

1.1 INTRODUCTION TO THE STUDY

Training and development play an important role in the effectiveness of organisations and to the experiences of people in work. Training has implications for productivity, health and safety at work and personal development. All organisations employing people need to train and develop their staff. Most organisations are cognisant of this requirement and invest effort and other resources in training and development. Such investment can take the form of employing specialist training and development staff and paying salaries to staff undergoing training and development. Investment in training and development entails obtaining and maintaining space and equipment. It also means that operational personnel, employed in the organisation's main business functions, such as production, maintenance, sales, marketing and management support, must also direct their attention and effort from time to time towards supporting training development and delivery. This means they are required to give less attention to activities that are obviously more productive in terms of the organisation's main business.

However, investment in training and development is generally regarded as good management practice to maintain appropriate expertise now and in the future. The relevance of occupational psychology to training and development contributing to training has long been one of the main concerns of occupational psychology – this is not surprising given that training involves learning and that learning is a central issue in psychology. Training is one of the core skills of occupational psychology. People with qualifications in and experience of occupational psychology have been employed in different capacities in training and development roles in government organisations, private companies and consultancy groups. The discipline offers many benefits and perspectives to help resolve training issues and problems and has also been at the root of many methods and techniques that have now become part of the routine practices within human resource management.

Training specialists must be alert to the wider issues regarding the problems presented to them and need the skills and confidence to deal with them. They must understand how training fits into the wider organisational context. An occupational psychology perspective is extremely beneficial in helping the practitioner to understand how training relates to other interventions aimed at improving job performance. Opportunities of employment in training and development Governments have traditionally played a significant role in the promotion and development of occupational psychology with regard to training, because of their responsibilities for employment, military, health and other services. People with an occupational psychology background have been employed directly by governments in areas such as job training, military training and health and safety. Government agencies have also been a major sponsor of training research and development; such investment has often provided the major underpinning of developments in this area. Governments can also affect the impetus for change in organisations through legislation, taxation, and the general health of the economy, which in turn can create more disposable income to create new demands for products and services, affect the supply of raw materials and services, or put such pressure on consumers that markets are adversely affected. Also, government initiatives can affect health and safety requirements, fiscal issues, competition laws, and ecological concerns, working with new technology and employment practices. Such changes prompt new ways of organising and delivering these products and services, creating new training needs.

The other major source of employment and funding in training and development, where occupational psychology plays a specialist role, is private companies. Specialists might be employed directly within an organisation's training and development functions or in consultancy offering services to clients. Organisations often employ their own specialist training and development staff who have been recruited from the organisation's own ranks. Organisations often prefer this approach because they feel it is more appropriate for their training staff to have operational and business experience

than for them to be experts in training or occupational psychology. It is often assumed that training is simply a matter of following well-established procedures and principles. This is an illinformed view because often training cannot always proceed simply by application of standard methods. It is often necessary to understand variations that have not been responsive to the standard procedures. This entails understanding how people learn and how training can support this learning. Training and development staff are generally responsible for maintaining company training and development systems, to judge training needs and to organise the delivery of training and development. Practitioners with an occupational psychology background may be encountered in departments concerned with organisational development where they are engaged with the processes of organisational change of which training and development is a part. It is impossible to be more specific than this.

Opportunities for occupational psychology specialists to become engaged in training arise in different contexts and circumstances. It is important to remain alert to where these opportunities might occur and be adaptive and constructive in responding to opportunities. Research into the psychology of training and development There is substantial literature concerned with the psychology of training and development, much of which has emerged from past government and military funding initiatives. Some has been funded from the commercial sector. Applied training and development research is less likely to have been funded by research councils, who tend to focus instead on pure rather than applied science. Research into training generally requires substantial funding and opportunity for access to real situations. Without funding or access, it is difficult for applied psychologists to contribute effectively to this area or for their findings to be accepted as credible. In university research it is possible to set up and run basic laboratory or smallscale studies in human learning and social interaction with minimal resources as a basis for publication and for theory development, but these do not match the complexity that needs to be addressed to resolve practical training issues in a rigorous way. Some comparatively inexpensive laboratory studies in areas of training and

instruction have been important in clarifying issues and demonstrating the potential benefits of applying different principles to training. But laboratory studies are limited in this field because research findings may be confined to the laboratory context and not deal effectively with practical issues when the complexities of the real situation are encountered.

This means that there is no wholly reliable body of research to enable training decisions to be made with complete confidence. This may sound like a weakness, but it is a reflection of the fact that new operational contexts can change the applicability of research findings that were obtained in a different operational context. It also makes for more interesting work, because problems generally have to be investigated, solved and then outcomes tested, rather than simply following a simple recipe. To this end, this learning material will set out the basic ideas involved in the psychology of training and development, so that it becomes clearer how work in this area can be conducted. It will introduce the main concepts and themes, with a view to providing a framework for your later work. In particular, it will present these ideas in the context of organisations, showing how they can be applied and how they might be constrained. The material will not aim to provide a comprehensive account of all aspects of the occupational psychology of training and development. Such issues will be left for you to investigate as future requirements present themselves in your professional career. What we will focus on, however, is providing you with an overview of the main issues in the management and development of training for which a knowledge of occupational psychology can contribute towards helping solve practical problems of training in an effective way.

1.2 STATEMENT OF THE PROBLEM

Training is an important and major part of Human Resource Management. Every organization is wants to increase the productivity and profitability. Training plays a major role in these all cases. As of improper training, the employees are incompetent in achieving their targets.

This particular study is conducted to know the training in the organization after making preliminary study in the organization researcher, identified that they exist a need in studying the effectiveness of training provided to the employees in the Mangalodayam Pharmaceuticals Pvt Ltd.

This study should be connected with the training and development of Mangalodayam pharmaceuticals Pvt Ltd. And to know the different training methods and also it should be an overview on how to react and how effective the training. This study may find out some facts and it can be utilizes for the better future development of the company.

1.3 OBJECTIVES OF THE STUDY

Primary objectives

To find out the effectiveness of training and development programmes in Mangalodayam pharmaceuticals Pvt. Ltd.

Secondary objectives

To know about the benefits of the training.

To know about the confidence level of employees

To find out the obstacles of training.

To know about the satisfaction level of employees towards training.

To find out the efficiency of employees after training programmes.

1.4 SCOPE OF THE STUDY

This study aims to find out the effectiveness of training programme of the Mangalodayam pharmaceuticals Pvt. Ltd. For the purpose of the study the researcher has concentrated on the executive staff and employees of the organization. This is also finding out the satisfaction level of employees. This study helps to Bring better training programme structure in the company.

1.5 RESEARCH METHODOLOGY

Research methodology is a way to systematically solve the research problem. It deals with the objective of a research study, the method of defining the research problem, the type of data collected, method used for data collecting and analyzing the date etc. The methodology includes collection of primary and secondary data.

Research Design

Research design is the arrangement of activities for the collection and analysis of data in a manner that aims to combine relevance to the purpose with economy in procedure. For this study the design used was descriptive. Descriptive design as the name itself implies, is conducted to describe something. This study describes the factors that training the employees in Mangalodayam pharmaceuticals Pvt.Ltd.

Type of research

The type of research employed for this study was Descriptive Research. Descriptive Research is to describe something which is both qualitative and quantitative in nature.

Population

Population refers to aggregate of sampling units. Total population for the study is 150 workers.

Sampling method

The sampling method is convenient sampling method.

Sample size

Sample selected is 50 from the different departments of the company.

Source of data

Primary data are collected by administering questionnaires and secondary data from journal, organization record, magazines and internet.

Tools of analysis

The data collected were analyzed with various methods. The types of methods used for the data analysis are:

Tables

Percentage

Charts

ANALYTICAL TOOLS USED

Analysis of data is performed to find out this something. Analysis of data therefore means the critical examination of the data for studying the characteristics of the object. Under the study and for determining the patterns of relationships among the variables relating to it, using both quantitative and qualitative methods. The analytical tool used for analyzing the collected data is percentage analysis, charts, diagrams and chi square test.

- Percentage Analysis
- Chi-square test

Percentage analysis

The percentage method was extensively used for analysis and interpretation. It can be generally calculated as follows.

$$\frac{\text{Number of respondents favourable}}{\text{Total No. of respondents}} \times 100$$

1.6 LIMITATIONS OF THE STUDY

- Some of the respondents were unwillingness to answer the questions.
- Some of the respondents were afraid to give true information in some cases.
- There may bias on the part of employees while answering to the questions.
- The sample size is limited to 50.
- The data collection may not be fully accurate.

2.1 REVIEW OF LITERATURE

Evaluation of training and development programmes

The study of:

Marguerite Foxon

Coopers & Lybrand

As part of a larger research project on evaluation, I reviewed the relevant Australian, British and American journals for the period 1970-1986. My intention was to identify themes or trends in the evaluation of T&D programmes, and ultimately to extract from the literature some practical guidelines, techniques or models useful to T&D/HRD professionals, particularly in the area of management development and Human Resource programmes.

I was initially surprised by the relatively small number of articles on the subject of evaluation. A total of six articles in Australian journals was found (five by Australian practitioners), and the Australian National Library has no record of any publication dealing with HRD evaluation for the period 1980-86. In British and American journals, some eighty articles were located, the most prolific period being 1982-84.

The other impression one gains is of the uneven quality of this material. Much of it is rather superficial and general; some on the other hand is so academic in style it would be difficult for many practitioners to understand or apply. The lack of extensive bibliographies and literature reviews was also a surprise finding. As a result, one of the products of this research project was the development of an annotated bibliography of more than eighty articles. This is included at the end of this article.

In reviewing the literature I undertook a content analysis of the articles. In this article I will relate my findings in relation to the definition of evaluation, the

purpose of evaluation as expressed by the author, and the models or techniques proposed.

Current evaluation practice

There is ample evidence that evaluation continues to be one of the most vexing problems facing the training fraternity. Catanello and Kirkpatrick's 1968 survey of 110 industrial organizations evaluating training (Burgoyne and Cooper, 1975, 60) revealed that very few were assessing anything other than trainee reactions.

Looking at similar data and the emphasis in much of the literature, one wonders if there has been much change in 20 years (see, for example, Brown, 1980, 11). Galagan (1983,48) and Del Gaizo (1984, 30) both refer to a survey of Training and Development Journal readers in which 30% of the respondents identified evaluation of training as the most difficult part of their job. Easterby-Smith and Tanton (1985, 25) report on their British survey involving HRD practitioners in fifteen organizations. In virtually every case the only form of evaluation being done was end-of-course trainee reactions, and the data so obtained seldom used.

Such findings are similar to my own 1985 survey of a sample of Public Service and private company trainers in Sydney to determine both their attitude to evaluation and what was being carried out by them in practice. All expressed a firm belief in the principle of evaluation, and all administered end of-course forms of varying degrees of complexity to gauge trainee reactions to the instructors, content, and facilities. But 75% admitted that was as far as their evaluation went, mainly because they did not know what else to do. As Easterby-Smith and Tanton (1985) observe, much current practice is only a ritual, and in many cases the evaluation that counts is done before the course is ever given; post-course data merely confirm prior judgments that the training is satisfactory.

In the minds of many practitioners evaluation is viewed as a problem rather than a solution, and an end rather than a means. Where evaluation of programmes is being undertaken it is often a 'seat of the pants' approach and very limited in its scope. Overawed by quantitative measurement techniques, and lacking the budget and the time as well as the required expertise for comprehensive evaluations, trainers often revert to checking in the only way they know - post-course reactions - to reassure them the training is satisfactory.

If the literature is a reflection of general practice, it can be assumed that many practitioners do not understand what the term evaluation encompasses, what its essential features are, and what purpose it should serve. Consequently the use of training courses far outstrips what is known of their usefulness. When such programmes are evaluated, the common sources of data (other than trainee reactions) are numbers of participants, decreased absenteeism at work, high rating of instructors, etc. Many trainers are therefore making judgments on the basis of activities ("employee days of training") and not on relevant results. Many practitioners regard the development and delivery of training courses as their primary concern, and evaluation something of an afterthought.

On the other hand, adopting the premise that no news is good news, many practitioners still avoid the evaluation issue. Preferring to "remain in the dark", and worried that evaluation will only confirm their worst fears (since they have no other alternative to offer management if the current program is shown to be educationally ineffective), they choose to settle for a non-threatening survey of trainee reactions.

Towards a definition

Providing a sound definition is more than a lexicographic exercise; it can clarify and refine concepts, generating a framework within which to develop a pragmatic approach to the subject. Evaluation is no exception, and the apparent confusion in the minds of many as to the purposes and functions of evaluation corresponds to the ignorance or misunderstanding of what is meant by this and

related terms such as research, validation, and assessment. A variety of definitions can be found in the literature, many of them stipulative, and the inconsistencies in the use of the terminology has "muddied the waters" of training evaluation a great deal, affecting the success of evaluation efforts (Wittingslow, 1986, 8). Bramley & Newby (1984a) summaries the diversity of terminology used over the past decade, and offer a most helpful comprehensive table showing the interrelationships between various concepts of evaluation.

Rackham (1974, 454) offers perhaps the most amusing and least academic definition of evaluation, referring to it as a form of training archaeology where one is obsessively digging up the past in a manner unrelated to the future!

In the literature reviewed, where a definition of evaluation is given, the majority of writers tend to view it as the gathering of information in order to make a value judgment about the program, such as necessary changes or the possible cessation of the program. Williams (1976, 12) defines evaluation as the assessment of value or worth. Harper & Bell (1982, 24) refer to the planned collection, collation and analysis of information to enable judgments about value and worth. However, as Williams (1976, 12) observes, value is a rather vague concept, and this has contributed to the different interpretations of the term evaluation.

Some definitions (Goldstein, 1978; Siedman, 1979; Snyder et al, 1980) focus on the determination of program effectiveness. Several definitions emphasise evaluation as a basis on which to determine program improvements (Rackham, 1973; Smith, 1980; Brady, 1983; Morris, 1984; Foxon, 1986; Tyson & Birnbrauer, 1985). The distinction between formative and summative evaluation is not mentioned by most of these writers, but is implicit in their definitions.

Many writers not only differ in their definition of evaluation - they also use evaluation terminology interchangeably and in some cases quite confusedly. Burgoyne & Cooper (1975) for example, use the term evaluation research as

synonymous with evaluation. While evaluation and research may appear at first sight to be similar, there are clear differences. Research is aimed at the advancement of scientific knowledge - it is not a given that it should be immediately useful or practical. Control groups, experimental designs, and total objectivity characterize research projects. Unlike research, it is the context of the evaluation which defines the problem, and the evaluator's task is to test generalizations rather than hypotheses. The evaluator may not be able to avoid making value judgments at every stage whereas the researcher must avoid any subjectivity. Evaluation is also confused by some with the terms measurement and assessment. Evaluation involves description and judgment; measurement and/or assessment provide the data on which to base the evaluation. This confusion of terms is most obvious when considering the use of "evaluation" and "validation". While most American writers do not see validation as separate from evaluation, there are still British writers who appear to draw the distinction (Hawes & Bailey, 1985; Rae, 1985). Rae regards assessment as the measuring of the practical results of the training in the work environment; this, with validation of the training and training method, comprises evaluation). It must therefore be borne in mind that the terms "validation" and "evaluation", often used in HRD literature, do not always mean one and the same thing.

The literature reveals a broad range of definitions and considerable confusion in the use of associated terms, and it would seem that HRD practitioners have yet to give serious consideration to what the term evaluation actually means.

Purpose of evaluation

As well as the lack of agreed-on definition of evaluation, there is an equally broad range of opinions as to the purpose of evaluation. More than 20% of the writers neither describe nor imply a purpose for the evaluation. Where purposes are outlined, they provide some telling insights. For example, 15% see the purpose of evaluation as justifying the training department's existence and providing evidence of cost benefit to the organization. The majority of these articles surfaced in the period 1980-83, and clearly reflects the preoccupation

of many practitioners with keeping their jobs during an economic downturn and resultant HRD budget cuts!

While a mere 2% consider assessing trainee reactions to be the purpose of evaluation, and 50% see the purpose as judging the quality and worth of the program in order to effect improvements and/or identify the benefits of the training it should be remembered that studies already referred to provide evidence that many trainers are not evaluating beyond the level of trainee reactions. What trainers believe should be done, and what they do in practice seem to differ markedly. Despite the regular reference in the literature to Kirkpatrick's (1983) four stage model, only a small percentage consider the purpose of evaluation specifically in these terms.

Several writers resist stating a purpose for evaluation, adopting the view that the purpose depends on various factors (Thompson, 1978; Brinkerhoff, 1981; Salinger and Deming, 1982). Evaluation, according to Salinger and Deming (1982,20) is the response to the question "What do you want to know about training?" Nor should its purpose "self-serving" but designed in terms of someone doing something with the information (Brinkerhoff, 1981, 67).

Bramley and Newby (1984a) identify five main purposes of evaluation: feedback (linking learning outcomes to objectives, and providing a form of quality control), control (using evaluation to make links from training to organizational activities, and to consider cost effectiveness), research (determining relationships between learning, training, transfer to the job), intervention (in which the results of the evaluation influence the context in which it is occurring), and power games (manipulating evaluative data for organizational politics).

Burgoyne and Cooper (1975) and Snyder et al. (1980) discuss evaluation in terms of feedback and the resultant issue of control. A decision must be made about how and to whom evaluation feedback will be given. Evaluators are usually conversant with the purpose of the evaluation once they commence it,

but this may be because they have a generalized view that the purpose of evaluation is to produce a certain set of data, or because they have determined what purpose the client wishes the evaluation to have. It is possible however that an evaluator may have no specific purpose. The identification of unanticipated side effects of the program may be an important evaluative purpose. Lange (1974) suggests it is often difficult to determine the purpose - there may be several; furthermore, the evaluator may not discover the real purpose until the end of the exercise.

Models and techniques

As with definitions and purposes, there is great variety in the evaluation models and techniques proposed. In some cases it is very difficult to separate the techniques from the 'model' - the writers are actually presenting an evaluation approach using a specific technique rather than a model.

Nearly 50% of the literature discusses case study or anecdotal material in which models and techniques are referred to, but seldom provides detail useful to the reader wishing to implement these. More than 80% of these articles lacked evidence of background research and many failed to offer practical applications.

If the literature reviewed is a reliable guide, Kirkpatrick's four stage model of evaluation is the one most widely known and used by trainees. Perhaps this is because it is one of the few training-specific models, and is also easily understood. Nearly one third of the journal articles from all three countries made reference to his model, and of the eleven writers actually presenting a specific model of evaluation (as opposed to the development of an evaluation strategy), five have drawn inspiration from Kirkpatrick's work.

The objectives-driven model also surfaces in various forms in the literature, although Tyler's name with which it is associated is rarely mentioned. This model of evaluation focuses on the extent to which training objectives have been met, and the common method of evaluating transfer of learning is by control groups. The desirability of setting measurable objectives, following a cost-effective plan to meet them, and evaluating to determine the degree to which they are met is a recurring theme in the HRD literature (Elkins, 1977; Freeman, 1978; Keenan, 1983; Del Gaizo, 1984; Larson, 1985).

The literature is cluttered with suggested evaluation techniques ranging from simple questionnaires to complex statistical procedures. Often the one technique is presented under several different names, such as pre & post testing which is variously referred to as pre-then-post testing (Mezoff, 1981), the 3-Test Approach (Rae, 1983), and Time Series Analysis (Bakken and Bernstein, 1982). Similarly, Protocol Analysis (Mmobuosi, 1985) and the journal method of Caliguri (1984) are basically one and the same technique.

Much of the literature reviewed could be regarded as presenting "general techniques" and as such much of it is superficial. For example, in addressing the problem of evaluating the degree to which participants after training use the skills learned back on the job, one reads such statements as "Be sure the instrument [you design] is reliable and delivers consistent results", and "Measure only what is actually taught and measure all the skills taught". Sadly, such broad brush advice is all too common. Even some of the case study articles gave no insight into their methodology or techniques.

There are three categories of evaluation techniques covered in the literature. The first is the interview. This can be of the trainer, trainee or trainee's superior. It may be pre, during or post training; structured or unstructured. Questionnaires can be used to evaluate at several levels, either qualitatively or quantitatively; as self assessment or objective measures. Finally, there are quantitative and statistical measures including control groups, experimental and quasi-experimental designs. These are far less likely to be used.

There appears to be no mid-point between reasonably subjective measures and scientifically controlled measurement available to the HRD evaluator. Evaluation linked to performance indicators is not common and as Goldstein observes, "The field is in danger of being swamped by questionnaire type items. The failure to develop methodologies for systematic observation of behavior is a serious fault" (1980, 240).

There is an emerging awareness of the need to perform longitudinal evaluation to evaluate more than the immediate reactions or learning of trainees, although some of the suggested techniques lack objectivity, and data are therefore open to whatever interpretations best suit.

Conclusion

The literature reviewed for the 17 year period to 1986 suggests that there is a widespread under-evaluation of training programmes, and that what is being done is of uneven quality.

It is not difficult to sympathise with the practitioners who agree with the principle of evaluation but express concern about the practice of it. The literature contains a confusing array of concepts, terminologies, techniques and models. For instance, more than 80% of the literature reviewed makes no attempt to define or clarify the term evaluation, yet one in four writers propose evaluation models of some description. It was particularly surprising to find this failure to define evaluation in some otherwise quite well researched articles.

Associated with the issue of definition is that of determining the purpose. Many imply their definition when they outline the perceived purpose. If one is unclear as to purpose, the choice of appropriate strategy and methodology will be affected. Nearly one quarter of the articles neither present nor imply any specific purpose for evaluating training. A similar proportion display a superficial understanding of the more complex issues involved and a paucity of realistic applications.

Woodington (1980) encapsulates these views by highlighting five distinct impressions which can be gained from an overview of training evaluation.

Firstly, many practitioners do not perceive the training program as an instructional system, nor do they fully understand what constitutes the evaluation of training. The nature and type of organization exerts a subtle influence (possibly control?) Over the scope and methods of evaluation and the conduct of evaluation is also dependent on whether internal or external evaluators are used. Finally, he draws attention to the lack of personnel trained in evaluation methodology. The obvious constraint determining the type of evaluation chosen is the availability of resources. This includes time, money, and personnel, as well as the evaluator's own expertise. Possibly the latter is the major constraint. Lange (1974, 23) expresses similar concerns, stating, "Too many bad evaluations are being presented ... Evaluation is a good concept based on solid theoretical thinking. But its practice is not well developed".

The definition and purpose of evaluation enable the evaluator to determine what strategy to adopt. Practitioners need to see evaluation in a broader context than merely a set of techniques to be applied. In a systems approach, evaluation is an integral part of the HRD function which in turn is part of the whole organizational process. This integrated approach contrasts with the more popular view of evaluation as something that is "performed" at certain points and on certain groups; the integrated approach means it is difficult to separate evaluation from needs assessment, course design, course presentation, and transfer of training.

It is not within the scope of this article to expand on this further, but the belief that training programmes should be continually evaluated from the earliest design phase in order to modify and improve the product goes unrecognised by many trainers. This would account for the popularity of Kirkpatrick's model, which tends to promote retrospective evaluation rather than formative or summative.

Evaluation techniques are not well written up in the literature, and the use of experimental control groups, statistical analysis and similar methods may be concepts which exist only in academic journals according to Bramley and Newby (1984b, 18). The need for measurement of training effectiveness is often referred to, but there are few good examples of rigorous evaluation of training programmes. One conclusion must be that practitioners do not know how to do much more than basic assessment. Much of what is labelled evaluation is basically an assessment of the actual training activity (Zenger and Hargis, 1982; Morris, 1984). The choice of techniques will depend on some combination of methodological and pragmatic questions, and there is a need to settle for 'sensible' evaluation - one cannot measure the impact of management training on the whole organisation but must make some compromises. Questionnaires, surveys and structured interviews should be carefully designed and field tested to ensure that worthwhile information is received.

The literature review confirms the belief of Morris (1984) that evaluation is regarded by most practitioners as desirable in principle, difficult in practice. It also highlights the lack of well written and documented articles for practitioners to learn from.

A good sample for systematic evaluation of training program is available from the recent study of the state bank college (SBSC) titled, "Training evaluation system". In this report they have taken branch manager programmes for evaluation.

Aygris (1977) conducted a study for the effectiveness of attaining organization objectives. He found, the organizational objectives can be achieved through proper identification and method of training.

Saxena (1975) has evolved a group approach in identification of training needs.

In a study conducted by Richard J. Brossetan (1969), it is reported that when trainers themselves identify their training needs and design, the corresponding program yield better result.

Krant sethi (1979) in his study identified the training needs of the middle level manages such as principles of management, communication skills leadership training and interpersonal relation.

PAREEK & RAO (1981) say that training is the most important function that directly contributes to the development of the organization. Training is essential because technology is developing at a fast rate. System and practice get outdated due to new discoveries in technology including technical, managerial and behavior aspects.

D'SOUZA (1986) contends that the return on investment on training is very poor since most industries send their people for training as fringe benefits and once they return from the program very little use of learning is made.

DUGAL (1988) posited the role of training and development program in human resource development process.

BASANT KUMAR (1988) says training today has become an integral part of any company's operations. The need of the hour has rightly forced all enterprises to make this happen so that an adequate supply of personnel becomes available for survival, progress and growth.

M.S.SVARADHAN (1995) contends that training play a crucial role in helping to realize the person's full potential. Earlier on companies gave a great deal of realize the person's full potential. Earlier on companies gave a great deal of attention to managerial training. Today more attention is given to multi-skill training for the work force making them vertile.

THOMAS H.STONE says that "Training" has always been vital to organizational since it provides one means of maintaining acceptable levels of employees and organizational performance.

Author and Opinions of different authors regarding Training & Development

Oatey (1970) Training improves a person's skill at a task. Training helps in socially, intellectually and mentally developing an employee, which is very essential in facilitating not only the level of productivity but also the development of personnel in any organization.

Yoder (1970) Training and development in today's employment setting is far more appropriate than training alone since human resources can exert their full potentials only when the learning process goes for beyond the simple routine.

Hesseling (1971) Training is a sequence of experiences or opportunities designed to modify behavior in order to attain a stated objective.

Kane (1986) If the training and development function is to be effective in the future, it will need to move beyond its concern with techniques and traditional roles. He describes the strategic approaches that the organization can take to training and development, and suggests that the choice of approach should be based on an analysis of the organization's needs, management and staff attitudes and beliefs, and the level of resources that can be committed. This more strategic view-point should be of use in assessing current efforts as well as when planning for the future.

Raymond (1986) The influences of trainees' characteristics on training effectiveness have focused on the level of ability necessary to learn program content. Motivational and environmental influences of training effectiveness have received little attention. This analysis integrates important motivational and situational factors from organizational behavior theory and research into a model which describes how trainees' attributes and attitudes may influence the effectiveness of training.

Adeniyi (1995) Staff training and development is a work activity that can make a very significant contribution to the overall effectiveness and profitability of an organization.

Chris (1996) Training and development aim at developing competences such as technical, human, conceptual and managerial for the furtherance of individual and organization growth. Seyler, Holton III, Bates, Burnett and Carvalho (1998) The continuous changing scenario of business world, training is an effective measure used by employers to supplement employees' knowledge, skills and behaviour.

Akinpeju (1999) The process of training and development is a continuous one. The need to perform one's job efficiently and the need to know how to lead others are sufficient reasons for training and development and the desire to meet organizations objectives of higher productivity, makes it absolutely compulsory.

Oribabor (2000) Training and development aim at developing competencies such as technical, human, conceptual and managerial for the furtherance of individual and organization growth.

Isyaku (2000) The process of training and development is a continuous one. It is an avenue to acquire more and new knowledge and develop further the skills and techniques to function effectively.

Tan, Hall and Boyce (2003) Companies are making huge investment on training programmes to prepare them for future needs. The researchers and practitioners have constantly emphasised on the importance of training due to its role and investment.

Stavrou et al., (2004) The main goal of training is to provide, obtain and improve the necessary skills in order to help organizations achieve their goals and create competitive advantage by adding value to their key resources – i.e. managers.

Chih , Li and Lee (2008) Training programme is dependent on the following parameters for its success (i) perceived value of leaning programme (ii) attitude to teacher (iii) response to learning conditions (iv) desire to learn: the degree to which trainees really want to learn and do well.

Giangreco, Sebastiano, and Peccei (2009), The key determinants of overall satisfaction with training (OST) are perceived training efficiency (PTE) and Perceived usefulness of training (PUT).

Bates and Davis (2010) Usefulness of training programme is possible only when the trainee is able to practise the theoretical aspects learned in training programme in actual work environment. They highlighted the use of role playing, cases, simulation, mediated exercises, and computer based learning to provide exposure to a current and relevant body of knowledge and real world situations.

Kalaiselvan and Naachimuthu (2011) Training cost and business benefits are drawn on X and Y axis respectively. Four quadrants were identified to highlight (i) strategic (Lower training cost and higher business benefits), (ii) Payback (Higher training cost and higher business benefits) (iii) Think (Lower training cost and lower business benefits) (iv) Drop (Higher training cost and higher business benefits).

Karthik R (2012) Training objectives tell the trainee that what is expected out of him at the end of the training program. Training objectives are of great significance from a number of stakeholder perspectives; Trainer, trainee, designer, evaluator.

3.1 INDUSTRY PROFILE

Ayurveda is the oldest holistic system of medicines in the world that use constitutional models. It is the act of healthy living that has been helping human to create harmony in daily life by using the techniques of self knowledge and self care. Ayurveda is considered as 'Science of Life'. This probably makes it the earliest medicine having a positive concept of health to be achieved through blending of physical, mental, social and spiritual welfare. Ayurveda becomes one of the oldest system of health care dealing with preventive and creative aspects life in a most comprehensives way and presents a close similarity with the WHO'S concept of health propounded in the modern area. India has a treasure of knowledge in the field of medical plants; it has 5000 years of cultural heritage in Ayurveda medicines.

Ayurveda is wide enough to include all that is essential to make a man healthy and happy. It includes the study of right conduct (dharma), which is necessary for the healthy growth of society in which the man lives. Ayurveda is grounded in a metaphysics of the 'five great elements'; (Earth, Water, Fire, Air and Ether)-all of which compose the universe, including the human body. According to Ayurveda, these three regulatory principles-Doshas (literally that which deteriorate) are important for health. In Ayurveda, the human body perceives attributes of experiences as 20 Guna (quality). Ayurveda also focuses on exercise, yoga, meditation and massage. Thus body, mind and spirit need to be addressed both individually and in unison for health to ensue.

History of Ayurveda

Ayurveda is an ancient system of life (Ayur) knowledge (Veda) arising in India thousands of years ago. The great rishis or seers of ancient India came to understand creation through deep meditation and other spiritual practices.

The rishis sought to reveal the deepest truth of human physiology and health. They observed fundamentals of life, organized them in to an elaborate system, and compiled India's philosophical and spiritual texts, called Veda knowledge.

Ayurveda is derived from ancient Sanskrit roots-‘ayus’ and ‘Ved’-and offering a rich, comprehensive outlook to a healthy life. The main source of knowledge in this field therefore remains the **Vedas**, the divine books of knowledge they propounded, and more specifically the fourth of the series, namely Athervaveda. The most famous are **charaka samhida** and **sushrutha samhida** which concentrate on internal medicine and surgery respectively the four ancient books of Indian knowledge, wisdom and culture are known as the four Vedas:-

Rig-Veda, Sama –Veda, Yajur –Veda, and Atharva- Veda.

The earliest concept of Ayurveda was put in to writing by Veda-Vyasa, the famous sage and shaktavesha avatar of Vishnu, dhanavantari in Atharva-Veda, which is one of the four most ancient books of Indian knowledge, wisdom and culture. Eight disciplines of ayurveda treatment, called ashtangas are:-

1. Kaya chikitsa (internal medicine):- kaya means living human body. This treatment includes all diseases situated in the body.
2. Shalya thantra (surgery):-Describe about pre-operative procedures, general procedures, post-operative procedures, anesthesia and marma’s. it also describes about bandages, shashta, yantras and sutures(stiches).
3. Bhuta-Vidya (Psychiatry):- Deals with spiritual healing
4. Shalakya-tantra: it is a division of otorhinolaryngology (ENT)and ophthalmology.
5. Agada Tantra (toxicology): deals with treatment for food poisoning, snake bites, insect bites, dog bites..etc.
6. Kaumarabhritya tantra (pediatrics): deals with health and diseases related to children.
7. Vajikarna (purification of the genetic organs): Deals with male and female genetic organs.
8. Rasayana tantra: Deals with prevention of diseases and improving immunity and rejuvenation.

Life is a combination of our essential parts; mind, body, sense and soul.

Basically, there are two goals of Ayurveda. They are:

- To maintain the health of healthy
- To heal the sick

Thus it is concerned with measures to protect 'Ayus'. Ayurveda is an effective therapy which helps to cure disease with almost no side effects. When compared with allopathic, Ayurveda is more effective. Allopathy can be improved with the use of ayurvedic medicines along. Thus nowadays, people are taking more interest in Ayurveda and also huge wave of learning and practicing Ayurveda is created. Ayurveda is created. Ayurvedic massages and panchakarma techniques are famous worldwide.

SCOPE OF AYURVEDA

Ayurveda has deal with Anatomy, physiology, etiology, pathology, therapeutics, achievements of good health, hematology including the stage of disease, physicians, therapies including wholesome locality and procedure. The body is composed of panchamahaboothas and divided in to several organs. Its multifarious functions are maintained and regulated by the food

one takes. The unwholesome contact with sense, intellectual blasphemy and seasonal variations constitute the etiology of the diseases. The disturbance of equilibrium of the dhatus is responsible for the causation of the diseases. Different seasonal changes and the different stages of the manifestation of diseases constitute the time. The procedure of treatment to be followed depends on the time, the diseases and drug.

AYURVEDA IN KERALA

The number of persons undergoing Ayurveda treatment is increasing day by day. Most of the nation import raw material from India and developed medicines in their fall fledged laboratories and market in India under higher price. Ayurvedic industry has greater significance in bringing tourist of Kerala. Sirodhara, pizhichil, Navarakizhi, and Podikizhi are some of the Kerala special Ayurvedic procedures. One important aspect of Kerala formulations is that the stress is more on herbal components rather than on metals or minerals. There is also the history of Ayurvedic physicians developing some areas of specializations like pediatrics, ophthalmology, martial therapy etc. It is as old as the existence of species over the planet earth. It is more fascinating science basically teaches us how to lead a healthy, happy, happy and comfortable life. There has been a tremendous growth in Ayurveda. Thus there are many ayurvedic concerns in Kerala like:

- Sitharam ayurvedic pharmaceuticals
- Nagarjuna Ayurvedic oushada shala
- Kottakkal Ayurveda shala
- Ashtavaidyam thaikatu mooss vaidyasala
- Oushadi Thrissur
- S.D pharmacy
- Sri bhagavathy madam

Since Kerala is known as “gods on country” Ayurveda is believed as a science which has power of removing illness among the people.

3.2 COMPANY PROFILE

Mangalodayam pharmaceuticals is a specified organization, making quality Ayurvedic medicines. It is a private limited company. It has established in 1960 as private limited at Changaramkulam, Malappuram, Kerala. It has found by P.A. Aboobacker Haji. It produces more than 450 products and distributes its products almost all districts in the northern region of Kerala. Their ancient sages and seers have always been one with nature and thus have led a very peaceful life. At Mangalodayam they believe in being one with nature. Nature has all the right ingredients that contribute for the healthy living of man. The patrons of Mangalodayam have discovered this principle long back and have now implemented scientific methods to prepare these medications. They have their own herbarium for cultivating the medicinal plants. The laborious researches that they have been conducting for years have yielded us good results they have developed over 400 general medicines and have to our credit 50 patented medicines.

Mangalodayam pharmaceuticals are certified with GMP (Good manufacturing practice) as per rules and regulations of the central government of India. Their fully equipped lab ensures the quality of each product that leaves our factory. They has to their credit a wide and strong dealer network throughout Kerala and have branches in changaramkulam, Eramangalam, chavakkad, Edappal kuttippuram, kottakkal, Tirur, kondotty, parappanangadi, Ramanattukare, Feroke, Kozhikode, kasargode. This dealer network has made their presence felt in the general public. They have developed over 400 general medicines and have to their credit 40 patented medicines. The products developed as a part of research are keeping in their lab for one year before placing it in the market to know about the merits and demerits.

Manglodayam is established in 1960 as Alankode, which was founded by P. A. Aboobacker Haji, Puthiyaveetil House, and Alankode. The main products of Manglodayam are Kashayam, Arishtam, Thailam, Medicated Ghees, Bhasmas, Pilly etc. They are manufactured under the close supervision of experienced hands. They are motivated to produce new products. The firm enjoys the advantage of both urban and rural side. The main advantages are:-

- The place is closely connected with road
- Right labor force available
- Power and water supply is easily available
- Land is comparatively cheap
- Availability of some raw materials, which are available in the market through villagers
- Undesirable manufacturing neighbors are not present here

Mission or Vision

- Increase sales using sales representatives.
- Widen the market for their products into new tablets.
- Conducting research to develop new tablets.
- To become an ltd company.

Core Values

- Mutual trust and respect
- Customer satisfaction
- Quality control
- Professional ethics.

Strength

- Established brand image
- Continuous support from investors.
- Huge market demand
- Dedicated work force.

PRODUCTS OFFERED BY MANGALODAYAM

The following products are manufactured and marketed by the company.

Leham:-

- Arogyakalpam
- Arsokalapam
- Brahmikalpam
- Madha Sudha Leham
- Mehasambari Choornam
- Ojo Plus
- Narikalpam

Capsules:-

- Drakshafort capsules
- Gasnol capsules
- Madanasudha capsule

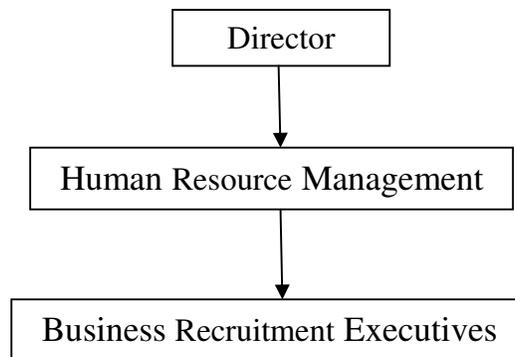
Syrups:-

- Krimishodini syrup
- Lencotone syrup
- Suvarnasavam
- Vasafort pediatric syrup
- Vasafort cough syrup
- Ulsand syrup

Administration and Management

Management and administration is the life blood of every organization. It is the co-ordination of all resources through the process of planning, organizing, and controlling in order to attain stated objectives. The performance of the organization reflects the ability of the management. The management and control of management of pharmaceutical are vested P.V.MUHAMMAD SAGEER, the Managing Director and he is responsible for the affaires and proper conduct of the business.

BOARD OF DIRECTORS



Planning policy

The main policy of the company is to produce qualitative products. It should be marketed at proper time when there is a demand. In the case of Mangalodayam pharmaceuticals they have certain standards to ensure the quality of the products. Company believes that our people is the here of our organization and they we should give them better quality products.

Organizational Structure of the Firm

The organization structure of Mangalodayam pharmaceuticals manufacturing firm is the relationship among various management person by avoiding the gap and overlapping authority and responsibility. The authority follows down from proprietor through manager to different departments. Management has appointed in administration officer for the overall administration of the firm. The functions of administration officer are: -

- Conformation and maintenance of general discipline
- Achievements of organizational goal
- Supervision of legal obligations

The important departments of Mangalodayam pharmaceuticals are described below in a detailed manner.

Production Department

Production is the process of converting materials in to finished goods. All other activities receive around this activity from 1983. Mangalodayam started producing medicines in bulk quantity to reduce the demand supply gap with no compromise on quality.

Finance Department

Finance is the life blood of every organization. Finance is the motivating factor of business for future growth and survival. Finance department is responsible for the Decisions and for the accounting transactions made. It

meets the fund requirement of all other department and issue the fund according to the need. The important functions are

- Financial planning
- Acquisition of funds
- Financial forecasting
- Maintaining proper liquidity
- Deciding of wages and salaries

Personnel Department

Human Resource or personnel department is that part of the management which is connected with the people at work and which shows the relationships with enterprise. The employees are now being recognized as human being not a living factor of production. The Human Resource department is responsible for payment of remuneration, grievance handling..etc. personnel management is to manage the workforce so as to get maximum benefit to both the organization and to employees. The important objectives of personnel department are

- To assure the availability of the human resource
- To maintain good relationship between the employees
- To maintain leave register, attendance making and overtime confirmation

Marketing Department

Marketing Department affects every aspect of our daily life. Market is the process of providing the right quality in the right quantity in the right place at the right time. The ultimate objective of market is satisfaction of customer needs and desire.

In marketing department are distributed through agent and dealers. Mainly they depend up on franchising for marketing their product. The unit appointed more than 150 dealers in the district of Malappuram, Palakkad, Thrissur, Kozhikode and Kannur.

Sales Department

The firm has appointed sales representatives to collect the orders from the agents and dealers. Generally orders are accepted once in week. While receiving the orders, It is verified in the store, the store keeper marks the available items. Then the clerk prepares the sales invoice.

The activities of sales department are:-

- High margin of profit or commission to dealers for canvassing sales through Doctors
- Commission and incentives to such representatives
- High margin of profit or commission to9 dealers.

Advertisement:-

The concern much not gives more emphasis on advertisement, because of quality of medicine. The real advertisements mainly through the mouth. The dealing of advertisement is under the control of manager. The firm advertises the product through Medias like news papers and magazines, wall painting, sign board.etc. Advertisement on road side put also done.

Purchase Department

Purchasing is an integral and very important function of business. This department plays an inevitable role in every organization. Because purchasing has its effect on every virtual factor concerning the manufacturer, quality, cost, efficiency and prompt delivery of good to customers. The head office of the department is purchase manager. The important objective of the functional department of Mangalodayam pharmaceuticals are:-

- To obtain materials economically
- To procure right materials
- To procure materials in right quality

- To get hold of materials in right quality
- To acquire from the right and reliable source of Veda

Organizational structure is a frame work of relationship of persons operating at various levels to accomplish common objective. An organizational structure is systematic combination of people's function and physical facility. An effective organizational structure is followed in the company.

ORGANIZATION CHART

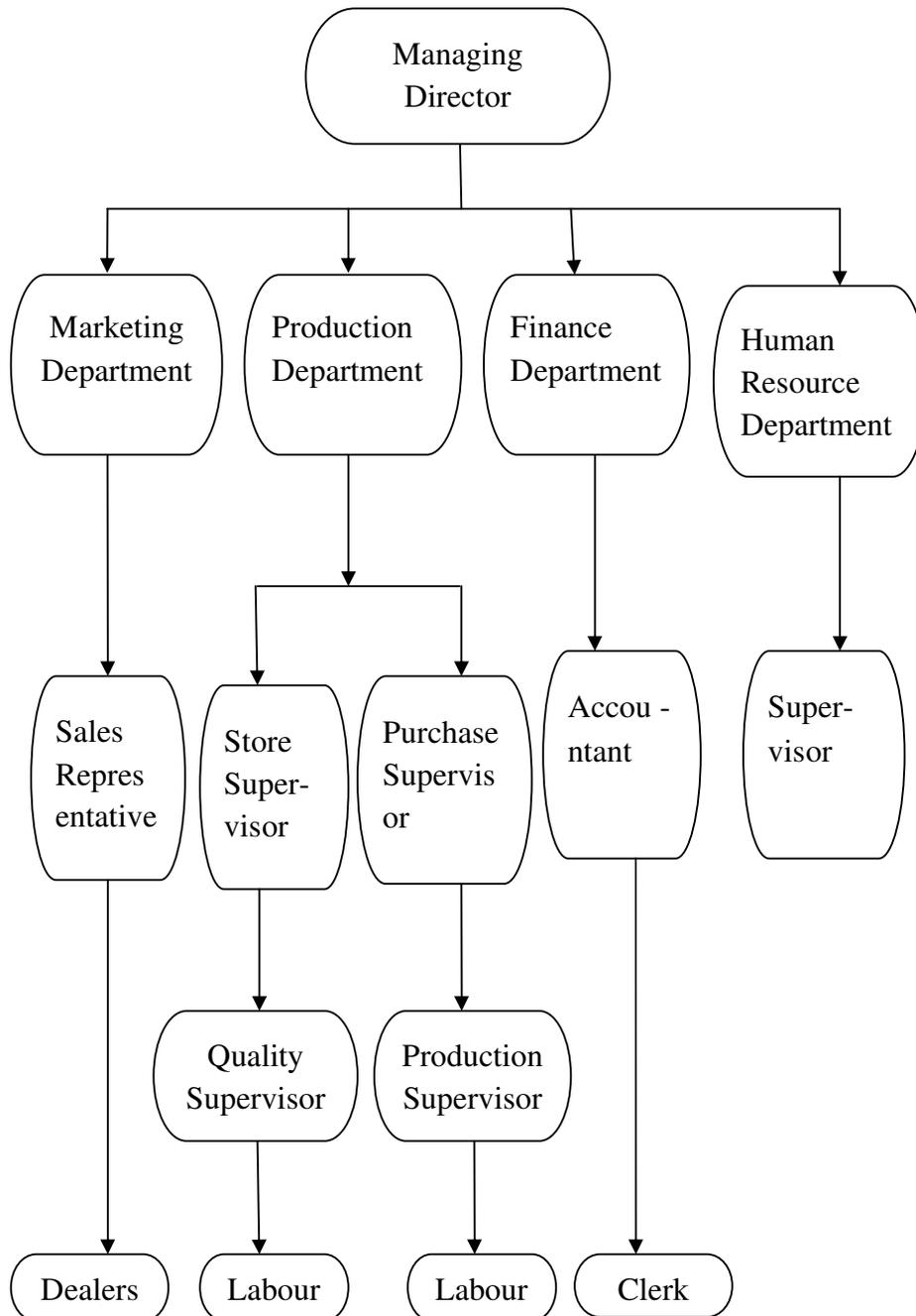
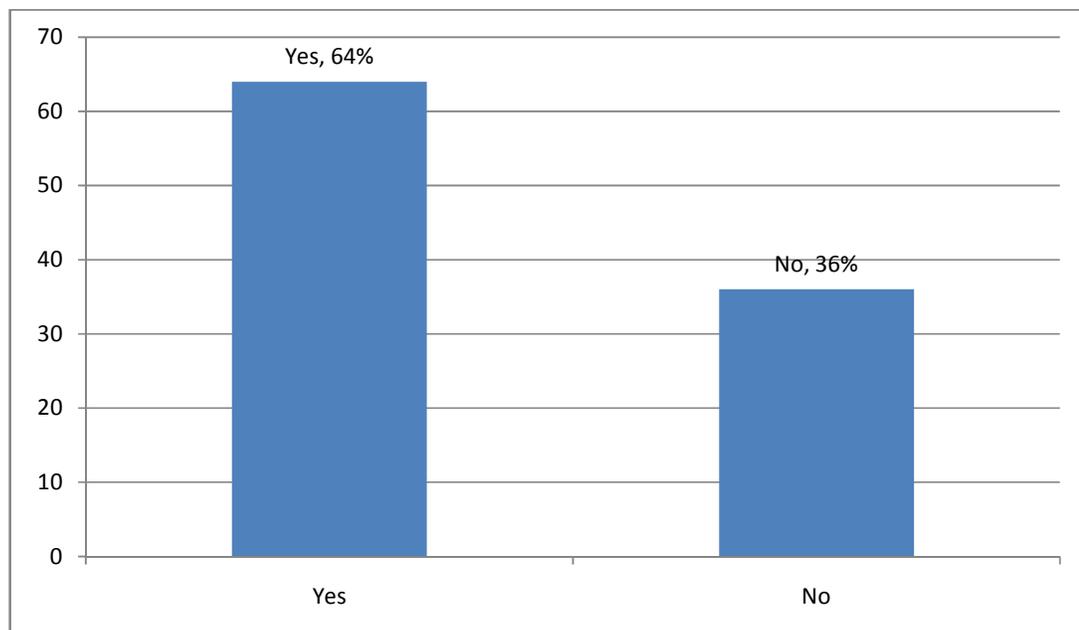


Table 4.1 Methods of training

Sl. No	Methods	No.of Respondents	Percentage
1.	On the job training	32	64%
2.	Off the job training	18	36%
Total		50	100%

Chart 4.1 Methods of training



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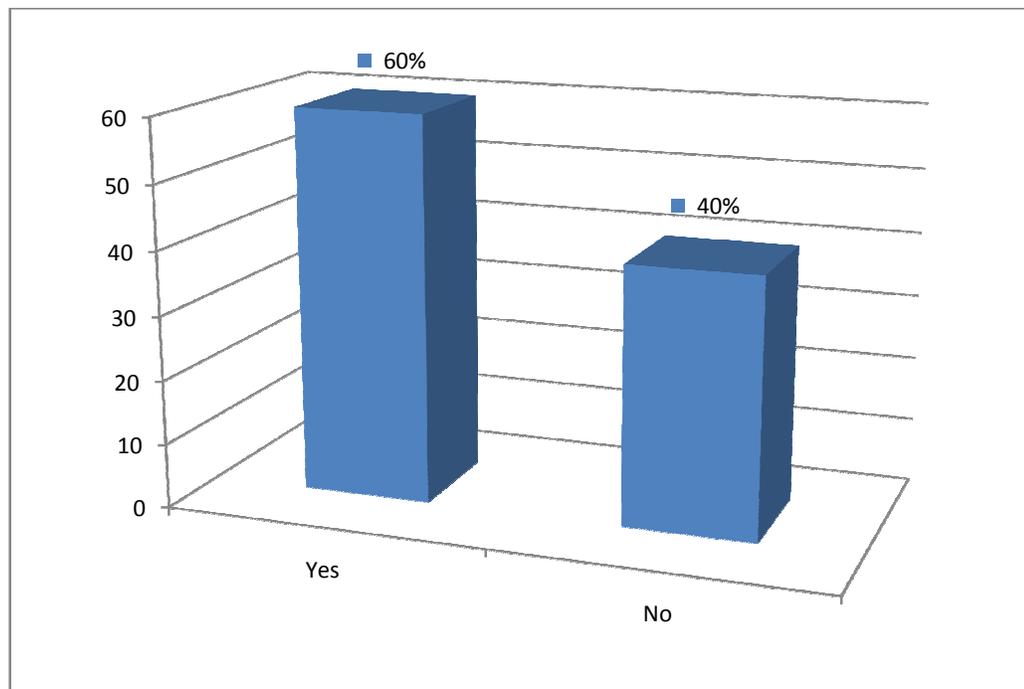
64% of the employees are interested in On the job training method and other 36% of the employees are interested in Off the job training method.

Table 4.2 Encouragement towards the employees by senior managers.

Sl. No	Opinions	No.of Respondents	Percentage
1.	Yes	30	60%
2.	No	20	40%
Total		50	100%

(Source: survey data)

Chart 4.2 Encouragement towards the employees by senior managers.



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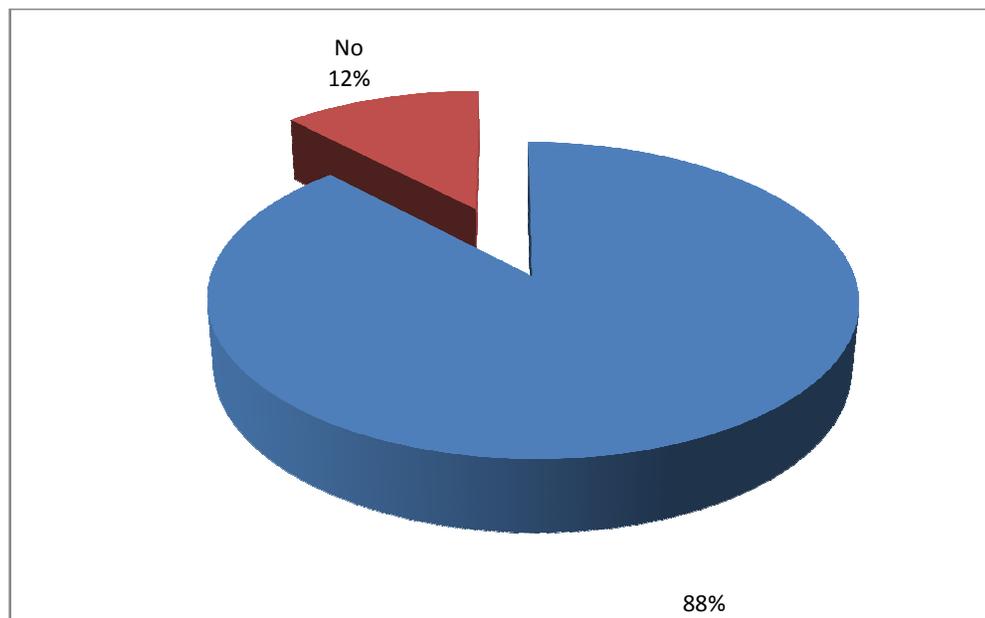
60% of the employees are responded that the senior managers are encouraging them for their self developments. Remaining 40% are says that their managers are not encouraged.

Table 4.3 Opinion of employees on the quality of training programmes for the success of organization

Sl. No	Opinions	No.of Respondents	Percentage
1.	Yes	44	88%
2.	No	6	12%
Total		50	100%

(Source: survey data)

Chart 4.3 Opinion of employees on the quality of training programmes for the success of organization



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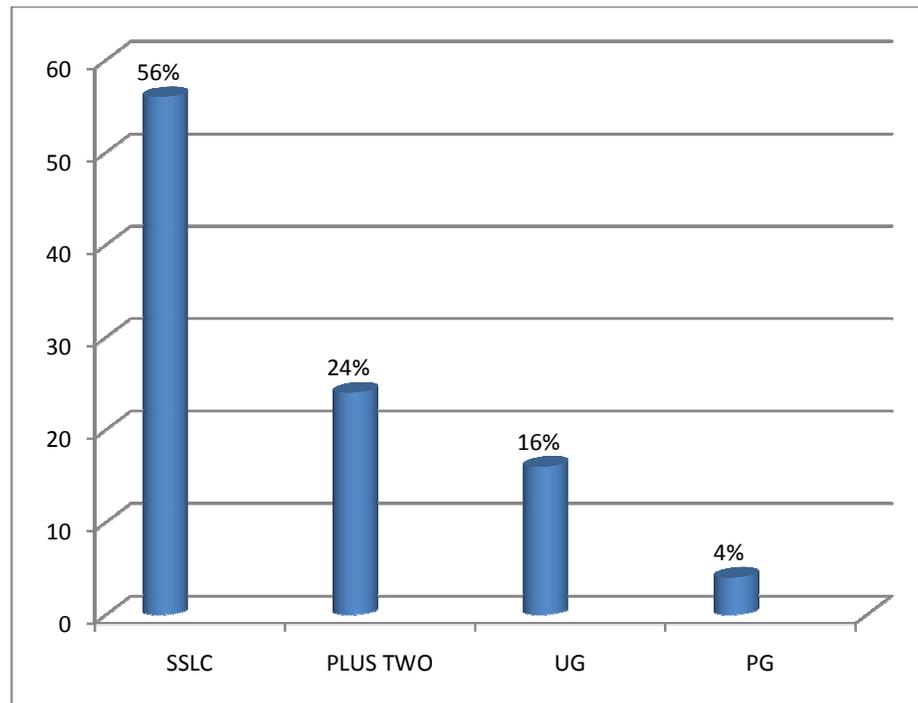
Majority (88%) of the respondents believes that the success of organization is related to the quality of the training programmes offered by them. But, 12% of the respondents say that the quality of the training programmes does not affect the success of an organization.

Table 4.4 Educational qualification of employees.

Sl. No	Qualifications	No.of Respondents	Percentages
1.	SSLC	28	56%
2.	PLUS TWO	12	24%
3.	UG	8	16%
4.	PG	2	4%
Total		50	100%

(source:survey data)

Chart 4.4 Educational qualification of employees.



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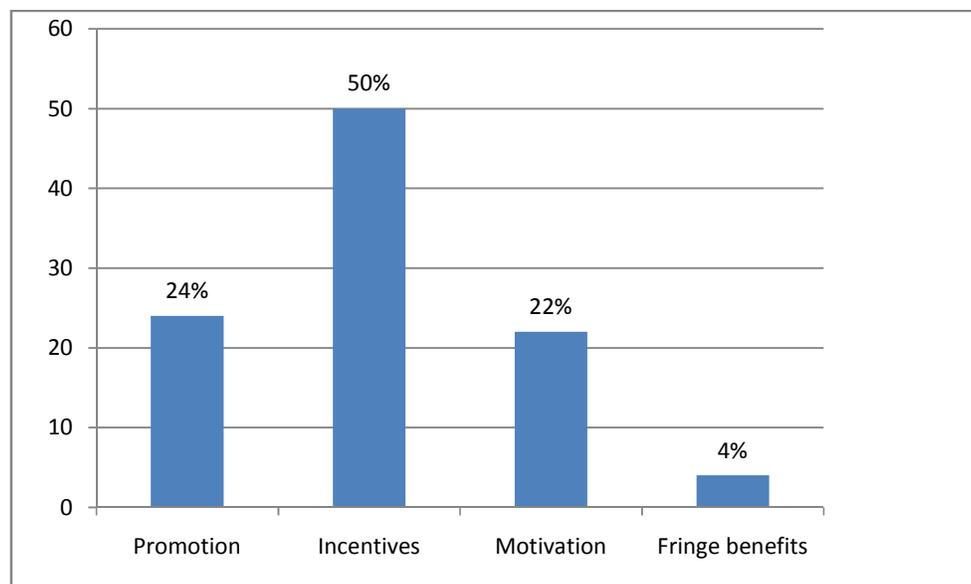
From the above data, 56% of respondents are qualified in SSLC. 24% of respondents have plus two qualification. UG holders are 16% and 4% of the employees are PG holders.

Table 4.5 The Best alternative other than training

Sl. No	Alternatives	No.of Respondents	Percentage
1.	Promotion	12	24%
2.	Incentives	25	50%
3.	Motivation	11	22%
4.	Fringe benefits	2	4%
Total		50	100%

(source: survey data)

Chart 4.5 The best alternative other than training



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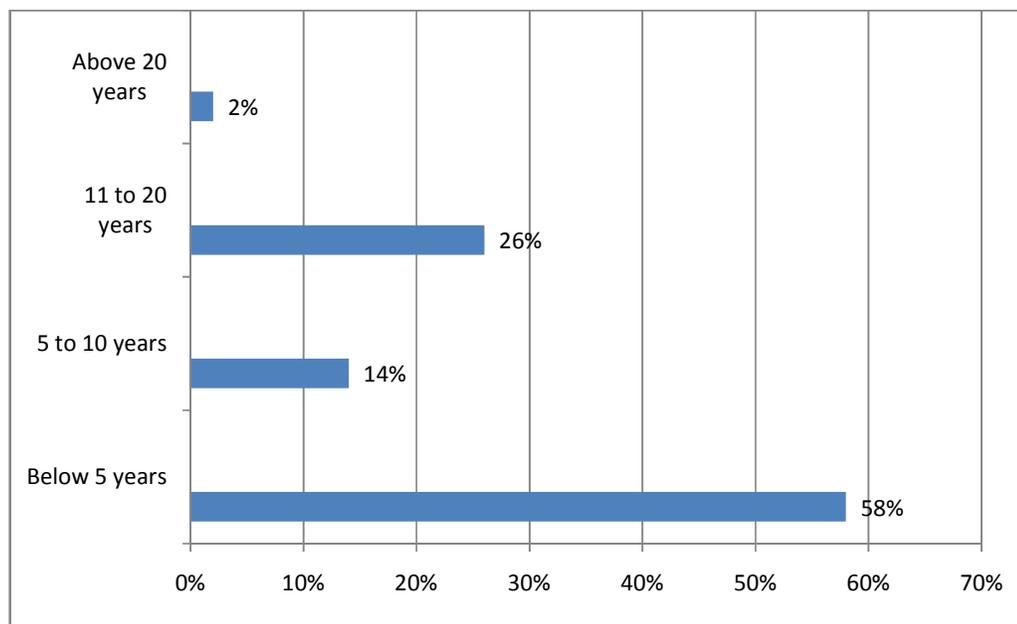
24% of the employees say that promotion is the next best alternative to increase the performance of workers. Incentives were supported by 50% and the 22% of the employees believes that motivation is next best alternative after the training. Only 4% supports fringe benefits.

Table 4.6 Service of the respondents

Sl. No	Service	No.of Respondents	Percentage
1.	Below 5 years	26	58%
2.	5 to 10 years	7	14%
3.	11 to 20 years	13	26%
4.	Above 20 years	1	2%
Total		50	100%

(Source: survey data)

Chart 4.6 Service of the respondents



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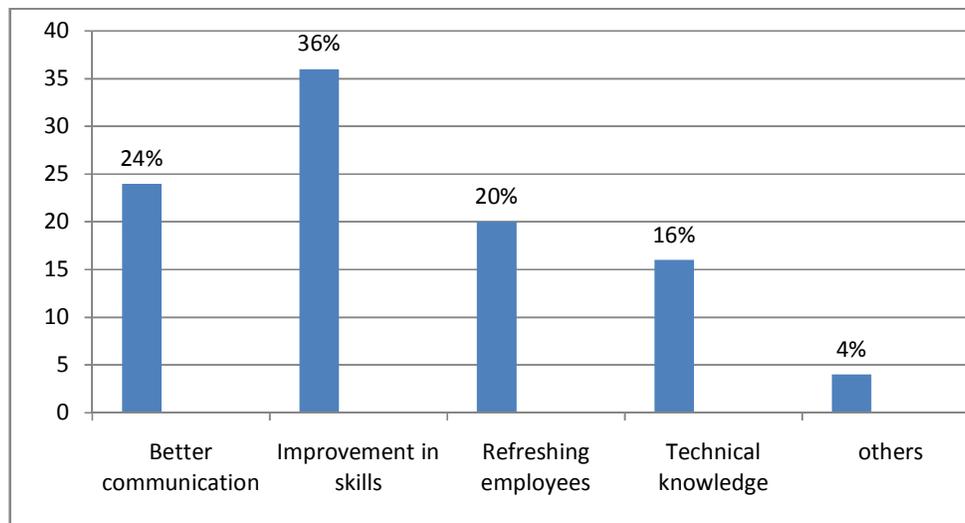
Majority of the workers are below 5 years in experience (58%). 14% of the respondents have 5 to 10 years of experience, 26% have 11 to 20 years of experience and only 2% have above 20 years of experiences.

Table 4.7 Benefits from the training

Sl. No	Benefits	No.of Respondents	Percentage
1.	Better communication	12	24%
2.	Improvement in skills	18	36%
3.	Refreshing employees	10	20%
4.	Technical knowledge	8	16%
5.	Others	2	4%
Total		50	100%

(Source: survey data)

Chart 4.7 Benefits from the training



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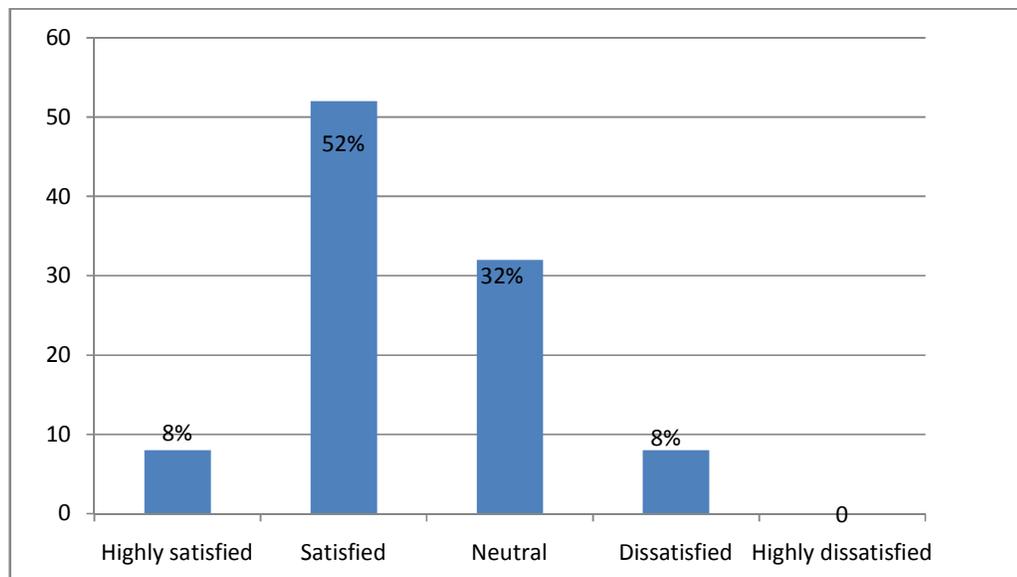
From the table, Benefits from the training are different. 24% of the respondents thought that better communication is the benefit occurred from training. 36% thought that they had improved their skills. Refreshment and technical knowledge was 20% and 16% respectively. 4% says that they are earned other benefits.

Table 4.8 Evaluation of training programme.

Sl. No	Level of satisfaction	No.of Respondents	Percentage
1.	Highly satisfied	4	8%
2.	Satisfied	26	52%
3.	Neutral	16	32%
4.	Dissatisfied	4	8%
5.	Highly dissatisfied	0	0%
Total		50	100%

(Source: survey data)

Chart 4.8 Evaluation of training programme.



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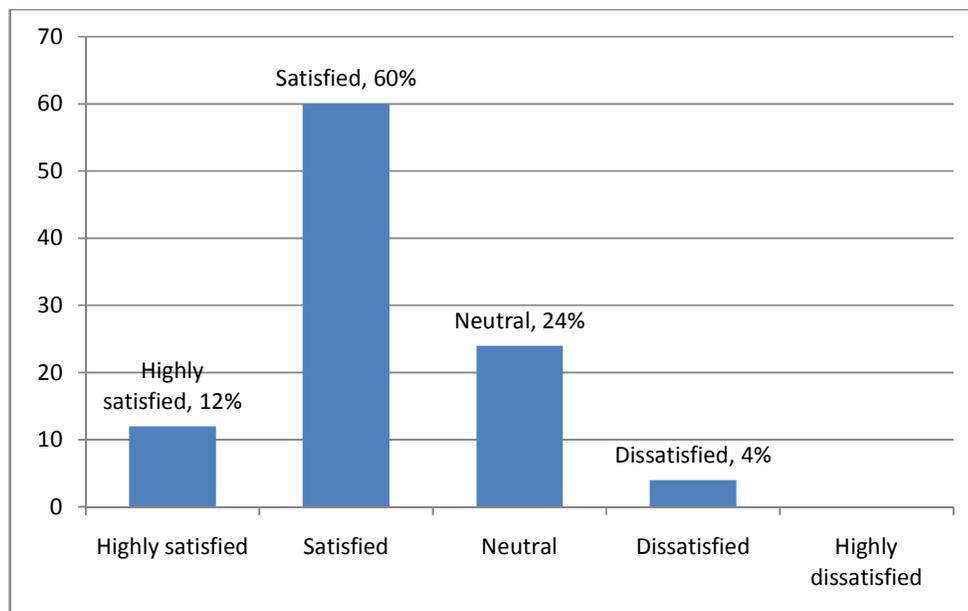
From the above data, majority of the employees are satisfied with the training programmes. 8% are highly satisfied and 52% are satisfied. Neutral 32% and the dissatisfied employees are 8%. There were no employees with high dissatisfaction.

Table 4.9 Opinion about present working atmosphere.

Sl. No	Opinions	No.of Respondents	Percentage
1.	Highly satisfied	6	12%
2.	Satisfied	30	60%
3.	Neutral	12	24%
4.	Dissatisfied	2	4%
5.	Highly dissatisfied	0	0%
Total		50	100%

(Source: survey data)

Chart 4.9 Opinion about present working atmosphere.



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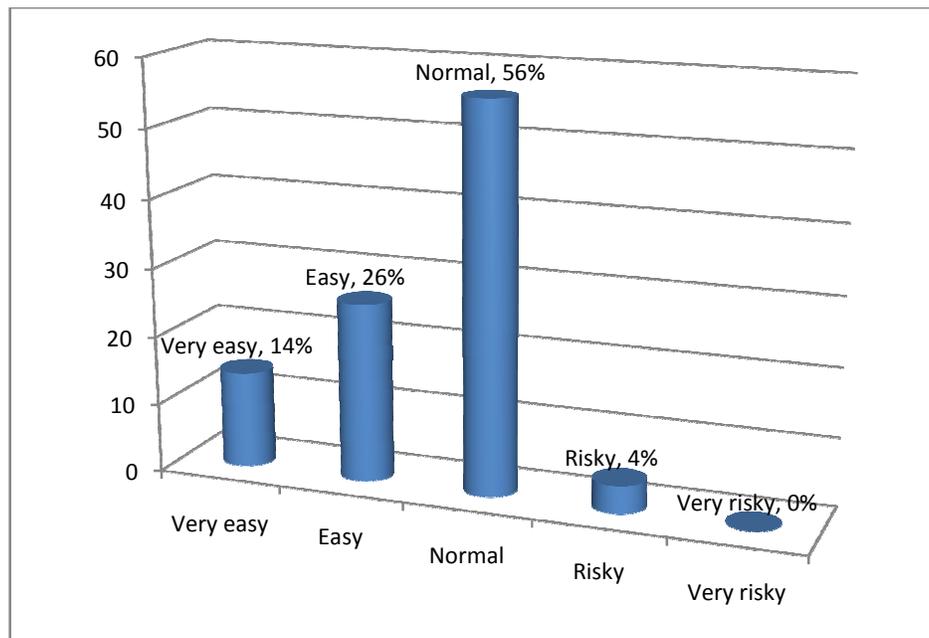
From the above data, majority of the employees are satisfied with the present working conditions. 12% are highly satisfied and 60% are satisfied. Neutral 24% and the displeased employees are 4%. There was no respondent with high dissatisfaction.

Table 4.10 Complexity of work

Sl. No	Opinions	No.of Respondents	Percentage
1	Very easy	7	14%
2	Easy	13	26%
3	Normal	28	56%
4	Risky	2	4%
5	Very risky	0	0%
Total		50	100%

(Source: survey data)

Chart 4.10 Complexity of work



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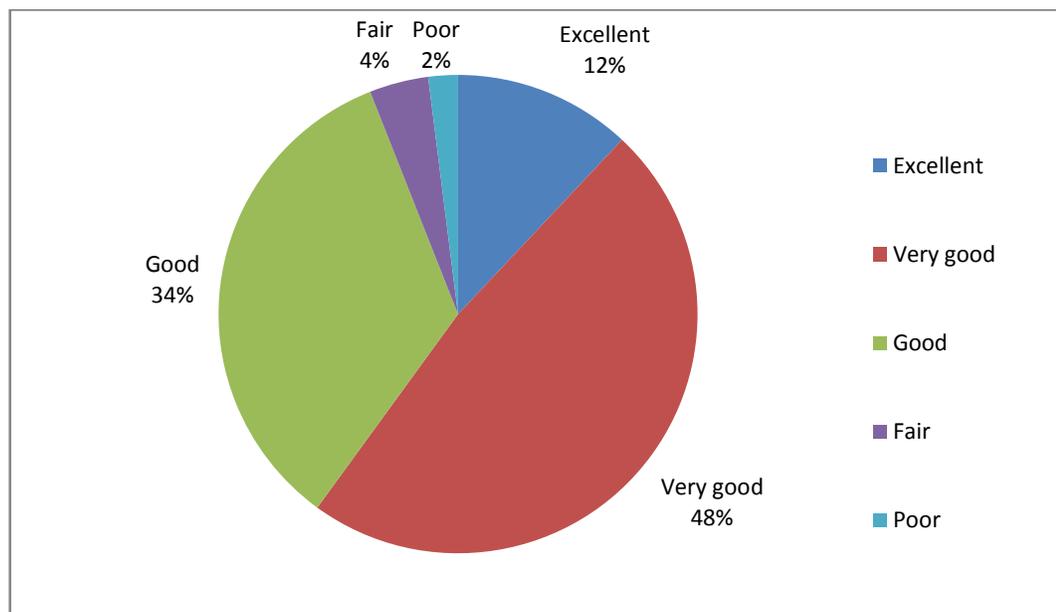
Majority (56%) of the employees says that the work is normally complex, 14% of the employees says that the work is very easy and 26% responded as easy. 4% thought that their work is risky. No one responded with very risky.

Table 4.11 Confidence level before training programme.

Sl. No	Level of confidence	No.of Respondents	Percentage
1	Excellent	6	12%
2	Very good	24	48%
3	Good	17	34%
4	Fair	2	4%
5.	Poor	1	2%
Total		50	100%

(Source: survey data)

Chart 4.11 Confidence level before training programme.



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From this, Majority (48%) of employees responded that they had a very good level of confidence after the training programme. 12% of the employees responded that the confident level is excellent, 34% as good, 4% as fair and 2% as poor.

Table 4.12 Table Shows the confidence level after training programme.

Sl. No	Level of Confidence	No.of Respondents	Percentage
1	Excellent	12	24%
2	Very good	32	64%
3	Good	5	10%
4	Fair	1	2%
5.	Poor	0	0%
Total		50	100%

(Source: survey data)

Table 4.12 The confidence level after training programme.



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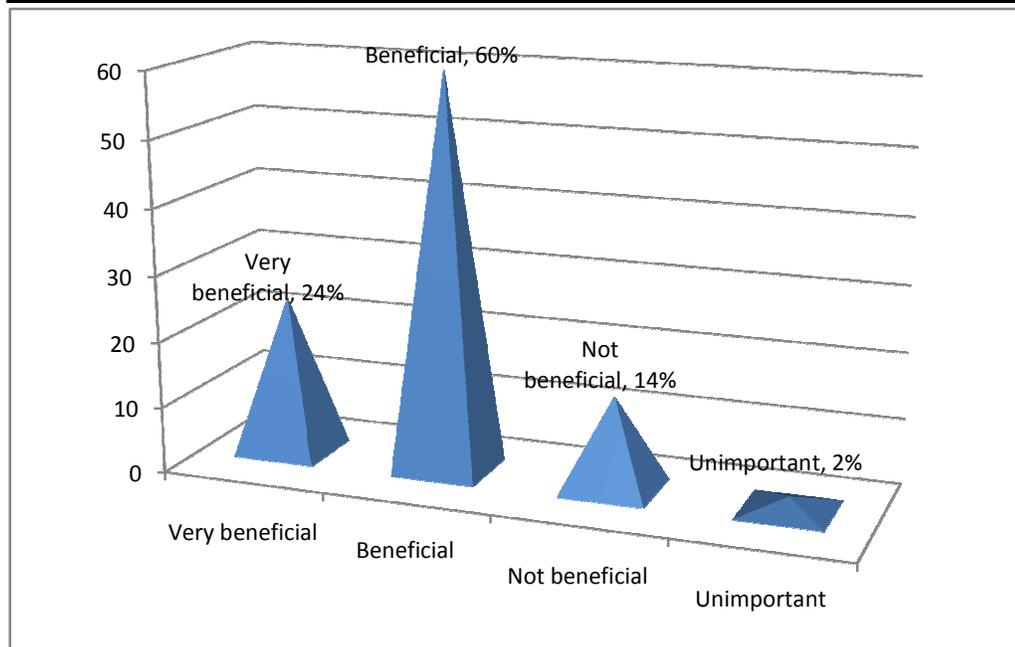
Level of confidence is increased from the training. It is proved from the above details. 24% of the respondents say that the training is excellent and 64% says that it is very good. 10% responded as good and 2% as fair. No one marked for poor.

Table 4.13 The Quality of training received by employees.

Sl. No	Opinions	No.of Respondents	Percentage
1	Very beneficial	12	24%
2	Beneficial	30	60%
3	Not beneficial	7	14%
4	Unimportant	1	2%
Total		50	100%

(Source: survey data)

Chart 4.13 Quality of training received by employees from



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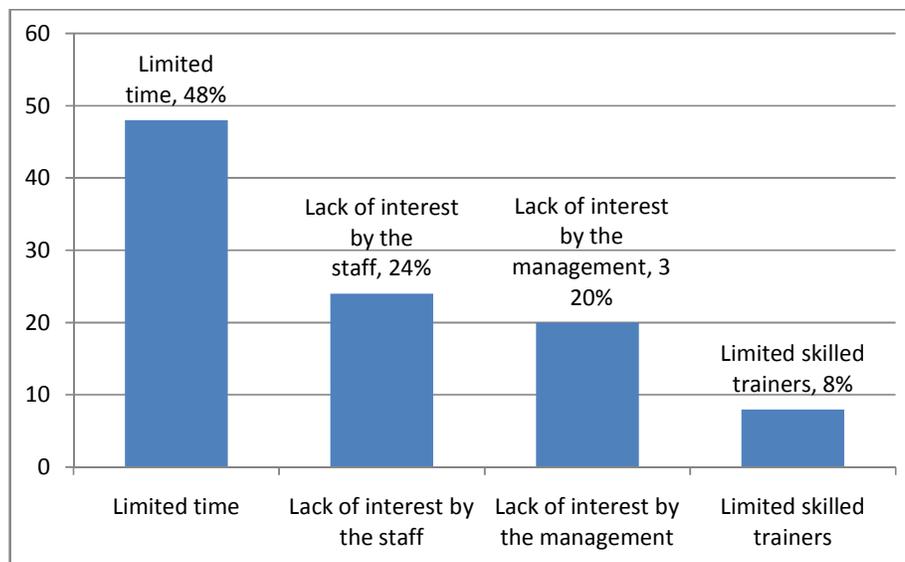
From the above, we can simply ascertain the quality of training is developed through the training sessions. 24% & 60% are says very beneficial and beneficial respectively. 14% thought that not beneficial and other 2% are marked with unimportant.

Table 4.14 Important obstacles of training and development.

Sl. No	Reasons	No. of Respondents	Percentage
1	Limited time	24	48%
2	Lack of interest by the staff	12	24%
3	Lack of interest by the management	10	20%
4	Lack of skilled trainers	4	8%
Total		50	100 %

(Source: survey data)

Chart 4.14 Important obstacles of training and development..



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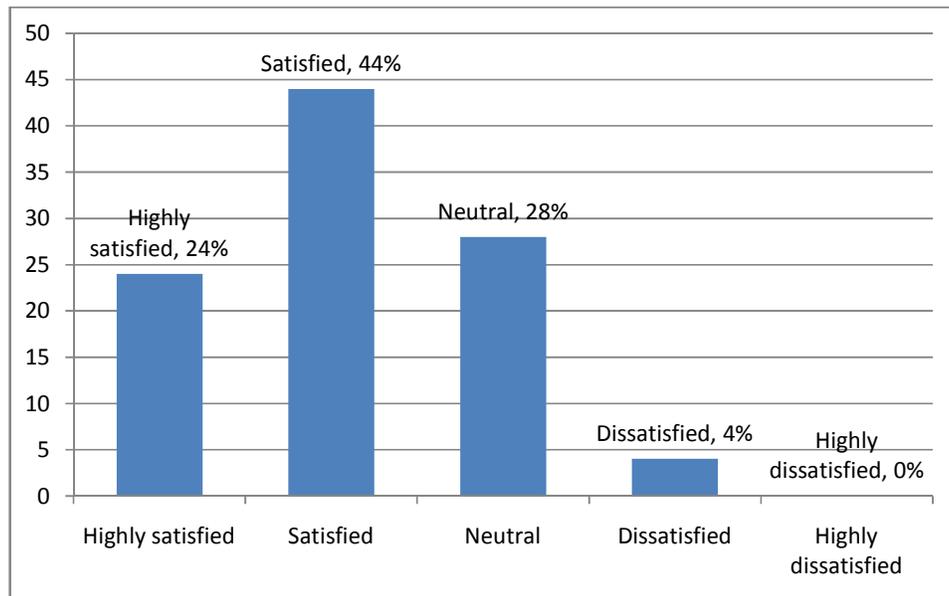
From the above table data, we can simply ascertain the obstacles of training are different. Limited time is the major problem to the training and development. Here, 48% of the respondents responded that the limited time is the barrier for training. 24% says that lack of interest by staff and 20% believes that the low interest of managers and 8% says that there is lack of skilled trainers.

Table 4.15 Co-operation among superiors, peers and subordinates.

Sl. No	Level of satisfaction	No. of Respondents	Percentage
1	Highly satisfied	12	24%
2	Satisfied	22	44%
3	Neutral	14	28%
4	Dissatisfied	2	4%
5.	Highly dissatisfied	0	0%
Total		50	100%

(Source: survey data)

Chart 4.15 Co-operation among superiors, peers and subordinates.



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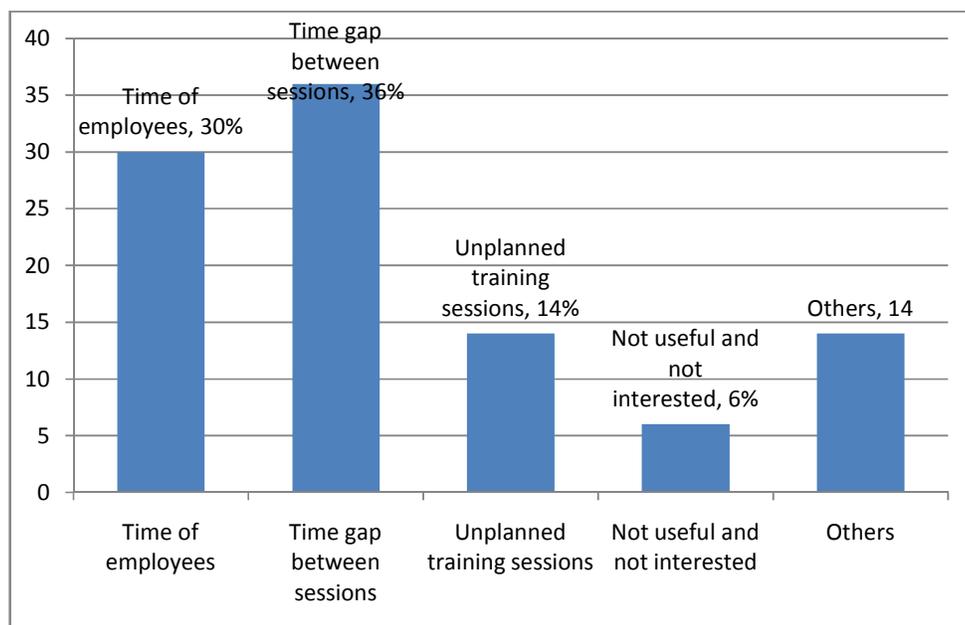
The above table shows that the co-operation between superiors, peers and subordinates are good. Here, 24% are highly satisfied and 44% satisfied in those relations. Neutral by 28%,Dissatisfied by 4%. No one responded as highly dissatisfied.

Table 4.16 General issues relates to the training sessions

Sl. No	Issues	No. of Respondents	Percentage
1	Time of employees	15	30%
2	Time gap between sessions	18	36%
3	Unplanned training sessions	7	14%
4	Not useful and not interested	3	6%
5.	Others	7	14%
Total		50	100%

(Source: survey data)

Chart 4.16 Chart Shows that the general issues relates to the training sessions.



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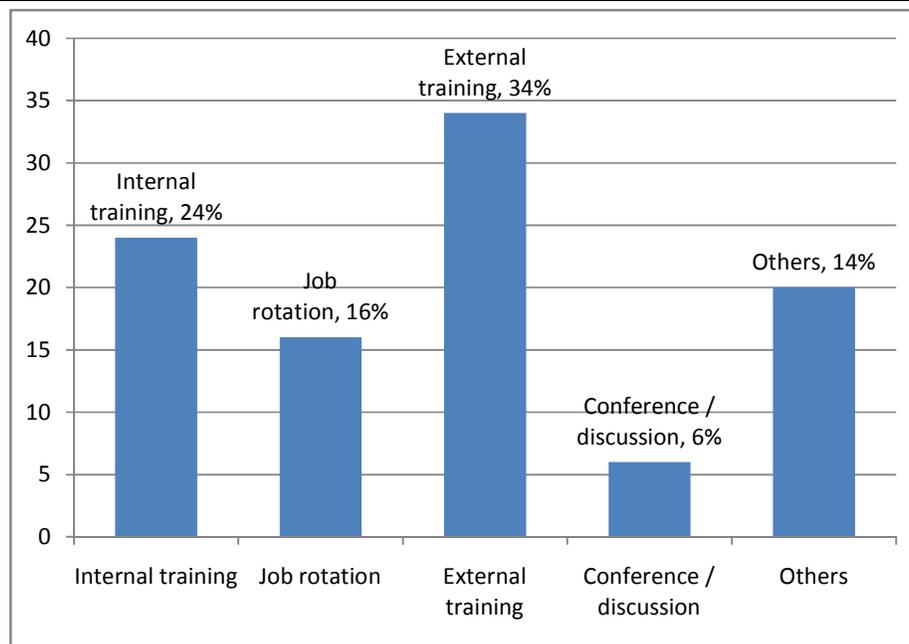
From the above data, we can simply ascertain the time gap between sessions is the major problem(36%). 30% of the respondents are responded that the time of employees is a problem. Unplanned training sessions by 14% , Not useful and not interested by 6% and 14% by others.

Table 4.17 Specific method of training preferred in common.

Sl. No	Issues	No. of Respondents	Percentage
1	Internal training	12	24%
2	Job rotation	8	16%
3	External training	17	34%
4	Conference / discussion	3	6%
5.	Others	10	20%
Total		50	100%

(Source: survey data)

Chart 4.17 Specific method of training preferred in common



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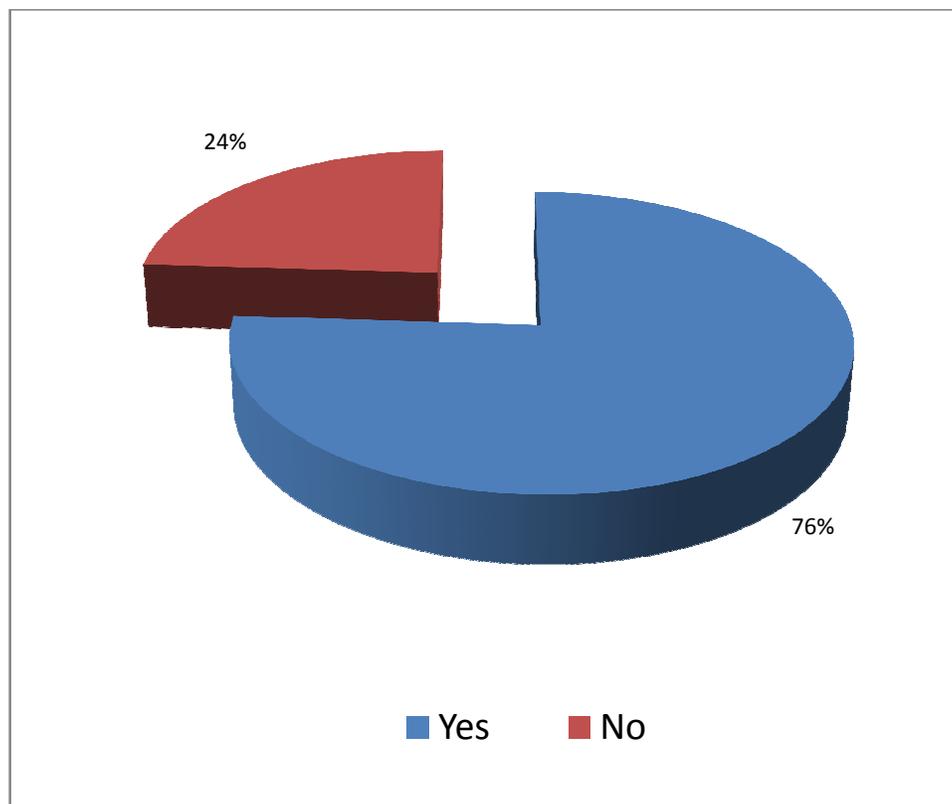
From the above data, we can ascertain that the 24% of the employees says that the internal training is preferable in common and 16% of the respondents are supported job rotation method. external training by 34%, conference or discussion by 6% and 20% says that they preferred other methods in common.

Table 4.18 Opportunity to provide suggestions and feedbacks.

Sl. No	Response	No. of Respondents	Percentage
1	Yes	38	76%
2	No	12	24%
Total		50	100%

(Source: survey data)

Chart 4.18 Opportunity to provide suggestions and feedbacks



INFERENCE

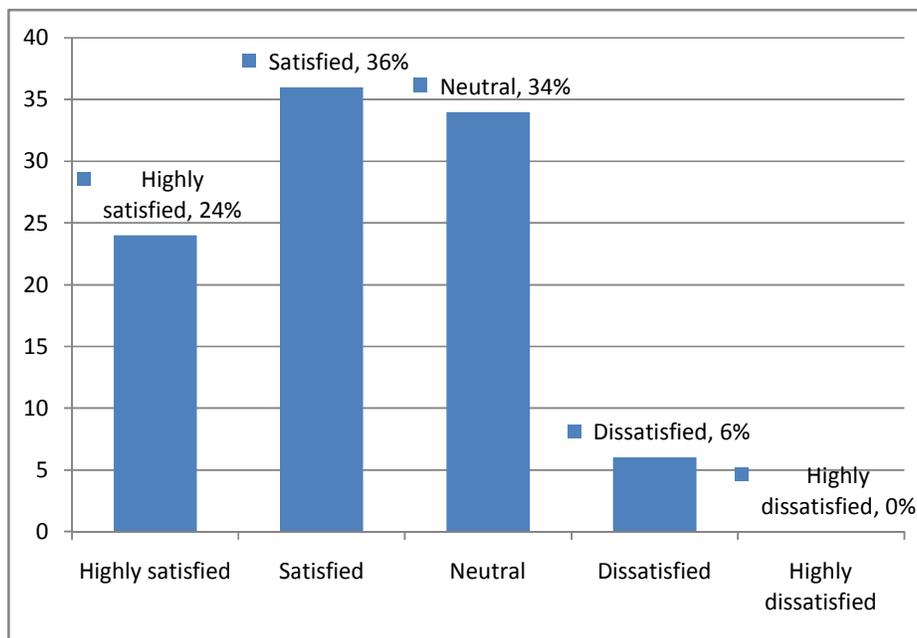
From the above data, we can ascertain that the 76% of the employees got the opportunities to provide their suggestions and feedback in the sessions of training. Other 24% of the respondents do not have such opportunities.

Table 4.19 Level of interaction with trainers.

Sl. No	Level of satisfaction	No. of Respondents	Percentage
1	Highly satisfied	12	24%
2	Satisfied	18	36%
3	Neutral	17	34%
4	Dissatisfied	3	6%
5.	Highly dissatisfied	0	0%
Total		50	100%

(Source: survey data)

Chart 4.19 Level of interaction with trainers



INFERENCE

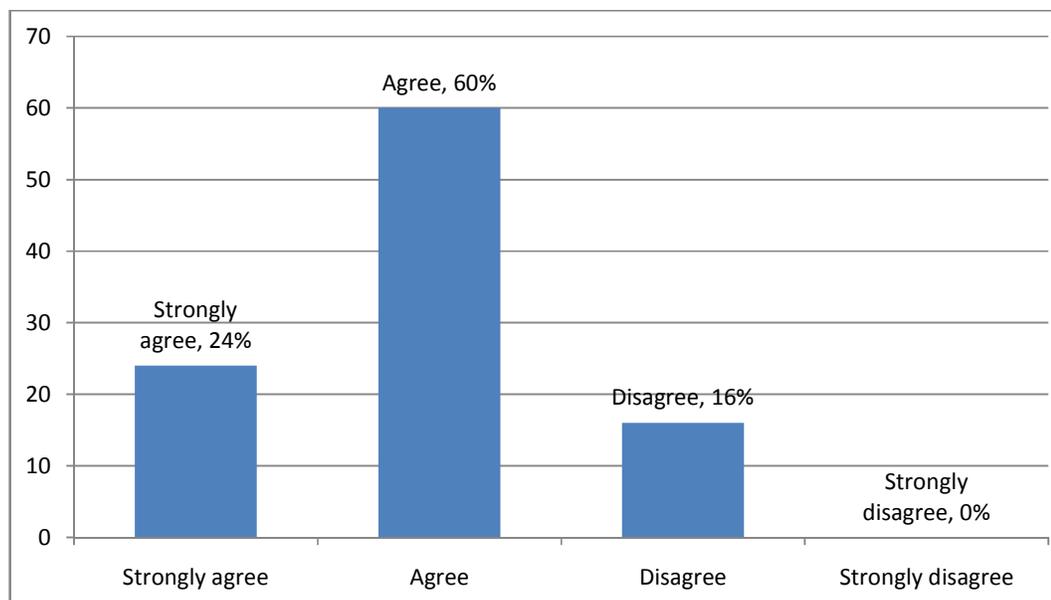
From the above table, we can ascertain that the 24% of the employees are highly satisfied with their trainers in interaction. 36% says that they are satisfied and 34% are neutral. 6% are dissatisfied and no one responded as highly dissatisfied.

Table 4.20 Role of training to improve the productivity

Sl. No	Opinions	No. of Respondents	Percentage
1	Strongly agree	12	24%
2	Agree	30	60%
3	Disagree	8	16%
4	Strongly disagree	0	0%
Total		50	100%

(Source: survey data)

Chart 4.20 Role of training to improve the productivity



INFERENCE

The above table shows that the training programme helps to increase the productivity of both quality and quantity. 24% are strongly agreed and 60% agreeing with this question. Only 16% disagreed and no one marked in strongly disagree.

STATISTICAL TOOL

Here, Chi-square test is used as statistical tool.

CHI-SQUARE TEST

The statistical test, based on the statistic following X^2 distribution, is known as X^2 test.

X^2 test can be used for testing the given population variance, by comparing with variance of the sample.

Conditions for the Application of X^2 -test

1. The total frequencies (N) must be reasonably large say at least 50.
2. Expected frequency of less than 5 is pooled with the preceding or succeeding frequency so that no expected frequency is less than 5. Then the degrees of freedom are based on the resulting number of frequencies.
3. The distribution should not be of proportions or percentages etc. it should be or original units.

Procedure:-

1. Set up the null hypothesis that there is goodness of fit between observed and expected frequencies.
2. Find the value of X^2 using the formula

$$X^2 = \sum \frac{(O-E)^2}{E}$$

3. Degree of freedom is n-1 where 'n' is the number of frequencies given. Obtain the table value.
4. If the calculated value of X^2 is less than the table value, conclude that there is goodness of fit.

$$X^2 = \sum \frac{(O-E)^2}{E}$$

O = Observed frequency

E = Expected frequency

$$E = \frac{\text{Row Total} * \text{Column Total}}{\text{Grand Total}}$$

Aim:-

To find out whether there is a relation between increasing efficiency of the employees and the training programme conducted.

Table 4.21.A Table Shows that the Efficiency of Training Programme

Response	No. of Respondents	Percentage
Most efficient	15	30%
Efficient	20	40%
Least efficient	9	18%
Inefficient	6	36%
Total	50	100 %

Table 4.21.B Table Shows that the Results of Training programme

Response	No. of Respondents	Percentage
Very Beneficial	22	44
Beneficial	18	36
Neutral	6	12
Unimportant	4	8
Total	50	100 %

Here,

Null Hypothesis (H₀): -There is no significant relationship between increasing efficiency of employees and the results of training programme conducted.

Alternative Hypothesis (H₁):- There is significant relationship between increasing efficiency of employees and the results of training programme conducted.

Table 4.21.C Table Efficiency and Results of Training Programme.

Efficiency of Employees	Results of Training Programme				Total
	Very Beneficial	Beneficial	Least Beneficial	Unimportant	
Most Efficient	4	10	1	0	15
Efficient	12	6	2	0	20
Least Efficient	4	2	0	3	9
Unimportant	2	0	3	1	6
Total	22	18	6	4	50

O	E	O-E	(O-E) ²	(O-E) ² /E
4	6.6	-2.6	6.76	1.0242
12	8.8	3.2	10.24	1.1636
4	3.96	0.04	0.0016	0.0004
2	2.64	-0.64	0.4096	0.1551
10	5.4	4.6	21.16	3.9185
6	7.2	-1.2	1.44	0.2
2	3.24	-1.24	1.5376	0.4745
0	2.16	-2.16	4.6656	2.16
1	1.8	-0.8	0.64	0.3555
2	2.4	-0.4	0.16	0.0666
0	1.08	-1.08	1.1664	1.08
3	0.72	2.28	5.1984	7.22
0	1.2	-1.2	1.44	1.2
0	1.6	-1.6	2.56	1.6
3	0.72	2.28	5.1984	7.22
1	0.4	0.6	0.36	0.9

$$X^2 = \frac{\sum (O-E)^2}{E} = 27.7384$$

Degrees of freedom = (r-1) x (c-1)
= (4-1) x (4-1)
= 9

Let us take 5% Level of significance

Table value = **16.919**

Calculated Value > Table Value

27.7384 > 16.919

So, Here reject **H₀** and accept **H₁**

Hence there is in difference between efficiency of employees and results of training programmme conducted. So, increases the efficiency of employees after conducting the training programmes.

FINDINGS

- Majority (64%) of the employees are interested in On the job training method.
- 60% of the respondents opinion that senior managers are encouraged them and 40% says that not getting such type of encourages.
- Majority of employees (88%) are believed that the success of organization is related to the quality of training programmes.
- Incentives are the next best alternative to increase the performance of employees after the training programmes.
- Better communication and improvement in skills are the two major benefits from training.
- Majority (60%) of the employees are satisfied with the training.
- Majority (72%) of the employees are satisfied with the present working conditions.
- Complexity of work is very low in Mangalodayam pharmaceuticals Pvt.Ltd.
- Confidence level of employees is almost doubled after attending the training programmes.
- 84% of the respondents are agreed that they are received quality training programmes from Mangalodayam pharmaceuticals Pvt.Ltd.
- Lack of time (48%) is the major obstacle for training and development.
- Most of the employees (68%) are highly satisfied or satisfied with their superior, peers and subordinates.
- Time gap between training sessions is the major general issue relates to the training.
- External training is the specific method of training preferred by most of the employees.
- Majority (76%) of the employees have the opportunity to provide their suggestions and feedback to the trainers.
- Majority (60%) of respondents are satisfied with the interaction of trainers.
- Majority (84%) of the employees are agreed that the training programmes helps to increase the productivity of both quality and quantity.

- Most of the employees have an opinion that the quality of training is beneficial to them.
- Majority of the employees are comfortable with the training of the Mangalodayam pharmaceuticals Pvt.Ltd.
- Increases the efficiency of employees after conducting the training programmes.

SUGGESTIONS

- Most of the employees prefer On the job training, management must be ready to give that.
- Employees satisfied with the current training programme but some improvements in training programme helps the organization to better performance.
- Management must be ready to give suitable incentives for the employees.
- Quality of training is the essence of the increasing productivity. So the quality of training should be verified by the management before delivering to the employees.
- Management should try to eliminates the obstacles to the training programmes
- Proper time gap should be provided to the employees between the training sessions.
- The management should provide an experienced trainer.
- There should be making better relationship with workers.

CONCLUSION

In order to improve the efficiency of employees in his present job and prepare him for a higher level job, the effective training programmes are necessary. It is also needed to learn the company's policies, new technologies, changing environments.

This study reveals the employees opinions regarding the training programme in **Mangalodayam pharmaceuticals, Pvt.Ltd , Changaramkulam**. From the findings drawn from this study, it is very clear that the training helped in improving the level of confidence of the employees and improved efficiency of employees after conducting the training programmes. It can be concluded as the training and development programme is effective in this company and the employees are clearly satisfied with the current training programmes.

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APPENDIX

Questionnaire

Dear Sir/Madam

I am SHABEEB.K.P , undergoing M.com in M.E.S Ponnani college. As my part of M.com programme of study I am carrying out a project on effectiveness of employees training and development programmes. I request you to give your direct, real opinion for the following questions I assure that the facts collected through this permitted opinion poll will no be disclosed and information will only be used for academic purpose.

Part I

Name :

Age :

Department :

Year of service :

Qualification :

Contact no :

Thanking you

Part II

1. What kind of training do you prefer?

On the job Off the job

2.Do the senior managers encourage their juniors to undergo training for their self development?

Yes No

3. Do you think that the success of every organization is related to the quality of training offered by them?

Yes No

4. Educational qualification of employees ?

SSLC PLUS TWO UG PG

5. Other than training which is the next best alternative to increase the performance of a worker?

Incentives Promotion Motivation Fringe benefit

6. Service of the respondents ?

<5 yrs 5-10yrs 11-20yrs >20yrs

7. Benefits from the training?

Better communication

Improvement in skills

Refreshing employees

Technical knowledge

Others

8. How you evaluate the training program?

Highly satisfied

Satisfied

Neutral

Dissatisfied

Highly dissatisfied

9. Are you satisfied with the present working atmosphere ?

Highly satisfied

Satisfied

Neutral

Dissatisfied

Highly dissatisfied

10. How do you evaluate the complexity of your work ?

Very easy

Easy

Normal

Risky

Very risky

11. What is your confidence level before attending the training programme?

Excellent

Very good

Good

Fair

Poor

12. What is your confidence level after attending the training programme ?

Excellent

Very good

Good

Fair

Poor

13. Rate the quality of training that you received from the training sessions ?

Very beneficial

Beneficial

Not beneficial

Unimportant

14. What are the obstacles to training and development ?

Lack of time

Lack of interest by the staff

Lack of interest by the management

Lack of skilled trainers

15. Do you satisfied with the co operation of the superior, peers and subordinates ?

Highly satisfied

Satisfied

Neutral

Dissatisfied

Highly dissatisfied

16. What are the general issues relates to the training programme ?

Time of employees

Time gap between sessions

Unplanned training sessions

Not usefull & not interested

Others

17. Which specific method of training do you preferred in common ?

Internal training

Job rotation

External training

Conference / discussion

Others

18. Do you have any opportunity to provide your suggestions and feedbacks towards training ?

Yes No

19. Tick your satisfaction level of interaction with your trainers ?

Highly satisfied

Satisfied

Neutral

Dissatisfied

Highly dissatisfied

20. "Training programme helped to increase the productivity of both quality and quantity "

Strongly Agree

Agree

Disagree

Strongly Disagree

21. Mark your efficiency level after attending the training programme?

Most Efficient

Efficient

Least Efficient

Inefficient

22. Tick your results after the training programme?

Very Beneficial

Beneficial

Neutral

Unimportant

Signature of the Respondent

Date :- / / 2015.