SUMMER INTERNSHIP PROJECT

"A STUDY OF TRAINING AND DEVELOPMENT PRACTICES AT NON -GOVERNMENT ORGANIZATION (SNSMKS)"

Submitted to:
DMSR
G. S. College of Commerce & Economics, Nagpur.
(Autonomous Institution)

Affiliated to:
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NAAC Accredited "A" Grade Institution

Academic Year 2021-22

CERTIFICATE

This is to certify that the investigation described in this report titled **"A Study of Training and Development Practices at Non - Government Organization"** has been carried out by **Ms. Tejaswini Parekar** during the summer internship project. The study was done in the organization, **Shubham Nari Shakti Mahila Kalyan Samiti**, in partial fulfillment of the requirement for the degree of Master of Business Administration of **DMSR G. S. College of Commerce & Economics, Nagpur.** (Autonomous Institution) Affiliated to: **Rashtrasant Tukadoji Maharaj Nagpur University, Nagpur**.

This work is the own work of the candidate, complete in all respects and is of sufficiently high standard to warrant its submission to the said degree. The assistance and resources used for this work are duly acknowledged.

Dr. Aniruddha Akarte   **Dr. Sonali Gadekar**

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CERTIFICATE

CERTIFICATE OF COMPLETION

TEJASWINI PAREKAR

This is to certify that Tejaswini Parekar, MBA student of DMSR G S College Commerce and Economics Nagpur has completed his/her internship with Shubham Nari Shakti Mahila Kaliyan Samiti from the period of 26 November 2021 to 26 January 2022 as a Human Resource Intern.

SHUBHAM MALVIYA
Authority Signatory

ACKNOWLEDGEMENT

It is a matter of pride and privilege for me to have done a summer internship project in **"Shubham Nari Shakti Mahila Kalyan Samiti"** and I am sincerely thankful to them for providing this opportunity to me.

I am thankful to **"Ms. Janvi Jain"** for guiding me through this project and continuously encouraging me. It would not have been possible to complete this project without his / her support.

I am also thankful to all the faculty members of Department of Management Sciences and Research, G S College of Commerce and Economics, Nagpur and particularly my mentor **"Dr. Aniruddha Akarte"** for helping me during the project.

I am very thankful to the principal of G.S College of Commerce & Economics Nagpur, **"Dr. N.Y Khandait"** & to the dean of DMSR, **"Mr. Anand Kale"** for their support and encouragement.

Finally, I am grateful to my family and friends for their unending support.

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Signature
(Tejaswini Parekar)

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INTRODUCTION

BASIC THEORETICAL CONCEPTS

Every organization needs to have well trained and experienced people to perform the activities that have to be done. If current or potential job occupants can meet these requirements, training is not important. When this not the case, it is necessary to raise the skills levels and increase the versatility and adaptability of employees.

It is being increasing common for individual to change careers several times during their working lives. The probability of any young person learning a job today and having those skills go basically unchanged during the forty or so years if his career is extremely unlikely, may be even impossible. In a rapid changing society employees training is not only an activity that an organization must commit resources to if it is to maintain a viable and knowledgeable work force.

The entire project talks about the training and development in theoretical as well as new concepts, which are in trend now. Here we have discussed what would be the input of training if we ever go for and how can it be good to any organization in reaping the benefits from the money invested in terms like (ROI)i.e., return on investment. What are the ways we can identify the training need of any employees and how to know what kind of training he can go for?

Training being in different aspect likes integrating it with organizational culture. The best and latest available trends in training method, the benefits which we can derive out of it. How the

evaluation should be done and how effective is the training all together. Some of the companies practicing training in unique manner a lesson for other to follow as to how train and retain the best resource in the world to reap the best out of it.

Development is integral part of training if somebody is trained properly and efficiently the developments of that individual and the company for whom he is working. Here we discussed about development of employees, how much to identify the needs, and after developing how to develop executive skill to sharpen their knowledge. Learning should be continuing process and one should not hesitate to learn any stage. Learning and developing is fast and easy at Shubham Nari Shakti Mahila Kalyan Samiti.

Introduction to Training & Development

Human Resource Management (HRM), a relatively new term, that emerged during the 1930s. Many people used to refer it before by its traditional titles, such as Personnel administration or Personnel Management. But now, the trend is changing. It is now termed as Human Resource Management (HRM). Human Resource Management is a management function that helps an organization select, recruit, train and develops. Scope of HRM without a doubt is vast. All the activities of employee, from the time of his entry into an organization until he leaves, come under the horizon of HRM.

The divisions included in HRM are Recruitment, Payroll, Performance Management, Training and Development, Retention, Industrial Relation, etc. Out of all these divisions, one such important division is training and development.

Training And Development is a subsystem of an organization. It ensures that randomness is reduced and learning or behavioral change takes place in structured formal.

TRADITIONAL AND MODERN APPROACH OF TRAINING AND DEVELOPMENT

Traditional Approach – Most of the organizations before never used to believe in training. They were holding the traditional view that managers are born and not made. There were also some views that training is a very costly affair and not worth. Organizations used to believe more in executive pinching. But now the scenario seems to be changing.

The Modern approach of training and development is that Indian Organizations have realized the importance of corporate training. Training is now considered as more of retention tool than a cost. The training system in Indian Industry has been changed to create a smarter workforce and yield the best results.

TRAINING DEFINED

It is a learning process that involves the acquisition of knowledge, sharpening of skills, concepts, rules, or changing of attitudes and behaviors to enhance the performance of employees.

Training is activity leading to skilled behavior.

- It's not what you want in life, but it knows how to reach it
- It's not where you want to go, but it knows how to get there
- It's not how high you want to rise, but it knows how to take off
- It may not be quite the outcome you were aiming for, but it will be an outcome
- It's not what you dream of doing, but it's having the knowledge to do it
- It's not a set of goals, but it's more like a vision
- It's not the goal you set, but it's what you need to achieve it

Training is about knowing where you stand (no matter how good or bad the current situation looks) at present, and where you will be after some point of time. Training is about the acquisition of knowledge, skills, and abilities (KSA) through professional development.

IMPORTANCE OF TRAINING

Training objective is one of the most important parts of training program. While some people think of training objective as a waste of valuable time. The counterargument here is that resources are

always limited and the training objectives actually lead the design of training. It provides the clear guidelines and develops the training program in less time because objectives focus specifically on needs. It helps in adhering to a plan. Training objectives tell the trainee that what is expected out of him at the end of the training program. Training objectives are of great significance from a number of stakeholder perspectives:

1. Trainer Trainee
2. Designer
3. Evaluator

Trainer – The training objective is also beneficial to trainer because it helps the trainer to measure the progress of trainees and make the required adjustments. Also, trainer comes in a position to establish a relationship between objectives and particular segments of training.

Trainee – The training objective is beneficial to the trainee because it helps in reducing the anxiety of the trainee up to some extent. Not knowing anything or going to a place which is unknown creates anxiety that can negatively affect learning. Therefore, it is important to keep the participants aware of the happenings, rather than keeping it surprise.

Secondly, it helps in increase in concentration, which is the crucial factor to make the training successful. The objectives create an image of the training program in trainee's mind that actually helps in gaining attention. Thirdly, if the goal is set to be challenging and motivating, then the likelihood of achieving those goals is much higher than the situation in which no goal is set.

Designer – The training objective is beneficial to the training designer because if the designer is aware what is to be achieved in the end, then he'll buy the training package according to that only. The training designer would then look for the training methods, training equipment's, and training content accordingly to achieve those objectives. Furthermore, planning always helps in dealing effectively in an unexpected situation.

Evaluator – It becomes easy for the training evaluator to measure the progress of the trainees because the objectives define the expected performance of trainees. Training objective is an important to tool to judge the performance of participants.

THE TRAINING SYSTEM

A System is a combination of things or parts that must work together to perform a particular function. An organization is a system and training are a sub system of the organization. The System Approach views training as a sub system of an organization. System Approach can be used to examine broad issues like objectives, functions, and aim. It establishes a logical relationship between the sequential stages in the process of training need analysis (TNA), formulating, delivering, and evaluating. There are 4 necessary inputs i.e., technology, man, material, time required in every system to produce products or services. And every system must have some output from these inputs in order to survive. The output can be tangible or intangible depending upon the organization's requirement. A system approach to training is planned creation of training program. This approach uses step-by-step procedures to solve the problems. Under systematic approach, training is undertaken on planned basis. Out of this planned effort, one such basic model of five steps is system model that is explained below. The internal forces are the various demands of the organization for a better learning environment; need to be up to date with the latest technologies

MODELS OF TRAINING

Training is a sub-system of the organization because the departments such as, marketing & sales, HR, production, finance, etc. depends on training for its survival. Training is a transforming process that requires some input and in turn it produces output in the form of knowledge, skills, and attitudes (KSAs).

The three model of training are:

1. System Model
2. Instructional System Development Model
3. Transitional model

System Model Training

The system model consists of five phases and should be repeated on a regular basis to make further improvements. The training should achieve the purpose of helping employee to perform their work to required standards. The steps involved in System Model of training are as follows:

1. Analyze and identify the training needs i.e., to analyze the department, job, employees' requirement, who needs training, what do they need to learn, estimating training cost, etc.

2. Design and provide training to meet identified needs. This step requires developing objectives of training, identifying the learning steps, sequencing and structuring the contents.

3. Develop- This phase requires listing the activities in the training program that will assist the participants to learn, selecting delivery method, examining the training material, validating information to be imparted to make sure it accomplishes all the goals & objectives.

4. Implementing is the hardest part of the system because one wrong step can lead to the failure of whole training program.

5. Evaluating each phase so as to make sure it has achieved its aim in terms of subsequent work performance. Making necessary amendments to any of the previous stage in order to remedy or improve failure practices.

Instructional System Development Model

Instructional System Development model was made to answer the training problems. This model is widely used now-a-days in the organization because it is concerned with the training need on the job performance. Training objectives are defined on the basis of job responsibilities and job description and on the basis of the defined objectives individual progress is measured. This model also helps in determining and developing the favorable strategies, sequencing the content, and delivering media for the types of training objectives to be achieved.

The Instructional System Development model comprises of five stages:

1. ANALYSIS – This phase consists of training need assessment, job analysis, and target audience analysis.

2. PLANNING – This phase consists of setting goal of the learning outcome, instructional objectives that measures behavior of a participant after the training, types of training material, media selection, methods of evaluating the trainee, trainer and the training program, strategies to impart knowledge i.e., selection of content, sequencing of content, etc.

3. DEVELOPMENT – This phase translates design decisions into training material. It consists of developing course material for the trainer including handouts, workbooks, visual aids, demonstration props, etc., course material for the trainee including handouts of summary.

4. EXECUTION – This phase focuses on logistical arrangements, such as arranging speakers, equipment's, benches, podium, food facilities, cooling, lighting, parking, and other training accessories.

5. EVALUATION – The purpose of this phase is to make sure that the training program has achieved its aim in terms of subsequent work performance. This phase consists of identifying strengths and weaknesses and making necessary amendments to any of the previous stage in order to remedy or improve failure practices.

The ISD model is a continuous process that lasts throughout the training program. It also highlights that feedback is an important phase throughout the entire training program. In this model, the output of one phase is an input to the next phase.

Transitional Model

Transitional model focuses on the organization as a whole. The outer loop describes the vision, mission and values of the organization on the basis of which training model i.e., inner loop is executed.

Vision – focuses on the milestones that the organization would like to achieve after the defined point of time. A vision statement tells that where the organization sees itself few years down the line. A vision may include setting a role mode, or bringing some internal transformation, or may be promising to meet some other deadlines.

Mission – explain the reason of organizational existence. It identifies the position in the community. The reason of developing a mission statement is to motivate, inspire, and inform the employees regarding the organization. The mission statement talks about the identity that how the organization would like to be viewed by the customers, employees, and all other stakeholders. The mission, vision, and values precede the objective in the inner loop. This model considers the organization as a whole. The objective is formulated keeping these three things in mind and then the training model is further implemented.

METHODS OF TRAINING

There are various methods of training, which can be divided in to cognitive and behavioral methods. Trainers need to understand the pros and cons of each method, also its impact on trainees

keeping their background and skills in mind before giving training. Cognitive methods are more of giving theoretical training to the trainees. The various methods under Cognitive approach provide the rules for how to do something, written or verbal information, demonstrate relationships among concepts, etc. These methods are associated with changes in knowledge and attitude by stimulating learning.

The various methods that come under Cognitive approach are:

- Lectures

- Demonstrations

- Discussions

- Computer Based Training (CBT)

- Intelligent Tutorial System (ITS)

- Programmed Instruction (PI)

- Virtual Reality

Behavioral methods are more of giving practical training to the trainees. The various methods under Behavioral approach allow the trainee to behavior in a real fashion. These methods are best used for skill development.

The various methods that come under Behavioral approach are:

- GAMES AND SIMULATIONS

- BEHAVIOR-MODELING

MANAGEMENT DEVELOPMENT

The more future oriented method and more concerned with education of the employees. To become a better performer by education implies that management development activities attempt to instill sound reasoning processes.

Management development method is further divided into two parts:

- · On the Job Training
- · Off the Job Training

ON THE JOB TRAINING

The most frequently used method in smaller organizations that is on-the-job training. This method of training uses more knowledgeable, experienced and skilled employees, such as mangers, supervisors to give training to less knowledgeable, skilled, and experienced employees. OJT can be delivered in classrooms as well. This type of training often takes place at the work place in informal manner. Some key points on On-the-Job Training On-the-Job Training is characterized by following points: It is done on ad-hoc manner with no formal procedure, or content At the start of training, or during the training, no specific goals or objectives are developed Trainers usually have no formal qualification or training experience for training is not carefully planned or prepared.

The trainers are selected on the basis of technical expertise or area knowledge Formal OJT programs are quite different from informal OJT. These programs are carried out by identifying the employees who are having superior technical knowledge and can effectively use one-to-one interaction technique.

The procedure of formal on-the-job training program is:

1. The participant observes a more experienced, knowledgeable, and skilled trainer (employee)

2. The method, process, and techniques are well discussed before, during and after trainer has explained about performing the tasks

3. When the trainee is prepared, the trainee starts performing on the work place

4. The trainer provides continuing direction of work and feedback

5. The trainee is given more and more work so that he accomplishes the job flawlessly

The four techniques for on-the job development are:

Coaching

Coaching is one of the training methods, which is considered as a corrective method for inadequate performance. According to a survey conducted by International Coach Federation (ICF), more than 4,000 companies are using coach for their executives. These coaches are experts most of the time outside consultants.

A coach is the best training plan for the CEO's because

· It is one-to-one interaction

· It can be done at the convenience of CEO

· It can be done on phone, meetings, through e-mails, chat

This method best suits for the people at the top because if we see on emotional front, when a person reaches the top, he gets lonely and it becomes difficult to find someone to talk to. It helps in finding out the executive's specific developmental needs. The needs can be identified through 60-degree performance reviews.

Procedure of the Coaching

The procedure of the coaching is mutually determined by the executive and coach. The procedure is followed by successive counseling and meetings at the executive's convenience by the coach.

1. Understand the participant's job, the knowledge, skills, and attitudes, and resources required to meet the desired expectation

2. Meet the participant and mutually agree on the objective that has to be achieved

3. Mutually arrive at a plan and schedule

4. At the job, show the participant how to achieve the objectives, observe the performance and then provide feedback

5. Repeat step 4 until performance improves

For the people at middle-level management, coaching is more likely done by the supervisor; however, experts from outside the organization are at times used for up-and coming managers. Again, the personalized approach assists the manger focus on definite needs and improvement.

Mentoring

Mentoring is an ongoing relationship that is developed between a senior and junior employee. Mentoring provides guidance and clear understanding of how the organization goes to achieve its vision and mission to the junior employee.

The meetings are not as structured and regular than in coaching. Executive mentoring is generally done by someone inside the company. The executive can learn a lot from mentoring. By dealing with diverse mentee's, the executive is given the chance to grow professionally by developing

management skills and learning how to work with people with diverse background, culture, and language and personality types.

Some key points on Mentoring

- · Mentoring focus on attitude development
- · Conducted for management-level employees
- · Mentoring is done by someone inside the company

Job Rotation

For the executive, job rotation takes on different perspectives. The executive is usually not simply going to another department. In some vertically integrated organizations, for example, where the supplier is actually part of same organization or subsidiary, job rotation might be to the supplier to see how the business operates from the supplier point of view. Learning how the organization is perceived from the outside broadens the executive's outlook on the process of the organization. Or the rotation might be to a foreign office to provide a global perspective.This approach allows the manger to operate in diverse roles and understand the different issues that crop up. If someone is to be a corporate leader, they must have this type of training. A recent study indicated that the single most significant factor that leads to leader's achievement was the variety of experiences in different departments, business units, cities, and countries.

Benefits of Job Rotation

Some of the major benefits of job rotation are:

- · It provides the employees with opportunities to broaden the horizon of knowledge, skills, and abilities by working in different departments, business units, functions, and countries

· Identification of Knowledge, skills, and attitudes (KSAs) required

· It determines the areas where improvement is required

· **<u>Job Instruction Technique</u>**

Job Instruction Technique (JIT) uses a strategy with focus on knowledge (factual and procedural), skills and attitudes development.

JIT consists of four steps:

- **<u>Plan</u>** – This step includes a written breakdown of the work to be done because the trainer and the trainee must understand that documentation is must and important for the familiarity of work. A trainer who is aware of the work well is likely to do many things and, in the process, might miss few things. Therefore, a structured analysis and proper documentation ensures that all the points are covered in the training program. The second step is to find out what the trainee knows and what training should focus on.

- **<u>Present</u>** – In this step, trainer provides the synopsis of the job while presenting the participants the different aspects of the work. When the trainer finished, the trainee demonstrates how to do the job and why is that done in that specific manner

- **<u>Trial</u>** – This step actually a kind of rehearsal step, in which trainee tries to perform the work and the trainer is able to provide instant feedback. In this step, the focus is on improving the method of instruction because a trainer considers that any error if occurring may be a function of training not the trainee. This step allows the trainee to see the after effects of using an incorrect method.

- **Follow-up** – In this step, the trainer checks the trainee's job frequently after the training program is over to prevent bad work habits from developing.

OFF THE JOB TRAINING

There are many management development techniques that an employee can take in off the job. The few popular methods are:

- Sensitivity Training
- Transactional Analysis
- Straight Lectures/ Lectures
- Simulation Exercises

- Sensitivity Training

Sensitivity training is about making people understand about themselves and others reasonably, which is done by developing in them social sensitivity and behavioral flexibility. Social sensitivity in one word is empathy. It is ability of an individual to sense what others feel and think from their own point of view. Behavioral flexibility is ability to behave suitably in light of understanding.

Procedure of Sensitivity Training:

Sensitivity Training Program requires three steps:

Unfreezing the old values –It requires that the trainees become aware of the inadequacy of the old values. This can be done when the trainee faces dilemma in which his old values is not able to provide proper guidance. The first step consists of a small procedure:

· Refreezing the new ones – This step depends upon how much opportunity the trainees get to practice their new behaviors and values at their work place.

Transactional Analysis Transactional Analysis provides trainees with a realistic and useful method for analyzing and understanding the behavior of others. In every social interaction, there is a motivation provided by one person and a reaction to that motivation given by another person. This motivation-reaction relationship between two persons is a transaction.

Transactional analysis can be done by the ego states of an individual.

An ego state is a system of feelings accompanied by a related set of behaviors.

There are basically three ego states:

Child: It is a collection of recordings in the brain of an individual of behaviors, attitudes, and impulses which come to her naturally from her own understanding as a child. The characteristics of this ego are to be spontaneous, intense, unconfident, reliant, probing, anxious, etc. Verbal clues that a person is operating from its child state are the use of words like "I guess", "I suppose", etc. and nonverbal clues like, giggling, coyness, silent, attention seeking, etc.

Parent: It is a collection of recordings in the brain of an individual of behaviors, attitudes, and impulses imposed on her in her childhood from various sources such as, social, parents, friends, etc. The characteristics of this ego are to be overprotective, isolated, rigid, bossy, etc. Verb

Adult: It is a collection of reality testing, rational behavior, decision-making, etc.

Lectures

It is one of the oldest methods of training. This method is used to create understanding of a topic or to influence behavior, attitudes through lecture. A lecture can be in printed or oral form. Lecture is telling someone about something. Lecture is given to enhance the knowledge of listener or to give him the theoretical aspect of a topic. Training is basically incomplete without lecture. When

the trainer begins the training session by telling the aim, goal, agenda, processes, or methods that will be used in training that means the trainer is using the lecture method.

Straight Lecture:

Straight lecture method consists of presenting information, which the trainee attempts to absorb. In this method, the trainer speaks to a group about a topic. However, it does not involve any kind of interaction between the trainer and the trainees.

A lecture may also take the form of printed text, such as books, notes, etc.

Main Features of Lecture Method

Some of the main features of lecture method are:

· Inability to identify and correct misunderstandings

· Less expensive

· Can be reached large number of people at once

· Knowledge building exercise

· Less effective because lectures require long periods of trainee inactivity

• Style preference of trainer

• Level of competence of trainer

• Availability of facilities and resources, etc.

Support facilities – It can be segregated into printed and audio visual. The various requirements in a training program are white boards, flip charts, markers, etc.

Constraints – The various constraints that lay in the trainer's mind are:

• Time

• Accommodation, facilities and their availability

• Furnishings and equipment's

• Budget

• Design of the training, etc.

TRAINING IMPLEMENTATION

To put training program into effect according to definite plan or procedure is called training implementation. Training implementation is the hardest part of the system because one wrong step can lead to the failure of whole training program. Even the best training program will fail due to one wrong action.

Training implementation can be segregated into:

• Practical administrative arrangements

• Carrying out of the training

Implementing Training

Once the staff, course, content, equipment's, topics are ready, the training is implemented. Completing training design does not mean that the work is done because implementation phase requires continual adjusting, redesigning, and refining. Preparation is the most important factor to taste the success. Therefore, following are the factors that are kept in mind while implementing training program:

The trainer – The trainer needs to be prepared mentally before the delivery of content. Trainer prepares materials and activities well in advance. The trainer also set grounds before meeting with participants by making sure that he is comfortable with course

content and is flexible in his approach.

Physical set-up – Good physical set up is pre-requisite for effective and successful training program because it makes the first impression on participants. Classrooms should not be very small or big but as nearly square as possible. This will bring people together both physically and psychologically. Also, right amount of space should be allocated to every participant.

Establishing rapport with participants – There are various ways by which a trainer can establish good rapport with trainees by:

• Greeting participants – simple way to ease those initial tense moments

• Encouraging informal conversation

• Remembering their first name

• Pairing up the learners and have them familiarized with one another

• Listening carefully to trainees' comments and opinions

• Telling the learners by what name the trainer wants to be addressed

• Getting to class before the arrival of learners

• Starting the class promptly at the scheduled time

TRAINING EVALUATION

The process of examining a training program is called training evaluation. Training evaluation checks whether training has had the desired effect. Training evaluation ensures that whether candidates are able to implement their learning in their respective workplaces, or to the regular work routines.

Purposes of Training Evaluation

The five main purposes of training evaluation are:

Feedback: It helps in giving feedback to the candidates by defining the objectives and linking it to learning outcomes.

Research: It helps in ascertaining the relationship between acquired knowledge, transfer of knowledge at the work place, and training.

Control: It helps in controlling the training program because if the training is not effective, then it can be dealt with accordingly.

Power games: At times, the top management (higher authoritative employee) uses the evaluative data to manipulate it for their own benefits.

Intervention: It helps in determining that whether the actual outcomes are aligned with the expected outcomes.

Process of Training Evaluation

Before Training: The learner's skills and knowledge are assessed before the training program. During the start of training, candidates generally perceive it as a waste of resources because at most of the times candidates are unaware of the objectives and learning outcomes of the program. Once aware, they are asked to give their opinions on the methods used and whether those methods confirm to the candidates' preferences and learning style.

During Training: It is the phase at which instruction is started. This phase usually consists of short tests at regular intervals

After Training: It is the phase when learner's skills and knowledge are assessed again to measure the effectiveness of the training. This phase is designed to determine whether training has had the desired effect at individual department and organizational levels.

There are various evaluation techniques for this phase.

Techniques of Evaluation

The various methods of training evaluation are:

• Observation

• Questionnaire

• Interview

• Self diaries

• Self-recording of specific incidents

· Manager's job is complex i.e., for the managers understanding the training need is not easy because his training need is determined by how well his department is meeting its objective and goal.

· It is the management who makes decisions on the basis of judgment and intuition

· It is the manager who performs several routine duties as well as handling the exceptions in their own as well as subordinates' routine

· Managers are engaged in varied, discontinues, and brief activities

· It is the management that understand the organization, its vision, mission, ethics, values, strategies, capabilities, and how his organization fits into the industry, and how his behavior will influence people outside the organization

Therefore, managers must be able to get the required knowledge, skills, and attitudes (KSAs) to meet the challenges as soon as they arise.

PROCESS OF TRAINING

These steps are included in training and development programs as below:

1. Identification of training needs and priorities.

2. Organization all analysis.

3. Man Analysis.

4. Statement of training needs.

5. Establishment of training goals and selection of trainees.

6. Selection and training of training personnel.

7. Application of selected training techniques.

8. Evaluation of training Program.

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The team at Corporate Ladder strives hard to deliver original, creative and thought- provoking solutions. The expert minds of our recruiters are also looking to try new ideas and differentiate ourselves from our competitors through our imaginative and tailored services.

Knowledge

We understand the constantly changing demands and influences within our industry and the recruitment variations. Thus, we continually keep reviewing the resources, experience and expertise within our business limits to deliver an integrated and customer-centric service.

No Compromise on Quality Corporate Ladder ensures adherence and compliance of the company's quality policies laid down by the Management. We allocate at least one team member (team leader) who is well versed and trained in RPO business processes and has undergone a

complete project in tandem with these processes. Project documents and profiles sent are peer-reviewed and/or reviewed/approved by project manager before delivery to ensure desired quality.

COMPANY PROFILE

Shubham Nari Shakti Mahila Kalyan Samiti is a non-profit organization, established in 2007 that works primarily in the domain of Corporate Social Responsibility (CSR), Legal, Employment, Health, Energy & Environment, Senior Citizens, Education, Minority, Child & Youth Development, Art & Culture, Food & Nutrition, Animal & Wildlife and Agriculture. Its primary office is in Bhopal, Madhya Pradesh. Claims to have 20,000 women members in 19 states and 350+ centers. Through the centers and with a contribution of Rs. 20/- per month from the members they help people in distress (including men too).

Works with the Government of India and ministries in various projects such as follows:

1. PMG Disha Digital India - provides services in every panchayat in the country to increase literacy level with the Ministry of Electronics and Information Technology.

2. Pradhan Mantri Kaushal Vikas Yajna - provides training to youth on skill development in partnership with the Ministry of Skill Development and Entrepreneurship Government of India.

Coordinates with development authorities for helping the needy and to ensure they get justice. Help innocents to get justice by standing against police inaction. Addresses the issues in the community like starvation, education of children, drinking water and marital problems.

Conducts various courses and provides paid services in the following areas:

- Corporate Social Responsibility Service

- Soft Skill Development Training Program

- Skill Development Training Program Services

- Children Education Services

- Drawing Class Services

We are national level NGO we work with ministry of electronics and information technology government of India as partner on the several projects named as PMG Disha digital India We provide our service in each and every panchayat of our county to make literate India we are also a partner of ministry of skill development and entrepreneurship government of India as national skill development corporation launch it project named as Pradhan Mantri Kaushal Vikas Yojana to train the youth of our nation we are also helping them in this program The Shubham Nari Shakti Mahila Kalyan Samiti comprises of mainly housewives and for women empowerment who came together under their young president, Shubham Malviya.

The Samiti started with just 5 women, but today the group boasts almost 20,000 members. In the age group of 17-60 years, they serve not only the Bhopal area but six other districts coming under the Betul, Hoshangabad, Bhudia, Rajgarh, Sehore range. Barely 10 years old, the Samiti meets on the first Saturday of every month to solve problems, help the needy or take up cudgels with the officers of the development authorities. They also take a tough stance against police inaction where innocents are made to run around to get their complaints registered. With a Rs 20 per month collection as a donation, they try their best to set things right and have helped not only damsels in distress but also many a member from the opposite sex. The Samiti has also successfully addressed and sorted out matters related to starvation, children's education, drinking water and marital. Key Issues

This Shubham Nari Shakti Mahila Kalyan Samiti NGO charity is working on Key Issues of Education & Literacy, Environment & Forests, Food Processing ,Legal Awareness & Aid, Animal Husbandry, Dairying & Fisheries, Dalit Upliftment, Disaster Management, Health & Family Welfare, Human Rights, Information & Communication Technology, Labor & Employment, Micro Finance (SHGs),Micro Small & Medium Enterprises, Minority Issues, Right to Information & Advocacy, Rural Development & Poverty Alleviation, Tourism, Urban Development & Poverty Alleviation, Women's Development & Empowerment Operational States.

OBJECTIVES

To study the effectiveness of training in overall development of skills of workforce.

- To study the impact of training on workers.

- To study the changes in behavioral pattern due to training.

I have tried to take a view on the topic in a practical manner, so that the feedback can be provided to the organization.

SCOPE OF STUDY

The study will help to understand

- The present condition of training and development at NGO
- The expectation of employees towards training and development programs
- To know the willingness of employee towards the training and program

STUDY OF NEEDS

- Aids in new entrants attaining role clarity
- Promotions
- Prevents skill obsolescence
- Improves quality and productivity
- Meet organizational objectives
- Improves organizational climate
- Prevent accidents
- To support personal growth and development

CONTRIBUTION DURING SIP

During the initial days I just observed how thinks work in NGO. After one-week HOD told me to conduct telephonic interview every day. I received excel sheet with candidate name and their contact number and I have to submit their remarks and ratings and send it to my superior.

I also need to look after my juniors who came in NGO as interns. I need to allocate; I need to divide the work of the interview between those inters. I need to get work done from them and then send it to my superior. I did this work almost 15 days.

After one month my HOD gave me an additional responsibility to look after. I have to work in department of Completion of Certificate and LOR of the interns who had completed their duration of internship in the NGO.

Significant pleasant and/or unpleasant incidences

I am working in this organization as an internee (HR department), so I am not much familiar with this organization. But it was a generous gladness for me that the organization gives the opportunity to work on the ground of recruitment and selection procedures. All HR department personnel have supported me very well. I have learned lot of things from this study which will help me to build up my carrier. I really enjoyed my internship in Shubham Nari Shakti Mahila Kalyan Samiti. During my internship period no unpleasant incident has happened

MINOR TASK

- For the minor task we have to post the photos/poster on the facebook, Instagram, whatsAap, Linkdin or any other social media that an individual have .

- It was the one types of promotion that we have to do on the social media.

- The photos/ poster used to be of the work primarily to the domain of legal, employment, health, energy and environment, senior citizens, education, minority , child and youth development , art and culture, food and nutrition, animal husbandry and agriculture which is what the exactly the NGO is in

- The photos/poster were sent by the HOD of the department.

- We have to submit the screen shot of the photos/poster which we posted on the social networking sites before 5pm in the pdf format only.

- MAJOR TASK

- The screening of candidates resume with their experience and educational background.

- Meaning and training new trainee interns

- Training and guiding new and existing employees

- Reporting on status of applicants

- Discussing the performance of candidates

LIMITATIONS

During my training period although the management and branch personnel were very co-operative & extended their full support, yet there were following limitations associates with my study which I would like to mention:

Due to the busy schedule of an organization, I was unable to grasp the precious words of the HRD Manager.

RESEARCH METHODOLOGY

Shubham Malviya explains that Research methodology is a way to systematically solve their Research problem. Research is a scientific and systematic search for useful information on specific topic. In fact, research is an art of scientific investigation it can also state that a careful investigation or inquiry especially through search for new facts in any branch of knowledge. In short, the search for knowledge through objective and systematic method of finding the solution to a problem is research. It is the search of truth with the help of study, observation, comparison and experiment.

OBJECTIVE OF RESEARCH:

- It extends, verifies and corrects knowledge.
- It enables better control over events.
- It aids in planning at the national level and thus promotes national Development.
- The questions arising out of what, when, how etc. can be answers.
- It establishes generalizations and laws and thereby contributes to buildings of verifiable and sound theories.

The present study based on primary data as well as secondary data

COLLECT DATA / INFORMATION

Primary data was collected through

- Questionnaires
- Personal observations

Secondary data was collected through

- Newspapers

- Magazines

- Internet

SAMPLE SIZE

Sample size is decided under three decisions:

1- Sample Size unit – Department of IT Recruiters

2- Sample Size No. - 25 Staff members.

3- Sample size method - Rating Method

Data Analysis and Interpretation

TRAINING AND DEVELOPMENT AS SOURCE OF COMPETITIVE ADVANTAGE:

Corporate Ladder Consultants derives competitive advantage from training and development. Training and development program, as was pointed out earlier, help remove performance deficiencies in employee. This is particularly true when –

(1) The deficiency is caused by a lack of ability rather than a lack of motivation to perform,

(2) The individual(s) involved have the aptitude and motivation need to learn to do the job better, and

(3) Supervisors and peers are supportive of the desired behaviors.

Training & Development offers competitive advantage by removing performance deficiencies; making employees stay long; minimized accidents, scraps and damage; and meeting future employee needs.

Data Analysis & Interpretation -

1-Your organization considers training as a part of organizational strategy. Do you agree with this statement?

RESPONSE	NO. OF RESPONDENTS	PERCENTAGE
STRONGLY AGREE	13	52
AGREE	1	4
SOME WHAT AGREE	4	16
DISAGREE	7	28
TOTAL	25	100

training as a part of oraganisation strategy

Interpretation

The above graph indicates that organization considers training as a part of organizational strategy.

QUES 2): How many training programs will you attend in a year?

RESPONSE	NO. OF RESPONDENT	PERCENTAGE
LESS THEN 00-10	14	56
10- 20	2	8
20-40	6	24
MORE THAN 40	3	12
TOTAL	25	100

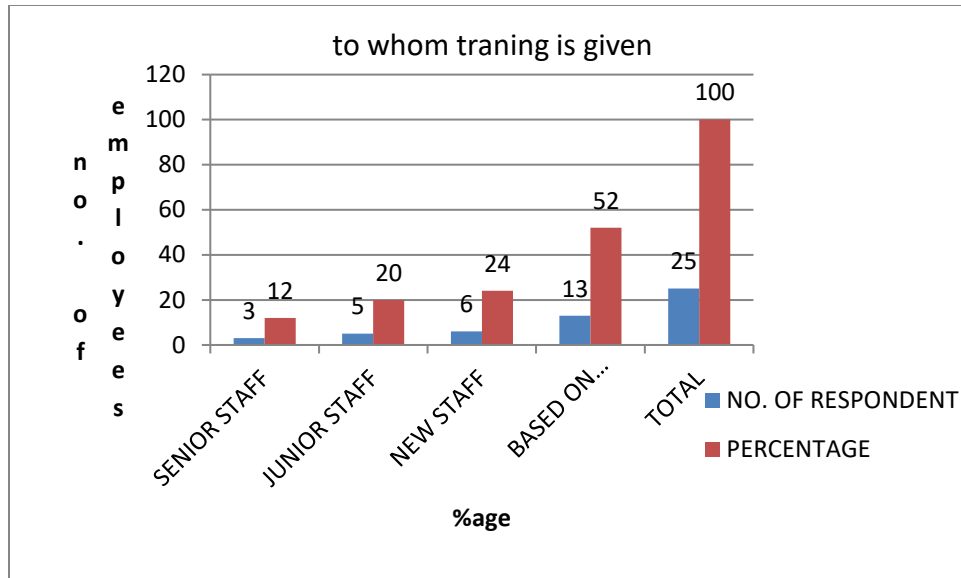no. of training programs in a year
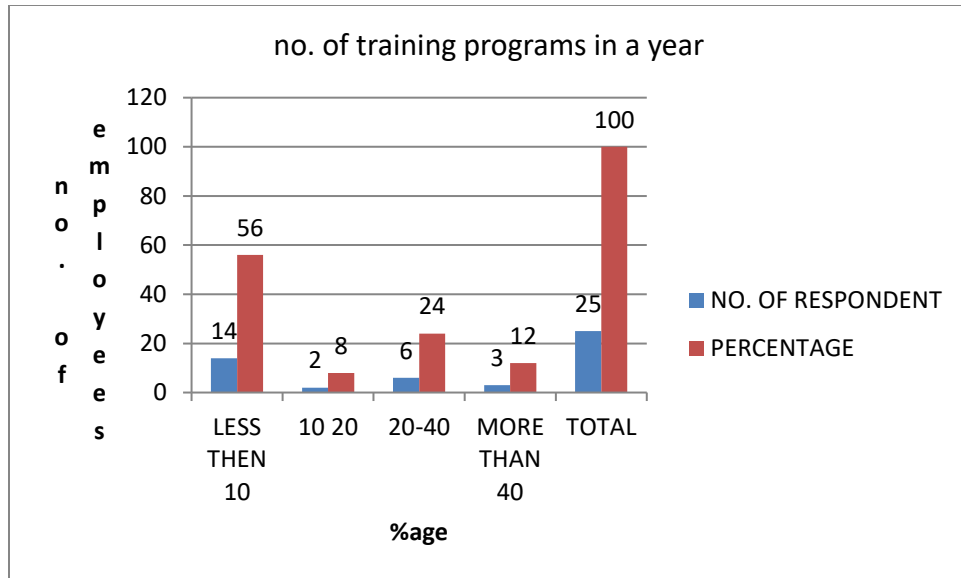
INTERPRETATION

The above chart indicates that less training programs are held in the organization.

QUES 3): To whom the training is given more in your organization?

RESPONSE	NO. OF RESPONDENT	PERCENTAGE
SENIOR STAFF	3	12
JUNIOR STAFF	5	20
NEW STAFF	6	24
BASED ON REQUIRTMENT	13	52
TOTAL	25	100

to whom traning is given

INTERPRETATION

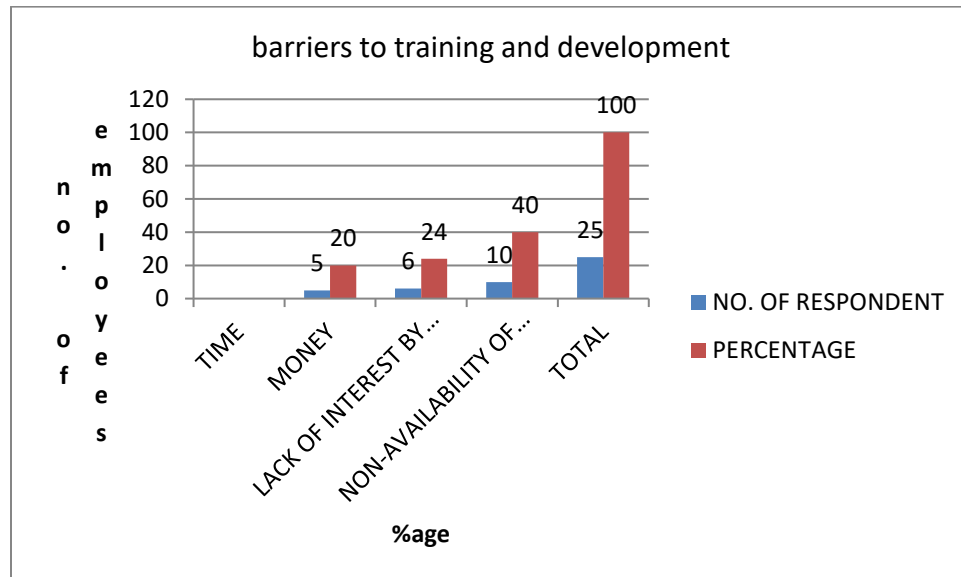The above chart shows indicates that training is provided on the basis of requirement.

QUES 4): what are all the important barriers to training and development in your organization?

RESPONSE	NO. OF RESPONDENT	PERCENTAGE
TIME		
MONEY	5	20
LACK OF INTEREST BY STAFF	6	24
NON-AVAILABILITY OF SKILL TRAINER	10	40

TOTAL   25   100

barriers to training and development

INTERPRETATION

The graph indicates that the important barriers to training and development in the organization is non-availability of skilled trainers.

QUES 5): Enough practice is given for us during training session? Do you agree with this statement?

RESPONSE	NO. OF RESPONDENT	PERCENTAGE
STRONGLY AGREE	14	56
AGREE	2	8
SOME WHAT AGREE	6	24

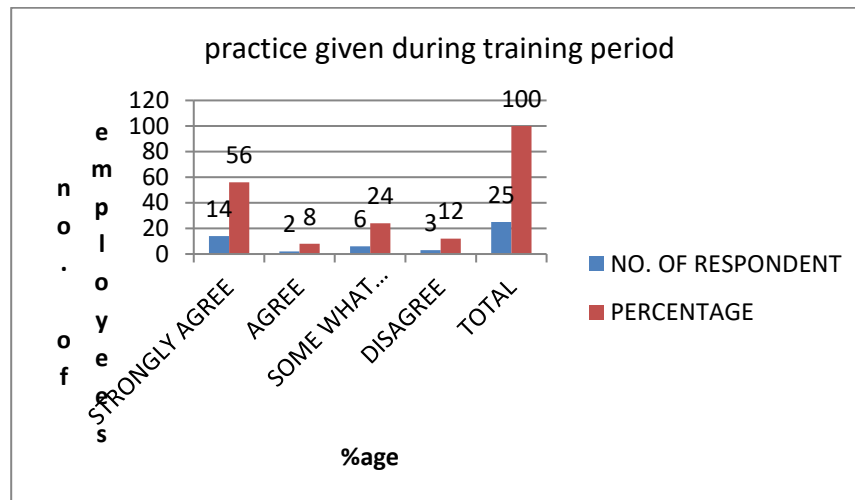|		
DISAGREE	3	12
	25	100

practice given during training period
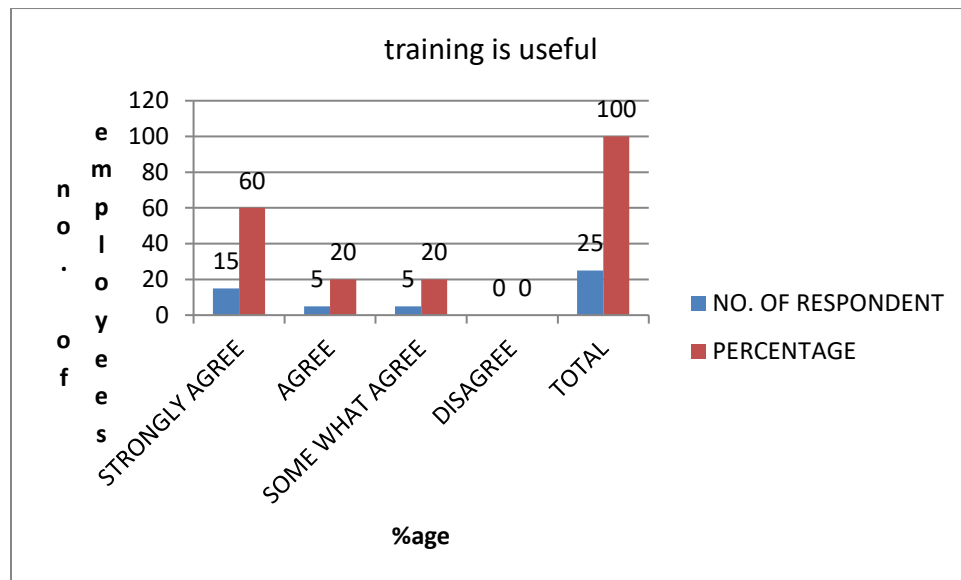
INTERPRETATION

The above graph indicates that enough practice is given for employees during training sessions.

QUES 6): The training session conducted in your organization is useful. Do you agree with this statement?

RESPONSE	NO. OF RESPONDENT	PERCENTAGE
STRONGLY AGREE	15	60
AGREE	5	20

|		
SOME WHAT		
AGREE	5	20
DISAGREE	0	0
TOTAL	25	100

training is useful

INTERPRETATION

The above graph indicates the training sessions conducted in the organization is useful.

QUES 7): Employees are given appraisal in order to motivate them to attend the training. Does it agree with this statement?

	NO. OF	
RESPONSE	RESPONDENT	PERCENTAGE
STRONGLY		
AGREE	14	56
AGREE	6	24

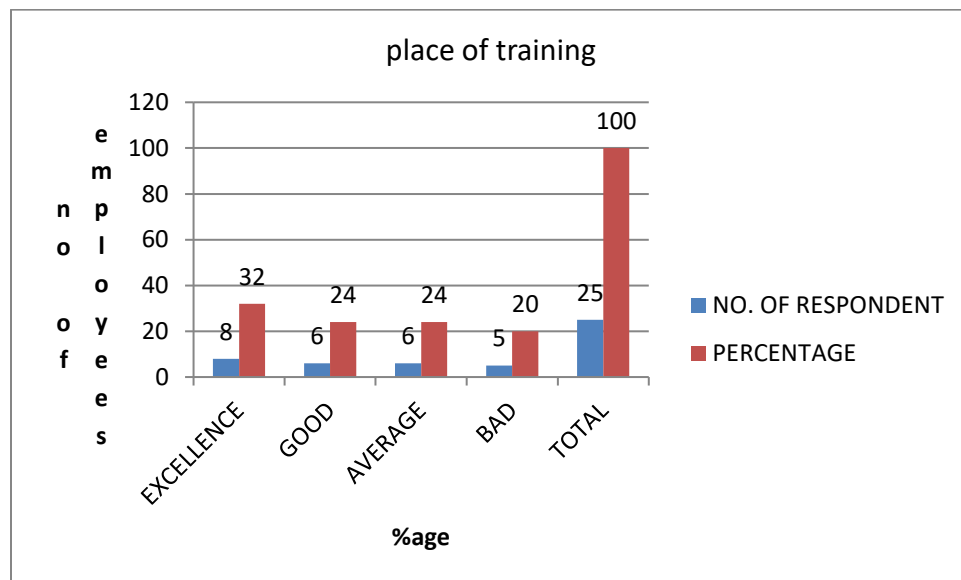|		
SOME WHAT		
AGREE	3	12
DISAGREE	2	8
TOTAL	25	100
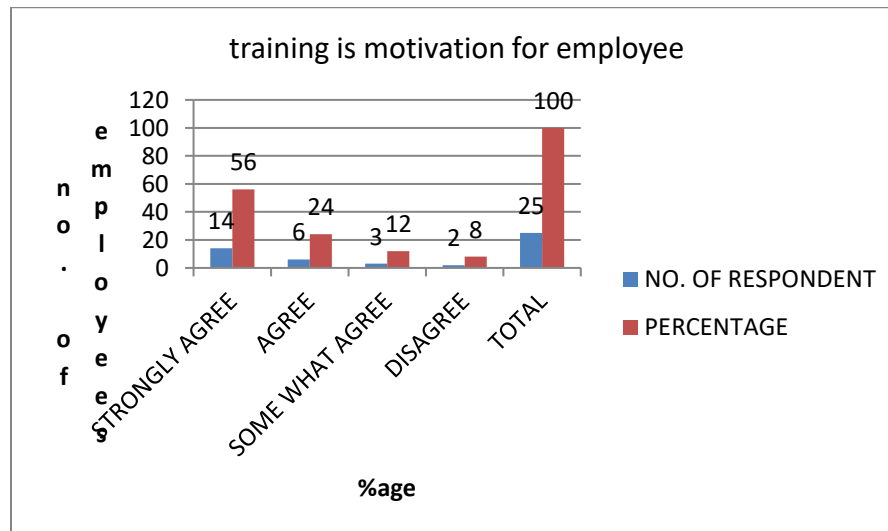
INTERPRETATION

The above graph indicates employees are given appraisal in order to motivate them to attend the training.

QUES 8): How well the work place of training is physically organization?

RESPONSE	NO. OF RESPONDENT	PERCENTAGE
EXCELLENCE	8	32
GOOD	6	24

|		
AVERAGE	6	24
BAD	5	20
TOTAL	25	100

place of training

INTERPRETATION

This graph indicates the trainers should possess technical skill to make the training effective.

QUES 9): What is the general complains about the training session?

RESPONSE	NO. OF RESPONDENT	PERCENTAGE
TAKE AWAY PRECIOUS TIME OF EMPLOYEES	4	25
TOO MANY GAPS BETWEEN THE SESSIONS	10	40

TRAINING SESSIONS ARE

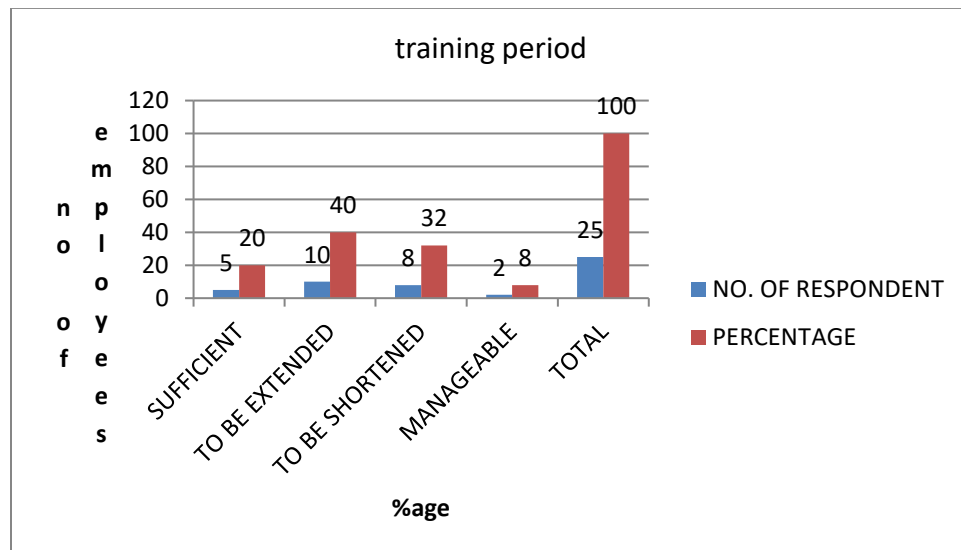|		
UNPLANNED	6	15
BORING AND NOT USEFUL	5	20
TOTAL	25	100
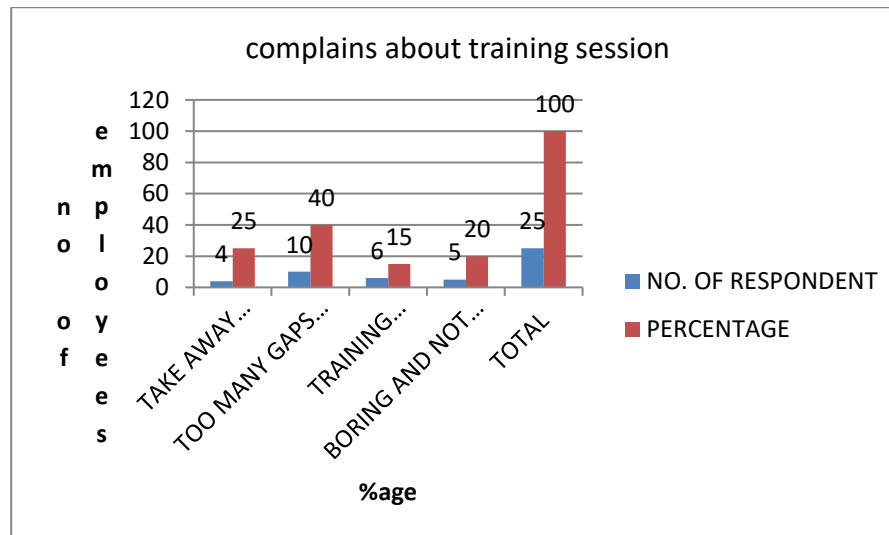
INTERPRETATION

This graph indicates that there are too many gaps between the training sessions.

QUES 10): Time duration given for the training period is;

RESPONSE	NO. OF RESPONDENT	PERCENTAGE
SUFFICIENT	5	20
TO BE EXTENDED	10	40
TO BE SHORTENED	8	32

MANAGEABLE	2	8
TOTAL	25	100

training period

INTERPRETATION This graph indicates the reasons for shortage of skilled manpower at workplace are lacks of support from senior staff.

FINDINGS

During the research study conducted among the employees of SNSMKS NGO by the help of my Observations n Interactions held with them, my findings are:

Training is the most important part of any organization and no person can think of the development without it. By training the attitudinal change in the employee leads to the positive thinking, a sense of devotion to organizational and also by the help of technical and behavioral training the person in the organization can be aware of the latest developments and how to come up with the best output with minimum investment and minimum labor waste. This leads to the increase in the profit of the organization. This view is of the managerial and staff level employee. The organization's manager feels that the training needs of the employees are fulfilled and they are holding on time while individual workers have different opinion about it.

SUGGESTIONS

1. Suggestion scheme may be opened for staff and technicians. The main advantage is that would help convince the employees that the organization "Listen to them" and they are the part of organization.

2. Training should aim at improving the skills of the employees and so that training should be practically given by imparti9ng it on the job.

3. Suggestion and experience from other business houses & people from related field should also be taken & in calculated if used.

4. New development programs should be used.

5. External and internal training programs should be connected with each other.

CONCLUSION

Top management feels that training is the essential part of the organization, since it is the key for the attitudinal change and the behavioral and their work in the employees. It should be imparted at least one to every employee.

Both managers and workers feel that the training should be imparted by both external and internal faculty. Technical and behavioral training, both are important for the development of the organization. Training and development programs are increasing the output of organization.

Finally, to make any training program successful the cooperation of the management and the employees are essential

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