

Final Project Report

**A PROJECT REPORT ON “TRAINING AND
DEVELOPMENT PROCESS” AT
DIAMOND GROUP PVT. LTD**

Submitted to the

DMSR

**G.S. College of Commerce and Economics, Nagpur
(An Autonomous Institution)**

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

MASTER OF BUSINESS ADMINISTRATION

Submitted By:

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Under the Guidance of

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Academic Year 2022-2023

Department of Management Sciences and Research, G. S. College of Commerce & Economics, Nagpur NAAC Re-Accredited “A” Grade Autonomous Institution



Academic Year 2022-2023

CERTIFICATE

This is to certify that **Snehal Bhaskar Dawande** has submitted the project report titled “**A PROJECT ON TRAINING AND DEVELOPMENT PROCESS “ AT DIAMOND GROUP PVT.LTD** ,towards partial fulfillment of **MASTER OF BUSINESS ADMINISTRATION** degree examination. This has not been submitted for any other examination and does not form part of any other course undergone by the candidate.

It is further certified that she has completed her project as prescribed by **DMSR - G. S. COLLEGE OF COMMERCE & ECONOMICS, NAGPUR** (NAAC Reaccredited “A” Grade Autonomous Institution) affiliated to **Rashtrasant Tukadoji Maharaj Nagpur University, Nagpur**

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Academic Year 2022-2023

DECLARATION

I here-by declare that the project with title “ **A PROJECT REPORT ON TRAINING AND DEVELOPMENT PROCESS AT DIAMOND GROUP PVT.LTD** has been completed by me in partial fulfillment of **MASTER OF BUSINESS ADMINISTRATION** degree examination as prescribed by **DMSR - G. S. COLLEGE OF COMMERCE & ECONOMICS, NAGPUR (NAAC Reaccredited “A” Grade Autonomous Institution) affiliated to Rashtrasant Tukadoji Maharaj Nagpur University, Nagpur** and this has not been submitted for any other examination and does not form the part of any other course undertaken by me.

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Academic Year 2022-2023

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Place: Nagpur

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INDEX

TABLE OF CONTENTS	Page no
I. INTRODUCTION	9
1.1 TRAINING	9
1.2 DEVELOPMENT	9
1.3 OBJECTIVES OF THE STUDY	12
1.4 NEED FOR THE STUDY	12
1.5 SCOPE OF THE STUDY	13
II. REVIEW OF LITERATURE	15
2.1 INDUSTRY PROFILE	31
2.2 COMPANY PROFILE	34
III. RESEARCH METHODOLOGY	42
3.1 METHODOLOGY	42
3.2 RESEARCH DESIGN	42
3.3 SAMPLING METHOD	43
3.4 TOOLS OF ANALYSIS	43
VI. DATA ANALYSIS AND INTERPRETATION	46
V. SUMMARY AND CONCLUSION	72
5.1 FINDINGS	72
5.2 SUGGESTION	74

5.3 CONCLUSION	75
o BIBLIOGRAPHY	76
oANNEXURES & QUESTONNARIES	77

S.NO	LIST OF TABLES	Page no
1.	EMPLOYEE UNDERGONE ANY TRAINING PROGRAM	46
2.	SHOWING RESPONDENTS SPECIFYING TRAINING	47
3.	TRAINING NECESSARY	48
4.	KIND OF TRAINING	49
5.	IS THEIR PROCEDURE FOR IDENTIFYING	50
6.	TRAINING IMPROVE PERFORMANCE	51
7.	METHOD OF TRAINING PROGRAMS ATTENDED	52
8.	THE AVERAGE DURATION OF THE TRAINING SESSIONS	53
9.	MANAGER HELPS IN SELECTING THE TRAINING	54
10.	SATISFACTION LEVEL OF THE TRAINING SESSION	55
11.	DURATION OF THE TRAINING PROGRAM SUFFICIENT	56
12.	TEACHING METHODOLOGY ADOPTED IS EFFECTIVE	57
13.	TRAINING DEVELOPS INTERPERSONAL SKILLS & VALUES	58
14	FREQUENCY OF TRAINING PROGRAMS	59
15	TRAINING PROCESS IS ROUTINE	60
16	AWARENESS ON THE OBJECTIVES OF THE PROGRAM	61
17	PROGRAM WAS IN LINE WITH YOUR EXPECTATION	62
18	TYPE OF TRAINING IS GIVEN	63
19	LEARNING FROM THE PROGRAM APPLIED IN YOUR WORK	64
20	IMPROVEMENT NOTICED BY COLLEAGUES AND MANAGER	65
21	OVERALL RATING OF THE TRAINING PROGRAM	66

S.NO	LIST OF CHARTS	Page no
1.	EMPLOYEE UNDERGONE ANY TRAINING PROGRAM	46
2.	SHOWING RESPONDENTS SPECIFYING TRAINING	47
3.	TRAINING NECESSARY	48
4.	KIND OF TRAINING	49
5.	IS THEIR PROCEDURE FOR IDENTIFYING	50
6.	TRAINING IMPROVE PERFORMANCE	51
7.	METHOD OF TRAINING PROGRAMS ATTENDED	52
8.	THE AVERAGE DURATION OF THE TRAINING SESSIONS	53
9.	MANAGER HELPS IN SELECTING THE TRAINING	54
10.	SATISFACTION LEVEL OF THE TRAINING SESSION	55
11.	DURATION OF THE TRAINING PROGRAM SUFFICIENT	56
12.	TEACHING METHODOLOGY ADOPTED IS EFFECTIVE	57
13.	TRAINING DEVELOPS INTERPERSONAL SKILLS & VALUES	58
14	FREQUENCY OF TRAINING PROGRAMS	59
15	TRAINING PROCESS IS ROUTINE	60
16	AWARENESS ON THE OBJECTIVES OF THE PROGRAM	61
17	PROGRAM WAS IN LINE WITH YOUR EXPECTATION	62
18	TYPE OF TRAINING IS GIVEN	63
19	LEARNING FROM THE PROGRAM APPLIED IN YOUR WORK	64
20	IMPROVEMENT NOTICED BY COLLEAGUES AND MANAGER	65
21	OVERALL RATING OF THE TRAINING PROGRAM	66

CHAPTER 1

1. INTRODUCTION

Training is process of learning a sequence of programmed behavior. It is the application of knowledge. It gives people an awareness of the rules and procedures to guide their behaviors. It attempts to improve their performance on the current job and prepares them for an intended job.

1.1 TRAINING

Training is concerned with imparting developing specific skills for a particular purpose. Training is the act of increasing the skills of employees for doing a particular job. Training is the process of learning a sequence of programmed behavior.

In earlier practice, training programmed focused more on preparation for improved performance in particular job. Most of the trainees used to be from operative levels like mechanics, machines operators and other kinds of skilled workers. When the problems of Supervision increased, the step was taken to train supervisors for better supervision.

1.2 DEVELOPMENT

Management development is all those activities and programmed when recognized and controlled have substantial influence in changing the capacity of the individual to perform his assignment better and in going so all likely to increase his potential for future assignments.

Thus, management development is a combination of various training programmed, though some kind of training is necessary, it is the overall development of the competency of managerial personal in the light of the present requirement as well as the future requirement.

Development an activity designed to improve the performance of existing managers and to provide for a planned growth of managers to meet future organizational requirements is management development.

Need for training

Specifically, the need for training arises due to the following reasons: To match the employee specifications with the Job requirements and organizational Needs: Management finds deviations between employee's present specifications and the job requirements and organizational needs. Training is needed to fill these gaps by developing and molding the

employee skills, knowledge, attitude, behavior, etc... to the tune of the job requirements and organizational needs as felt Glaxo India, ICICI...

Organizational Viability and the Transformation Process: The primary goal of most of the organizations is that their viability is continuously influenced by environmental pressure. If the organization desires to adapt to these changes, first it has to train the employees to impart specific skills and knowledge in order to enable them to contribute to organizational efficiency and to cope with training in order to ensure a smooth transformation process.

Technological Advance: Every organization to survive and to be effective should adopt the latest technology i.e. mechanization, computerization and automation. So, the organization should train the employee's train the employees to enrich them in the areas of changing technical skills and knowledge from time to time.

Organizational Complexity: With the emergence of increased mechanization and automation, manufacturing of multiple products and by-products or dealing in services of diversified lines, extension of operations to various regions of the country or in overseas countries, organization of most of the companies has become complex: This creates the complex problems of co-ordination and integration of activities adaptable for and adaptable to the expanding and diversifying situations. This situation calls for training in the skills of co-ordination, integration and adaptability to the requirements of growth, diversification and expansion.

Human relations: Trends in approach towards personnel management has changed from the commodity approach to partnership approach, crossing the human relations besides maintaining sound industrial relations although hitherto the managers are not accustomed to deal with the workers accordingly. Training in human relations is necessary to deal with human problems.

Change in the job assignment: Training is also necessary when the existing employee is promoted to the higher level in the organization and when there is some new job or occupation due to transfer. Training is also necessary to equip employees with advanced displaces,

techniques or technology. Training also becomes essential when an organization has plans for modernization.

The need for training also arises to:

- Increased Productivity
- Improved quality of the product/service
- Help a company to fulfill its future personnel needs.
- Improved organizational climate
- Improved health and safety
- Prevent obsolescence.
- Effect personal growth
- Minimize the resistance to change and
- To act as mentor

1.3 OBJECTIVES OF THE STUDY

PRIMARY OBJECTIVE

- To study the training and development activities carried out in Diamond engg.

SECONDARY OBJECTIVES

- To assist the organization with its primary objective by bringing individual effectiveness.
- To learn the type of training and development activities provided by the company to its employees.
- To help employees in achieving their personal goals, this in turn enhances the individual contribution to an organization.
- To help the organization in maintaining the department's contribution at a level suitable to the organization's needs.
- To assess the present performance levels of the employees of Diamond engg.

1.4 NEED FOR THE STUDY

¾ Shortage of skills

Skills and knowledge people are always on short supply. Alternatively they are too costly to hire from outside. The best alternative is to improve skill and knowledge of existing employees.

¾ Technological Obsolescence

Growth of technology takes places very fast. This will render current technology obsolete in the future. There is a great need to upgrade technology. This needs suitable training.

¾ Personal Obsolescence

At the time recruitment employees possess certain of knowledge and skill. As time passes knowledge becomes obsolete, unless it is updated by proper training. This happens because of changes taking place in product technology, production methods, procurement of better

machines, setting up of modern production lines, introduction of modern method of supervision and information processing through MIS and EDO.

¾ Organization Obsolescence

Modern management has introduced a number of innovative steps in functions of management like planning, organizing, controlling, coordinating and directing. Organization which is impervious to such changes is bound to fail and become obsolete.

¾ Upgrading Ability of Threshold workers

Public policy provides reservation to disadvantaged sections of the society like handicapped, minorities and dependents of deceased workers etc. All these are threshold workers having less than minimum prescribed level of knowledge and skill. They require extensive training to bring them up to the minimum level of performance standard.

¾ Coercive training by government

In order to provide better employability chances of unemployed youth, certain governments taken initiative to mobilize resources available at public/government and private sectors to outside candidates. One such example is the “Apprentice Training” conducted by govt. of India. A part of expenditure incurred for this by private sectors is reimbursed by government.

¾ Human capital

The latest thinking is to treat employees as “human capital”. The expenditure involved is training and developments are now being considered as an investment.

1.5 SCOPE OF THE STUDY

This research provides with an opportunity to explore in the field of Human Resources.

This research also provides the feedback of people involved in the Training and development

process Apart from that it would provide a great deal of exposure to interact with the high profile managers of the company.

CHAPTER 2

2. REVIEW OF LITERATURE

This report presents the findings of a literature review focused on faculty development in the area of instructional technology. The literature review is one part of a three-pronged evaluation of @ONE conducted by the Center for Student Success.

The purposes of this literature review were as follows:

- To identify types and methods of faculty development related to instructional technology;
- To determine differences and commonalities between practices of faculty development related to instructional technology;
- To identify the impact of various types and methods of faculty development on faculty attitudes, job behaviors and teaching performance as they relate to student learning;
- To identify good practices in faculty development related to instructional technologies;
- To identify the organizational elements needed/conducive to effective faculty development, related to instructional technology.

The literature review is organized based on the following framework:

- identifies major themes related to instructional technology faculty development;
- Discusses these themes making reference to applicable citations;
- Discusses whether and how the Seven Principles of Good Practice are represented in the major themes and citations identified.

This framework did not replace the purposes outlined at the outset but rather served as a way for better organizing the writing. After conducting a search in the Educational Resources Information Center (ERIC) and various Web sites containing conference presentations and electronic journals, thirty references were retained for close review and analysis.

The major themes identified in the literature in relation to the stated purposes of the review include:

- Good Practices for Instructional Technology Faculty Development
- Identification of Training Needs
- Student Learning: Processes and Outcomes
- Organizational Environment and Faculty Concerns Related to Instructional Technology.

1. Good Practices for Instructional Technology Faculty Development

The literature discusses various strategies and good practices related to professional development in the area of instructional technology. These practices are either campus based or conducted through consortiums of colleges and universities or non-campus based entities.

Authors underscore the need for developing training modalities that emphasize pedagogical principles and techniques as much as they teach technology. Such training modules should blend the tenets of evolving research in the domain of learning with the technical features embedded in various technologies.

Most authors indicate that successful training should follow as many of the following characteristics as possible:

Training should be recurrent and linked to actual practical situations. Faculty development in instructional technologies needs to constantly reinforce the skills learned and be placed into the context of actual classroom teaching and learning, whether the teaching and learning occur in a traditional, on-campus environment or in a virtual environment.

Training should be reinforced by follow up with the instructors to ensure that instructors are integrating what they learned into their teaching and curriculum. Such follow up could be conducted by the trainers themselves or by designated instructional technology liaisons at each campus.

Learning from peers has been found to be highly effective in the academic environment. Showcasing examples of successful integration of instructional technologies by other instructors,

particularly those in the same discipline, should be a training approach pursued on a systematic basis.

As in the delivery of instruction for students, faculty development in instructional technology should be “just-in-time” and on-demand including virtual faculty development, electronic communities and self-paced faculty development. The “just-in-time” and on-demand requirements assume constant monitoring of faculty training needs. Local faculty development centers may be best positioned to respond to such demands. In addition, local centers can provide the continuous technical support that faculty may need and more quickly respond to various questions and concerns that faculty may have.

2. Identification of Training Needs

Training needs should be documented on a regular basis through faculty surveys and through review of the strategic instructional and technology goals and objectives of each campus, and the availability of local or regional training providers.

3. Student Learning: Processes and Outcomes

The literature provides limited information in terms of impact of faculty development in instructional technology on student learning outcomes. Discussions about the effect of instructional technology and student learning outcomes are equally difficult to find. All accounts of impact on student learning outcomes are based on students’ or faculty’s responses to surveys or participation in focus groups. Whereas survey and focus group research is an important tool in evaluation, both formative and summative, the lack of research on student learning outcomes based on observed and measurable indicators is one of the major findings of this literature review. Without such research it is impossible to assess whether perceptions match actual results. In addition, it makes it more difficult to argue for the value added of instructional technology in environments that are or will face budgetary constraints.

The literature provides some indications of impact of faculty development and instructional technologies on student learning processes. Generally, there is consensus among authors that instructional technologies have made possible learning processes that would not have been

available otherwise. Some authors found that online materials are particularly effective at engaging students either by offering the latest images and results which are not available in textbooks, or by allowing students to explore the topic at their own pace and test their understanding as they proceed.

These authors also argue that instructional technologies facilitate the shift towards a more student-based learning environment, which is consistent with the Seven Principles of Good Practice. Other authors argue that instructional technology allows students to visualize complex ideas and understand abstract concepts in a manner that simply is not possible with the use of just lecture and a chalkboard. Greater learning can be promoted by delivering information through a variety of media and through the use of interactive applications. In addition, students' attitudes and perceptions of technology influence their ability to acquire and integrate knowledge, extend and refine knowledge, and use knowledge meaningfully. Research suggests that it is not the technology itself but how the technology is used that improves learning and increases student interest.

Organizational Environment and Faculty Concerns Related to Instructional Technology

The literature contains a wealth of information that emphasizes processes and organizational enabling factors for the integration of information technologies throughout campuses and curricula. The literature places significant emphasis on the differentiation of faculty into early adopters and second wave instructional technology users, their concerns in adopting instructional technology and the type of organizational elements and characteristics that are conducive to successful faculty development related to instructional technology. All these aspects influence each other and the overall success of any higher education institution in integrating instructional technology in curricula across the campus. The literature identifies a set of basic "enabling factors" without which the likelihood of successful deployment and implementation of instructional technology is reduced. These factors include: universal student access, reliable networks, multiple opportunities for training and consulting, and a faculty ethos which values experimentation and tolerates failures? These enabling factors coupled with a strong commitment to campus wide systematic technology planning and funding address most of the faculty concerns identified in the literature. These concerns cover a broad

spectrum of issues ranging from the reliability of the equipment and its technical support to availability of support

staff and training to implications for teaching and learning. Training itself, if properly designed and conducted, can address at least part of these concerns.

In terms of training providers, the literature stresses the importance of campus based faculty resource or development centers. Whereas regional or state entities can respond to the initial training needs of campuses that do not have local development centers or that want to augment training options, the availability of support at the campus level is crucial for the training to be successful in the long run.

(1960) analyzed the problem of teacher shortage, large size of class, and need for quality instruction in late nineteen-fifties in California. The study can be listed among the earlier research studies in the field of Instructional Technology. Hardware aspects of Instructional Technology were given more importance in the study. The study appreciated Instructional Technology for making reach of more students with fewer teachers. The study also identified a trend toward individual instruction utilizing Teaching Machines. In that era, Instructional Technology was governed by such systems as Televisions and Films. There was such an explosion of applications and awareness of Instructional Technology that made the investigator to doubt that, 'the teacher and the school system could be eliminated if a combination of Instructional Technology and Individual Instruction is formed.

Allen and Coombs (1970) analyzed the trends in Instructional Technology in the nineteen sixties. For this, forty numbers of experts in the field of Instructional Technology were supplied with questionnaire for the ERIC Clearinghouse on Educational Media and Technology. The study adopted both hardware and software perspectives of Instructional Technology. A panel discussion by an advisory council regarding the accomplishments, trends, future and effective use of Instructional Technology was arranged, in order to record the opinions of experts. The concept of individualization of instruction, the application of the systems approach to education, development of trained personnel, establishment of experimental and demonstration schools, establishment of a public service system of broadcasting and demonstrated effectiveness of Instructional Technology were some of the accomplishments of that panel discussion. Immediate development of programmers in Instructional Technology was one of the recommended measures. Armsey and Dahl (1973) conducted an inquiry into the

awareness and uses of Instructional Technology in United State. The study collected details regarding the history of

studies about the use of Instructional Technology and found that it was the Ford Foundation originally undertaken the first inquiry in this area.

The first inquiry was to provide the Foundation itself with guidance for its support of efforts Review to apply Instructional Technology. The Foundation inquiry report was a collection of responses of a wider audience and was subsequently adapted for broader distribution. Besides collecting historical data, the study examined different interpretations and definitions of Instructional Technology and found to be effective. The probability of success in the use of Instructional Technology was confirmed in the conclusion part.

Branson, et al. (1973) analyzed and assessed the use of Instructional Technology in the army schools and training centers of United States. The report derived at conclusion that the atmosphere within Army training system was conducive to the use of Instructional Technology, but the management personnel need training in the design and implementation of instructional models. The study also reported about a need of greater dissemination of successful programmers.

Following recommendations were cited in the study viz., (i) resource personnel were to be trained to develop training models utilizing Instructional Technology , (ii) middle and upper management personnel were to be trained to prepared to administer the training programmers, (iii) systems for research, development, evaluation and dissemination in the areas of Instructional Technology and instructional systems were to be developed, and (iv) all instructional approaches used in training programmers were to be examined to determine the proper functions of each.

Rose (1976) conducted an inquiry about the use of Instructional Technology in Department of Defense, United States.

The study reported that, since the Department of Defense was spending a huge amount annually on training and educational opportunities, new instructional technologies were constantly explored by the teachers to make education and training more cost effective. A variety of Instructional Technology applications were adopted in the training centers for more effectiveness.

Importance of components like instructional systems based on behavioral objectives, instructional systems augmented by computer and audiovisual technology, learner centered instructional research, and instructional television, cable television miniature computers, holography, rapid transmission and Review storage system, satellite communication, computer assisted/managed instruction, and simulation were some of the inclusions in the report.

Midkiff (1983) described a model for designing efficient in service training programmer in computer literacy for teachers. An important guideline in the study was that planners of computer literacy in service training programmer for teachers must recognize that teachers may have psychological, mathematical, mechanical and professional fears concerning the computer and their own abilities to learn computer.

A needs assessment survey can determine both what teachers want to know and what they need to know. The study suggested that assessment questions for teachers should focus on introduction to the microcomputer, the effect of computers on society and education, and what knowledge and skills are needed to make effective use of computers in the classroom.

The study recommended that the in service training programmers should include sessions covering themes like introduction to computers, planned instruction in computer literacy, and systematically designed programmers for individual instruction, techniques for working with children in the classroom and knowledge of administrative uses of the computer.

Scandura (1983) analyzed the role of Federal government in promotion of the Instructional Technology during 1980s. The study identified that the Federal governments had promoted Instructional Technology in their states and localities to improve educational achievement. The study also had surveyed a brief history of federal support for educational research and its consequences. A critical analysis of strengths and weaknesses of Instructional Technology and uses of instructional designs in computer based instruction development was another highlight of the study.

Hilgenfeld (1984) outlined the necessary components to meet the computer literacy needs to in service and pre service teachers. A model plan for teachers' computer literacy in service training

programme was also designed as part of the study. The study evaluated the existing computer education programmes for teachers and identified the training needs of teachers. Perceived computer training needs of teachers showed significant differences in the content of courses currently offered.

The study recommended new versions of computer training in the in service training programmes for teachers. Leelavathy (1984) analyzed basic theories and instructional strategies that influenced teacher education programmes in select developed and developing countries. A detailed reflective interpretation of emerging developments in the field of education was done as part of the study. The new educational developments were classified into two heads, viz., learning theories that have contributed to the developments and instructional strategies that have been outcomes of these theories.

The study identified the importance of theories developed by Skinner, Piaget, Bruner, Gagne and Ausubel. Programmed Learning, Piaget's concept of Developmental Adaptation, Assimilation, Equilibration, Educational Technology, Systems Approach, Mastery Learning and Task Analysis were discussed in detail. The study concluded that any study on teacher education has to be built upon sound foundation of these theories. The study suggested that in order to supplement in- service courses for teachers, modern developments in educational theory and technology should be made available for teachers in the form of literature.

Senese (1984) illustrated the importance of Instructional Technology in the scenario of education. The study also prompted the whole teacher community to acquire knowledge about new instructional tools and technologies derived as part of Instructional Technology. The technology demanded higher level of awareness and skills from the part of teachers. The study predicted that in future computers would be able to assist in remedial work and higher still work, record keeping, and monitoring of students' progress.

Ely (1987) tried to answer certain issues about Instructional Technology and application in education, with a special orientation to Information Technology. The study analyzed the question that how technology can be used to improve education by helping each individual to become

increasingly responsible for his or her learning. The study derived a conclusion that Technology should not determine the goals of education but it can be used to achieve them.

Aust, *et al.* (1989) studied about the status and problems of the integration of Instructional Technology in educational institutions. The proper role of teachers in that context was specially analyzed by the researcher. The nature of teachers' attitudes toward the integration of Instructional Technology, and the social and psychological factors that contribute to their acceptance or rejection of such technology was critically examined in this study. Structured interviews and factor analysis of an attitude responses form was adopted in the study. Professional public school educators with varying number of years of experience were interviewed as part of the study.

The attitude response survey form was titled as 'Teacher Attitudes of Instructional Technology ' (TAIT). The factor analysis resulted in the identification of five prevalent factors that influence the use of fully mediated instruction; (i) curriculum content, (ii) extension of traditional methods, (iii) integration of Instructional Technology, (iv) teacher initiative and (v) what teachers believe the future holds. The study totally indicated that most teachers were excited about applying Instructional Technology in their classrooms. Most of the teachers responded that they believe the use of Instructional Technology was appropriate for all content areas they teach. Okolo (1990) analyzed the classroom uses of Instructional Technology with a special reference for learners with learning disabilities.

More research and development activities for effective use of technology in the areas of reading instruction, writing instruction, problem solving instruction and distributed cognition were recommended in the study.

Patridge (1991) reviewed accounts of non-traditional schools in various parts of the United States, where computers were used in conjunction with practices such as the whole language approach, the language experience method, ability grouping and individualized instruction. Review of the accounts helped to derive the conclusion that properly implemented Instructional Technology has a definite place in the repertoire of educational strategies and can be integrated into existing instructional approaches.

The study reported that proper use of computer technology helped to overcome a number of learning problems, including attention deficit disorders, visual-spatial problems, vocabulary expansions and sequencing. The special capacity of Instructional Technology to address the unique learning needs of each student, especially in the case of learning-disabled students was appreciated in this study. The vital comment of the study was that, implementation of Instruction Technology heavily depends upon properly trained teachers. The awareness of different dimensions of Instruction

Technology will surely help the teachers to attain effectiveness in their performance. The parental and public supports for proper implementation of Instructional Technology were given importance in the study. The study concluded that by enhancing the instructional effectiveness of schools, Instructional Technology can help move them closer to the goal of providing quality experiences for all children.

Duffy and Jonassen (1992) formed a dialogue between instructional developers and learning theorists about the implications of constructivism for instructional design practice. To study was titled as 'Constructivism: New Implications for Instruction Technology'. The perspectives of constructivism; design of generative learning environments; relationship between Instructional Technology and constructivism; application of constructivism for instructional design; reflections on the implications of constructivism for educational technology and methods of evaluating constructivist learning were some of the discussions made in the study. Detailed descriptions given in the study about the perspectives of application of constructivist principles in the field of Instructional Technology can be utilised in inservice training programmes.

Friedlander (1993) conducted a study to verify whether teachers and students were using Instructional Technology effectively. Community colleges in California were the institutional background and sample of the study. The study reported that due to adoptions of new technologies institutional operating costs were rising faster than cost-of-living adjustments from the state. The study also reported that for purchasing technology-based instructional delivery systems, certain funds were to be diverted from other areas of budgets. The study can be titled as 'Economics of Instructional Technology'.

The study concluded that authorities should begin experimenting with methods of incorporating Instructional Technology into restructured delivery systems that utilize the capabilities of technology while maintaining the benefits of existing systems. Stiegmeier (1993) described the components of an Instructional Technology survey conducted by Alaska Department of Education. All the school districts and schools of Alaska were included in this survey. The main objective of the study was to determine what needs must be met in the schools in order to effectively employ Instructional Technology. The survey also collected data on types of instructional technologies currently employed in the schools. Assessment of priority for Instructional Technology in Alaska schools was also done in this study. The study revealed that nearly half of the schools principals rated Instructional Technology as a high priority for their institution. It was also reported that almost half of the teachers use some form of Instructional Technology daily. Principles estimated thirty-seven per cent of students use some form of Instructional Technology daily.

Wide disparities were found across the state in the kinds of technologies available in schools and many computers in schools of Alaska State were found to be older models limited in their application potential to new and emerging instructional uses. The most prevalent need identified in the study was need of in service training teachers to use technology properly. The urgent arrangement of in service training programmes in Instructional Technology for schoolteachers was the main recommendation of the study. A Wide Area Network (WAN) infrastructure was recommended to ensure that all students of the school district have access to online data networks, video resources and distance education resources.

Askov (1994) conducted a study to determine the feasibility of using technology as an instructional strategy. The study identified privacy, individualization, achievement gains, cost effectiveness, control of learning, open entry, open exit, and modernity as the benefits for using technology as an instructional strategy. Constant change, high cost, pressure to make rapid decisions, lack of expertise and training, inappropriate instruction, curriculum integration and role changes were found to be the barriers to using technology as an instructional strategy. Interactivity, feedback learner control, learner-controlled accessories, directions and help, consistency, organization, and graphics were identified as instructional characteristics of technology. The study also investigated about available types of educational software's in the

current market, assessment and record keeping features of computer-assisted instruction, use of technology labs and effects of small groups as learning environments.

Training needs will differ with the backgrounds of the employees to be trained, and their present status in the organization. Basically, a candidate for training may come from any one of three groups:

1. New hires
2. Veteran employees
3. Trainees currently in the training pipeline (currently in the training program)

Consideration of the varying needs of these groups provides a frame of reference for discussing and suggesting the methods of identifying training needs:

- New Hires

Addition of new employees creates high and low peaks in placing new persons into the training program. This problem may be solved by a program where progression is made in different sequences. It will eliminate a jam that will occur if all phases of the program must be taken in a definite sequence. The new employees will normally be of somewhat different backgrounds. Being new, they are not familiar with their new employers. As a result, the earliest phases of the training must concentrate on company orientation. During these phases, the organization, organization policies and administrative details should be covered. It is also a suitable time to acquaint the trainees with what will be expected of him, and how he will be evaluated throughout the phase of training.

- Retaining & Upgrading Veteran Employees

The people in this category offer a real challenge to the training department. Therefore, the number and amount of training required by this category should be carefully considered. Often the retraining and upgrading of former employees can be very rewarding for training instructors. At least two schools of thought exist as to how these employees should be rekindled. There are advantages in keeping this group intact and tailoring the program to their needs. On the other

hand, this category of employees can also make significant contribution to training if they are mingled with the new hires.

- Pipeline Employee Requirements

A good training program will normally have participants in various phases of completion. An awareness of completion dates and how the potential employee will be employed should be the concern of the training staff and also the employee's supervisor. A trainee should have a challenge in all phases of his training. All these challenges should not be confined to those phases where the pipeline employee is sitting in a classroom. Therefore, it is recommended that thorough interim test-work be given to pipeline employees in periods between formal classes. This may take the form of solidifying what he learned in the prior phase and serve as preparation for the coming phases.

Techniques for Determining Specific Training Needs

There are a number of practical methods you can use to gather data about employees' performance. Each works well in given circumstances; therefore, you must determine which the best be for you. None of these methods can stand alone. Always use at least two, if for no other reason to validate your findings. One of those you choose should always be observation.

1. Observation

In this approach, an employee's performance itself is your source of information. You evaluate a worker's performance through first-hand observation and analysis. This is best accomplished by watching the worker and playing the role of non-participating observer. This means that you watch and listen and evaluate what you see and hear, but do not get involved in his work process in any way.

To make this activity more productive, use a checklist to remind you of what to look for and take notes.

The objective during observations is to identify both the strengths to build on and the deficiencies to overcome. A key advantage of using direct observation in the needs analysis is

that you gain first-hand knowledge and understanding of the job being performed and the strengths and weaknesses of the relevant worker.

2. Interviews

The use of interviews in conducting the needs analysis is strongly urged. The prime value of interview guides is that they ensure the same types of data from all sources. This allows you to determine whether a piece of information is one person's opinion, or part of a widespread perception. Since the interview guide forces you to ask each worker a number of predetermined questions, you must select those questions that are essential to what you are trying to learn.

Interviews allow you to meet employees face to face to discuss their impressions of performance. Because you are in conversation with workers, you can explore their responses in depth. You can ask for clarification of comments and for examples of what they mean. In this way, you obtain a full understanding of their performance deficiencies.

You also gain these benefits through interviewing:

1. You build credibility with your interviewees by asking intelligent questions and listening well to their answers
2. You obtain employees' personal involvement and commitment to your efforts
3. You establish personal relationships with potential trainees who are important to your success as a needs analyst and trainer

3. Questionnaires

A questionnaire is a sort of interview on paper. You create your own questionnaire by writing down all the questions you want employees to answer for you. Then you mail it to them and await their responses.

The key advantage of a questionnaire is that you can include every person from whom

You want input. Employees can complete the questionnaire when and where they choose. You need not travel and spend time with all respondents. Every employee is asked the identical questions, and consequently data is very easy to compile and analyze.

Questionnaires can be useful in obtaining a ‘big picture’ of what a large number of employees think while allowing everyone to feel that they have had an opportunity to participate in the needs analysis process.

4. Job Descriptions

Before establishing a job description, a job analysis must be made. This job analysis involves a thorough study of all responsibilities of the relevant job. It is companywide in scope and should be detailed to such a degree that those conducting the training can use the job analysis as a yardstick for their course content. After the job analysis phase has been completed, the writing of job description and needs analysis is a relatively simple task. When an employee’s job description has been defined, the trainer can easily tailor his training curriculum to a very close proximity of what will be expected of the employees.

5. The Difficulty Analysis

The Job Analysis will focus attention on enumerating the numerous duties that a worker must perform. On the other hand, the Difficulty Analysis establishes which of the duties cause the employee the greatest amount of troubles and how this trouble can be reduced through better training.

A good Difficulty Analysis offers many advantages. For example

- It enables a needs analyst to weigh certain aspects of the training in relationship to the expected difficulty that the worker will face in coping with those duties.
- A well thought out Difficulty Analysis will provide the training program with an abundance of role-playing material and situations.

6. Problem Solving Conference

Another time-tested technique for gathering needs analysis material from employees is to conduct periodic problem solving conferences which may take the form of or be part of a plan for a new product, task or technology, or tied in with a training program. It is always helpful to utilize an outside consultant to moderate such sessions. This outside sponsorship has a tendency of letting the workers express their feelings about his organization, and the session can then be geared to training needs. The current problems will evolve that represent potential areas for training.

7. Appraisal Reviews

During the periodic counseling performance interview, an employee should be questioned regarding the duties and training of a worker. Comments rendered during the appraisal interviews normally are genuine, and can frequently assist in establishing the needs, variations and penetrations that a training program should include. Feed-back at appraisal interview time is valuable since it is timely information. Training needs differ from worker to worker, and appraisal sessions allow the employee and supervisor / manager to uncover the cause of weaknesses in performance. These deficiencies represent areas for training.

8. Drive Pattern Identity

The extent of an employee's development depends on his motivations. Identifying the forces that cause an employee to behave in a certain way may be useful in determining his individual training needs and how to stimulate his desire to fulfill that need. An analysis of this kind, for example, may determine that the employee has an urgent need for self-confidence. His individual program should be made to stress the importance of attitude, skills etc., and any other assets that would give him this self-confidence.

9. Analysis of Organizational Policy

Organization policy will affect the amount of training offered. An explanation of various policies should be covered in the training program. Of particular concern are those policies that involve change, alteration and major revamping of training programs. In organizations undergoing merger activity, product diversification and new penetration, a great deal of sensitivity must be placed on policies today and expected changes in the future.

2.1 INDUSTRY PROFILE

2.1.1 STEEL FABRICATION HISTORY:

In 1909, George third (Geordie), emigrated from Aberdeen, Scotland to Brandon, Manitoba. According to legend, he found it a wee bit cold for a kit, so six weeks later he got back on a train and rode it all the way west to balm Vancouver – a place where he could thaw this frozen haggis, and build what would become a family empire.

It was a bright sunny day when Geordie finally stepped from the C.N.R car and into a city that is still our family home ninety-seven incredible years later.

The young scot strode across the dirt road to busy blacksmith shop at 1129 main street, and was hired...on the spot, to hammer and bend red hot west coast steel. In just one year the enterprising twenty-five year old and his new partner, William- owned the business.

2.1.2 STEEL INDUSTRY IN INDIA:

Last India is the fifth largest producer of steel in the world. India steel industry has grown by leaps and bounds, especially in recent times with Indian firms buying steel companies overseas. The scope for steel industry is huge and industry estimates indicate that the industry will continue will to grow reasonably in the coming years with huge demands for stainless steel in the construction of new airports and metro rail projects. The government is planning a massive enhancement of the steel production capacity of India with the modernization of the existing steel plants. The Indian steel industry has entered into a new development stage from 2005-06, with an average growth rate of 12 per cent per annum in steel output, for the two years.

2.1.3 PRODUCTION:

The rapid rise in production has resulted in India becoming the world's largest producer of steel, up by two places, on the back of 50.71 million tons (MT) production of crude steel and

51.9 MT of finished steel. The production of finished steel grew by 16.52 percent, from 44054 MT in 2005-06 to 49.39 MT in 2006-07.

While the demand for steel will continue to grow in traditional sectors such as infrastructure, construction, housing automotive, steel tubes and pipes, consumer durables, packaging, and ground transportation, specialized steel will be increasingly used in hi-tech engineering industries such as power generation, petrochemicals, fertilizers, etc.

In the first half of FY07 (April –September), production of finished carbon steel was estimated at 2408 MT against 23.25 MT in the same period of the previous year recording a growth rate of 6.6 per cent. During this period, pig iron production recorded a growth of 7.9 per cent, at 2058 MT. Presently, the government plans to increase production from the present 53

MT to 124 MT by 2011 and 200 MT by 202, so as to narrow the gap between supply and demand. However, access to coking coal will be the key to the success of this strategy.

2.1.4 EXPERT:

Along with growth in production, experts have increased by 6.26 per cent in 2006-07 over 2005-06 to tough 4.5 MT from 2.42 per cent in 2006. Yet, the Indian steel ministry has proposed an ad valorem expert duty on chrome ore (Union Budget 2008), fearing fast depletion due to phenomenal rise in experts. The government aims to first meet the needs of the domestic industry.

2.1.5 INVESTMENT:

A host of steel companies have lined up major investment proposals. Furthermore, with 13 billion tons of iron ore deposits, 5th largest in the world, and an expanding consumer market,

The Indian steel industry is likely to receive huge domestic and foreign investment. Already, Areolas, mitral and Pascoe have assured a combination investment of US\$ 32 billion. Also, china largest investment in India more than US\$ 1,999 billion over 5-10 years is slated to

come up in Karnataka with the setting up of Indian steels. And going by all park industry of

US\$1.01 billion investment per MT of additional capacity, the steel industry is likely to attract an investment of US\$ 69.97 billion by 2011-12 and US\$ 220.02 billion 2019-20.

A steel fabrication company mainly specialized in the building of machinery and equipment by cutting, shaping and assembling components made from raw materials. They purchased steel and fabricate products according to the specific structural design requirement of the projects. Thus an accurate picture of each steel element and connection between them with appropriate dimension can be ascertained. Another important task they do is steel detailing. For this they usually employ the services of a steel structural detailer who creates the necessary drawing required to build and fabricate the structure. Sometimes this work is outsourced to engineering firms.

A Steel fabrication is usually proficient in the manufacturing of study steel frames, cutwork grills decorative motifs. They usually cater to decks, platforms etc. are usually fabricated products. Before you entrust work to a particular steel fabrication company, you need to make sure that the various process involved in the fabrication es this work is outsourced to engineering firms.

A Steel fabrication companies will never experience a death of good projects since today' construction industry makes use of a lot pre-fabrication steel- in their designs due to their ease in assembling and the minimum construction waste involved. Many of the steel fabrication companies are based in china and India mainly due to the low cost labor available here. But this is not the only criterion; the staffs are highly skilled and trained to provide the best in fabricated steel with high degree of precision exercised in every component delivered.

The fabrication company has to employ number of staff like welders, assemblers, fabricators and production and quality control staff for performing the various process involved in fabrication.

2.2 COMPANY PROFILE

Diamond group is one India's leading and fast and growing steel fabrication units, providing engineering solutions to a host of competent players across the globe.

The Group's core competency lies in Heavy Steel Fabrication and Supply including machining and Assembly of steel Structures, Material Handling Equipment and Industrial Process Equipment for domestic and overseas in close association with major international EPC and OEM companies.

Incorporated in 1978, Diamond Engineering (Chennai) Private Limited (DECPL) was acquired by Sri. P. MOHANRAJ in 1987. Then, the company was a sick unit with just 7 employees. But Mr. P. Mohan raj had the vision to give it a new lease of life, and turn it into one of India's leading steel Fabrication companies.

'Anything in steel' was the maxim coined by him, and has been the guiding Principle since 1987. Under his excellent and innovative leading, Diamond Group is now competing for the World's No. 1 position in the fabrication industry by providing qualitative service to its clients.

Presently the group has state-of-the art manufacturing facilities spread over 200 acres with 5 workshops, having a monthly production capacity of 5000 tons and permanent workforce of around 4500 employees. Major expansions are underway with plants to have automated machinery installed for streamlined production. The production capacity is estimated to ramp up to 10,000 tons per month, shortly.

Diamond Group caters to various business segments like Cement, mining, power (Thermal and Renewable), steel Oil and Gas, petrochemicals, Ship Yards, Automotive Industrial, etc. Nearly 50-60% of the annual sales is contributes by exports to countries across the World."

They have exported their products to countries across the globe includes

- Asia
- Australia
- Africa
- Europe
- America

Diamond Group's credentials include: ISO 9001:2008 certificate for all its production units, Two Star Export House Status, Export Excellence Awards at the national and Regional level from EEPC-India for the last 6 consecutive years, BHEL-Trichy's Best Subcontractor award (2009), and Rashtriya VikasRatan award (2009) from Economic Growth Society of India in recognition of its sterling merit.

With its focus on maintaining a Clean and Green Environment, besides implementing health and safety measures, the Group enjoys the reputation of being the most recommended supplier and the preferred employer by steadfastly meeting the objectives and needs of its clients and employees.

The Group's strengths include compliance with client's specifications, setting new quality standards, surpassing clients expectations, conformance with international standards, constant up-graduation of manufacturing processes and infrastructure, competent production team, efficient project management, competitive pricing, adherence to delivery schedules, innovative guidelines for packing

Considering the growing domestic demand as well as the fact that many of the international buyers are turning to India for steel fabrication, Diamond Group is gearing up towards increasing its production capacity to take advantage of the lucrative growth opportunities, and is quite confident of being one of the leading contenders for high-value projects.

2.2.1 GOALS

Executive management, managers and staff understand their HSE accountabilities, and are responsible for leading and engaging in meeting HSE policy, standards, objectives and goal.

2.2.2 OBJECTIVES OF THE DIAMOND ENGINEERING GROUP

Processes are in place to meet the following requirements

- Managers and employees are accountable for the HSE performance of the business, the implementation and communication of the HSEQ Policy, and meeting HSE performance objectives.
- Managers ensure compliance with laws, regulations and permits relating to HSE, which is maintained across all Diamond Group's operations.
- Inductions addressing relevant HSE objectives, hazards, risks, controls, and behavior are conducted for managers, staff and visitors.
- Competence-based training programs and assessments are in place for positions where critical HSE tasks / activities have been identified.
- All internal and external complaints related to HSE aspects of the Group's operation are recorded, acknowledged, and investigated as incidents.
- Hazards and risks are identified, evaluated, prioritized, and controlled by a structured process, including means that address that address normal and non-routine work activities.
- The results of hazard identification, evaluation and control, and formal risk assessments are considered in the preparation and review of emergency response plans and procedures.
- Maintained procedures are in place for the timely reporting, investigation, mitigation, and appropriate communication of all HSE incidents.
- Procedures are in place to identify and determine the significance of environmental aspects and impacts of all operations, projects, goods, equipment and services.
- Pollution prevention and waste minimization programs are developed, implemented, and maintained to eliminate, reduce, reuse, recycle.

2.2.3 BUSINESS ACTIVITIES

- Equipment
- Fabrication
- Heavy Fabrication
- Steel Fabrication
- Structural Fabrication
- Machining

2.2.4 COMPANY INFRASTRUCTURE

Production Unit	Est. Yr	Area in Sq.	Covered Area (Sq.)	Distance from HQ	Capacity/ MTh in MT	No. of Production Groups
Diamond (HQ)	1987	9000	4500	-	1000	4
Emerald-1	2003	20235	8000	12KM	2000	6
Emerald-2	2005	101175	27910	18KM	5000	15
Ruby	2007	675825	20100	20KM	2000	10
Total		824235	62010		10000	35

2.2.5 FOUNDER

Diamond Group is headed by Sri. P.Mohanraj, a gold medalist in mechanical Engineering from Anna university- Chennai, who has used his eight years of professional experience working with BHEL to embark upon setting up Indian's largest Fabrication unit. Under his excellent and innovative leadership along with his perseverance, Diamond Group is now competing for the World's No.1 position in the steel fabrication Industry.

Throughout this amazing journey from a taking over a sick unit with around 7 employees to building a steel fabrication empire of this magnitude in a short span of 25 year, he has always kept his employees ' Welfare uppermost in mind second only to Customer Satisfaction. The fact that all customers gained since 1987 are still with us stands as a testament to his business acumen and enterprising skills.

2.2.6 VISION

We are committed to fabricate and supply high quality steel products to our customer. As a pioneering steel fabrication unit, the emphasis is always on the achievements of four indispensable goals.

- Customers satisfaction
- High quality of products and services
- Offer the most competitive price for our customer
- Prompts Delivery

Towards this end, we would strive to achieve the best international standards of manufacturing to achieve the best international standards of manufacturing process quality. The manufacturing activity will be given the best logistics support to deliver the products at the project site on time in proper condition to our customer. Our human resource will be constantly machinery to achieve the goals of quality, customer satisfaction and prompt delivery.

2.2.7 MISSION

We continually improve our business process to maximize value for our customers and to enhance our company performance. We achieve this through timely supply of products and services of consistent quality meeting all contractual requirements.

2.2.8 QUALITY POLICY

We, at diamond engineering, are dedicated to manufacturing and supply steel products conforming to customer specification as per agreed quality and effect timely. Moreover, in order to be in place with changing era, we assure to improve upon thoughts, activities and quality through continual improvement.

2.2.9 UNITS

2.1.9.1 DIAMOND

Diamond engineering (Chennai) private limited, was established in 1978 and later transformed to diamond group by P.Mohanraj who took the organization to give it the position of the world's n.1 fabricator. As the first company that was formed under the diamond group, 'diamond engineering' is the head office for all the other units, the organization is equipped with the best of technology to support the production facilities and also has a well-qualified team if expert to run its operation

2.1.9.2 TOPAZ

Topaz engineering was the first company that was added to diamond group in 1998. Located in sholinganallur, Chennai. Topaz engineering is only 500meters from diamond engineering exclusive for horizontal boring machine x-7100mm, y-3000mm, z-2000mm, spindle- 160mmmake- collect with rotary table 10 tons size 1500mm *1800mm, fully structured and equipped with 10tons EOT crane capacity

3 Acres of outdoor workspace is used only fabricating and as storage area. Our engineers and skilled trades people work efficiently and to exact specification and well-equipped facilities ensure that projects get completed on time and within the estimated budge.

2.1.9.3 EMERALD (UNIT-1)

Emerald Engineering Unit 1 is a part of the 200 cores Diamond group of Companies, located at Pudupakkam village which is 33 kilometers away from Chennai. We provide steel fabrication solutions to industrial leaders in the areas of cement plants, process plants and petrochemicals. We also provide erection and commissioning services for various plants.

The company was started in the year 2003 with a total area of 5 acres. With the latest and sophisticated machinery and material handling systems like 15 tons EOT cranes, 15 tons forklifts we can claim that we deliver the best quality products to our customers

2.1.9.4 EMERALD (UNIT-2)

Emerald Engineering Unit II is a part of the 200 cores Diamond group of Companies, located at Mambakkam village and is 40 kilometers away from Chennai. We cater to industrial leaders by providing steel fabrication solutions in the areas of cement plants, process plants and petrochemicals. Erection and commissioning services of various plants are also provided. The company was started in the year 2004 with a total area of 15 acres. We use complex and advanced machineries for stand blasting and material handling systems like 15 tons EOT cranes,

15 tons of mobile cranes and 15 tons forklifts to deliver best quality products to our customers.

2.1.9.5 RUBY

Ruby Engineering is the biggest company under the Diamond Group of companies. The factory stretches to 60 acres and beyond and is designed to meet world standards. The company has the best of the latest machineries that are mainly used for sand blasting, painting, packing and storing.

CHAPTER 3

3.RESEARCH METHODOLOGY

3.1 METHODOLOGY:

Research methodology is a way to systematically solve the research problem. It may be understood as a science of studying how research is done scientifically. In it we study the various steps that are generally adopted by a researcher in studying his research problem along with the logic behind them. It is necessary for the researcher to know not only the research methods/techniques but also the methodology. Researchers not only need to know how to develop certain indices or tests, how to calculate the mean, the mode, the median or the standard deviation or chi-square, how to apply particular research techniques, but they also need to know which of these methods or techniques, are relevant and which are not, and what would they mean and indicate and why. Researchers also need to understand the assumptions underlying various techniques and they need to know the criteria by which they can decide that certain techniques and procedures will be applicable to certain problems and others will not. All this means that it is necessary for the researcher to design his methodology for his problem as the same may differ from problem to problem.

3.2 RESEARCH DESIGN

A Research design is plan that specifies the objectives of the study, method to be adopted in the collection of the data, tools in analysis of data and helpful to frame hypothesis. “A research design is the arrangement of condition for collection and analysis of data in a manner that aims to combine relevance to research purpose with economy in procedure”.

Research design is needed because it facilitates the smooth sailing of the various project operations, thereby making the project as efficient as possible yielding maximal information with minimal expenditure of effort time and money. Also it minimizes bias and maximizes the reliability of the data collected.

The objective of the study is to do the analysis on Need and identification of training - Diamond engg. In this study a descriptive type of research is carried out on employees of Diamond engg.

In this study, Information is obtained from the respondents through questionnaires and interviews.

Data Sources: Primary data and secondary data

Research Approach: Survey Method

Research Instrument: Questionnaire will be distributed to the employees of Diamond engg

Research Design: The project is descriptive type project and based on survey method. This project studies the analysis of Need and identification of training - Diamond engg.

3.3 SAMPLING METHOD:

Random sampling method is selected so that all samples of the same size have an equal chance of being selected from the entire population.

SAMPLE SIZE: 100 employees of Diamond engg.

METHODS OF DATA COLLECTION:

PRIMARY DATA: Primary data will be collected. The Survey will be undertaken using well-structured questionnaires and given to employees of Diamond engg.

SECONDARY DATA: Secondary data will be collected from company website, Magazines

3.4 TOOLS OF ANALYSIS

Graphical Tools such as Bar Chart and Pie Charts will be used to predict the demographic spread and depict the preferences in the pictorial form.

METHODS OF DATA COLLECTION

PRIMARY DATA

Questionnaires

Survey will be undertaken using well-structured questionnaires to the (Diamond engg employees)

SECONDARY DATA

Few secondary sources of information will be used. They are,

- Information: Industry statistics, future outlook of Healthcare industry domain
- Internet websites of Healthcare industries.
- Extensive use of secondary information in the form of Magazines/journals/newspapers etc.

TOOLS OF ANALYSIS

Graphical Tools such as Bar Chart and Pie Charts will be used to predict the demographic spread and depict the preferences in the pictorial form.

Various statistical analysis tools such as percentage test will be used to analyze the data. Additional tools will be included based on the finalized questionnaire and obtained results.

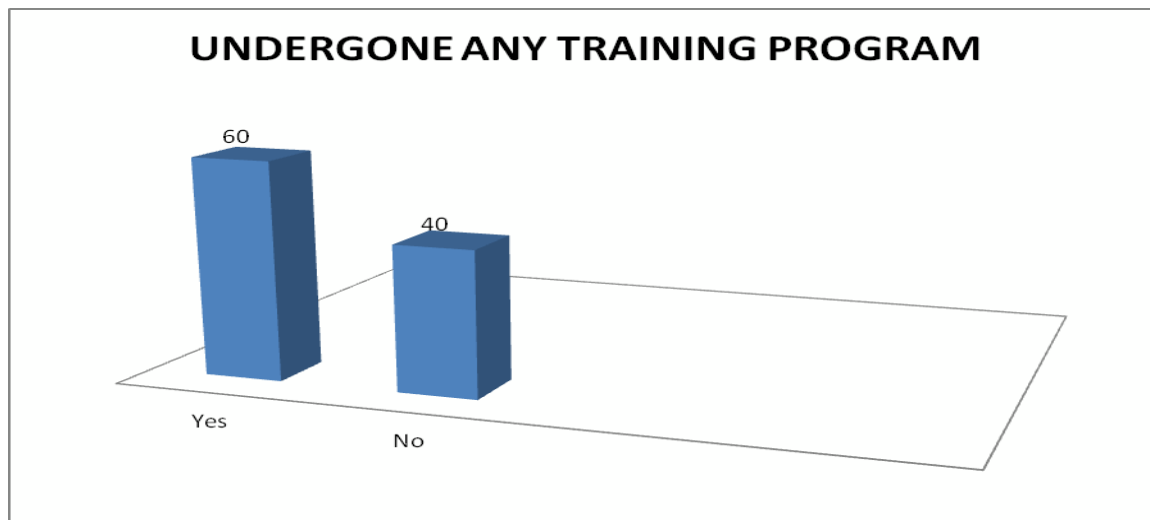
CHAPTER 4

4.DATA ANALYSIS AND INTERPRETATION

TABLE 4.1a SHOWING UNDERGONE ANY TRAINING PROGRAM

PARTICULARS (In Years)	NUMBER OF RESPONDENTS	PERCENTAGE OF RESPONDENTS
Yes	60	60
No	40	40
Total	100	100

CHART 4.1a SHOWING UNDERGONE ANY TRAINING PROGRAM		



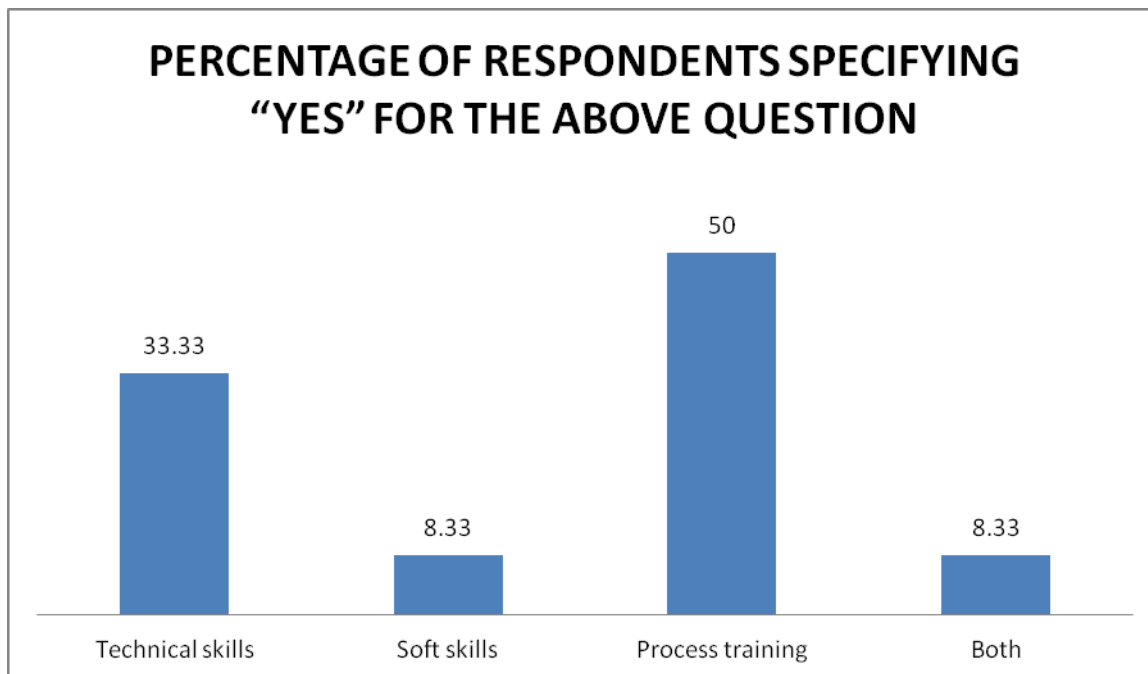
INFERENCE

From the table it is inferred that 60% of respondents say they have undergone training program, 40% of respondents say they have not undergone any training program.

TABLE 4.1b SHOWING RESPONDENTS SPECIFYING “YES” FOR THE ABOVE QUESTION

PARTICULARS	NUMBER OF RESPONDENTS	PERCENTAGE OF RESPONDENTS
Technical skills	20	33.33
Soft skills	5	8.33
Process training	30	50
Both	5	8.33
Total	60	100

CHART 4.1b SHOWING RESPONDENTS SPECIFYING “YES” FOR THE ABOVE QUESTION



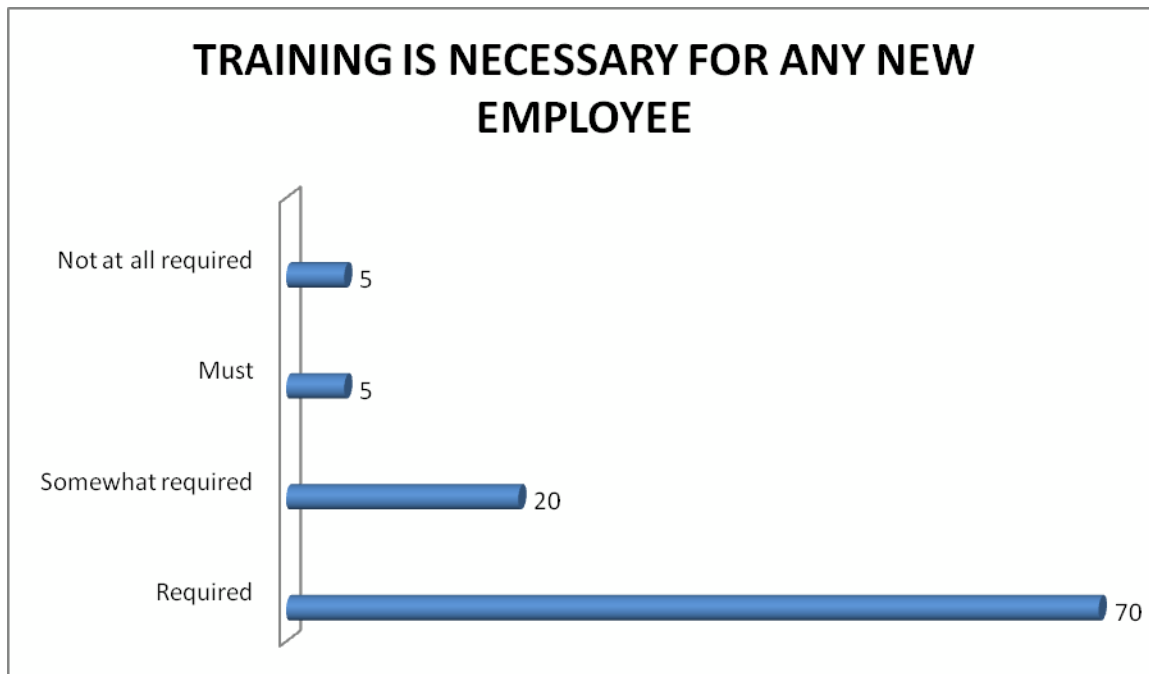
INFERENCE

From the table it is inferred that 60 respondents say they have undergone training program out of which 50% of respondents undergone process training, 33.33% of respondents undergone training program on technical skills, and 8.33% of respondents undergone soft skills.

TABLE 4.2 SHOWING TRAINING IS NECESSARY FOR ANY NEW EMPLOYEE

PARTICULARS	NUMBER OF RESPONDENTS	PERCENTAGE OF RESPONDENTS
Required	70	70
Somewhat required	20	20
Must	5	5
Not at all required	5	5
Total	100	100

CHART 4.2 SHOWING TRAINING IS NECESSARY FOR ANY NEW EMPLOYEE



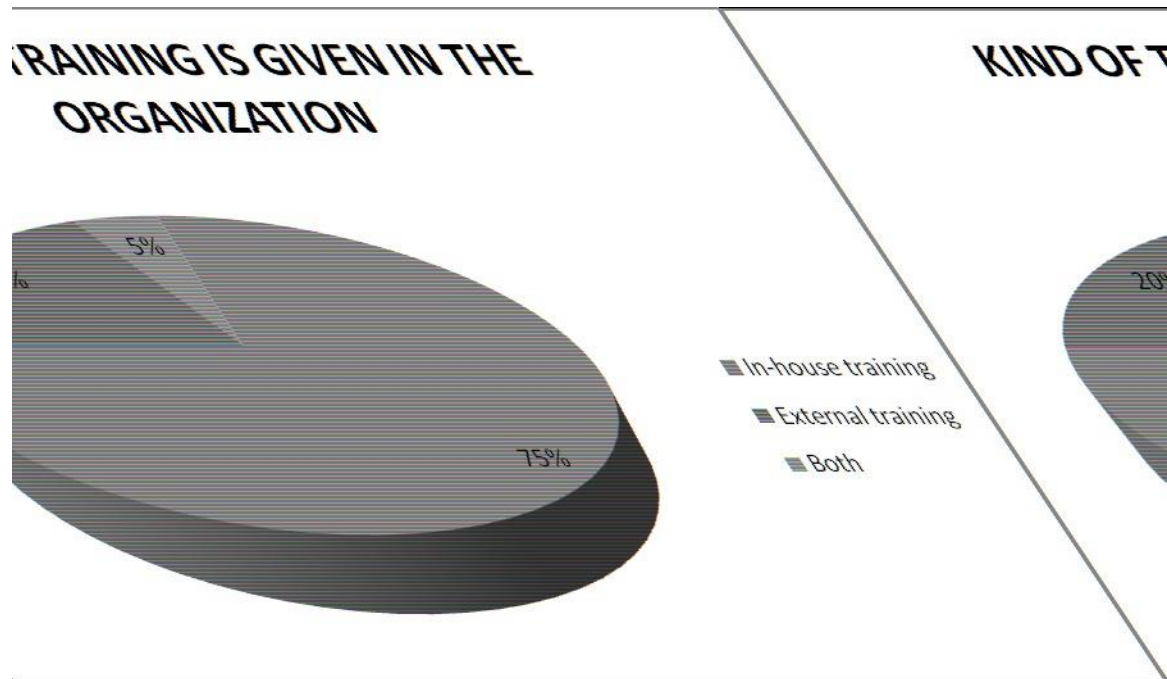
INFERENCE

From the table it is inferred that 70% of respondents feel training is necessary, 20% of respondents feel somewhat training is required, 5% of respondents feel not required.

TABLE 4.3 SHOWING KIND OF TRAINING IS GIVEN IN THE ORGANIZATION

PARTICULARS	NUMBER OF RESPONDENTS	PERCENTAGE OF RESPONDENTS
In-house training	75	75
External training	20	20
Both	5	5
Total	100	100

CHART 4.3 SHOWING KIND OF TRAINING IS GIVEN IN THE ORGANIZATION



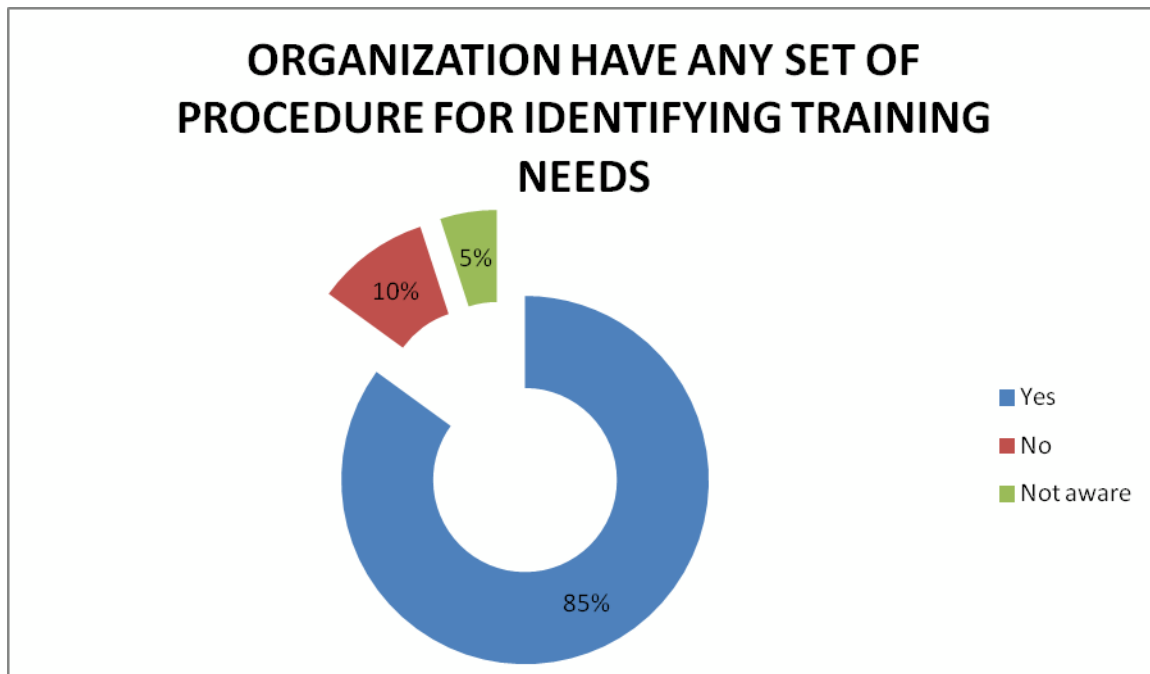
INFERENCE

From the table it is inferred that 75% of respondents say in-house training is given in the organization, 20% of respondent say external training is given in the organization, and 5% of respondents say both kinds of training is provided.

TABLE 4.4 SHOWING THE ORGANIZATION HAVE ANY SET OF PROCEDURE FOR IDENTIFYING TRAINING NEEDS

PARTICULARS	NUMBER OF RESPONDENTS	PERCENTAGE OF RESPONDENTS
Yes	85	85
No	10	10
Not aware	5	5
Total	100	100

CHART 4.4 SHOWING THE ORGANIZATION HAVE ANY SET OF PROCEDURE FOR IDENTIFYING TRAINING NEEDS



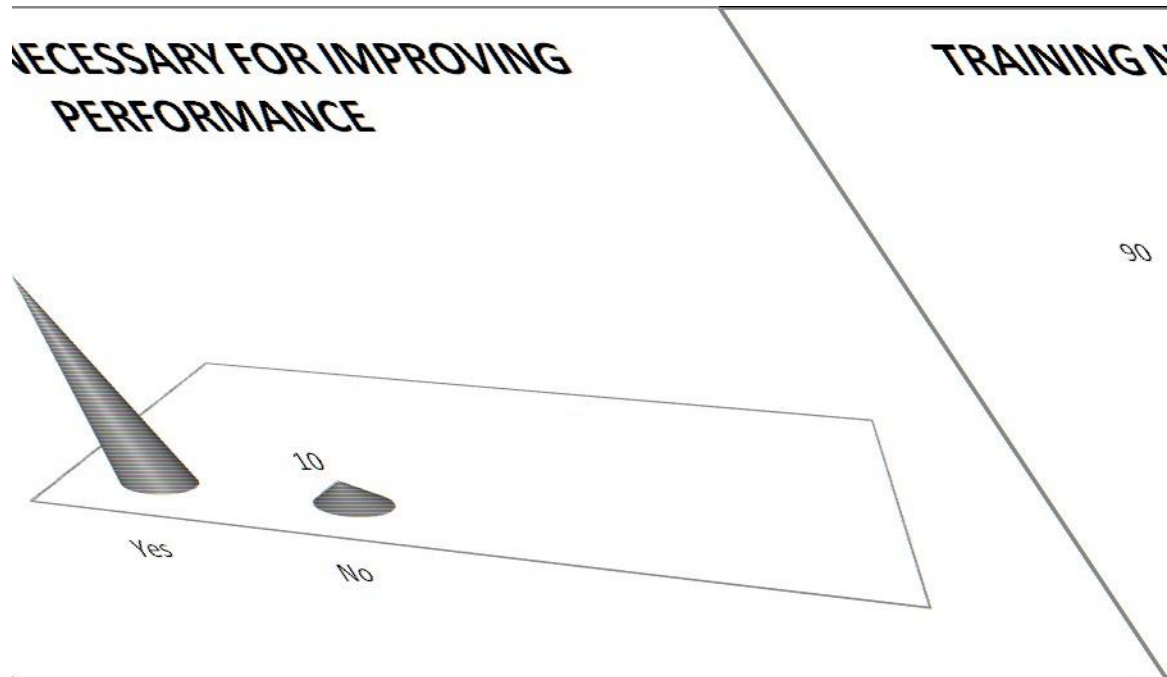
INFERENCE

From the table it is inferred that 85% of respondents say organization has a set of procedures to identify training needs, 10% of respondents say organization does not have a set of procedures to identify training needs, 5% of respondents are not aware.

TABLE 4.5 SHOWING TRAINING NECESSARY FOR IMPROVING PERFORMANCE

PARTICULARS	NUMBER OF RESPONDENTS	PERCENTAGE OF RESPONDENTS
Yes	90	90
No	10	10
Total	100	100

CHART 4.5 SHOWING TRAINING NECESSARY FOR IMPROVING PERFORMANCE



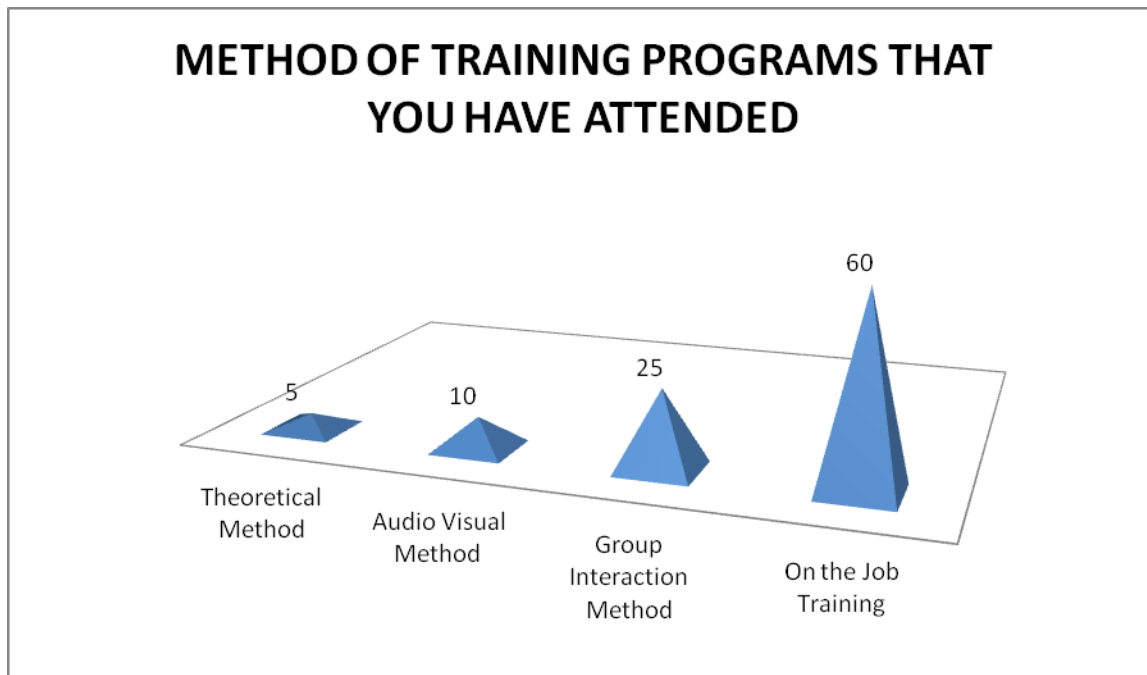
INFERENCE

From the table it is inferred that 90% of respondents say, training is necessary to improve their performance, 10% of respondents say, training is not necessary to improve their performance.

TABLE 4.6 SHOWING THE METHOD OF TRAINING PROGRAMS THAT YOU HAVE ATTENDED

PARTICULARS	NUMBER OF RESPONDENTS	PERCENTAGE OF RESPONDENTS
Theoretical Method	5	5
Audio Visual Method	10	10
Group Interaction Method	25	25
On the Job Training	60	60
Total	100	100

CHART 4.6 SHOWING THE METHOD OF TRAINING PROGRAMS THAT YOU HAVE ATTENDED



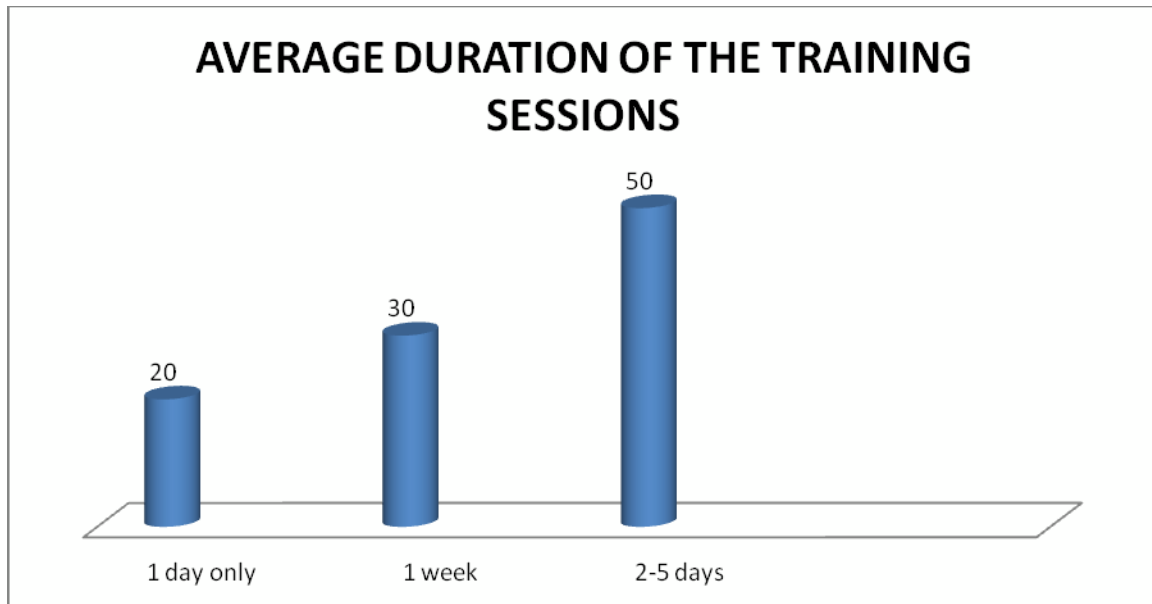
INFERENCE

From the table it is inferred that 60% of respondents say they have undergone on the job training, 25% of respondents say they have undergone group interaction method, 10% of respondents say they have undergone audio visual method, 5% of respondents say theoretical method.

TABLE 4.7 SHOWING THE AVERAGE DURATION OF THE TRAINING SESSIONS

PARTICULARS	NUMBER OF RESPONDENTS	PERCENTAGE OF RESPONDENTS
1 day only	20	20
1 week	30	30
2-5 days	50	50
Total	100	100

CHART 4.7 SHOWING THE AVERAGE DURATION OF THE TRAINING SESSIONS



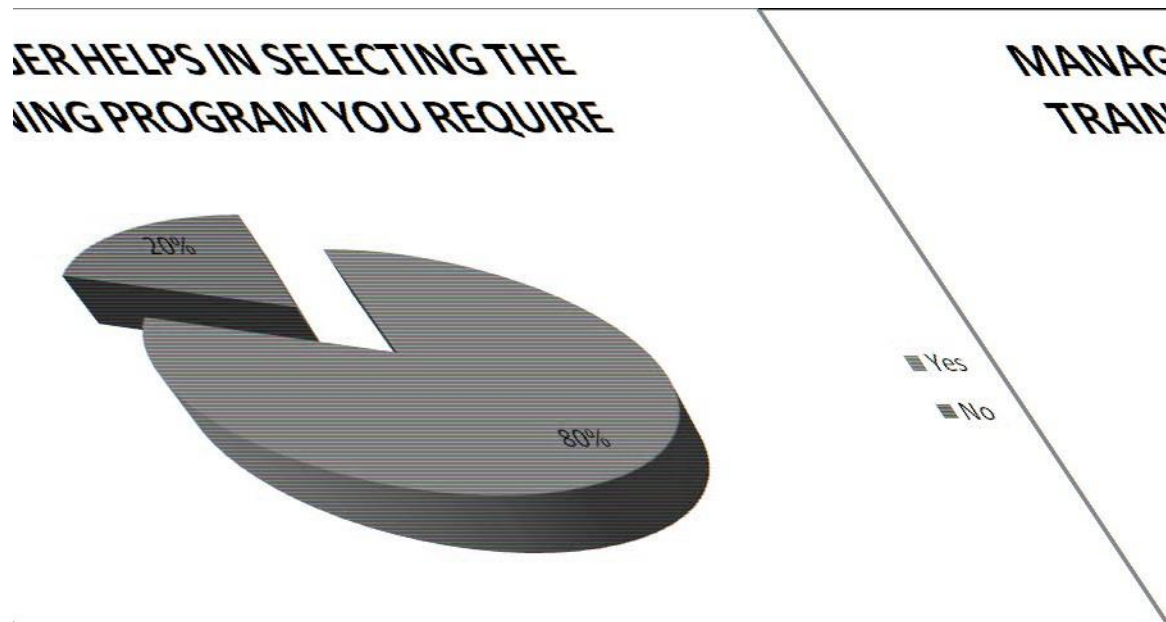
INFERENCE

From the table it is inferred that 50% of respondents say, the average duration of the training sessions was 2-5 days, 30% of respondents say, the average duration of the training sessions was 1 week, and 20% of respondents say, for 1 day only.

TABLE 4.8 SHOWING MANAGER HELPS IN SELECTING THE TRAINING PROGRAM YOU REQUIRE

PARTICULARS	NUMBER OF RESPONDENTS	PERCENTAGE OF RESPONDENTS
Yes	80	80
No	20	20
Total	100	100

CHART 4.8 SHOWING MANAGER HELPS IN SELECTING THE TRAINING PROGRAM YOU REQUIRE



INFERENCE

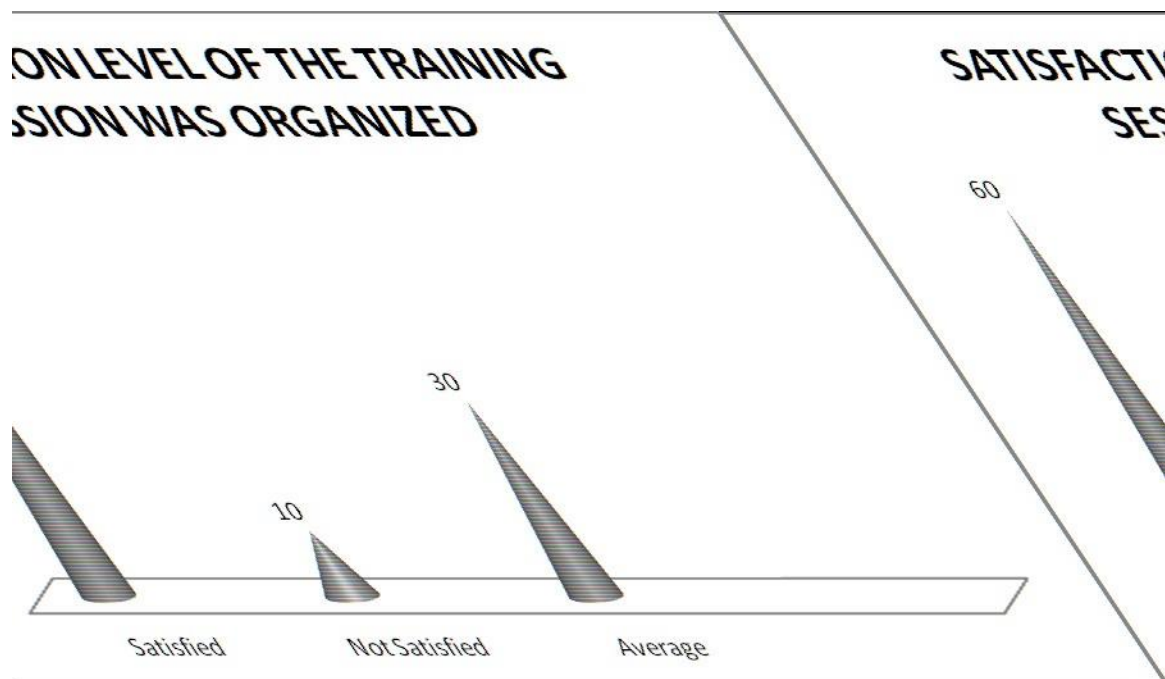
From the table it is inferred that 80% of respondents say, manager help in selecting the training program, 20% of respondents say, manager will not help in selecting the training program.

TABLE 4.9 SHOWING THE SATISFACTION LEVEL OF THE TRAINING SESSION

WAS ORGANIZED

PARTICULARS	NUMBER OF RESPONDENTS	PERCENTAGE OF RESPONDENTS
Satisfied	60	60
Not Satisfied	10	10
Average	30	30
Total	100	100

CHART 4.9 SHOWING THE SATISFACTION LEVEL OF THE TRAINING SESSION WAS ORGANIZED



INFERENCE

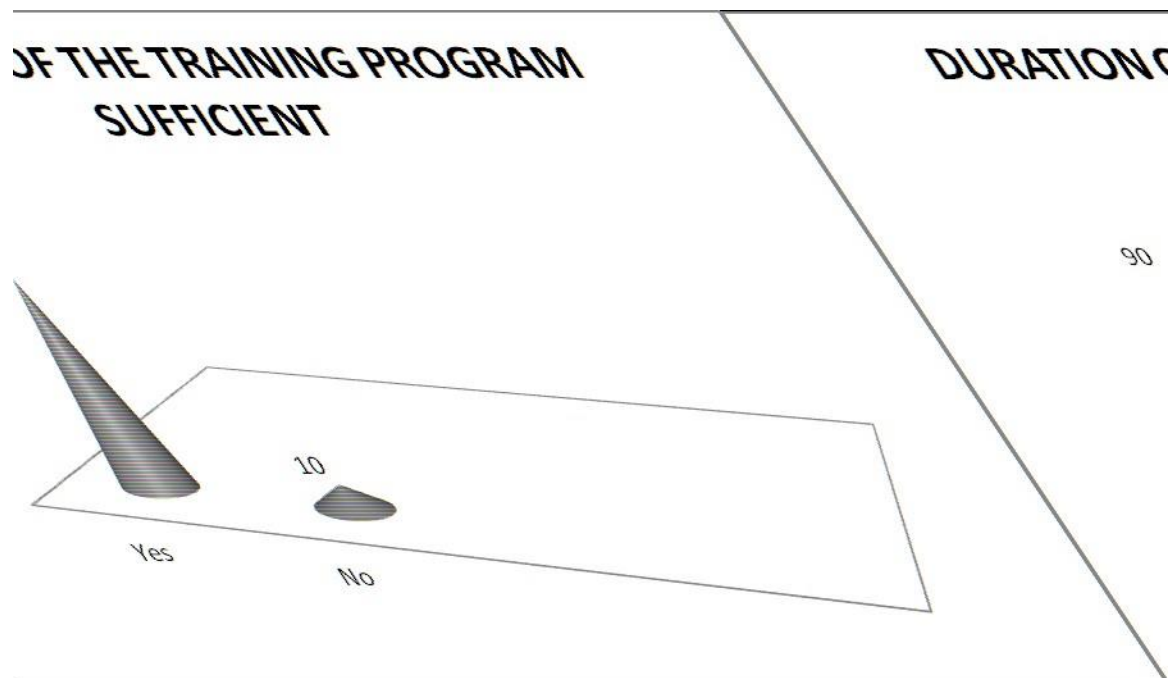
From the table it is inferred that 60% of respondents are satisfied with the training session organized, 10% of respondents are not satisfied with the training session organized, 30% of respondents are satisfied in average way.

TABLE 4.10 SHOWING THE DURATION OF THE TRAINING PROGRAM

SUFFICIENT

PARTICULARS	NUMBER OF RESPONDENTS	PERCENTAGE OF RESPONDENTS
Yes	90	90
No	10	10
Total	100	100

CHART 4.10 SHOWING THE DURATION OF THE TRAINING PROGRAM SUFFICIENT



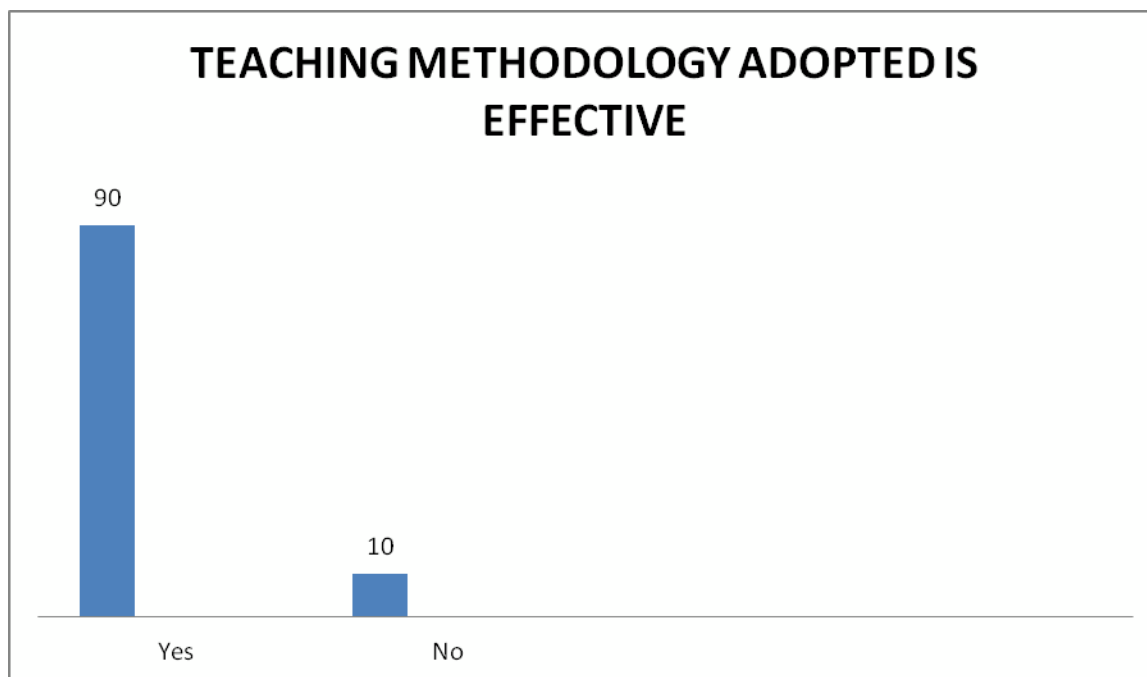
INFERENCE

From the table it is inferred 90% of respondents feel sufficient with the training program, 10% of respondents not feel sufficient with the training program.

TABLE 4.11 SHOWING THE TEACHING METHODOLOGY ADOPTED IS EFFECTIVE

PARTICULARS	NUMBER OF RESPONDENTS	PERCENTAGE OF RESPONDENTS
Yes	90	90
No	10	10
Total	100	100

CHART 4.11 SHOWING THE TEACHING METHODOLOGY ADOPTED IS EFFECTIVE



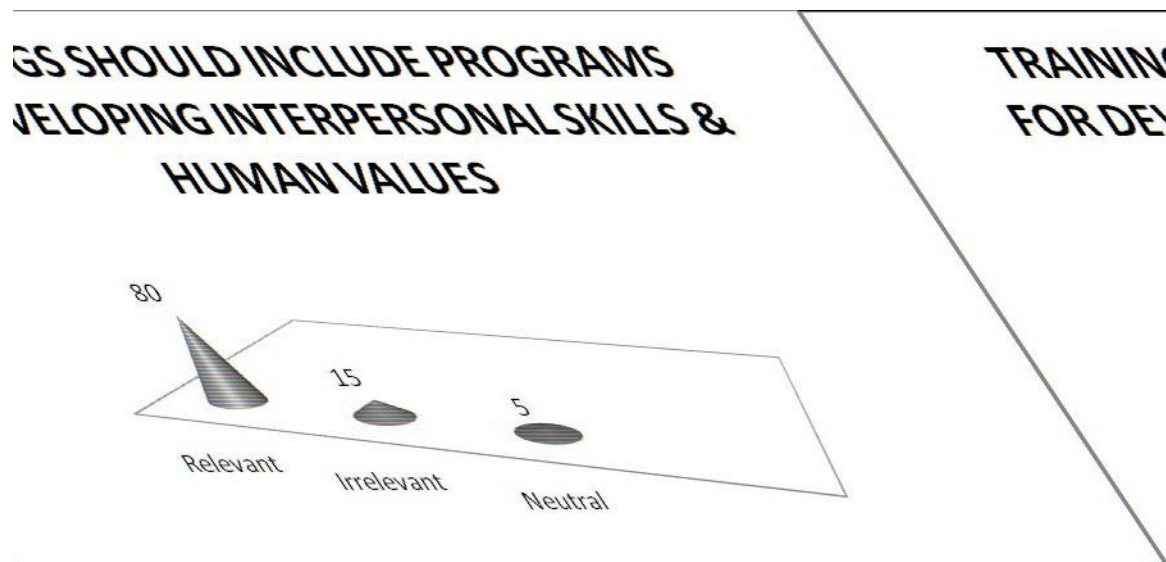
INFERENCE

From the table it is inferred that 90% of respondents feel teaching methodology adopted is effective, 10% of respondents feel teaching methodology adopted is not effective.

TABLE 4.12 SHOWING TRAININGS SHOULD INCLUDE PROGRAMS FOR DEVELOPING INTERPERSONAL SKILLS & HUMAN VALUES

PARTICULARS	NUMBER OF RESPONDENTS	PERCENTAGE OF RESPONDENTS
Relevant	80	80
Irrelevant	15	15
Neutral	5	5
Total	100	100

CHART 4.12 SHOWING TRAININGS SHOULD INCLUDE PROGRAMS FOR DEVELOPING INTERPERSONAL SKILLS & HUMAN VALUES



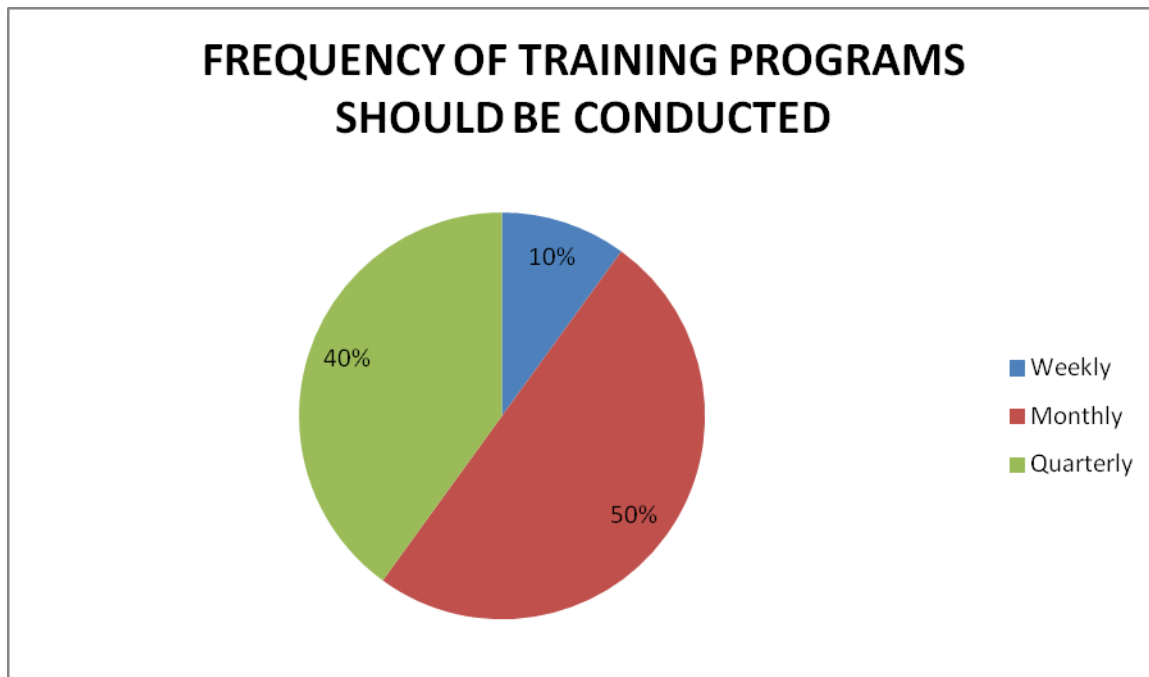
INFERENCE

From the table it is inferred that 80% of respondents prefer training should include programs for developing interpersonal skills & human values, 15% of respondents prefer training should include programs for developing interpersonal skills & human values.

TABLE 4.13 SHOWING FREQUENCY OF TRAINING PROGRAMS SHOULD BE CONDUCTED

PARTICULARS	NUMBER OF RESPONDENTS	PERCENTAGE OF RESPONDENTS
Weekly	10	10
Monthly	50	50
Quarterly	40	40
Total	100	100

CHART 4.13 SHOWING FREQUENCY OF TRAINING PROGRAMS SHOULD BE CONDUCTED



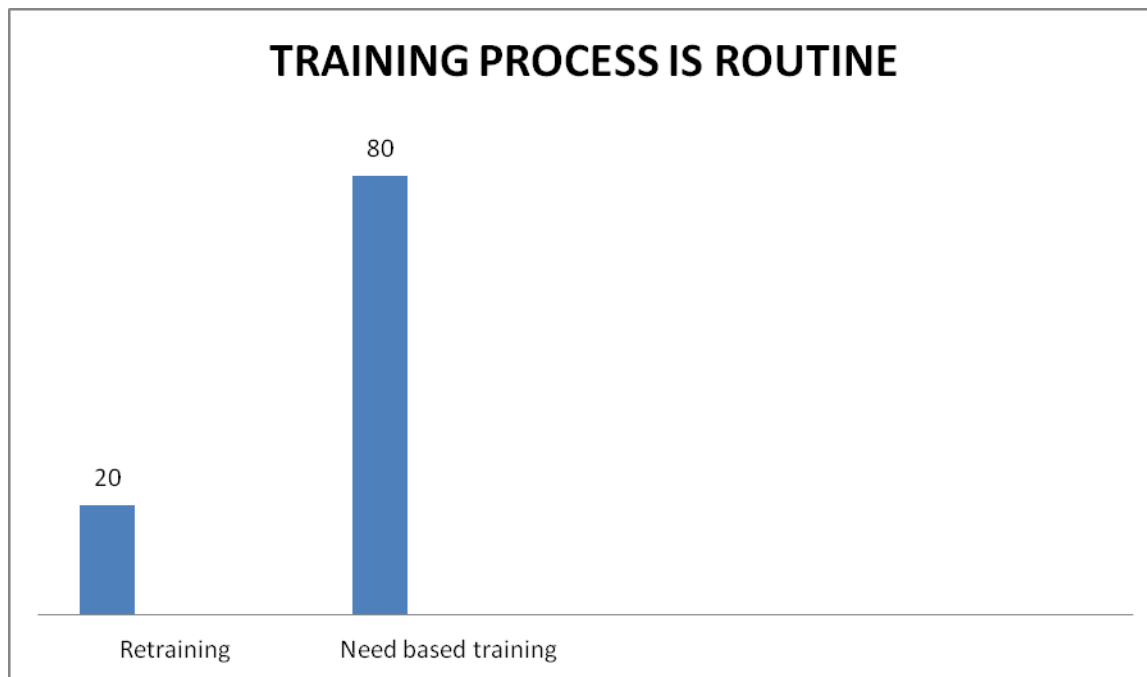
INFERENCE

From the table it is inferred that, 50% of respondents feel monthly training programs should be conducted, 40% of respondents feel quarterly training programs should be conducted, and 10% of respondents feel weekly training programs should be conducted.

TABLE 4.14 SHOWING THE TRAINING PROCESS IS ROUTINE

PARTICULARS	NUMBER OF RESPONDENTS	PERCENTAGE OF RESPONDENTS
Retraining	20	20
Need based training	80	80
Total	100	100

CHART 4.14 SHOWING THE TRAINING PROCESS IS ROUTINE



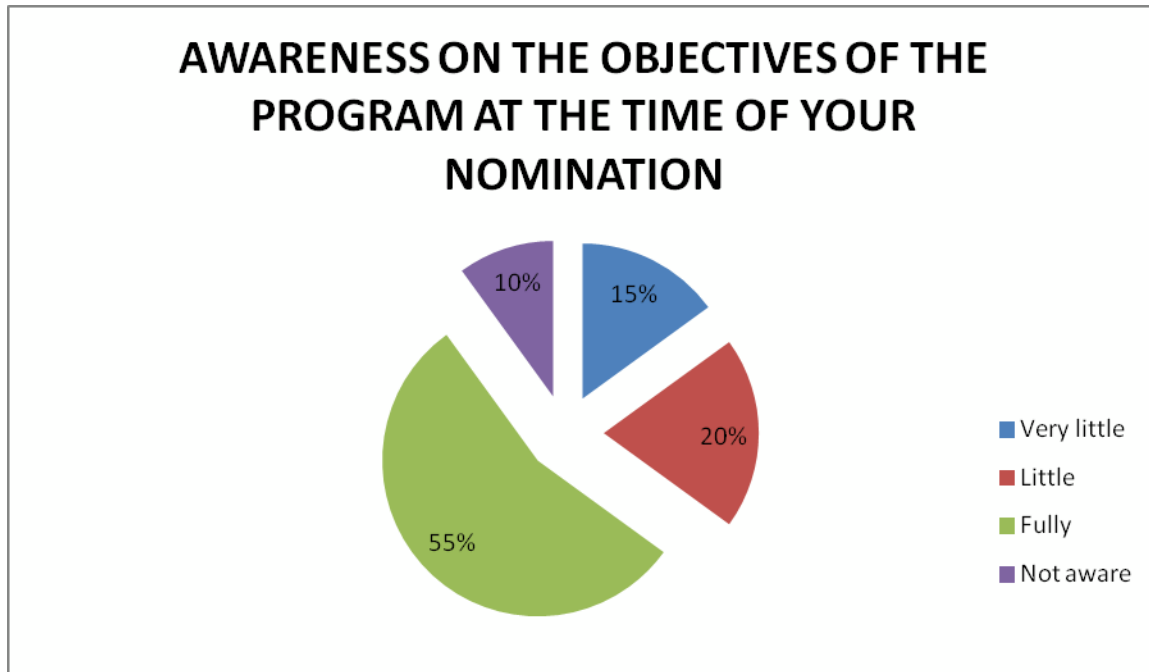
INFERENCE

From the table it is inferred that, 80% of respondents say need based training process is routine, and 20% of respondents say retraining process is routine.

TABLE 4.15 SHOWING THE AWARENESS ON THE OBJECTIVES OF THE PROGRAM AT THE TIME OF YOUR NOMINATION

PARTICULARS	NUMBER OF RESPONDENTS	PERCENTAGE OF RESPONDENTS
Very little	15	15
Little	20	20
Fully	55	55
Not aware	10	10
Total	100	100

CHART 4.15 SHOWING THE AWARENESS ON THE OBJECTIVES OF THE PROGRAM AT THE TIME OF YOUR NOMINATION



INFERENCE

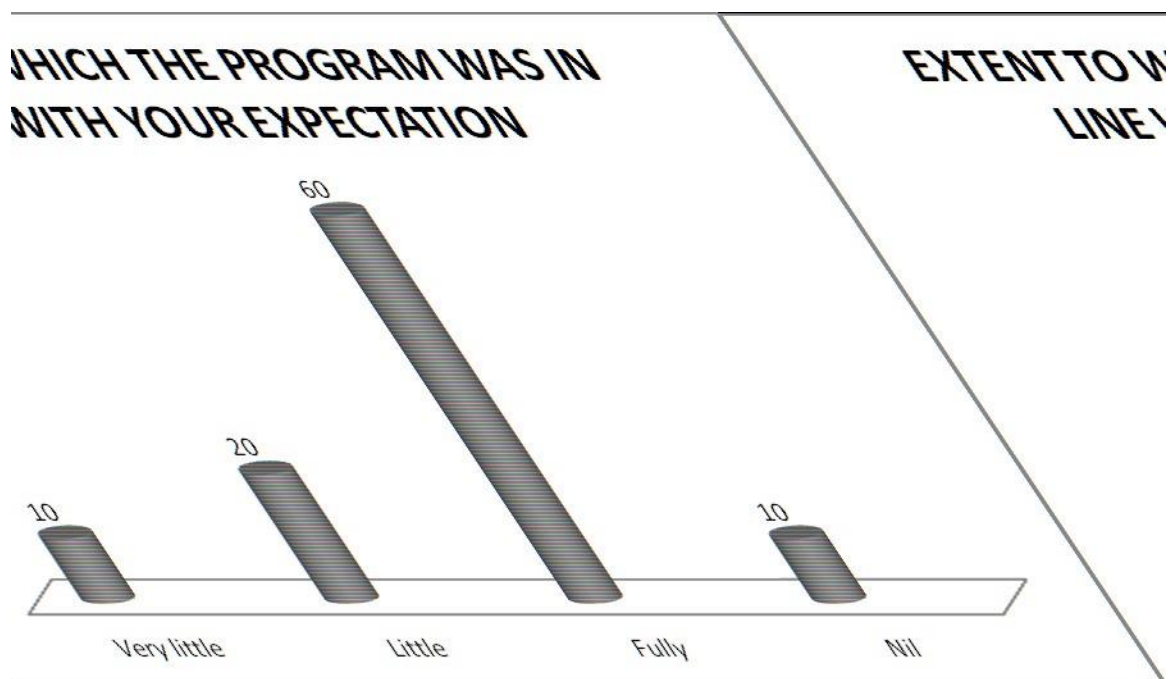
From the table it is inferred that, 55% of respondents are Fully aware of the objectives of the program at the time of their nomination, 20% of respondents are little aware the objectives of the program at the time of their nomination, 15% of respondents are very little aware of the objectives of the program at the time of their nomination.

TABLE 4.16 SHOWING THE EXTENT TO WHICH THE PROGRAM WAS IN LINE

WITH YOUR EXPECTATION

PARTICULARS	NUMBER OF RESPONDENTS	PERCENTAGE OF RESPONDENTS
Very little	10	10
Little	20	20
Fully	60	60
Nil	10	10
Total	100	100

CHART 4.16 SHOWING THE EXTENT TO WHICH THE PROGRAM WAS IN LINE WITH YOUR EXPECTATION



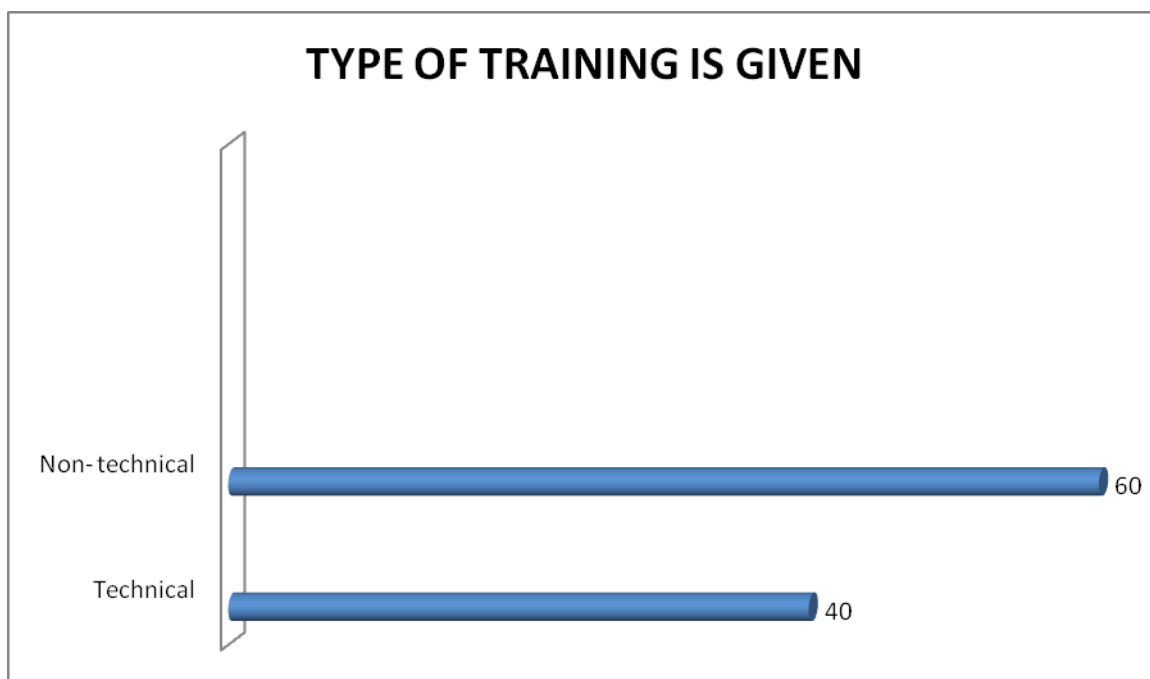
INFERENCE

From the table it is inferred that, 60% of respondents feel the extent to which the program was in line with their expectation, 20% of respondents feel the extent to which the program was in line with their expectation is little.

TABLE 4.17 SHOWING TYPE OF TRAINING IS GIVEN TO YOU

PARTICULARS	NUMBER OF RESPONDENTS	PERCENTAGE OF RESPONDENTS
Technical	40	40
Non- technical	60	60
Total	100	100

CHART 4.17 SHOWING TYPE OF TRAINING IS GIVEN TO YOU



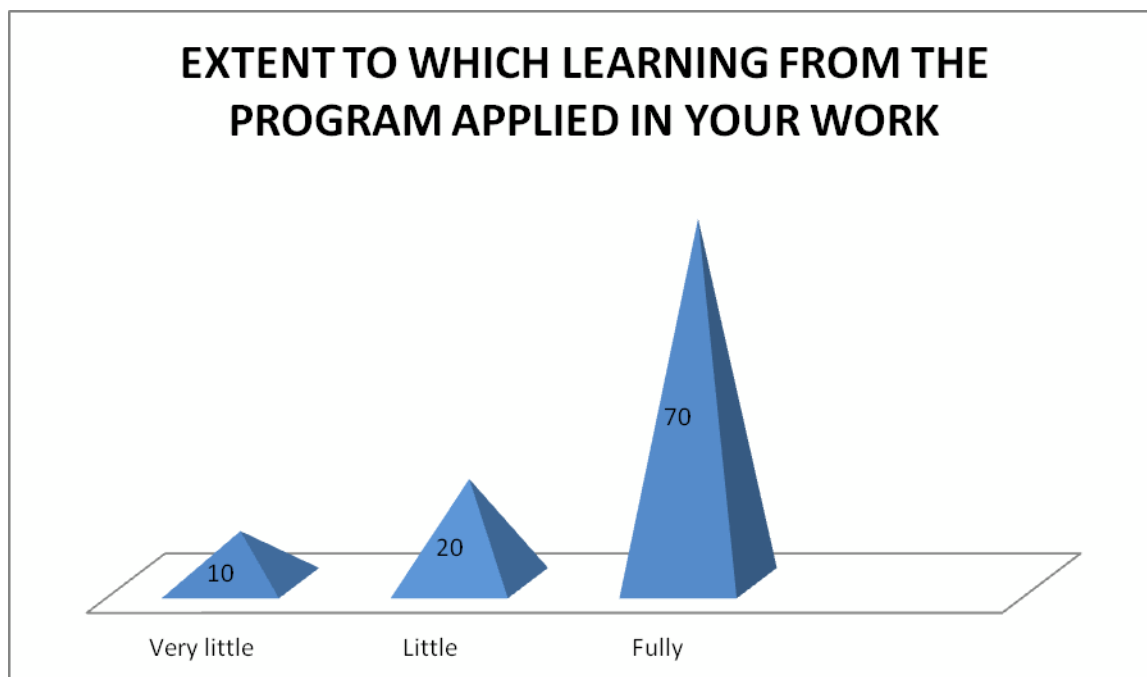
INFERENCE

From the table it is inferred that, 60% of respondents are provided with non technical training and 40% of respondents are provided with technical training.

TABLE 4.18 SHOWING THE EXTENT TO WHICH LEARNING FROM THE PROGRAM APPLIED IN YOUR WORK

PARTICULARS	NUMBER OF RESPONDENTS	PERCENTAGE OF RESPONDENTS
Very little	10	10
Little	20	20
Fully	70	70
Total	100	100

CHART 4.18 SHOWING THE EXTENT TO WHICH LEARNING FROM THE PROGRAM APPLIED IN YOUR WORK



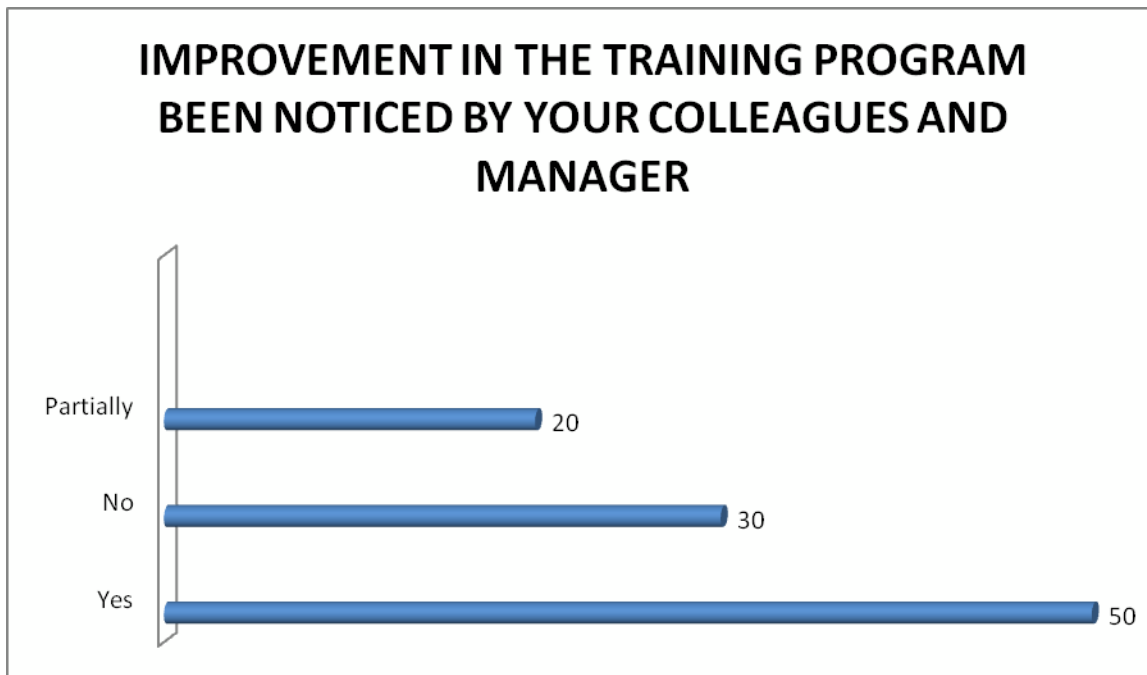
INFERENCE

From the table it is inferred that, 70% of respondents say learning program is fully applied in work, 20% of respondents say learning program is applied in a little way.

TABLE 4.19 SHOWING THE IMPROVEMENT IN THE TRAINING PROGRAM BEEN NOTICED BY YOUR COLLEAGUES AND MANAGER

PARTICULARS	NUMBER OF RESPONDENTS	PERCENTAGE OF RESPONDENTS
Yes	50	50
No	30	30
Partially	20	20
Total	100	100

CHART 4.19 SHOWING THE IMPROVEMENT IN THE TRAINING PROGRAM BEEN NOTICED BY YOUR COLLEAGUES AND MANAGER



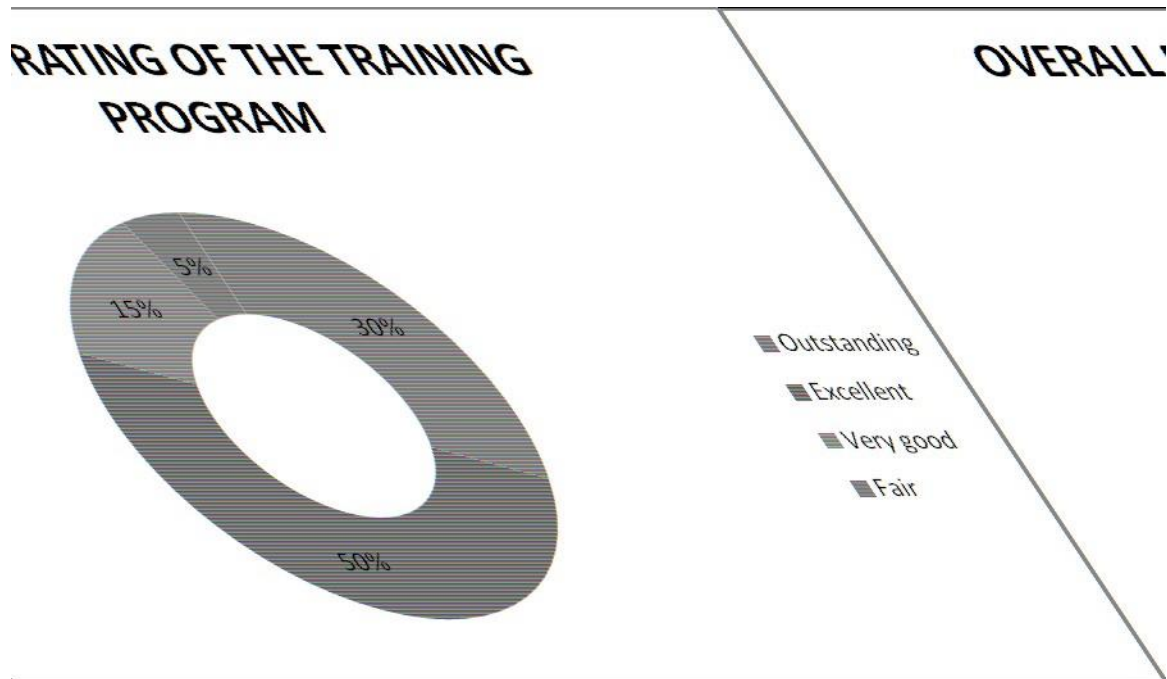
INFERENCE

From the table it is inferred that, 50% of respondents say improvement in the training program been noticed by colleagues and manager, 30% of respondents say no improvement in the training program been noticed by colleagues and manager

TABLE 4.20 SHOWING THE OVERALL RATING OF THE TRAINING PROGRAM

PARTICULARS	NUMBER OF RESPONDENTS	PERCENTAGE OF RESPONDENTS
Outstanding	30	30
Excellent	50	50
Very good	15	15
Fair	5	5
Total	100	100

CHART 4.20 SHOWING THE OVERALL RATING OF THE TRAINING PROGRAM



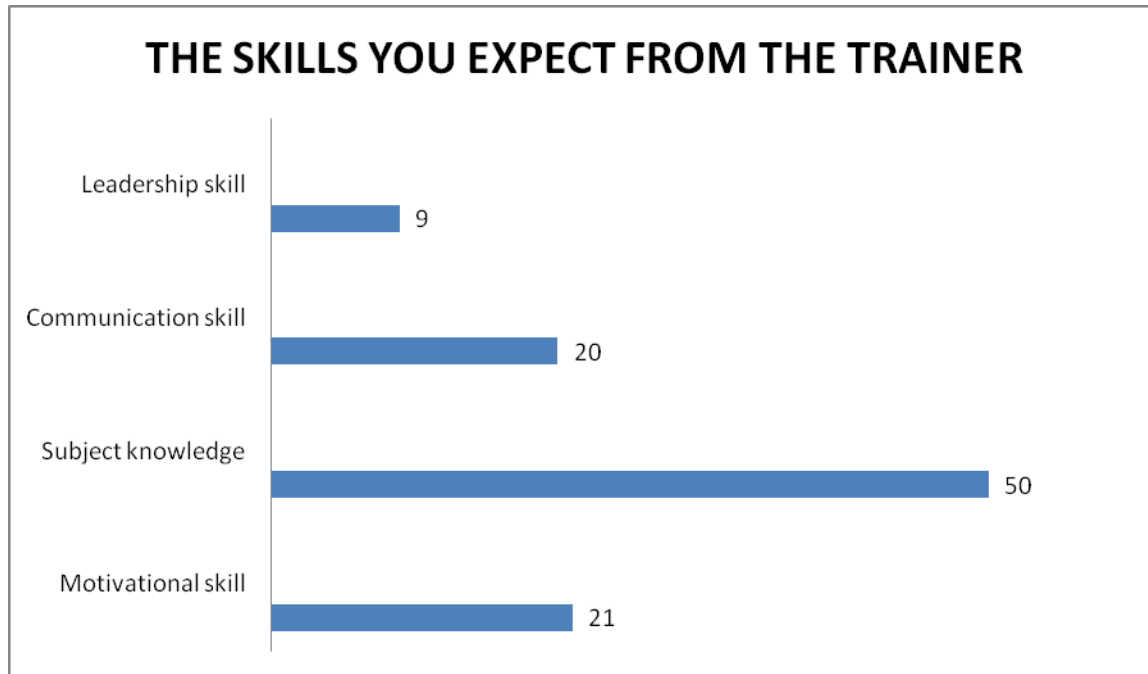
INFERENCE

From the table it is inferred that, 50% of respondents say excellent about the training program, 30% of respondents say outstanding about the training program, and 15% of say very good about the training program.

TABLE 4.21 SHOWING THE SKILLS YOU EXPECT FROM THE TRAINER

PARTICULARS	NUMBER OF RESPONDENTS	PERCENTAGE OF RESPONDENTS
Motivational skill	21	21
Subject knowledge	50	50
Communication skill	20	20
Leadership skill	9	9
Total	100	100

CHART 4.21 SHOWING THE SKILLS YOU EXPECT FROM THE TRAINER



INFERENCE

From the table it is inferred that, 50% of respondents expect subject knowledge from the trainer, 20% of respondents expect communication skill from the trainer, 21% of respondents expect motivation skill from the trainer.

STATISTICAL TOOLS:

1) CHI SQUARE: NULL HYPOTHESIS:

Ho: There is no significant difference in, necessity of training for improving performance and Requirement of manager helps in selecting the training program.

H₁: There is significant difference in, training necessary for improving performance and manager helps in selecting the training program you require.

Training Necessity	Yes	No	Total
Managers help			
Yes	50	10	60
No	28	12	40
Total	78	22	100

TABLE

CHI-SQUARE TABLE

Number	O_i	E_i	O_i-E_i	(O_i-E_i)²	(O_i-E_i)²/E_i
0	50	46.8	3.2	10.24	0.218
1	10	13.2	-3.2	0	0
2	28	31.2	-3.2	0	0
3	12	8.8	3.2	10.24	1.164
Total	100	100	0	20.48	1.382

The calculated value of chi square = **1.382**

Degrees of freedom = $n-1 = 4-1 = 3$

Level of significance = 0.05

Tabulated value for degrees of freedom at 5% level of significance is **7.81**

INFERENCE

The calculated value is lesser than the table value, therefore H_0 is accepted.

There is no significant difference in, training necessary for improving performance and manager helps in selecting the training program you require.

2) CORRELATION

Correlation between respondents views the awareness of the objectives of the program at the time of nomination and the extent to which the program was in line with expectation.

TABLE SHOWING FEATURES AFTER USING CORRELATION METHOD

S.NO	X	Y			XY
1.	15	10	225	100	150
2.	20	20	400	400	400
3.	55	60	3025	3600	3300
4.	10	10	100	100	100
TOTAL	100	100	3750	4200	3950

$n=4$

$$\bar{X} = 100/4=25$$

$$\bar{Y} = 100/5=25$$

$$r = \frac{n\sum xy - (\sum x)(\sum y)}{\sqrt{n(\sum x^2) - (\sum x)^2} \sqrt{n(\sum y^2) - (\sum y)^2}}$$

$$r = \frac{5(3950) - (100)(100)}{\sqrt{5(3750) - (100)^2} \sqrt{5(4200) - (100)^2}}$$

$$r = \frac{19750 - 10000}{\sqrt{18750 - 10000} \sqrt{21000 - 10000}}$$

$$r = \frac{9750}{9810.48}$$

INFERENCE:

The values are positively correlated.

CHAPTER 5

5.1 FINDINGS

- o 60% of respondents say they have undergone training program, 40% of respondents say they have not undergone any training program.
- o 60 respondents say they have undergone training program out of which 50% of respondents undergone process training, 33.33% of respondents undergone training program on technical skills, and 8.33% of respondents undergone soft skills.
- o 70% of respondents feel training is necessary, 20% of respondents feel somewhat training is required, 5% of respondents feel not required.
- o 75% of respondents say in-house training is given in the organization, 20% of respondent say external training is given in the organization and 5% of respondents say both kinds of training is provided.
- o 85% of respondents say organization has a set of procedures to identify training needs, 10% of respondents say organization does not have a set of procedures to identify training needs, 5% of respondents are not aware.
- o 90% of respondents say, training is necessary to improve their performance, 10% of respondents say, training is not necessary to improve their performance.
- o 60% of respondents say they have undergone on the job training, 25% of respondents say they have undergone group interaction method, 10% of respondents say they have undergone audio visual method, 5% of respondents say theoretical method.
- o 50% of respondents say, the average duration of the training sessions was 2-5 days, 30% of respondents say, the average duration of the training sessions was 1week, and 20% of respondents say, for 1 day only.
- o 80% of respondents say, manager help in selecting the training program, 20% of respondents say, manager will not help in selecting the training program.
- o 60% of respondents are satisfied with the training session organized, 10% of respondents are not satisfied with the training session organized, 30% of respondents are satisfied in average way.
- o 90% of respondents feel sufficient with the training program, 10% of respondents not feel sufficient with the training program.
- o 90% of respondents feel teaching methodology adopted is effective, 10% of respondents feel teaching methodology adopted is not effective.

- o 80% of respondents prefer training should include programs for developing interpersonal skills & human values, 15% of respondents prefer training should include programs for developing interpersonal skills & human values.
- o 50% of respondents feel monthly training programs should be conducted, 40% of respondents feel quarterly training programs should be conducted, 10% of respondents feel weekly training programs should be conducted.
- o 80% of respondents say need based training process is routine, and 20% of respondents say retraining process is routine.
- o 55% of respondents are fully aware of the objectives of the program at the time of their nomination, 20% of respondents are little aware the objectives of the program at the time of their nomination, 15% of respondents are very little aware of the objectives of the program at the time of their nomination.
- o 60% of respondents feel the extent to which the program was in line with their expectation, 20% of respondents feel the extent to which the program was in line with their expectation is little.
- o 60% of respondents are provided with non technical training and 40% of respondents are provided with technical training.
- o 70% of respondents say learning program is fully applied in work, 20% of respondents say learning program is applied in a little way.
- o 70% of respondents say learning program is fully applied in work, 20% of respondents say learning program is applied in a little way.
- o 50% of respondents say excellent about the training program, 30% of respondents say outstanding about the training program, and 15% of say very good about the training program.
- o 50% of respondents expect subject knowledge from the trainer, 20% of respondents expect communication skill from the trainer, 21% of respondents expect motivation skill from the trainer.

5.2 SUGGESTION:

- o Learners must be willing to grow, to experience
- o If available, have human resources representative play major role
- o Provide ongoing feedback and support
- o When assessing results of learning, maximize feedback about performance
- o Set Aside Regular Times for Supervisor and Learner to Meeting
- o Document Training needs identification (Goals, Methods and Evaluation)
- o Remember that Development is a Process
- o Integrate results expected from the learner with goals in the performance plan.
- o Give more practical training for employees .
- o Motivate the employees for effectively do their work.
- o Need based training can be given.
- o Ensure that the employee should know the objective of the training program.
- o Monitor the employee travel in the right path to reach your organization goal.

5.3 CONCLUSION

- o This study contributes to HR practice in several ways. First, it conforms those HRD practitioners do recognize the importance and power of effective needs assessments in helping them plan and strategize for effective HRD activities. Second, it observes a lack of effective resources to help HRD practitioners in conducting needs identification.
- o Most of the studies on HRD and training are researched in Western countries. Limited empirical evidence can be obtained in Malaysia, particularly from the manufacturing industry.
- o This study presents a comprehensive empirical survey and interviews on HR training need identification in manufacturing firms.
- o The results of this study were obtained from HRD practitioners' perspective. Caution is advised when generalizing the results, as the employees' stance was not obtained. Hence, it is suggested that a research to include the employees' stances is recommended.

Moreover, a research to include other industries or sector is suggested in order to generalize the nature of needs assessment and analysis for employees' training, learning and development in organizations.

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- [1] Anderson, G. (1994). A proactive model for training needs analysis. *Journal of European Industrial Training*, 18 (3): pp. 23-28.
- [2] Baleen, P. & Hogenson, J. (1998). Trainin and development in the Dutch context: an overture to the knowledge society? *Journal of European Industrial Training*, 22 (4-5): pp.171-179
- [3] Sharon Pande, Swapnil Bask (2012). *Human Resource Management*, Delhi, Pearson publishing.
- [4] Budhwar, P.S., Al-Yahmadi, S. and Debrah, Y. (2002). Human resource development in the Sultanate of Oman. *International Journal of Training and Development*, 6 (3): pp.198

Website Reference

- [1]www.google.com
- [2]www.wikipedia.com
- [3]www.businessballs.com

ANNAEXURES

QUESTIONNAIRE

This questionnaire is based on “Training Need Identification” of an Organization. We hereby to collect some primary data as required by the course of curriculum of Human Resource Management

Personal Data

Name :

Department :

Designation :

Experience :

Please tick on appropriate box

1. Have you undergone any training program?

A. Yes ()

B. No ()

If yes specify?

A. Technical Skills ()

B. Soft Skills ()

C. Process training ()

D. Both ()

2. Do you think training is necessary for any new employee?

A. Required ()

B. Somewhat required ()

C. Must ()

D. Not at all required ()

3. What kind of training is given in the organization?

A. In-house training ()

B. External training()

C. Both ()

4. Does your organization have a set procedure for identifying training needs?

A. Yes ()

B. No ()

C. Not aware ()

5. Is training necessary for improving your performance?

A. Yes ()

B. No ()

6. What method of training programs that you have attended?

A. Theoretical Method ()

B. Audio Visual Method ()

C. Group Interaction Method ()

D. On the Job Training ()

7. What is the average duration of the training sessions?

A. 1 day only ()

B. 1 week ()

C. 2-5 days ()

8. Does your manager help you in selecting the training program you require?

A. Yes ()

B. No ()

9. Are you satisfied with the way the training session was organized?

A. Satisfied ()

B. Not Satisfied ()

C. Average ()

10. Is the duration of the training program sufficient?

A. Yes ()

B. No ()

11. Do you think the teaching methodology adopted is effective?

A. Yes ()

B. No ()

12. Do you think trainings should include programs for developing interpersonal skills & Human Values?

A. Relevant ()

B. Irrelevant ()

C. Neutral ()

13. How frequently do you think training programs should be conducted?

A. Weekly ()

B. Monthly ()

C. Quarterly()

14. Is the training process routine?

A. Retraining ()

B. Need based Training ()

15. The extent to which you were aware of the objectives of the program at the time of your nomination.

A. Very little ()

B. Little ()

C. Fully ()

D. Not aware ()

16. The extent to which the program was in line with your expectation.

A. Very little ()

B. Little ()

C. Fully ()

D. Nil ()

17. What type of Training is given to you?

A. Technical ()

B. Non - Technical ()

18. The extent to which learning from the program applied in your work.

A. Very little ()

B. Little ()

C. Fully ()

19. Has your improvement in the training program been noticed by your colleagues and manager?

A. Yes ()

B. No ()

C. Partially ()

20. What is your overall rating of the training program?

A. Outstanding ()

B. Excellent()

C. Very good ()

D. Fair ()

21. What are all the skills you expect from the trainer?

A. motivational skill ()

B. Subject knowledge ()

C. Communication skill ()

D. Leadership skill ()