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**A STUDY ON EFFECTIVENESS OF TRAINING AND DEVELOPMENT
PROGRAMMES IN SARASWATI UDYOG PAPER LIMITED.**

A PROJECT REPORT
submitted by

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REG NO.0820400015

In partial fulfillment of the requirements
for the award of the degree

of

MASTER OF BUSINESS ADMINISTRATION

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KCT Business School
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Coimbatore-641006



Saraswati Udyog India Limited

Kabilarmalai – 637 204, P.Velur (Tk), Namakkal (Dist), T.N., India.



Date: 27.07.2009

SUMMER PROJECT COMPLETION CERTIFICATE

This is to certify that Miss Karthiga.M.[Roll No:08MBA15]First year M.B.A student of KCT BUSINESS SCHOOL, COIMBATORE had undergone Summer project work on “ TRAINING AND DEVELOPMENT” in our organization during the period from 18.06.2009 to 27.07.2009.

During afore said period her conduct and Character are found to be good.

For SARASWATI UDYOG INDIA LIMITED

B.ANANDAN
EXECUTIVE DIRECTOR

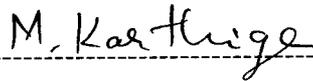
DECLARATION

I, hereby declare that this project report entitled as “**A STUDY ON THE EFFECTIVENESS OF TRAINING AND DEVELOPMENT PROGRAMMES**”, has undertaken for academic purpose submitted to Anna University in partial fulfillment of requirement for the award of the degree of Master of Business Administration. The project is the record of the original work done by me under the guidance of Asst.Prof.V.Karthikheyyan during the academic year 2009-2010.

I, also declare hereby, that the information given in this report is correct to the best of my knowledge and belief.

Place: Coimbatore

Date: 10.9.2009



(M.KARTHIGA)

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EXECUTIVE SUMMARY

The study on effectiveness of training and development among the workers of SARASWATI UDYOG PAPER LIMITED, Namakkal, is mainly aimed at finding out the effectiveness of training programmes in the workplace. The study was undertaken to find out the training needs among the employees.

Descriptive research is used in this research. The primary data is collected from 100 workers of SARASWATI UDYOG PAPER LIMITED, using the structured questionnaire method. The sampling technique that was adopted for the study is random sampling. The collected data was analyzed using percentage analysis, chi square analysis and factor analysis.

The questionnaire covered the demographic details of the respondents and years of work experience. The questionnaire also sought information from the respondents regarding their level of satisfaction in training programmes, feedback about the training and role of training department.

The information regarding methodology used for training programmes, training content, training environment and performance of workers after training programme is also collected.

The study revealed that maximum numbers of the respondents are satisfied with the training programmes provided. The study also identified that training programmes increase the performance of workers.

Suggestions were provided in order to provide the training programmes more effectively in the long run.

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INTRODUCTION

CHAPTER 1

INTRODUCTION

1.1 BACKGROUND OF STUDY:

Paper, which is the widely used medium for communication even in this computer-dominated era. India's industry's contribution to the global paper production is presently just two percent. This offers a good potential for the paper makers in India. The signs are already visible as the industry is growing at a faster rate in India around five percent per year.

The first paper mill in India was set up at Sreerampur, West Bengal, in the year 1812. It was based on grasses and jute as raw material. Large scale mechanized technology of papermaking was introduced in India in early 1905. In 1951, there were 17 paper mills, and today there are about 515 units engaged in the manufacture of paper and paperboards and newsprint in India. The pulp & paper industries in India have been categorized into large-scale and small-scale. Those paper industries, which have capacity above 24,000 tonnes per annum are designated as large-scale paper industries.

Indian paper industry has been de-licensed under the Industries (Development & Regulation) Act, 1951 with effect from 17th July, 1997. Growth of paper industry in India has been constrained due to high cost of production caused by inadequate availability and high cost of raw materials, power cost and concentration of mills in one particular area.

Training:

“The term training is concerned with imparting specific skills for a particular purpose”

“The act of increasing the knowledge and skills of an employee for doing a particular job” -Flippo

Development:

“Management development is all those activities and programme when recognized and controlled, have substantial influence in changing the capacity of the individual to perform his assignment better and so on doing are likely to increase his potential for future management assignment”.

Fundamental difference between training and development:**Training:**

- Short – term process.
- Knowledge and skills for a specific purpose.
- Primarily related to technical skills learning.

Development:

- Long – term process.
- For overall development.
- Related to managerial, behavioral and attitudinal development.

Role of training:

- Training plays an active role in increasing the efficiency of employees in an organization.
- Training increases the morale of employees.
- Training attempts to increase the quality of human relations in an organization.

- Trained employees require less supervision
- Trained people are necessary to maintain organizational validity and flexibility.
- Introduction of new strategies and working methods in the organization.
- Advancement in technology is easy if the employees are trained.

Need for importance of training:

- Rapid technological innovations impacting the workplace have made it necessary for people to constantly update their knowledge and skill.
- People have to work in multidimensional areas, which are usually far removed from their area of specialization.
- Change in the style of management.
- Lack of proper and scientific selection procedure.
- For higher motivation and productivity.
- To make the job challenging and interesting.
- For self development.
- For employee motivation and retention.
- To improve organizational climate.
- Prevention of obsolescence.
- To help the organization to fulfill its future manpower needs.
- To bridge the gap between skills required and skills availability.
- For the survival and growth of the organization and the nation

Types of training:

On – the – job training:

The training received at the work place or in the field is called on – the – job training. Organization prefers this method as this gives them direct responsibility as compared to other formal method of training. It is likely that for the time being no such formal training opportunity is available.

Off – the – job training:

Training received remote of the workspace, either in facilities owned by the organization or at the premises of an external agency. This training moves the trainee entirely out of the original work place which belongs to the trainee.

1.2 REVIEW OF LITERATURE:

Lewis Philip et.,al(1994)¹ in his article ‘ The Evaluation of Training; an organizational culture approach analyses the Training evaluation and the impact of the culture of the organization. The difficulties of evaluating training are identified. It is argued that what is required to make training more effective is the adoption of an integrated approach for evaluation and, most significantly, the creation of an appropriate organizational culture. This promotes and recognizes the value of evaluation in general and training evaluation in particular. Reasons for the absence of or ineffective practice of evaluation within so many organizations are discussed and these reasons are shown to be related to organizational cultures which discourage training evaluation, especially organizational level evaluation. The nature and meaning of organizational culture is discussed from a practical point of view. Advice is provided to those responsible for training about how they can attempt to change an organizational culture toward one which supports and values the evaluation of training. The article has examined the relationship between training evaluations.

Organizational objectives and organizational culture: Explicit recognition of organizational objectives linked to an integrated approach to training evaluation will

certainly improve the effectiveness of evaluation and therefore the contribution of training, but the key aspect on which this article is based on the necessity to recognize the culture of an organization and to consider its effects on training evaluation. It has been advocated in this article but the absence of or ineffective practice of training evaluation within so many organizations is directly related to the nature of their organizational cultures.

Mann and Sandi (1996)² in their article titled ‘What should training evaluation evaluate?’ say that Training initiatives are widely acknowledged to be a salient feature of the competitive organizations corporate strategy. Mann contends that, despite the heavy investment in training organizations frequently fail to evaluate adequately the value or success of their training programs. Those companies which do evaluate often use measures considered ineffective by many researches part of the reason for company’s reluctance to evaluate their training may be confusion as to how and what to evaluate. He reviews some of the barriers to effective training evaluation and outlines the benefits that organizations which do evaluate can invite. He also describes the results and implications for organizations of a study undertaken in Europe to answer the question; “what should training evaluations evaluate? “He concludes that neither reaction to training nor immediate pre training knowledge is predictors of subsequent self efficiency. This paper has argued that evaluating training programs is an essential part of the training procedure. Previous research has shown has shown that the benefits of different evaluation methods and of collecting data at each of kirkpatrick’s criterion levels are not clear. The following recommendations are made based on the findings of the presents study, as to what training evaluations should evaluate – measuring change in knowledge as a method of evaluating the effectiveness of training is of value , but practitioners sought to be aware of the limitations of this approach – The results of this study indicate that evaluating training at the learning level has limited value in predicting self-efficiency , which is taken as a surrogate measure of performance.

Wei-Chi and Wei-Tao Tai (2002)³ in their study ‘ perceived importance as a mediator of the relation ship between Training assignment and Training motivation ‘

examined whether employees' perceived importance of the training program would be one variable that mediates the relationship between training assignment and Training motivation . Data were collected from 184 Employees belonging to 18 banks who attended government – sponsored training programs in Northern Taiwan. Participants were asked to complete two questionnaires; one at the beginning of the training program and the other at the middle. Results supported our hypothesis and showed that. Compared to those who were volunteers; the employees who attained the training on a mandatory basis had a higher motivation for training. Moreover, organizations that force their employees to attend a given training program send out a clear message to employees that such training is important. As employees perceive the training to be central to the achievement of organizational objectives, their training motivation. One critical determinant of training effectiveness is the trainees level of training motivation (Mathieu et.,al.,1993;Mathieu and Martineau,1997: Tannenbaum and Yukl,1992),Nov (1986) suggested that characteristics such as motivation and attitudes are malleable individual difference factors that play a critical role in achieving training Effectiveness. Even if trainees possess the ability to learn the content of a course, they may fail to benefit from training because of low motivation. Colquitt et al.,(2000) argued that because the effects of motivational variables on learning are stronger than that of cognitive ability.

George Stalcup (2003)⁴, human capitala guide for assessing strategic training and development efforts in the federal government, has said that “summary observation on the training and development process section 3our examination of major issues to consider when assessing an agency’s training and development efforts revealed certain core characteristic that constitute a strategic training and development process. We identified these core characteristic by analyzing and categorizing the various “look for” elements associated with the key question. We believe that a concerted effort to integrate these core characteristics can further each agency’s efforts to continually improve its training and development process.

Lloyd W. Fernald, George T. Solomon (2004)⁵ has undertaken a study on small business training and development an empirical investigation. The paper reviews as

companies in the United States spend more money annually on training than do all the public school systems in the country, about \$210 billion in 1990. This is even more astounding in view of the fact that only 15,000 companies account for 90 percent of these training dollars. This suggests that most organization, especially small businesses do not offer any type of formalized training. This study provides data regarding the extent to which training is conducted, formally and informally, in a sample of small businesses in central Florida. According to the results of the study and a review of current literature, employees need training in a variety of areas and are not receiving adequate training in today's small business environment. The study also includes the following information: (1) the areas of training that small business owners believe need to be more successful, (2) the training methods used by these small business, (3) the various training delivery mechanisms currently used in training both employees and managers, and (4) the primary approaches used by the small business to overcome their 'lack of management expertise'.

Jie Shen. (2004)⁶ in his article 'International Training and Management development theory and reality' As a result of an increase in the number and the measures found to be related to post training attitudes were cognitive learning , training performance and transfer performance .Training effectiveness variables found to be related to post training attitudes were pre – training , self efficiency , experience, post training mastery orientation , learning principles and post training interventions. Over all ten training effectiveness variables were found to consistently influence training outcomes. Results also reveal that reaction measures and training motivation are two areas needing further development and research. These findings as well as other areas requiring research attention are discussed. Among the many recent contributions to the training literature, training evaluation and Effectiveness have received considerable attention.

Stephen L Cohen (2005)⁷ in his study 'controlling program evaluation 'says that 'N The training literature is ripe with suggestions and models for evaluating the results of programs administered in organizations. Mostly everyone in the industry can

recite Kirkpatrick's four levels of training evaluation (reaction, learning, Behaviour, Results) and Philip's fifth level of Return on Investment within the last several years, however, there appears to be a heightened awareness of the need for evaluating the impact of learning interventions, caused in large part by increasing visibility of the value of the human asset in the boardroom and the need to justify the economic value of training. The reasons most organizations shy away from taking on these evaluations are too numerous to document here. Suffice it to say that relatively little formal evaluation, other than the proverbial level "smile sheets", takes place today in most typical organizations, in fact, the 2004 American society for Training & Development state of the industry report indicated the following from a cross – section of benchmarking service organizations. More than 74% surveyed conduct level 1 Evaluations, 31% conduct level 2 Evaluation, 14% conduct level 3 Evaluations, and less than 10% conduct evaluation of level 4, what appears clear, then, is that program evaluation is not easy. In summary, it is possible to see how important it is to apply a reasonably controlled design to evaluate the impact of training whenever possible. While it appears somewhat cumbersome, the benefits of knowing whether the training is indeed achieving what it set out to achieve for outweighs the time and energy required in using control groups to conduct proper evaluations..

Cyril Kirwan and David Birchall (2006)⁸ in their study 'Training of learning from management development programs' analyses the following 'Transfer of learning from management development programs has been described as the effective and continuing application back at work of the knowledge and skills gained on these programs. It is very important issue for organizations today, given the large amounts of investment that actually translates in to an improved individual and organizational performance. This paper describes the testing of the Holton model of learning transfer and suggests amendments to the model where appropriate a sample of participants on a management development program within the Irish health services completed the Learning Transfer system Inventory based on the Holton model. The data obtained were analyzed using multiple regression and partial correlation techniques. Results indicate that the model does adequately represent the effects of its factors, although a slightly

revised model is presented. Important relationships between factors are identified, and the central role of the learner's personal capacity for transfer and the motivation to transfer in facilitating transfer is highlighted. In practical terms, the tested model can be used as a diagnostic tool by identifying individual, training design and work environment transfer issues in need of attention and by developing strategies to deal with them. It can also be used as a framework for the evaluation of training and development interventions, examining factors outside the traditional range of most training evaluation efforts and providing a more complete picture of the success or otherwise of that intervention.

Development and Implementation of Advanced Training Course for Diabetes Educators in Argentina

Abstract

Purpose. Preliminary report on the development and evaluation of a university-based master's degree program in diabetes education in Latin America.

Methods. The program, based on reported international standards, was developed through the Department of Postgraduate Studies of the National University of La Plata, Argentina, with funds provided by the American Association of Diabetes Educators. This highly interactive program combines pedagogical, psychological, and communication-based education specifically related to diabetes. Consequently, its graduates will be prepared to communicate effectively with their patients about their self-care needs and work with them to overcome the day-to-day barriers that prevent them from integrating self-care effectively into their lives.

Results. The program was successfully implemented, and 20 students have completed their 1st year, including preparation of a formal master's thesis proposal. During the next

year, they will establish and evaluate diabetes education programs in their own communities as part of their master's thesis requirement.

Conclusions. We have successfully implemented a master's degree program in diabetes education, based on reported international standards, that provides diabetes knowledge and educational/behavioral principles. Graduates will be able to help ensure patient participation in the control and treatment of their diabetes.

Relative Effectiveness of Worker Safety and Health Training Methods

Objectives. We sought to determine the relative effectiveness of different methods of worker safety and health training aimed at improving safety knowledge and performance and reducing negative outcomes (accidents, illnesses, and injuries).

Methods. Ninety-five quasi-experimental studies (n=20991) were included in the analysis. Three types of intervention methods were distinguished on the basis of learners' participation in the training process: least engaging (lecture, pamphlets, videos), moderately engaging (programmed instruction, feedback interventions), and most engaging (training in behavioral modeling, hands-on training).

Results. As training methods became more engaging (i.e., requiring trainees' active participation), workers demonstrated greater knowledge acquisition, and reductions were seen in accidents, illnesses, and injuries. All methods of training produced meaningful behavioral performance improvements.

Conclusions. Training involving behavioral modeling, a substantial amount of practice, and dialogue is generally more effective than other methods of safety and health training.

the present findings challenge the current emphasis on more passive computer-based and distance training methods within the public health workforce.

Peter Warr (1999)⁹ et.,al in their study 'Predicting three levels of Training outcome 'says' that in a longitudinal study of three levels of training evaluation , differential measures of trainee's reactions were shown to be more closely associated with learning outcomes than has been found with conventional reaction measures . However, reactions were generally unrelated to subsequent Job behavior .Both immediate and delayed learning was predicted by trainee's motivation. Confidence and use of certain learning strategies and changes in job behavior were independently predicted by transfer climate and learning confidence. It is preferable to measure training outcomes in terms of change from pre test to post test, rather than merely through attainment (post – test only) scores; the predictors of training outcomes were shown to differ according to which indicator is used. External factors better predicted learning changes when their correlations with pre – test values differed substantially from their correlations with post – test scores. Effective Training evaluation requires the examination of Training outcomes at several different levels and information gathered is often inconsistent between those levels, it is now important to learn more about ways in which specific measures at different levels of evaluation are or not interrelated and about the factors predictive of outcomes at different levels .Armed with that information, features which improves Training Effectiveness can be better manipulated. This study examines associations between three levels in Kirkpatrick's framework and investigates both individual and organizational characteristics which might predict outcomes at those levels.

1.3 STATEMENT OF THE PROBLEM:

Employee training and development programmes are conducted to increase the efficiency of employees. Hence the study is conducted to identify the effectiveness of training and development programmes among the workers in Saraswati Udyog Paper Limited.

The overall productivity of the organization also depends upon the employee's involvement and efficiency so it is very essential to provide proper training to the workers. So, a study on the workers training and development programmes has undertaken in Saraswati Udyog Paper Limited.

1.4 OBJECTIVE OF THE STUDY:

Primary objectives:

- To study effectiveness of training and development programmes conducted for shop floor workers.

Secondary objectives:

- To access the training needs of the shop floor employees of the company.
- To identify the methodology of training programme.

1.5 SCOPE OF THE STUDY:

The study entitled "effectiveness of training and development programme carried out at SARASWATI UDYOG PAPER LIMITED, Kabilarmalai; this is based on the shop floor employees survey through questionnaire method.

The study mainly finds training needs and their opinion for the improvement of effectiveness of training and development among the employees.

1.6 METHODOLOGY:

1.6.1 Nature of the study:

The research design is descriptive in nature. Descriptive studies are undertaken in organizations to learn about and describe the characteristic of a group of employees.

1.6.2 Sampling design:

The sampling design adopted for this study is probability sampling. The stratified random sampling is a good choice when differentiated information is needed regarding various strata within the population, which are known to differ in their parameters.

1.6.3 Sample size:

100 shop floor employees have been taken as sample size.

1.6.4 Data collection method:

Primary data:

Questionnaire method has been used to collect the primary data.

Secondary data:

The secondary data mainly consists of information collected from company records, internet, books and etc.

1.6.5 Analytical tool used:

- Percentage analysis
- Chi-square analysis
- Factor analysis.

1.7 LIMITATIONS OF THE STUDY:

- The sample size of the study is limited to 100, not the entire employees of the organization.
- The study was restricted to deal only with training programmes of shop floor employees.
- It is very difficult to meet employees, due to their busy schedule it took a long time for their response.

ORGANISATION PROFILE

CHAPTER-2

COMPANY PROFILE

2.1 HISTORY OF THE ORGANIZATION:

Saraswati Udyog India Limited is one of the pioneer manufacturers of white duplex board in India. The chairman Mr. Balusamy an experienced person in paper industry for a long period. The company started on Jan 2000 with a capacity of 50 ton per day and enhanced to a capacity of 120 ton per day. The plant is located at Kabilarmalai, Namakkal Dist.

The plant industrially notified backward area in the vicinity to consuming centers like Sivakasi, Chennai, Coimbatore, Tirupur, Bangalore, Cochin and Hydrabad. The industry is manufacturing coated duplex-board using raw materials as different types of waste paper like box board cutting, old newspaper and officery records.

The final product is used for packaging material like Pharmaceuticals, Soaps, Food products, Crackers, Match box etc. Our products are marketed and through dealer network. We also export our products to countries like Srilanka, Philippines, Bangladesh, South Africa, Dubai and other African countries.

The management of the company with several years of experience in paper industry dedicates their towards productivity enhancement, quality and customer satisfaction. Present capacity is 120tpd/36000TPA. Our GSM range is 230-600GSM with 7 layers. As a part of the Quality Assurance Scanners are installed for online checking and auto monitoring of board properties like moisture, GSM etc.

Our board is well acknowledged by our customers for brightness, stiffness and smoothness and better print quality. It is our constant endeavor to explore new markets through better quality and customer service.

The unit has two boiler of 8TPH for drying the paper. Three generators of 1000KVA to operate unit in emergency during power failed. Unit has quality control system which enables to control the moisture and GSM variation of output board. The treated water from Water Effluent Treatment System is taken back to process.

2.2 ORGANIZATION GOALS:

Mission:

We are committed to continually work towards enhancing the quality of our products and process to satisfy the present and emerging requirements of our customers by

- Continually improving the effectiveness of the Quality Management System.
- Enhancing people skills by training.

Vision:

Company will be reckoned among the largest manufactures of paper boards and allied products in India with a reputation for product quality, state of art technology and customer care, with a significant part of sales through exports. The company will achieve this with the total involvement and motivation of all its employees and commitment to social welfare.

2.3 QUALITY OBJECTIVES:

Strive continually:

- To meet on time Quality products delivery to the customers.
- To meet zero customer complaint by implementing minimum one process improvement in every month.

- To improve annual sales minimum 15% and include 10 new customers in every year.
- To maintain maximum one month inventory of incoming.
- To motivate people by training to improve environment and safety.
- To increase M/C availability minimum 5% in every year.

Competence, Awareness and Training:

The organization has established, a well defined methodology for the following:

- Determining the necessary competence for personnel performing work affecting
- Product quality and process control.
- Provide training or take other actions to satisfy these needs.
- Evaluate the effectiveness of the action taken.

2.4 ACHIEVEMENT OF SUIL PAPER PLANT:

- Maintaining zero discharge of water and saturation.
- It is environmental –friendly company.
- It is involved in social welfare activities like distributing note book to 10 schools in surrounding villages.
- Scholarship to poor students in nearby villages, in addition to children of company employees.
- Free medical camps and blood donation camps for employees.

DATA ANALYSIS AND INTERPRETATION

CHAPTER -3

DATA ANALYSIS AND INTERPRETATION

PERCENTAGE ANALYSIS:

Table 3.1.1(Age level of respondents)

S. No	Age	Percent
1	Below 30 years	38
2	40years	28
3	40-50years	16
4	Above 50 years	17
	Total	100

It is found that 38% respondent belongs to below 30yrs. 28% respondent belongs to age group of 30-40 yrs. 16% belong to age group 40-50yrs. 17% belongs to very aged people of above 50yrs. Most of the workers are below 30years because, young people are more creativity and giving training to them is easy.

Chart: 3.1.1

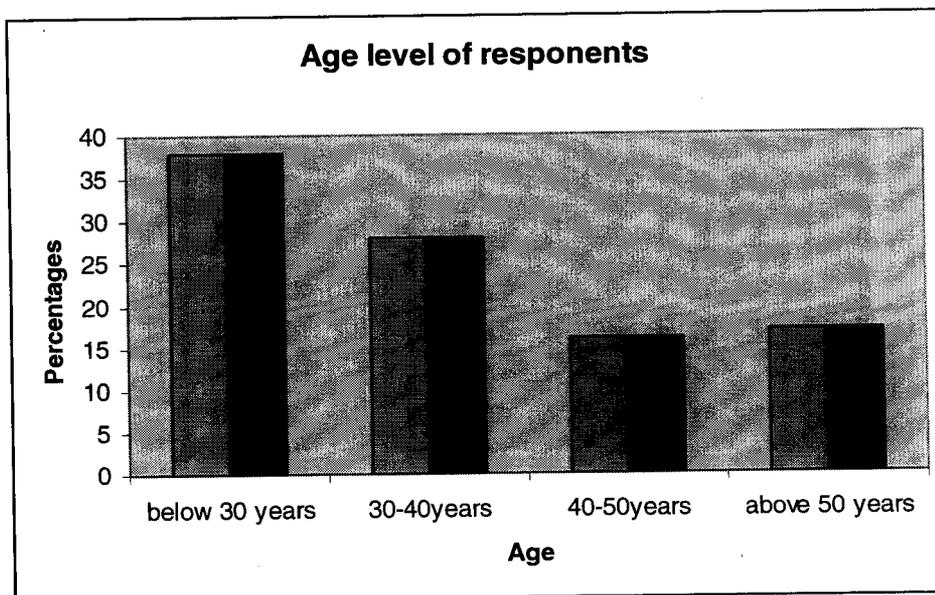


Table:3.1.2(Gender level of the respondents)

S. No	Gender	Percentage
1	Male	98
2	Female	2
	Total	100

Interpretation:

It is noted that 98% of the respondents are male worker and only 2% of the respondents are female worker in shop floor. Most of the workers are male because of shift schedule which is difficult to females.

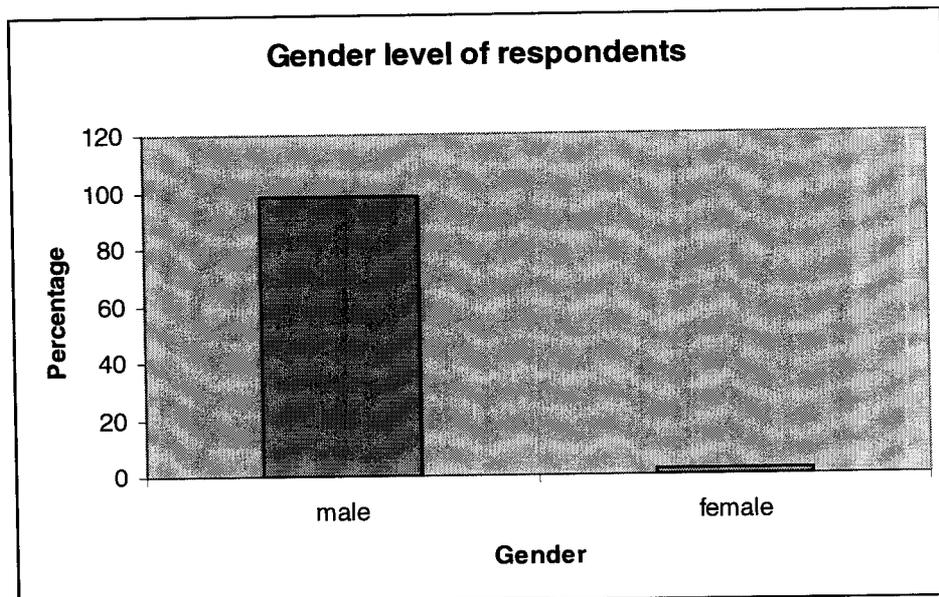
Chart: 3.1.2

Table: 3.1.3(Qualification of the respondents)

S. No	Qualification	Percentage
1	Graduate/technical	2
2	Diploma/arts	37
3	Higher secondary	61
	Total	100

It is noted that only 2% of the respondents are graduate and 37% of the respondents are diploma/arts. Mostly 61% of the respondents are under higher secondary. Most of the workers are higher secondary, where practical knowledge is important in paper industry.

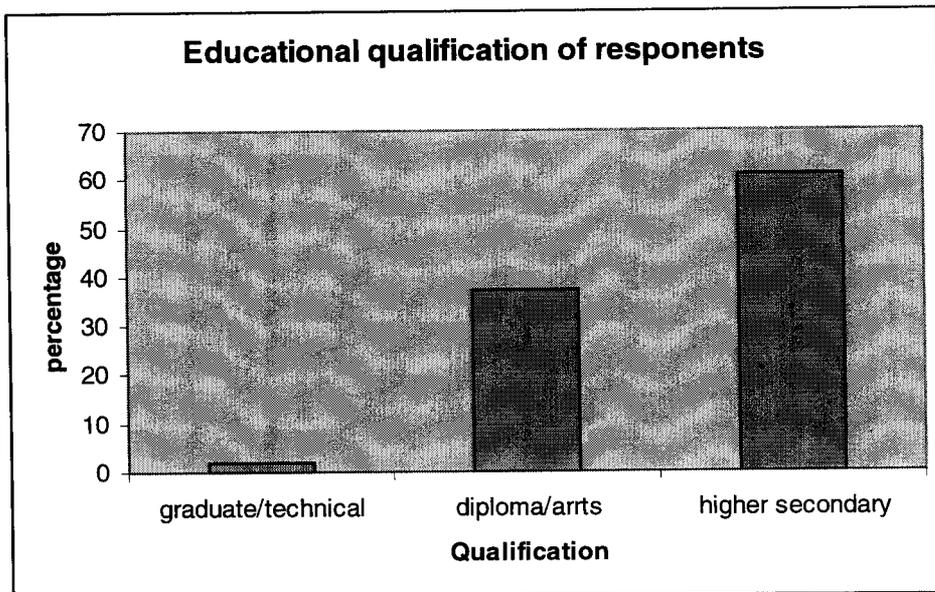
Chart:3.1.3

Table: 3.1.4(Income level of the respondents)

S. No	Income	Percentage
1	Below 5000	76
2	5000-10000	21
3	10000-15000	2
	Total	100

It is found that 76% of the respondents are below Rs.5000 income level and 21% are between Rs.5000-10000 income levels. 2% of the respondents are between Rs.10000-15000 income levels. Most of the workers salary are below 5000 because they are all shop floor category.

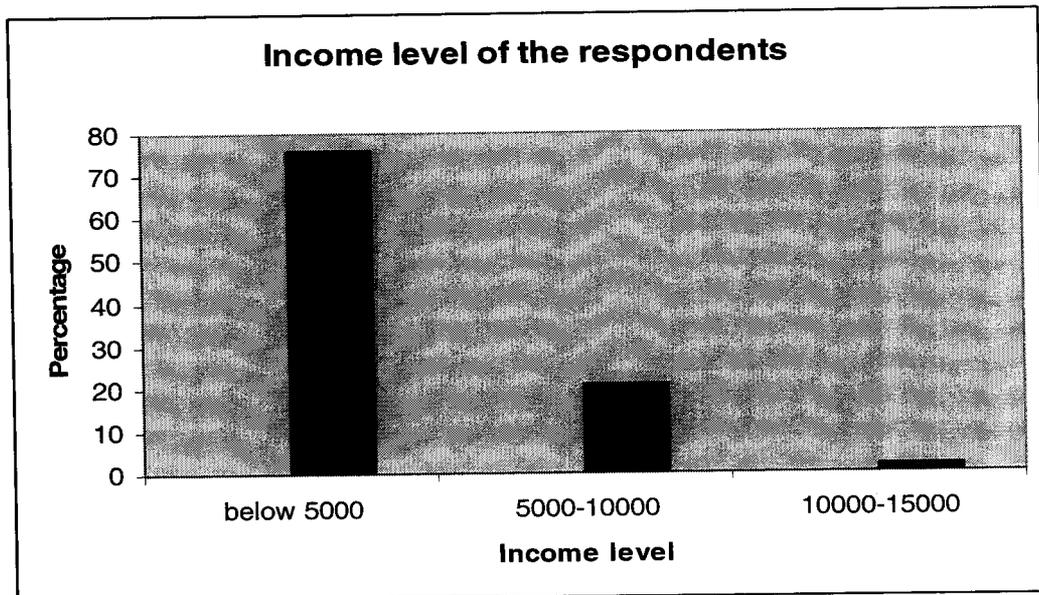
Chart: 3.1.4

Table: 3.1.5(Department of the respondents)

S. No	Department	Percentage
1	Quality/production	47
2	Marketing	1
3	Personnel	1
4	Electrical	17
5	Mechanical	34
	Total	100

It is found that 47% of the respondent belongs to quality and production department. 1% of the respondent belongs to both marketing and personnel department. 17% of the respondent belongs to electrical department and 34% of the respondent belongs to mechanical department. Most of the respondents belong to production department, which is the main department for paper industry.

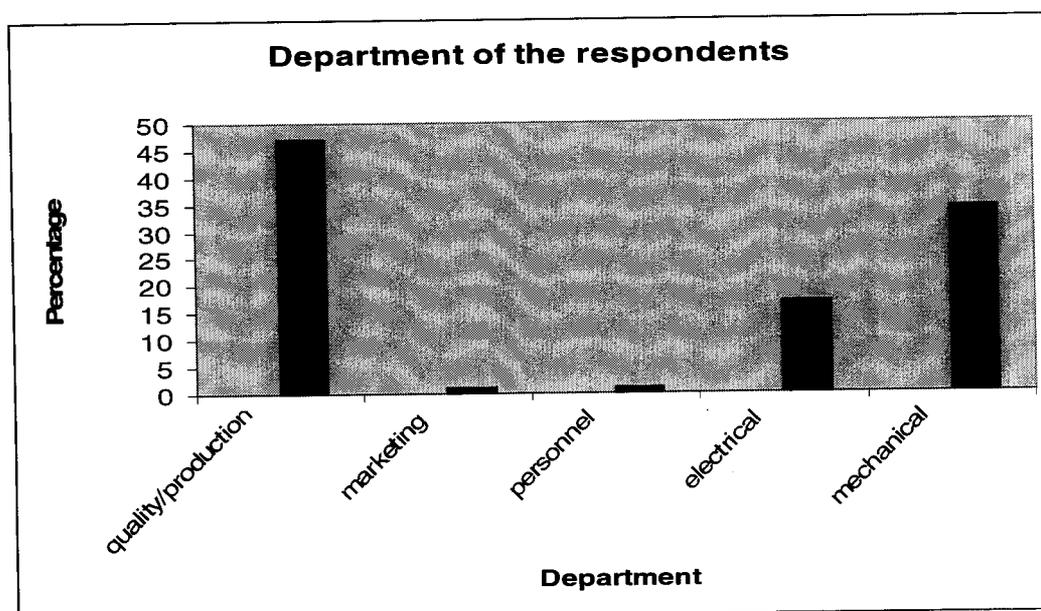
Chart:3.1.5

Table: 3.1.6 (Experience of the respondents)

S. No	Experience	Percentage
1	Below 1 years	28
2	2-5 years	20
3	5-10 years	38
4	10-20 years	14
	Total	100

It is found that 28% of the respondent are newly recruited and have below 1 year experience. 20% of the respondent is between 2-5 years and 38% of the respondent is between 5-19 years. 14% are between 10-20yrs. Most of the workers have experience 5-10years because of their talent and loyalty to the company.

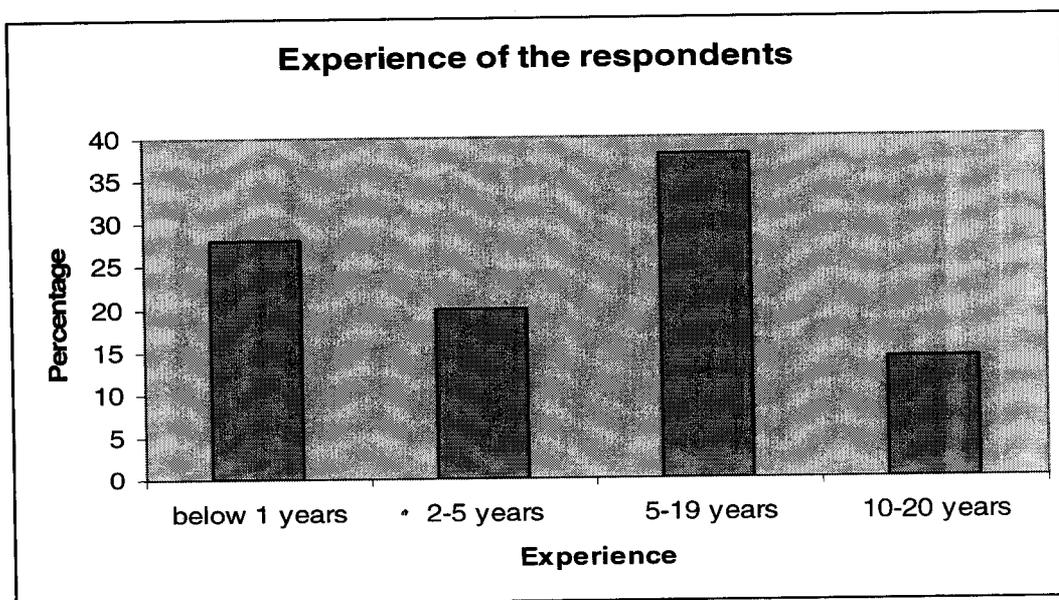
Chart:3.1.6

Table: 3.1.7(Awareness of training program)

S. No	Awareness of training	Percentage
1	Fully aware	73
2	Partially aware	22
3	Heard of	4
4	Totally unaware	1
	Total	100

It is noted that 73% of the respondent is fully aware of training program and 22% of the respondent is partially aware of training program. Only 4% respondent is heard of training program and 1% of respondent is totally unaware of training program. Most of the respondents are fully aware of training program because, it is conducted every month and instructed to attend the program.

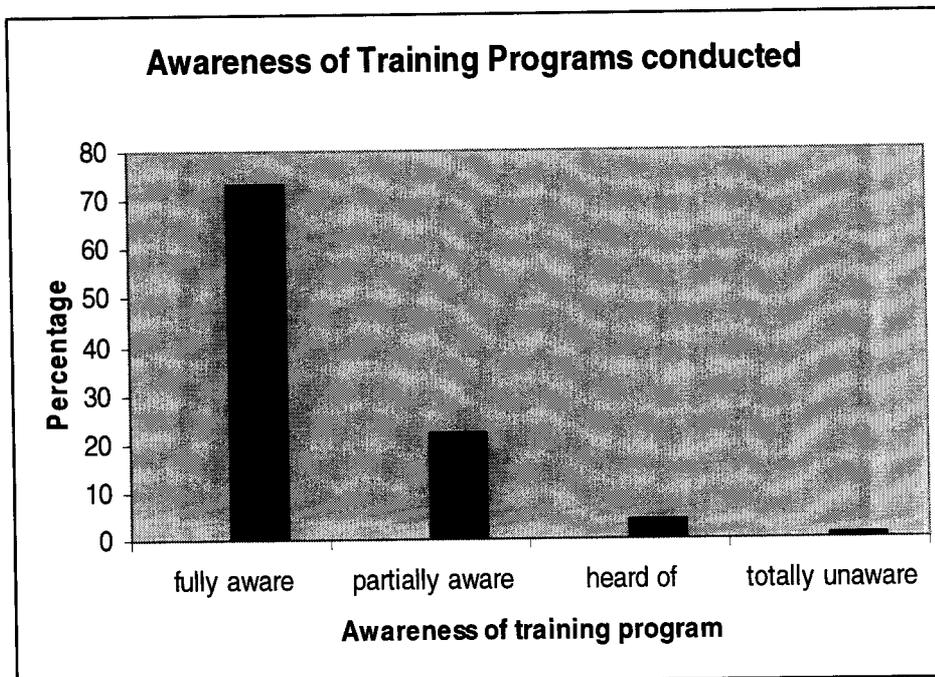
Chart: 3.1.7

Table: 3.1.8(No of training program attended by respondents)

S. No	No of training program attended	Percentage
1	One	12
2	Two	6
3	Three	12
4	Four	6
5	Five	64
	Total	100

It is found that 12% of the respondent attended training program only once. 6% of the respondent attended two training program and 12% attended three training program. 6% of the respondents attended four training program. Most of the respondents attended more than 5 program because to increase production level.

Chart:3.1.8

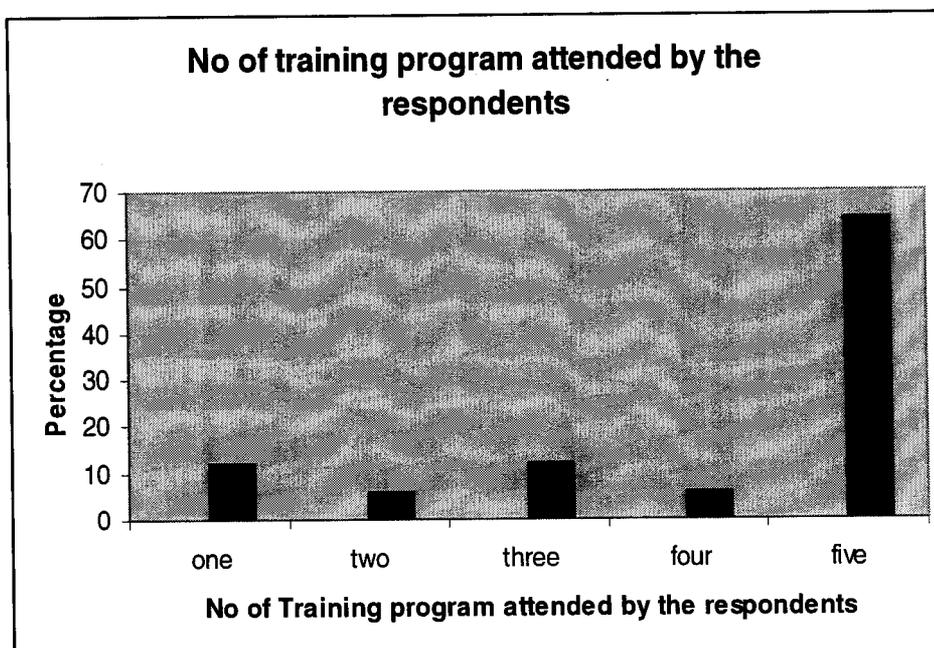


Table: 3.1.9(How often training conducted)

S. No	How often training is conducted	Percentage
1	Every month	1
2	Once in 2 month	44
3	Once in 3 month	51
4	Once in 6 month	4
	Total	100

It is found that 51% of the respondent said training is conducted once in 3 month 44% of the respondent said training is conducted once in 2 month and 4% say training is conducted once in 6 month.

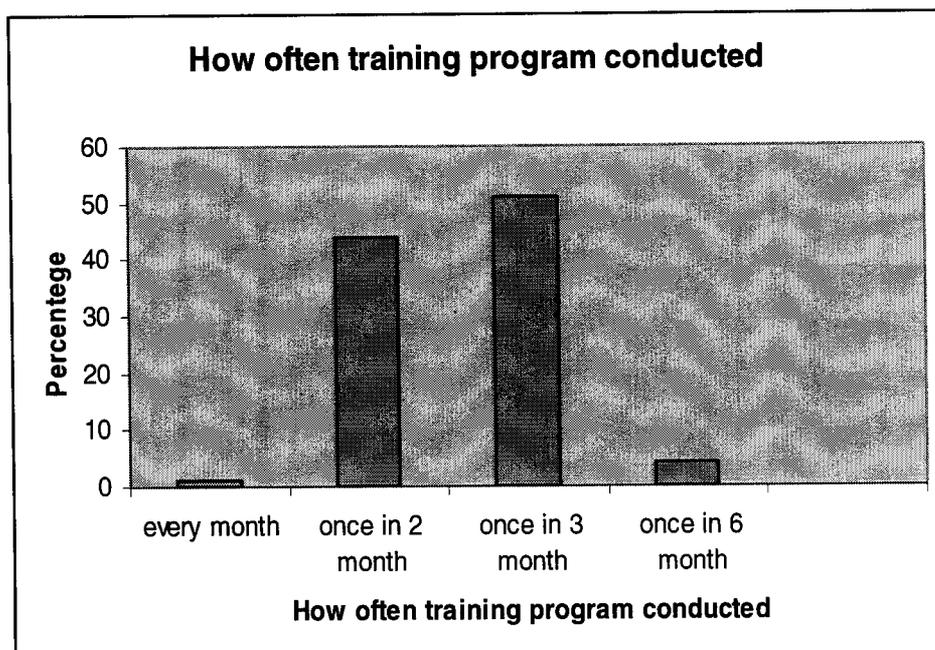
Chart:3.1.9

Table: 3.1.10(Feeling about the training by the respondents)

S. No	Feeling about Training	Percentage
1	Proactive	29
2	Met expectation	56
3	Can't say	15
	Total	100

It is noted that 29% of the respondents feel training as proactive. 56% of the respondents feel training as met their expectation. 15% of the respondents feel that they can't say about training. Most of the respondents met their expectation in the training program because training are arranged for employees needs.

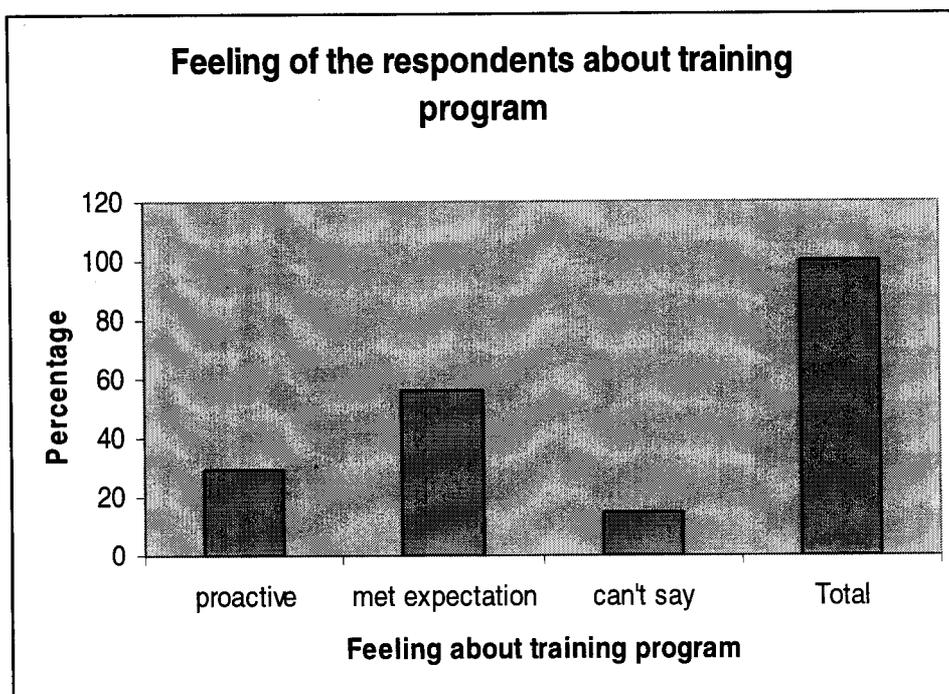
Chart: 3.1.10

Table: 3.1.11 (Methodology used in Team Work)

S. No	Methodology used in team work	Percentage
1	Case study	62
2	Role play	18
3	Programmed instruction	6
4	Visual aids	6
	Total	92

It is found that 62% of the respondent responds case study methodology is used in team work training and 18% of the respondent responds role play methodology is used in team work training. 6% & 6% of the respondent responds programmed instruction and visual aids are used. Most of the respondents prefer case study for Team work because , it is easy to understand.

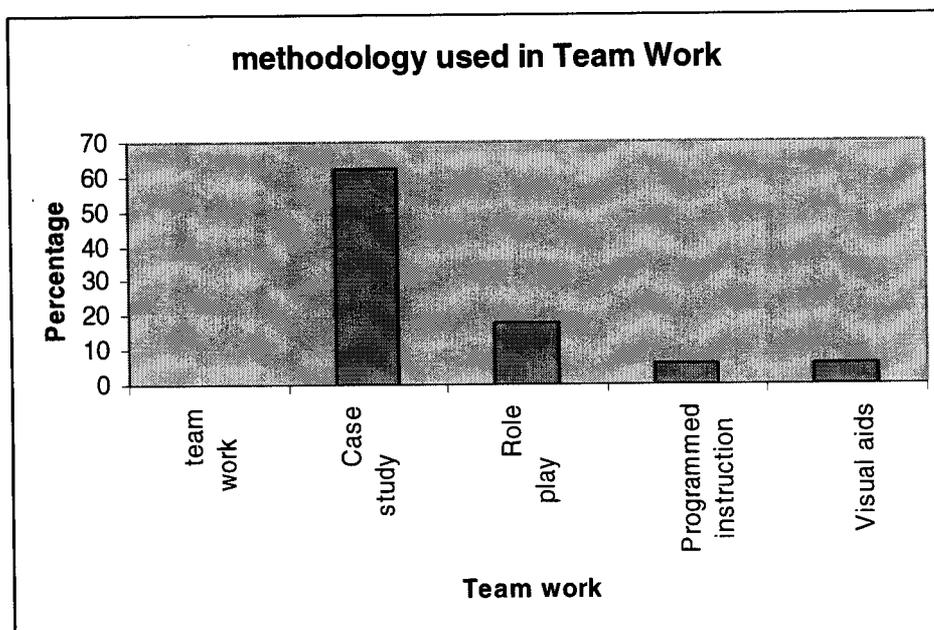
CHART: 3.1.11

Table: 3.1.12(Methodology used in environment awareness)

S. No	Methodology used in environment awareness	Percentage
1	Case study	8
2	Role play	18
3	Visual aids	62
	Total	86

8% of the respondent choose case study and 18% of the respondent choose role play methodology which was used in training program. 62% of the respondents choose visual aid methodology which was used in training. Most of respondents prefer visual aids because it is to communicate.

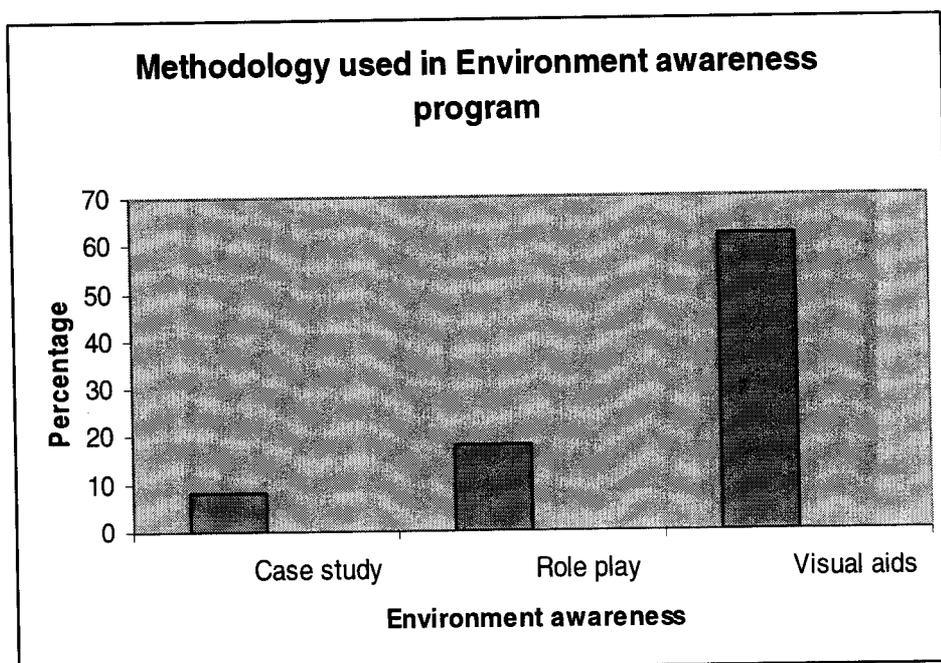
Chart:3.1.12

Table: 3.1.13(Methodology used in safety measures)

S. No	Methodology used in safety Measures	Percentage
1	Case study	1
2	Role play	13
3	Programmed instruction	4
4	Visual aids	55
	Total	73

It is noted that 55% of the respondents choose visual aids and 13% of the respondents choose role play methodology which was used in training. 4% of the respondents choose programmed instruction methodology. Most of the workers prefer visual aids because, it is easy to understand.

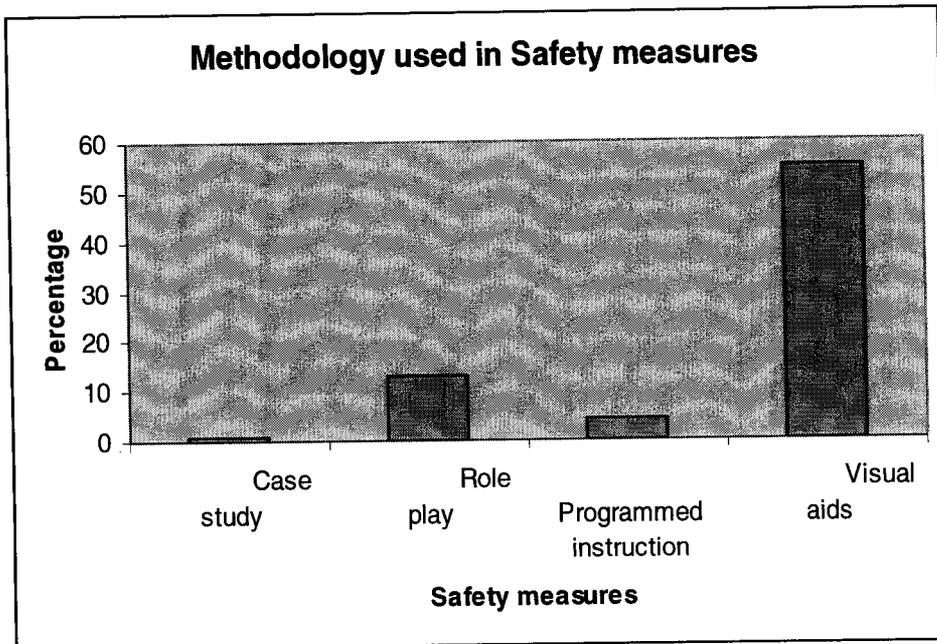
Chart: 3.1.13

Table: 3.1.149(Methodology used in fire fighting)

S. No	Methodology used in fire Fighting	Percentage
1	Case study	14
2	Role play	33
3	Programmed instruction	4
4	Visual aids	40
	Total	91

It is found that 44% of the respondent chooses visual aids and 33% of the respondents choose role play methodology which was used in training. 14% of the respondents chooses case study and 4% of the respondents choose programmed instruction methodology which was used in training. Most of the respondents prefer role play because it is more effective.

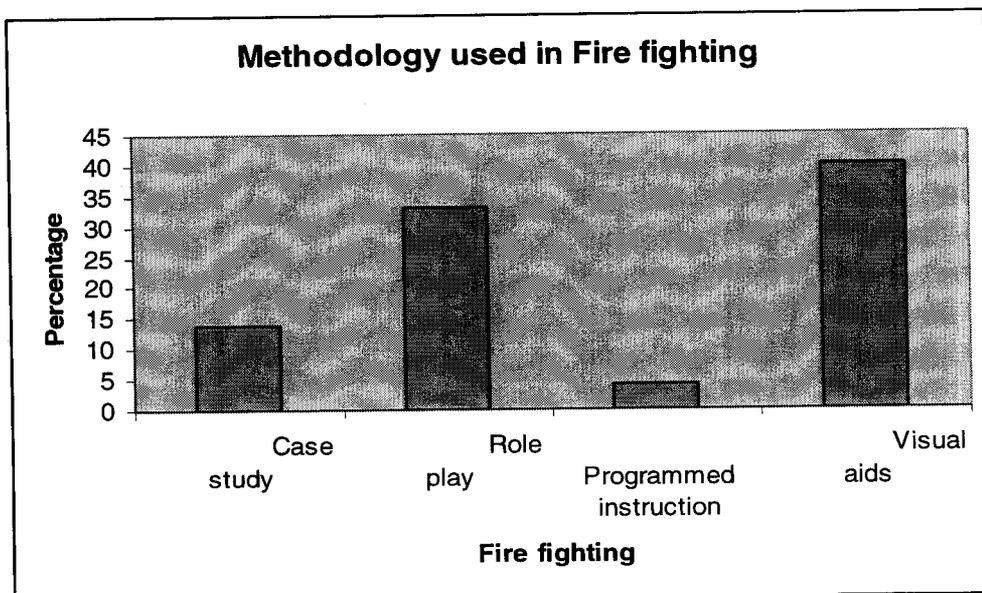
Chart: 3.1.14

Table:3.1.15 (Methodology used in human relation)

S. No	Methodology used in human relation	Percentage
1	Case study	40
2	Role play	27
3	Programmed instruction	15
4	Visual aids	2
	Total	84

It is noted that 40% of the respondents choose case study methodology which was used in training and 27% of the respondents choose role play and 15% of the respondents choose programmed instruction methodology which was used in training program. Most of the respondents prefer role play because it is an effective tool for easy understanding.

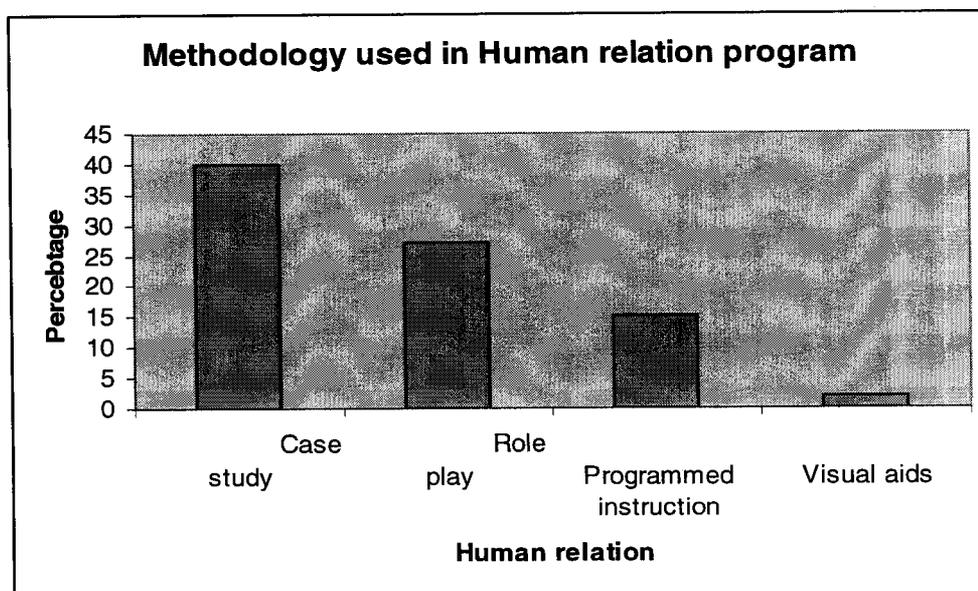
Chart: 3.1.15

Table :3.1.16(Methodology used in Quality development)

S. No	Methodology used in Quality development	Percentage
1	Case study	9
2	Role play	5
3	Programmed instruction	22
	Total	36

It is noted that 9% of the respondents choose case study methodology which was used in training and 5% of the respondents choose role play and 22% of the respondents choose programmed instruction methodology which was used in training program.

Chart: 3.1.16

Table: 3.1.17(Role of training department)

S. No	Role of training department	Percentage
1	Need based	27
2	Ad hoc	32
3	Watch dog	17
4	Continuous	24
	Total	100

It is found that 27% of the respondents feel training department as need based and 32% respondent feel as ad hoc. 17% of the respondent feels as watch dog. 24% of the respondent feel training department as continuous improvement. Most of the workers say role of training program is Ad hoc, because they are low level people and oppournity is not provided to them .

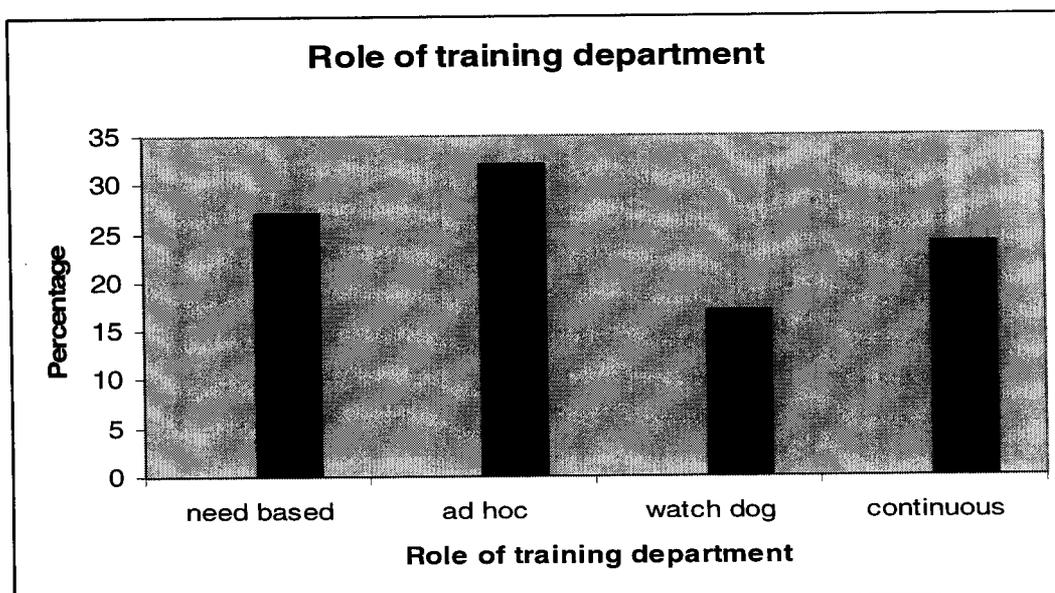
Chart: 3.1.17

Table: 3.1.18 (Rating of training program)

S. No	Rating of training program	Percentage
1	Very useful	19
2	Useful	46
3	Met expectation	35
	Total	100

It is found that 19% of the respondent rate training program as very useful. 46% rate training program as useful. 35% rate training program as met their expectation. Most of the respondents say training programmes are useful because it satisfies their personal needs and organizational needs.

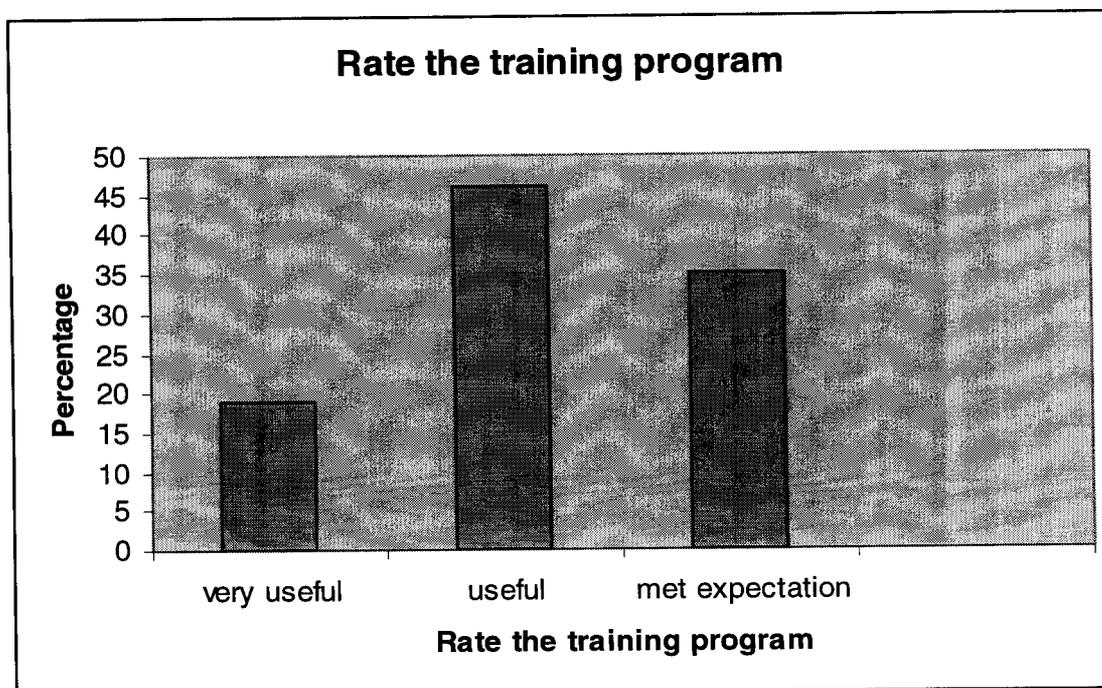
Chart: 3.1.18

Table: 3.1.19 (Feedback collected after training)

S. No	Feedback collected after training	Percentage
1	Yes	98
2	No	2
	Total	100

It is found that 98% of the respondent said feedback is collected. 2% of the respondent said feedback is not collected. Most of the respondents say feedback is collected after training program because for further improvement in training.

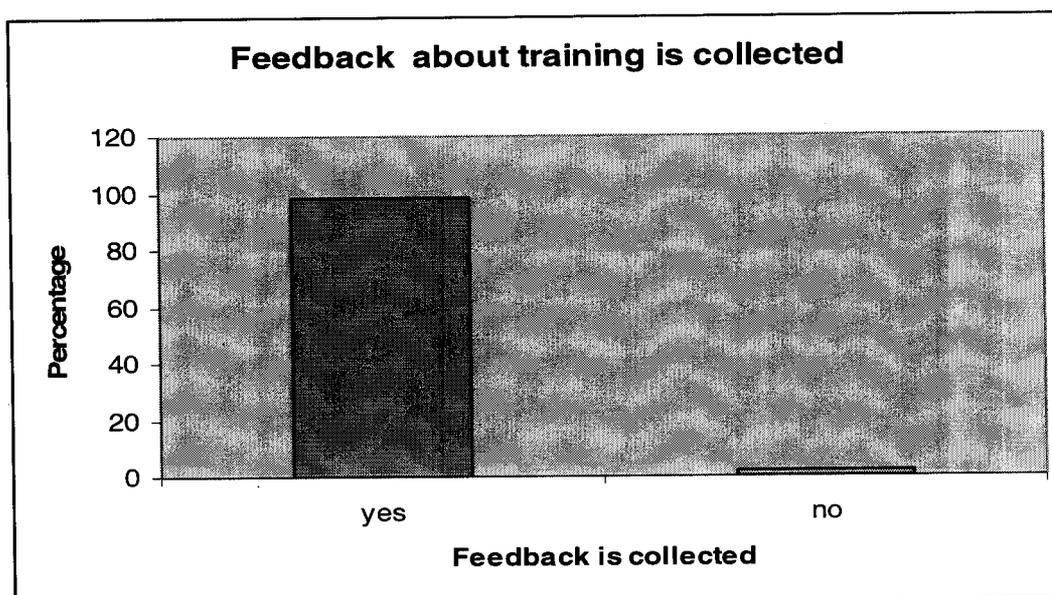
Chart: 3.1.19

Table:3.1.20 (Action taken based on feedback)

S. No	Action taken by HR department	Percentage
1	Always	11
2	Frequently	55
3	Sometimes	30
4	Rarely	4
	Total	100

It is noted that 11% of the respondent feels that always action taken by HR department. 55% of the respondent feels frequently action taken by HR department and 30% of the respondent feels sometimes action taken by HR department. 4% feels rarely action taken by HR department. Most of respondents say action on feedback is frequently taken by HR department, because they want to rectify the error before becoming a problem.

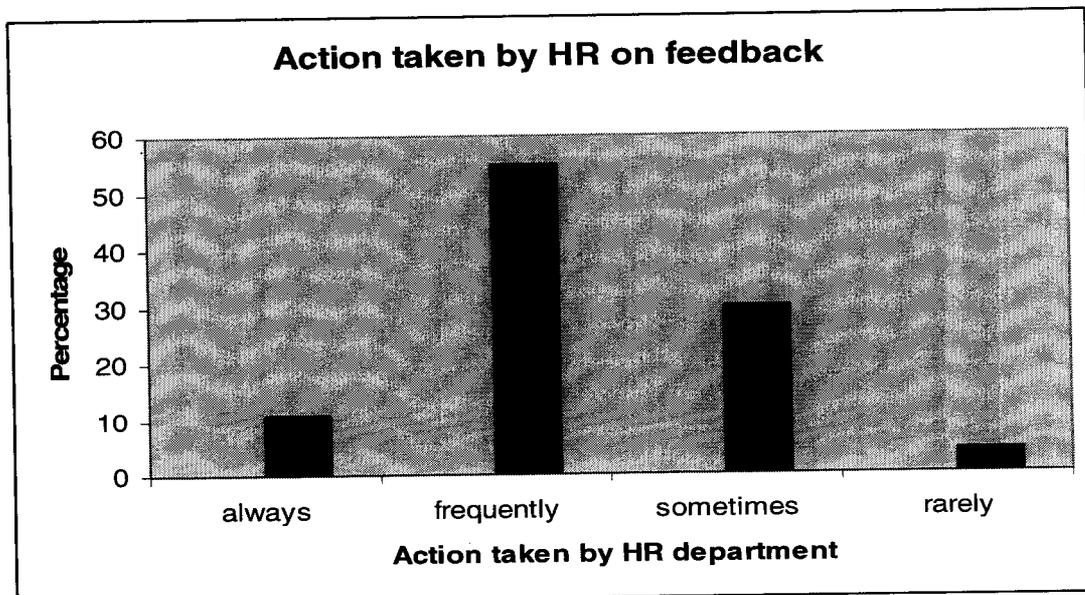
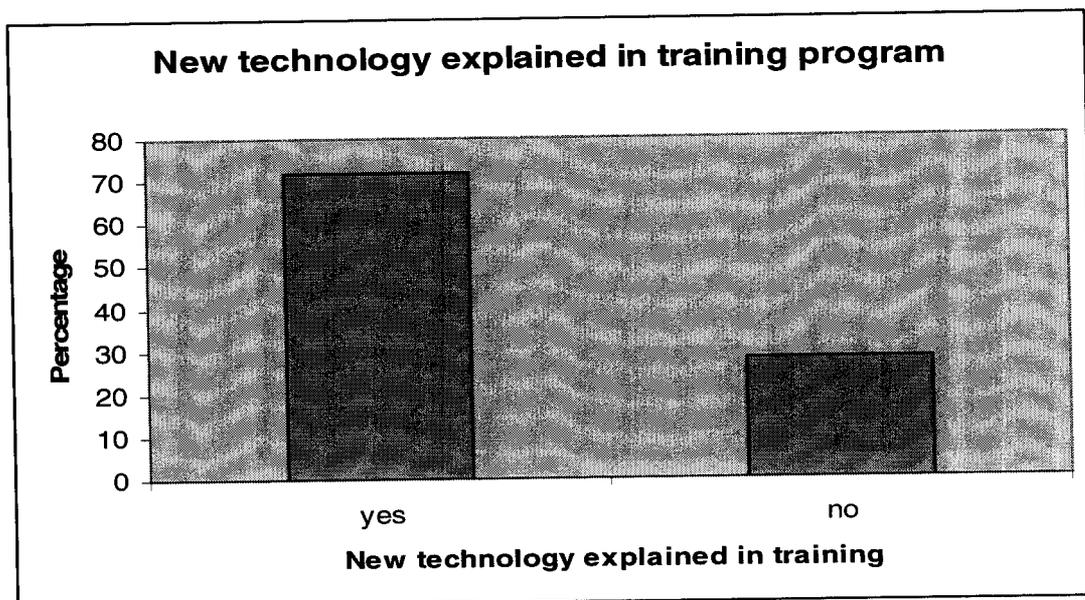
Chart:3.1.20

Table:3.1.21(New technology explained in training)

S. No	New technology explained in Training	Percentage
1	Yes	72
2	No	28
	Total	100

It is noted that 72% of the respondent respond new technology explained in training and 28% of the respondent respond no new technology explained in training. Most of the respondents say new technology had been explained in the training program because to increase production level and develop new skills for employees

Chart: 3.1.21

CHI-SQUARE ANALYSIS:**Table:3.2.1(Age of workers and awareness of training programmes)**

Awareness of training program

Age	Fully aware	Partially aware	Heard of	Totally unaware	Total
Below 30 years	15	21	3	0	39
30-40years	27	0	0	1	28
40-50years	15	0	1	0	16
Above 50 years	16	1	0	0	17
Total	74	22	4	1	100

39% of respondents are below 30years, in that 21% are partially aware of training.28% of respondents are between 30-40years, in that 27% are fully aware of training. 16% of respondents are 40-50years, in that 15% are fully aware of training. 17% of respondents are above 50years, in that 16% are fully aware of training.

Chi-square analysis:

Calculated value = 50

Degree of freedom = 9

Table value =16.919

Significant result = significant at 5% level

Interpretation:

It is found from the above table that the chi-square value is greater than the table value. Hence null hypothesis is rejected. So, we conclude that age of the workers and the awareness of training programmes are dependent. Every age group are aware of the training programmes to update their skills .

Table:3.2.2(Department of workers and awareness of training)

Awareness of training programmes

Department	Fully aware	Partially aware	Heard of	Totally unaware	Total
Quality/production	32	14	1	0	47
Marketing	0	0	0	1	1
Personnel	1	0	0	0	1
Electrical	15	0	2	0	17
Mechanical	25	8	1	0	34
Total	73	22	4	1	100

47% of the respondents belong to production department, in that 32% are fully aware of training. 17% of the respondents belong to Electrical department, in that 15% of respondents are fully aware of training. 34% of the respondents belong to Mechanical department, in that 25% of respondents are fully aware of training.

Chi-square analysis:

Calculated value = 10.7

Degree of freedom = 16

Table value = 26.296

Significant result = significant at 5% level

Interpretation:

It is found from the above table that the chi-square value is lesser than the table value. Hence null hypothesis is accepted. So, we conclude that department of the workers and the awareness of training programmes are independent. Training programmes is common to every department and every workers should be aware of all training programmes conducted in the organization.

Table: 3.2.3(Experience of workers and the awareness of the training programmes)

Awareness of training programmes

Experience	Fully aware	Partially aware	Heard of	Totally unaware	Total
Below 1 years	1	22	4	1	28
2-5 years	20	0	0	0	20
5-10years	38	0	0	0	38
10-20 years	14	0	0	0	14
Total	73	22	4	1	100

28% of the respondents have experience below 1years, in that 22% of respondents partially aware of training. 20% of respondents have 2-5 years experience, in that 20% fully aware of training. 38% of respondents have 5-10years experience, in that all 38% respondents are fully aware of training.14% of respondents have 10-20years experience in that all 14% of respondents are fully aware of training.

Chi-square analysis:

Calculated value = 104.3

Degree of freedom = 9

Table value = 16.919

Significant result = significant at 5% level

Interpretation:

It is found from the above table that the chi-square value is greater than the table value. Hence alternate hypothesis is accepted. So, we conclude that experience of the workers and the awareness of training programmes are dependent. Experienced workers are fully aware of training programmes.

Table: 3.2.4 (No of training programmes attended and the rating of training programmes).

Rating of training program				
No of training Program attended	Very useful	Useful	Met expectation	Total
One	0	1	11	12
Two	1	5	0	6
Three	0	3	9	12
Four	0	4	2	6
Five	18	33	13	64
Total	19	46	35	100

12% of the respondents attended the training program only once, 11% say they met their expectation. 6% of the respondents attended two training program, in that 5% of respondents say training is useful. 12% of the respondents attended three training program, in that 9% say training met their expectation. 6% of respondents attended four training program, in that 4% say training is useful. 64% of respondents attended above five training program, in that 33% of the respondents say training is useful.

Chi-square analysis:

Calculated value = 38.2

Degree of freedom = 8

Table value = 15.507

Significant result = significant at 5% level.

Interpretation:

It is found from the above table that the chi-square value is greater than the table value. Hence null hypothesis is rejected. So, we conclude that no of training programmes attended and rating of training programmes are dependent. When workers attend more training programmes, it increases their personal skills which is very useful to them.

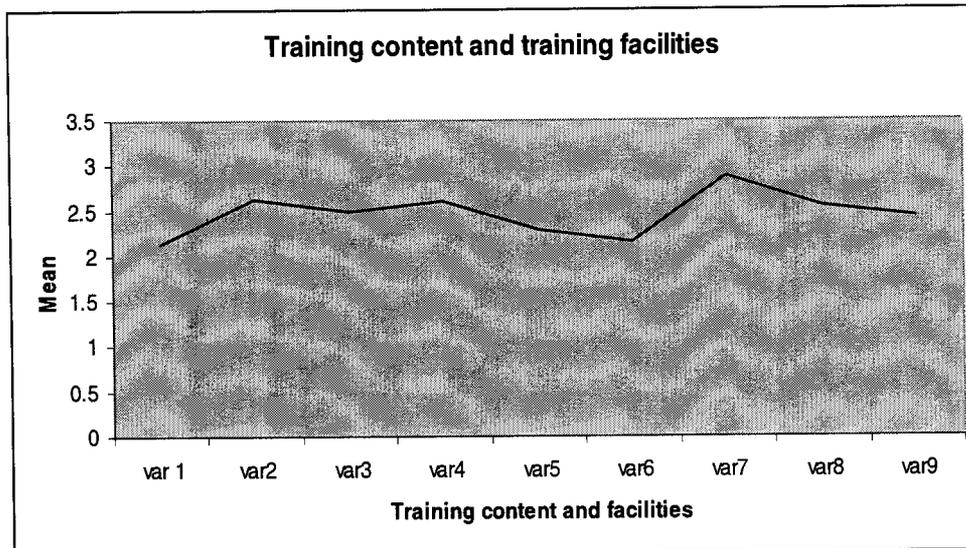
Factor analysis:

Table 3.3.1(training content and training facilities)

Training content and facilities	Mean	Std. Deviation	Analysis N
Objectives clearly stated	2.1400	.34874	100
Training materials easy to read	2.6300	.59722	100
Training content easy to relate	2.4900	.57726	100
Enough time to complete workplace	2.6200	.64792	100
Training material support objective	2.3000	.54123	100
Training location provided all facilities	2.1600	.36845	100
Training equipment in good working order	2.8800	.51796	100
Training environment for learning	2.5600	.59152	100
Training facilities adequate for instruction purpose	2.4400	.53786	100

Interpretation:

Training content and training facilities are taken as variables with four factor (highly effective, effective, met expectation, ineffective, irrelevant). Equipment used during training period is not in good working condition and proper action is to be taken. There is no enough time to complete workplace.

Chart: 3.2.1

Var1- objectives clearly stated

Var2- training materials easy to read

Var3- training content easy to relate

Var4- enough time to complete workplace

Var5- training material support objectives

Var6- training location provided all facilities

Var7- training equipment in good working order

Var8- training environment for learning

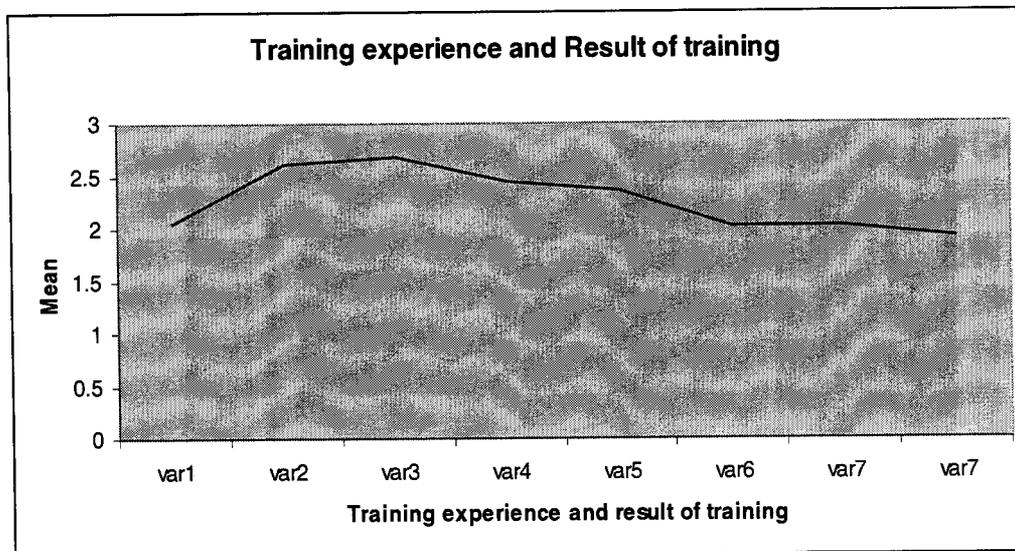
Var9- training facilities adequate for instruction purpose.

Table3.3.2 (training experience and result of training)

Training experience and result of training	Mean	Std. Deviation	Analysis N
Training methodology	2.0500	.29729	100
Participant guide components	2.6100	.64971	100
Instructor guide components	2.6700	.51355	100
Learning tools	2.4400	.55632	100
Assigned training contents	2.3600	.55994	100
Training motivate for future development	2.0200	.53144	100
Training increase personal effectiveness	2.0200	.69602	100
Training improves efficiency of work	1.9100	.57022	100

Interpretation:

From above table participant guide components and instructor guide components are between met the expectation and ineffective factor, participant and instructor guide components have to be improved, which is core component of training programmes.

Chart: 3.2.2

Var1- training methodology

Var2- participant guide components

Var3- instructor guide components

Var4- learning tools

Var5- training motivate for future development

Var6- training increase personal effectiveness

Var7- training improves efficiency of work

CONCLUSION

CHAPTER- 4

4.1 FINDINGS:

- it is inferred that most(38%)of the respondents comes under the age category of below 30years because young workers are more creativity and giving training to them is easy.
- It is inferred that most(61%)of the respondents comes under the qualification of higher secondary where practical knowledge is important with very low income level (69%) of below Rs.5000 for shop floor workers.
- It is inferred that most(38%)of the respondents comes under department of production/quality because it is considered to be an important for a production department with employees more than 10 years experience who were loyalty to the company.
- 73% of the respondents are fully aware of training program conducted every month in the company.
- 64% of the respondent attend more than five training program with high intention to increase production level and 53% of respondent says that training are conducted once in three month.
- It is inferred that most(56%)of the respondents feels that training provided to them have met their expectation.
- 27% of the respondents view role of training department as Ad hoc, not continuous base because workers are all of shop floor.
- Mostly respondents choose visual aids as methodology which was used for training program. Since mostly all respondent are under qualification of higher secondary, company choose visual aids as major methodology.
- 46% of the respondents rate training program as useful to their job.
- Feedback is collected from the respondents after training program frequently(55%) for further improvement.

- 72% of the respondents gave positive response that new technology is explained in training
- Respondents feel that there is not enough time to complete each workplace.
- Most of the respondents found that participant and instruction guide components are not properly organized.
- Only a few respondents feel that training programmes did not motivate and increase their personal effectiveness and efficiency of work.
- From chi-square analysis, age of workers and awareness of training programmes are dependent.
- From chi-square analysis, department of workers and awareness of training programmes are independent.
- No. of training programmes attended and rating of training programmes are dependent from chi-square method. When respondents attend more training program they are in the position to rate the training program.

4.2 SUGGESTION:

- Behavioral training is must to employees to develop their industrial discipline.
- Technical skill development programmes to be conducted in regular gap to develop employee performance.
- Motivation programmes is a key factor to achieve the organizational goals, which is to be conducted to all department.
- Content of training program should be clear and easy to understand.
- Respondents found that, there is no enough time to complete each workplace. So Organization should provide enough time to complete.
- Equipment provided during training program to be in good working condition.
- Training programmes related to personal effectiveness to be improved.

4.3 CONCLUSION:

The study reveals effectiveness of training programmes conducted by the organization. The study also identified that there is relationship between the age of the workers and awareness of training program. It has been inferred from the study that the opportunities for developing motivational skills can be improved. Number of training programmes on technical skills can be increased. Periodic test can be conducted.

In order to increase Skill level and Adaptability to employees in rapidly changing society. The management should give training and development program in various area. So that employees upgrade themselves and face the changing scenario with Self-confidence.

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APPENDIX

QUESTIONNAIRE

SECTION ONE: DEMOGRAPHICS OF RESPONDENT

1. Name:
2. Age:
 1. Below 30 yrs
 2. 30-40yrs
 3. 40-50yrs
 4. Above 50yrs
3. Gender:
 1. Male
 2. Female
4. Qualification:
 1. Graduate technical secondary
 2. Diploma/science/arts
 3. Higher secondary
5. Income:
 1. Below 5000
 2. 5000-10000
 3. 10000-15000
 4. Above 15000
6. Department:
 1. Quality/production
 2. Marketing
 3. Personnel
 4. Electrical
 5. Mechanical
7. Experience:
 1. Below one yrs
 2. 2-5yrs
 3. 5-10yrs
 4. 10-20yrs
 5. Above 20yrs

SECTION TWO: AWARENESS OF TRAINING PROGRAM

8. Are you aware of training provided by the company?
 1. Fully aware
 2. Partially aware
 3. Heard of
 4. Not sure
 5. Totally unaware
9. Nature of training programmes:

<u>Training program</u>	<u>No of times attended</u>
1. Technical	-----
2. Administration	-----
3. General	-----

10. Total number of training programme attended:

1. One 2. Two 3. Three 4. Four
5. Above five

11. How often training is conducted in your organization :

1. Every month 2. Once in 2month 3. Once in 3month
4. Once in 6month 5. Only once in a year

SECTION THREE: OPININON ABOUT TRAINING

12. What is your feeling about training that you have attended?

1. Proactive 2. Met expectation 3. Can't say
4. Not met the expectation.

13. Choose the appropriate methodology which was used for training:

Tools Training	Case study	Role play	programmed instruction	Visual aids
Team work				
Environment awareness				
Safety measures				
Fire fighting				
Towards excellence				
Human relation				
Quality development				

14. Role of training department:

1. Need based 2. Ad hoc 3. Watch dog
4. Continuous

SECTION FOUR: TRAINING CONTENT, FACILITIES, TRAINING EXPERIENCE:

15. Training content:

Rating Content	Proactive	Effective	Met expectation	In effective	Irrelevant
Objectives clearly stated					
Training materials were easy to read					
Training content was easy to relate					
Was there enough time to complete each workplace					
Training materials supported objectives					

16. Training experience:

Rating	Proactive	Effective	Met expectation	In effective	Irrelevant
Level of understanding					
Methodology					
Participant guide components					
Instructor guide components					
Learning tools					
Assigned training content					

17. Training facilities:

Rating Facilities	Proactive	Effective	Met expectation	In effective	Irrelevant
Training location provided all facilities as participant required					
Classroom equipment in good working order					
Classroom was a suitable environment for learning					
Training facilities adequate for instruction purpose					

18. How do you rate training programs that are provided by your organization

1. Very useful 2. Useful 3. Met expectation
4. Outdated 5. Insignificant

19. Whether feedback is collected at the end of each program::

1. Yes 2. No

20. Whether necessary actions were taken by the HR based on the feedback:

1. Always 2. Frequently 3. Sometimes
4. Rarely 5. Never

21. Whether new technologies have been explained through program:

1. Yes 2. No

22. As a result of training program:

Rating Result	Highly effective	Effective	Neutral	In effective	Highly ineffective
Motivate for future development					
Increase in personal effectiveness					
Improves efficiency of your work					

23. Kindly offer your suggestions for improving the effectiveness of Training offered by your concern:

THANK YOU

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