is the workroom takes place under normal condition of work. It is organized instruction for which the foreman is responsible even if he does not teach the workers himself. The workroom has its dis-advantages as a place because concentration of attention is the easy and amidst the prevailing noises, the worker may fail to catch the full meaning of instructions.

d- Finally, it aims at developing the individual skills, better methods, new equipments and sometimes new work place relation-ships and to reduce the poor quality. Such a process would also facilitate technological change, by up-dating versatility of the employees.

5. **Training Policy**

BHEL in large organization with strength over one Lakh employees in regular cadre. It is basically a technical organization, although other cadres like Accounts, Secretariat, Personnel also exist in large number. The strength of employees for whom the provisions for training is to be made is as under.

In view of the establishment of Human Resource Development Ministry in Central Government a separate department Known as Human Resource Department was opened in UP State Electricity Board. The department is headed by the Director General who is an engineer of the level of Chief Engineer Level I. Director General HRD is responsible for devising the Training programmes for Engineers, Junior
Engineers, Officer of the other cadre and for subordinate staff-Both Technical and Non-Technical.

The Training structure of BHEL is as under:

1. Staff college Dehradun (Exclusively for Officers)

2. Electricity Training Institute Sajoljini Nagar Lucknow. (For officers, Junior Engineers and short terms Training programmes)

3. Electricity Training Institute Obra. (For Thermal Training only)

4. Electricity Training School Chandausi.

5. Electricity Training School Bahadarabad.

Both the school at S No. 4&5 are means for linemen/fusemen and other trademen.

Staff College Dehradun is headed by principal Director who will be an engineer of the level of CE level II.

Institute of S No. 2 & 3 are headed by Director who are of the level of superintending Engineer. Two school at S No. 4 & 5 are headed by Dy. Directors and they are the officers of the level of Executive Engineers.

6. Faculty

The Regular Faculty of the Staff College or Institutes or of schools is drawn for the regular employees of the Board However case is taken to see that officers being posted there, besides possessing Knowledge of the subject also possess large working experience and Degree or Diploma in management. Normally such placements are made after Screening personal bio-data and aptitude survey of the officers. Few posts of regular faculty who are from management disciplines and not engineers are post only at Staff College Dehradun and E T I Sarojini Nagar. All other institute or Schools have only technical faculty who are basically from working officers.

For special courses and also for Special subjects, Teaching faculty is also invited from various professional institutions, Universities and Management institutions. While taking intake for a particular training course, a case is taken that Senior Officers are dubbed together and middle level officers have separate training, distinguished from Junior Engineers and Subordinate Technical Staff.

Staff College E T I Sarojini Nagar which arrange training for Technical and Non-Technical officers, normally insert Non-Technical Training programmes after every two or three Technical Training programmes. The schedule of Training programme for the 1994-95 is enclosed as appendix...
7. **Compulsory Training Programme**

All Engineer officers on induction are given compulsory induction training of 12 months duration. The theoretical part of training normally comprising Six months is conducted at staff college Dehradun. The college has its own beautiful building with large compound, auditorium, classrooms, rich library, living accommodation for staff and students with all modern facilities. The staff college is very prestigious and will known and renounced. Outside faculties are also invited to impart latest technical knowledge to the participants.

There are some regular faculty (non transferable) and also serving officers from field situations to knowledge to these participants.

Fresh intake of officers in other cadres like Accounts and Personnel are also given compulsory Training before assigning them any job. Since training programmes are devised in consultation with Account & personnel Department and Director General HRD. The training programmes for officers of the other cadre are not of one year duration. Depending upon the requirement they are shortened to one two months.

Officers of both the cadre Technical or Non-Technical, after the theoretical and subject knowledge. Training is given to them to take field situations. Engineer officers are exposed to thermal and Hydel Power Stations, Transmission 400 KV and 200 KV sub station and Electricity Distribution work at SDO level and Junior Engineer level. Some insight is given to them in the working of Accounts and personnel Department features are also arranged on these subjects from officers of this area.

Similarly officers of Accounts and Personnel cadre are taken to corporate office and field officers after their theoretical and subject training at Staff College.

Training programmes for new recruits in junior Engineers cadre are given training for approximately Six months. Their training is arranged at ETI Sarojini Nagar. ETI Sarojini Nagar is also well established, having an auditorium, class rooms. rich library with Video and projectors.

Electricity Training Institute at Obara which is meant for thermal power training always booked to capacity like Staff Training College at Dehradun, ETI Thermal institute at Obara is one of the top Institute in the country in power sector. the Training programmes published by Department of personnel, Ministry of Home, Government of India Contains names of only two Institute i.e. Staff Training College Dehradun and ETI Thermal Power Training Institute Obara. No other training institute from any other Electricity Board, appears on the National level Thermal at Obara has been training officer from National Thermal Power Corporation, IFFCO BHEL and other important undertakings of Government of India.

The Technical training to subordinate staff below Junior Engineer is imparted in two ways: -

1. On the Job Training.
2. Training school at Chandausi and Hadarabad.
On the job training is given in almost all the substation of 220 and 400 KVA. The basic qualification of the operators is ITI. Therefore they have some technical background. New ITIs who cannot be given training on Induction for want of sufficient training caterers are placed in this sub station and they gradually learn from their seniors how to operate machines at sub stations. Similarly new Junior Engineers are promotes who are from the ITI cadre are also sent to power station and hosted as stored stand by to work in guidance of senior people. These new entrance gradually learns the job and or capable to man the machine in time of emergency are as and when required. Second method is induction training to subordinate technical staff at two electricity schools named above. The two schools are imparting training not only to new records but also they arrange refresh courses for serving. Employees. The strength of subordinate technical staff is too much as compared training facility available for them therefore it is not possible to impart regular training to all serving employees.

Infect it also becomes difficult to field executives to spare employees in bulk; else the problem of running the sub stations or power station does arise. The schools at Chandigarh and Bahadarabad are always full and continue to run training courses in rotation. Conclusion: -

By and large the training arrangements of BHEL are very satisfactory. Training Institutes of BHEL are very prestigious are have earned good name in the country in power sector. Infect it was BHEL, who for the first time introduced 400 KV lines in the country and also trained employees of other electricity Boards and of NTPC and NHPC operate an 400 KV lines. Termed training of BHEL employees.

Reputations at national level

Training equipment, library, classroom facility and environment are also of high standard. As far as training is concerned BHEL employees good reputation.

8. TRAINING AND MANAGEMENT DEVELOPMENTS

The training and management development activities of the Board from a part of the continuous process in integrating the organizational needs with the needs of individuals for growth and development. These activities are performed at three levels.

1. At Engineers Officers level
2. At junior Engineers/Supervisors level
3. At artisan/operator level.

The training for the artisan, the supervisory and the engineer’s trainees is for a duration of one year each. The emphasis in the programmes designed for these categories of employees is on imparting the technical/ trade skills in addition to some basic essential management concepts. The objective of this training is to orient the employees to the activities of board and provide opportunities for them to improve their performance on the job. The training departments of the units are primarily responsible for designing the training programmes after identifying the training needs and the needs of the organization.
9. **POLICY OF TRAINING AS UNDERSTOOD BY THE RESPONDENTS**

The information with regard to policy of training was gathered to know the knowledge of the respondents about the training policy. The data gathered has been shown in table 7.1.

An analysis of the data reveals that at the “Board members” level and the senior level engineers all of them (100%) have undergone the foundation course and refresher courses. (50%) of them have attended special technical training also.

Similarly in the ‘Non-gazetted technical and Non-technical’ staff majority of them (100%) and (80%) respectively have undergone the foundation courses and (65%) of the ‘Technical and (52%) of the Non-technical’ staff have undergone some refresher course also.

So far as the ‘Management’ Development programmes are concerned all (100%) the ‘Board members’ and (80%) of senior level engineers and (68%) of the middle level engineers and (68%) of the middle level engineers have attended one or more MDPs. Although among the ‘non-gazetted’ staff the persons attended the MDPs is negligible (4%), but that is obvious also, as MPDs are basically made for managerial cadre.

The ‘Accounts Law & Personnel’ category has also (60%) undergone Foundation courses and (30%) have attended the Refresher Courses and (40%) have attended the MDPs also.

The situation of providing training to the office bearer of Trade Unions is also comfortable as (76%) had foundation courses (36%) had refresher course and (6%) had attended the MDPs also.

On the basis of above it can be concluded that the respondents have a good Knowledge about the Training Policy and majority of them have undergone some or the other training programs.

10 **COVERAGE OF TRAINING :-**

The information regarding the number of respondents who have availed the opportunity of training after their joining the department was gathered to know the level of coverage of training.

The data gathered in this regard have been incorporated in Table 7.2 and an analysis of data reveals that the ‘Board members’ and all the engineers (100%) have replied favorable where as only (30%) of the ‘Accounts, Law and personnel cadre’ respondents to have attended the training. Regarding ‘Non-gazetted-technical staff’ also all of them (100%) have attended the training. Whereas in ‘Non-Technical’ staff only (21.3%) have attended the training and (78.8%) have replied in negative. None of (0%) them ‘Non-wage Board’ employees was provided training.

Among leaders of the trade union also (88%) of the persons had attended the training and only (12%) did not attend any training.

In view of the above it can be concluded that the coverage of a training has been very good as it coverage was (82.2%) of the total staff.
## HUMAN RELATION DEVELOPMENT

### TABLE NO. 7.1

(TABLE SHOWING POLICY OF TRAINING FOR DIFFERENT CATEGORIES OF EMPLOYEES)

<table>
<thead>
<tr>
<th>Category of Employee Factors</th>
<th>A Board Members</th>
<th>B</th>
<th>C</th>
<th>D Office Bearers of Regd. Trade Unions</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 Policy</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>6</td>
</tr>
<tr>
<td>Foundation course</td>
<td>8</td>
<td>40</td>
<td>400</td>
<td>24</td>
<td>600</td>
</tr>
<tr>
<td>Refresher Course</td>
<td>8</td>
<td>40</td>
<td>300</td>
<td>12</td>
<td>392</td>
</tr>
<tr>
<td>Special Technical</td>
<td>4</td>
<td>4</td>
<td>20</td>
<td>52</td>
<td>8</td>
</tr>
<tr>
<td>Management Development Programmes</td>
<td>6</td>
<td>32</td>
<td>136</td>
<td>16</td>
<td>24</td>
</tr>
<tr>
<td>No Training</td>
<td></td>
<td></td>
<td></td>
<td>12</td>
<td></td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>26</strong></td>
<td><strong>116</strong></td>
<td><strong>856</strong></td>
<td><strong>52</strong></td>
<td><strong>1068</strong></td>
</tr>
</tbody>
</table>
### HUMAN RELATION DEVELOPMENT

#### TABLE NO. 7.2

(TABLE SHOWING THE TRAINING PROVIDED TO DIFFERENT CATEGORIES OF EMPLOYEES)

<table>
<thead>
<tr>
<th>Category of Employee</th>
<th>A</th>
<th>B</th>
<th>C</th>
<th>D</th>
</tr>
</thead>
<tbody>
<tr>
<td>Factors</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>WETHER TRAINING PROVIDED</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Yes</td>
<td>8</td>
<td>40</td>
<td>400</td>
<td>28</td>
</tr>
<tr>
<td>No</td>
<td>12</td>
<td>236</td>
<td>12</td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>8</td>
<td>40</td>
<td>400</td>
<td>40</td>
</tr>
</tbody>
</table>
11. TYPES OF TRAINING PROGRAMMES ATTENDED BY THE RESPONDENTS:

The information regarding the various types of training programmes was collected to know the various types of training programmes, being attended by the respondents and their relative usefulness and to know whether there is in any gap in the policy & practice regarding training. The data gathered has been in corporate in table 7.3.

An analysis of data reveals that all the Board members (100%) had attended the foundation course, refreshers courses, and MDPs. By and large all the technical personnel including gazetted and non-gazetted staff had attended the foundation course and more than (70%) of the engineers had attended the refreshers courses and about (80%) of the non-gazetted non-technical staff had undergone foundation course and (53%) had attended refreshers course.

While the percentage of Engineers had been more in case of attending MDPs, the percentage of attending refreshers courses in non-gazetted non-technical course is about (53%).

The union leaders cadre (70%) of them had undergone foundation courses and (30%) had attended the refresher courses.

On the basis of the above data it can be concluded that most of Engineers and technical staff had undergone the foundation courses and many of them had attended the refresher course also. More them half of the non-technical non-gazetted staff had undergone the refresher courses also. As such it appears that there is hardly any cognizable difference in the policy of training and the actual practice.
<table>
<thead>
<tr>
<th>Category of Employee</th>
<th>A</th>
<th>B</th>
<th>C</th>
<th>D</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Factors</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>6</td>
</tr>
<tr>
<td>KIND OF TRAINING</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Refresher Training</td>
<td>8</td>
<td>40</td>
<td>292</td>
<td>24</td>
<td>320</td>
</tr>
<tr>
<td>Special Technical</td>
<td>4</td>
<td>8</td>
<td>16</td>
<td>8</td>
<td>40</td>
</tr>
<tr>
<td>Management Development Programmes</td>
<td>8</td>
<td>32</td>
<td>56</td>
<td>16</td>
<td>24</td>
</tr>
<tr>
<td>Total</td>
<td>28</td>
<td>120</td>
<td>764</td>
<td>72</td>
<td>984</td>
</tr>
</tbody>
</table>
12. **OPINION OF THE RESPONDENTS TOWARDS THE TRAINING PROGRAMMES BEING ATTENDED BY THEM:**

The data relating to opinion towards training was gathered to know the effectiveness of the training and to know whether the desired results are coming up or not.

The data had been classified in three categories of very Good, Proper and useful. The data gathered has been incorporated in Table 7:4.

An analysis of the data reveals that Board members generally referred the training as very useful as well as essential also.

However, engineers had different opinion as 50 percent chief engineers favored training stating to be very useful while rest of them (30%) stated training as proper. Only percent. Civil Engineers had bad notion towards that.

In the middle level a considerably high number (56%) of Senior Engineer and Executive Engineer favored training programmes stating as very useful followed by them (20%) who stated it as useless and (34%) of Assistant Engineers considered it as proper.

In non-technical departments of Personnel Law & Accounts (40%) of the staff opined that training is very essential and useful for them while (20%) stated it to be not useful.

Among non-gazetted technical members also (48%) of the staff said that training is useful and (44.6%) of them described it to be very useful. Though some of them (6%) state it as not useful. Similarly all of non-technical staff considers it very useful. While explaining of attitude of union members it is observed that (34%) of office bearers still consider training programme as proper and (54%) considered it to be very useful and only a few number of members (12%) do say it as not useful.

However in conclusion it may be concluded that most of the senior and middle level personnel have good attitude towards Board's training and opined it as very useful while few number of lower grade officers and employees (10%) considered that training being given to them is not useful.
## Table No. 7.4

### (Table showing opinion of the respondents about the training)

<table>
<thead>
<tr>
<th>Category of Employee</th>
<th>A Board Members</th>
<th>B</th>
<th>C</th>
<th>D</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Factors</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>A Chief Engineer</td>
<td>B SE/EE/AE Chemists &amp; Others</td>
<td>C Accounts Law &amp; personnel</td>
<td>D Office Bearers of Regd. Trade Unions</td>
<td></td>
</tr>
<tr>
<td>1 OPINION</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Proper</td>
<td>12</td>
<td>96</td>
<td>16</td>
<td>292</td>
<td>80</td>
</tr>
<tr>
<td>Very useful</td>
<td>4</td>
<td>20</td>
<td>224</td>
<td>16</td>
<td>268</td>
</tr>
<tr>
<td>Useless</td>
<td>8</td>
<td>80</td>
<td>8</td>
<td>40</td>
<td>20</td>
</tr>
<tr>
<td>Total</td>
<td>4</td>
<td>40</td>
<td>400</td>
<td>40</td>
<td>600</td>
</tr>
</tbody>
</table>
13. **REASONS OF FAVORING THE TRAINING PROGRAMMES TO BE MORE EFFECTIVE:**

The information related to reasons of favoring the training programmes to be more effective was gathered to know the various factors of having this opinion. The data gathered has been incorporated in table 7:5.

An analysis of the data reveals that the (45%) of the middle level engineers and (50%) of accounts, Law and other of them, (41.4%) of the ‘Non-gazetted Technical’ staff and (25%) of the ‘Non-Technical non-gazetted’ staff had favored the training on the ground that it helps in performing their duties more effectively.

100% the ‘Senior level engineers’ (46.2%) of the ‘middle level engineers’ (12.5%) of the accounts Law & other offices cadre and (54.2%) of the Non-gazetted Technical staff and (40%) of the non-technical staff had favored the training on the ground that it provides good exposure over the subject matter.

A few of the respondents, basically those, who were attending more MDPs had favored the training as it provides better understanding of the subject matter. This percent is (100%) in case of ‘Board Members’ (8.7%) in case of middle level engineers (37.5%) of the accounts Law and Personnel etc. and (4.2%) in case of non-gazetted technical and (34.3%) in case of Non-gazetted non-technical (staff).

As a whole it can be concluded that (40.7%) of the respondents had favored the training as it provides good response followed by (37.8%) because it help them in performing their duties more effectively and only (16.5%) because of it helps in increasing better understanding.
## HUMAN RELATION DEVELOPMENT

### TABLE NO. 7.5

(Table showing the factors for forming the good opinion about the training policy)

<table>
<thead>
<tr>
<th>Category of Employee</th>
<th>A</th>
<th>B</th>
<th>C</th>
<th>D</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Board Members</td>
<td>A</td>
<td>B</td>
<td>C</td>
</tr>
<tr>
<td>Factors</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>Helps in performing the duties more effectively</td>
<td>144</td>
<td>16</td>
<td>232</td>
<td>72</td>
</tr>
<tr>
<td>Provides good exposure of the job</td>
<td>32</td>
<td>148</td>
<td>4</td>
<td>304</td>
</tr>
<tr>
<td>Provides better understanding of the related issues</td>
<td>8</td>
<td>28</td>
<td>12</td>
<td>24</td>
</tr>
<tr>
<td>Total</td>
<td>8</td>
<td>32</td>
<td>320</td>
<td>32</td>
</tr>
</tbody>
</table>